

# FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

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Fall 1992

## Children's Literature: Three Puerto Rican Stories

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Teachers College  
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New York, New York

*Había una vez y dos son tres...* and so Spanish stories from Puerto Rico begin. Authentic children's literature is an invaluable part of elementary school foreign language programs. The use of stories, folktales, and legends can help create a rich context for language learning. Developing a love for literature, which is a goal in most elementary school classrooms, can be encouraged in the foreign language classroom through the use of children's literature. The joy of stories can be experienced by both students and teachers. In this article, three Puerto Rican stories will illustrate how authentic literature can be used with young students in a foreign language program.

The first step in planning for teaching through literature is to read a story many times to yourself. Choose a story that you love and that has many possibilities for language learning. Think about the vocabulary, language structures, and content you would like to teach through the story. Make a web of all of the possibilities (see Figure 1).

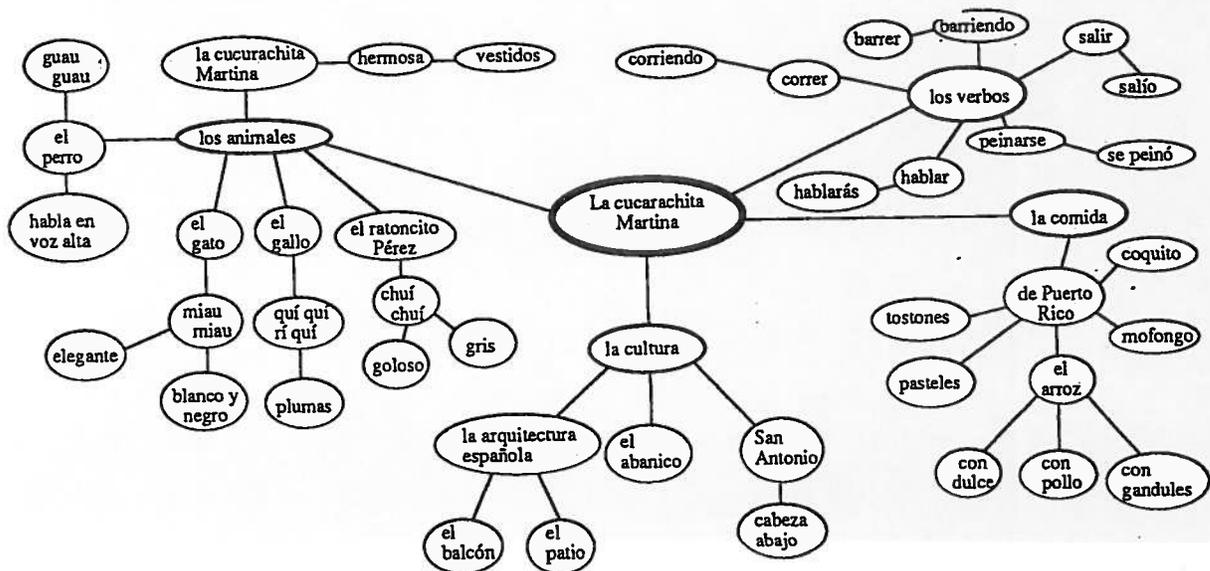
Figure 1: Web of Possible Teaching Activities

What language needs to be pretaught? What methods will you use to do this? How will you "teach" the story? What follow-up activities will extend the language and content learning? If necessary, simplify the storyline to fit the language level of your students.

Puerto Rico is a rich source of authentic literature and folklore. There are many rhymes, chants, songs, and games that depict the history and culture of this small Caribbean island. *Atariba y Niguayona*, *La cucarachita Martina*, and *La cama anticuada* are three examples of stories to use as the basis for Spanish lessons. The literature combined with the Spanish language vocabulary and structures used in the stories can be the content and context in which Spanish is learned. We will begin our literary journey during pre-Columbian times when the island of Boriquen (Puerto Rico) was inhabited by the native Taíno people.

*Atariba y Niguayona* is the story of a young Taíno girl, Atariba, and her friend, Niguayona, who live in a small village on the island of Boriquen. One day, Atariba becomes ill and even *el bohique*, the village healer, is not able to help make her better. Niguayona, very much concerned about his friend, sets out on a journey to find *el caimón*, a tropical fruit. He is guided by *un papagayo verdidorado*,

(Continued on page 9)



# Welcome the New Contributing Editors for *FLES NEWS*

The editor is pleased to introduce the new contributing editors for *FLES NEWS*. This is a talented group of dedicated professionals who will be key to the continued success of the newsletter. They join a superb group of contributing editors already in place and replace excellent editors who gave generously of their time and talents through the early years of the newsletter.

**Diane Fagin Adler** is the editor of the section of the newsletter entitled *Activities for Your Classroom*. She is a Lecturer in French and Methods of Teaching Foreign Languages and Program Coordinator for French Teacher Education in the Department of Foreign Languages and Literatures at North Carolina State University in Raleigh. She has presented many workshops on games and motivational activities at local, state, and regional meetings. She participates in numerous committees, workshops, and seminars focusing on FLES and co-teaches FLES-related courses.

**Mary Lynn Redmond** is the editor responsible for articles published on the topic of *Teaching Methods*. Dr. Redmond has taught at all levels—elementary through university. She is currently an Assistant Professor in the Department of Education at Wake Forest University in Winston-Salem, North Carolina, where she teaches both FLES and secondary methods. Dr. Redmond is involved in many areas of research in second language methodology and has co-authored several recent publications on the topic.

*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 (NNELL): Marcia Rosenbusch, editor; Carol Ann Pesola, president. Executive committee members are: Carolyn Andrade, first vice-president; Audrey Heining-Boynton, second vice-president; Donna Grundstad, secretary; Sonia Torres, treasurer.

Contributing editors for the newsletter by topic are: *Classroom activities* Diane Fagin Adler, North Carolina State University, Department of Foreign Languages and Literatures, Box 8106, Raleigh, NC 27695-8106; *Conferences* Susan Walker, 4560 Ohio Ave., St. Louis, MO 63111; *Funding information and new legislation* Joint National Committee for Languages, 300 Eye St., NE, Suite 211, Washington, DC 20002; *Research* M. Joy Young, Charleston Day School, 15 Archdale St., Charleston, SC 29401; *French resources* Myriam Chapman, Bank Street School 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* Mary Lynn Redmond, Wake Forest University, Department of Education, Box 7266, Reynolda Station, Winston-Salem, NC 27109.

Membership dues for NNELL, which include a subscription to *FLES NEWS*, are \$12/year (\$15 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, 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

**Susan Walker** is the *Conferences* editor. Dr. Walker is a Foreign Language Specialist at Dewey International Studies Elementary School in St. Louis, Missouri. She has taught Spanish in kindergarten through eighth grade since 1976. Dr. Walker also is an Assistant Professor in the Department of Elementary Education at the University of Missouri in St. Louis, where she is an instructor in methods of teaching foreign languages at the elementary level. She is active in foreign language organizations at the local, regional, and national levels.

**M. Joy Young** is the editor for the area of *Research* on early language learning. Dr. Young teaches French in first through eighth grades at Charleston Day School in Charleston, South Carolina. She has a master's degree from Georgetown University, Washington, DC, in French Linguistics and recently completed her doctorate in Medieval Literature at Catholic University of America, Washington, DC. Dr. Young has taught at all levels from elementary through university and has taught in France and Switzerland as well as in the United States.

The new contributing editors request that *FLES NEWS* readers send them contributions for the newsletter. They offer to work with readers to help polish a contribution to make it publishable. They also request that readers help identify potential authors for notes and articles and keep the editors informed on the important events relating to early language learning in the readers' area of the world.

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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.*

### FALL 1992 CONFERENCES

**October 15-18: Advocates for Language Learning.** Marina del Rey, CA. ALL, P.O. Box 1614, Independence, MO 64055 (816-871-6371).

**November 18-20: The Sixth Annual International Conference on Second/Foreign Language Acquisition by Children.** Chicago, IL. Gladys Lipton, UMBC-MLL, Baltimore, MD 21228 (301-231-0824).

**November 20-22: American Council on the Teaching of Foreign Languages.** Rosemont, IL. ACTFL, 6 Executive Plaza, Yonkers, NY 10701 (914-963-8830).

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

**Conferences Editor: Susan Walker**

# Notes from the President

In the middle of May, I unexpectedly found myself en route to Loccum, Germany, to represent NNELL as an American observer at a meeting of European educators. The topic was foreign languages in primary education. Sponsored by the Council of Europe, the five-day meeting gave representatives of 24 countries an opportunity to share ideas and concerns at a time when nearly every country on the continent is moving toward increasing opportunities for children to learn the languages of their neighbors.

In Austria, for example, a number of pilot schools are offering the first foreign language, usually English, in grade one, and a second foreign language beginning in grade three. Several pilot programs for partial immersion are also planned for Austria. Germany, which has long begun language instruction in grade five, is now moving languages into third grade. Projects for the development of programs and materials are under way throughout Europe, with special emphasis in France, England, and Scotland.

In most European countries the classroom teacher is also responsible for the foreign language instruction—the typical American model of having a specialist teacher for languages is far less common. There are other notable differences as well: state or national standards define the curriculum; the new political and economic realities of Europe leave little doubt among parents and educators that language learning is a necessary component of early education for students; and students and teachers alike can take for granted the convenient opportunities to interact with native speakers of the target language and travel to countries where that language is spoken. It is especially noteworthy that every European country has some national policy for the introduction of one or more languages in the elementary school for every school child.

Even more striking than these differences, however, are the similarities I discovered during discussions with colleagues from throughout Europe. There as here, elementary school programs now approach language learning in a communicative, integrative, activity-oriented manner, in contrast with a more traditional grammar for older learners. They share an urgent concern about continuity of instruction as students progress through the educational system. Teacher preparation and appropriate materials are also high priorities in European school systems, and the whole language approach to language development is guiding much of the current thinking about curriculum.

Although "content-related instruction," or deliberate reinforcement of the general curriculum through the language class is not an identified goal in any country with which I had contact, integrated instruction and thematic teaching are common. "Task-based instruction," the European term, has many parallels with American efforts to use activities and concepts from the general curriculum to provide a meaningful context for foreign language instruction. In fact, discussion in many of the working groups used the developments in primary school curriculum as a model for curriculum and methodology for foreign languages.

At the workshop seven working groups each focused on a different theme: survey of approaches (program models in the American context), intercultural learning, curriculum, continuity (articulation in the American context), methodology, materials, and teacher education.

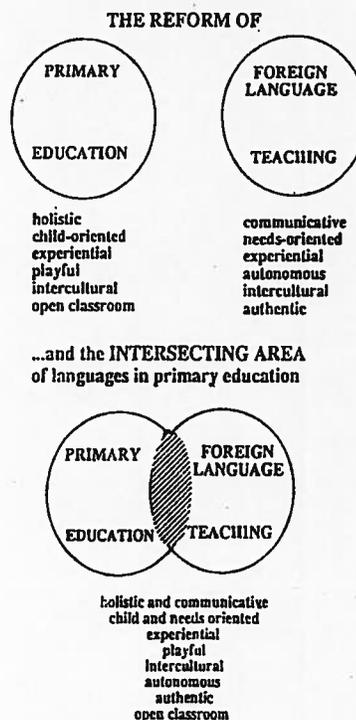
I found the questions discussed in the working group on curriculum to be especially indicative of the areas common to American and European educators:

1. Which aims do we want to attain?
2. Which themes are suitable?
3. Are the learning situations part of the regular curriculum?

The final report for this group established the following goals for early language instruction: give and obtain information; express desires, feelings, ideas; state personal views; play, sing, tell stories, role play; work with poems and take fantasy trips; be aware of traditions, customs, festivities, sports and games; and know some geography.

The relationship of foreign languages and the general curriculum was expressed very effectively in a summary by Christoph Edelhoff, of Reinhardswaldschule, Fuldata, Germany (see Figure 1):

Figure 1: The Relationship of Foreign Language and the General Curriculum



The work begun in Loccum will continue in committees and through correspondence until a follow-up workshop is held in Austria in the spring of 1994. In the meantime, I will continue to share ideas as they become available through the newly established lines of communication between early language educators in Europe and the United States. We have much to learn from each other and much to share.

**Carol Ann Pesola**

Associate Professor of Education  
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# MICHFLES Eases the Transition to Elementary School

Margaret Skinner  
FLES Teacher  
Bay City Public Schools  
Bay City, Michigan

Concurrent with a national renewed interest in FLES programs emerges the ubiquitous problem of the shortage of elementary school teachers who have foreign language training and foreign language proficiency. With the notable exception of bilingual teachers, most foreign language teachers have secondary certificates.

Michigan has begun to address this problem. As part of its school improvement plan, the Michigan State Board of Education mandated a core curriculum. Its public school districts have a specific time frame within which they must adopt the state's proposed curriculum or construct one of their own, which is then subject to approval at the state level. Built into the state's core curriculum is a foreign language strand detailing specific outcomes in five areas—listening, speaking, reading, writing, and knowledge of the target culture—at three levels of schooling: elementary, middle/junior high, and high school. After copies of a draft of the core curriculum reached local districts, administrators began to examine their foreign language offerings.

In 1991 when the state legislature further promised \$10 per pupil as an incentive for elementary foreign language instruction, districts scrambled to identify qualified teachers. The State Board of Education recognized the shortage of second language proficient elementary teachers and agreed to allow—at least temporarily—qualified and interested high school teachers to develop and deliver FLES programs in their districts.

Early in the state's interest in FLES, a Michigan Department of Education 1989-90 Challenge Grant was awarded to Michigan State University and the Ferndale Public Schools (a district with a ten-year-old FLES program in German, French, and Spanish) to plan, prepare, and present a comprehensive statewide training program in K-8 foreign language teaching. Dr. George Mansour of the Department of Romance and Classical Languages, Michigan State University (MSU), and Lynn Haire, Foreign Language Coordinator in the Ferndale District, were co-chairpersons of the project which they dubbed MICHFLES.

Goals for MICHFLES included (1) providing foreign language teachers with the knowledge and skills needed to teach foreign language to students in grades K-8 and (2) identifying on-going needs for K-8 teacher training in Michigan. It was not realistic to expect that MICHFLES could turn its secondary participants into elementary teachers in the course of one year, but it was an attainable goal to offer to its high school teacher participants the knowledge and background information necessary for them to begin a FLES program on a limited scale if their district were planning to implement such a program.

To reach their goals, the MICHFLES coordinators developed the following calendar and program:

**October**— Child Development: Cognitive, social, and motor skills of K-8 students and implications for the K-8 foreign language

classroom. Presenter: Audrey Heining-Boynton.

**Teaching Foreign Languages to Elementary Students: What should students learn? How should they learn it? When should they learn it? How will we know if they have learned it?** Presenter: Myriam Met.

**November**—Bringing Languages to Life: Choosing and creating classroom activities. Presenter: Helena Curtain.

**December-February**—Participants visit an elementary program. Those who are enrolled for credit also complete the first of two research papers.

**March**—Presentation of Children's Literature: Rhymes, games, and songs in the target language. Presenters: MSU Faculty. Make and Take Session. Presenters: Ferndale Teachers.

**April**—Culture and Communicative Language Teaching. Presenter: Carol Ann Pesola.

**May**—Content-based Instruction in K-8 Foreign Language Classes. Presenter: April Anderson.

**Michigan Focus: Teachers from Michigan K-8 programs report.**

**June**—Evaluating FLES Programs and FLES Teachers. Presenters: Helena Curtain, Myriam Met, Nancy Rhodes.

**Recommendations to the State Board of Education: MICHFLES participants.**

Participants in MICHFLES were selected through an application process that included a support letter from each one's district indicating that it was interested in the development and implementation of a FLES program in the near future. Participants were either elementary or secondary certified; some had bilingual endorsement. A few were already involved in FLES. Some taught mostly high school courses but had begun exploratory programs in their elementary schools. Some were full-time middle or high school teachers. Thirty-one different school districts were represented by forty enrollees. Participants could take MICHFLES as either a credit or noncredit course.

Through the use of Krashen and Terrell's *The Natural Approach*, MICHFLES explored second language acquisition theory but, cognizant of the make-up of the group (most of whom brought years of foreign language teaching experience to the program), emphasized theory into practice. MICHFLES was interested in providing participating high school teachers, who were considering teaching in elementary schools, the confidence to make that transition.

One of the most significant contributions made by MICHFLES was acquainting the participants with resources—resources in the form of people, publications, materials, and supplies. Participants became familiar with the names of experts, national as well as local, who could answer questions, anticipate and forestall problems, and supply strategies. They learned of publications such as *FLESNEWS* and sources such as the National Network for Early Language Learning and the Center for Applied Linguistics. They learned where to purchase authentic materials. Presenters taught participants how to

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## Observations of a Retrained FLES Teacher

Although I had been involved in the planning stages of a FLES program for our district, as a veteran high school Spanish and Latin teacher of some twenty years, I had never intended to actually teach in the elementary program. However, after visiting a number of FLES programs and having completed the MICHFLES training, I felt anxious to test my new found knowledge. In June, I left my high school position and became the FLES Spanish teacher in the Bay City, Michigan school district. Our FLES program began in the fall of 1991. Of our ten elementary schools, five are receiving instruction in Spanish and five in French. We are teaching twenty-minute classes twice a week to our fourth and fifth graders. Our plans include offering both languages for our sixth graders next year; students will continue with the language they were learning in the fifth grade.

One year's experience does not an expert make, but in the midst of this transition a few of my observations might have some value for secondary teachers considering a stint in a FLES program. They follow—in no particular order.

High school teachers are used to working with a fairly select group of students. In our district, for example, only about one-third of our high school students elect to study a foreign language. However, requiring the study of French or Spanish in our elementary schools means that I am teaching all students, not just those who have selected Spanish. Teaching entire heterogeneous classes has made a believer of me—foreign language study should be for everyone. Special education students can flourish and succeed in a FLES program. Because I don't know which of my students are classified as special needs children, I expect everyone to participate, and for the most part they do. It is important that the time set aside for foreign language class not be used for resource room activities for special education students. They belong in the foreign language class.

A thorough orientation with classroom teachers at the beginning of the school year is important. For one thing, we have much to learn from elementary teachers. If we can meet together before our program begins and exchange ideas, we all benefit. The elementary teachers who are working with our program are affected. We are dependent upon them and scheduling decisions should be mutual decisions.

Having volunteers come into schools to teach foreign languages may be well intentioned but it is also potentially detrimental. One of my fifth grade classes has had a smattering of Spanish for several years as an "enrichment" activity. Most of the teaching was provided

by community volunteers. As a result, when our FLES program began in earnest this year, this group was indifferent to the lessons, perceiving this Spanish class as nothing more than what the others had been. I wonder about the tendency to welcome any and all volunteers to teach our children foreign languages. Many districts use third and fourth year high school students to instruct beginning Spanish. We would never consider having high school calculus students teach elementary math, but for some reason anyone who knows a little Spanish is perceived as qualified to teach it. This volunteerism is especially harmful if a translation methodology is used when the district's FLES program is striving to teach primarily in the target language. We must take care not to alienate community resource people, but the integrity of our programs can suffer at the hands of well-meaning volunteers.

There really is a place in FLES teaching for the non-native speaker—maybe a really important place. I have always believed that native speakers make the best teachers, but my experience this year has changed my mind. All of my students seem intrigued by the fact that anyone can learn to speak a second language simply by studying and practicing. They want to know how long it takes and just what one has to do to accomplish it. My Hispanic students seem especially pleased that a non-Latino has learned their language. They are anxious to talk to me about their families, holiday customs, visits to Mexico or Texas. I rarely experienced this sense of pride in Hispanic identification among my many Latino high school students. Perhaps it's simply the age difference in students, but if we can encourage a sense of pride and identity in the Hispanic culture, haven't we enhanced self-esteem?

The elementary school day is one that requires patience and flexibility but one that is charged with energy and enthusiasm. My transition from eleventh and twelfth grades to fourth and fifth grades has rewarded me with insights attainable in no other way. MICHFLES eased that transition, but nothing is equal to learning by experience. As foreign language proficient elementary school teachers increase in number and gradually replace those of us displaced secondary people working in FLES programs, the entire system of foreign language instruction will benefit. Those of us who have ventured into the lower grades will have our choice of assignments: recertification or a return to our high schools positions—a return we would make as wiser people and better teachers for our FLES experience.

Margaret Skinner

### MICHFLES from page 4

stock their rooms and their "bags of tricks." Required readings from Curtain and Pesola's *Languages and Children—Making the Match* guided participants through definitions, methodology, and program selection.

When MICHFLES met in June, the matter of certification for foreign language teachers was a major discussion issue. The results of that discussion were submitted to the Michigan Department of Education in the following form:

In response to Michigan's model core curriculum outlined in Public Act 25, more and more school districts are reevaluating and

expanding their foreign language programs to include instruction at the elementary and middle school levels. To ensure the quality of these new programs, the members of MICHFLES feel it is imperative that teachers receive the training they need and that districts be provided with guidelines and assistance in establishing *quality* foreign language programs.

The professionals involved in the MICHFLES training project therefore respectfully submit the following

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recommendations to the Michigan Department of Education:

1. Offer a K-12 Foreign Language Certification.
2. Provide opportunities for certified foreign language teachers to upgrade their certification to a K-12 endorsement.
  - a. conversion courses at accredited institutions in Michigan.
  - b. reciprocal agreements with other states offering such endorsements/training (Iowa, North Carolina, Georgia).
  - c. recognize K-12 bilingual endorsement as a foreign language endorsement.
3. Provide funds for the training of teacher trainers and development of appropriate courses at Michigan universities and colleges. (MICHFLES could serve as a model for development of such courses.)
4. Tie incentive funding to state guidelines, which recommend beginning foreign language instruction in the lower grades and specify program articulation as a key priority.
5. In appointing a Foreign Language Specialist, select a candidate with knowledge and experience in foreign language instruction at the elementary as well as secondary levels.

MICHFLES met for the final time in November 1991. Consensus among the participants was that MICHFLES was the most practical course they had ever taken. Several of the participants had indeed made the transition from secondary to elementary teaching. Those who had made such a change were candid in acknowledging that second language proficient elementary teachers indeed have an advantage over those who have spent their professional careers in high schools. They admitted to experiencing a bit of "culture shock" in changing from a secondary to an elementary environment. However, while they were willing to recognize their shortcomings, those "converts" to elementary teaching credited MICHFLES for preparing them well to adapt their foreign language skills to whatever level they

were teaching. Moreover, MICHFLES participants learned where to go for help when it was needed. Secondary-turned-elementary teachers also believed any errors in presentation they might be making were not having deleterious effects on their young students. Most mistakes fell into the category of classroom management. Fourth graders don't form two equal lines in quite the same way that tenth graders do! MICHFLES participants were indeed learning on the job, but they brought to that job skills that apply to all levels of foreign language instruction.

One unanticipated bonus to teachers having made the change from secondary to elementary teaching is a rejuvenation. They have renewed enthusiasm for developing curriculum and materials and for experimenting with new methodology and techniques. Such experience will result in their being better teachers at whatever level they teach. Additionally, their multilevel teaching experience will make them valuable contributors in the development of strong articulation from elementary to middle school to secondary school foreign language programs.

Although Gladys Lipton (1991) predicts that by the year 2000, "There will be more elementary school teachers with a strong background in foreign language available for sequential FLES, FLEX or immersion" (p. 1085), in the intervening years, other states might consider doing what Michigan has done in developing the MICHFLES Project and in permitting language proficient secondary school teachers to teach foreign languages at the elementary level.

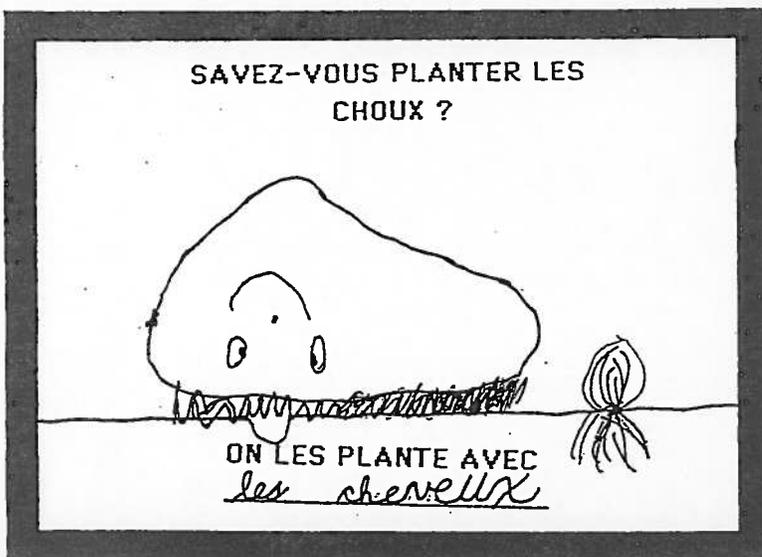
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## Children's Classroom Creations



Sarika Govind  
2nd Grade  
Cincinnati Country Day School  
Cincinnati, Ohio  
Marcia Brownstein, French Teacher

## 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 the Classroom Activities editor, Diane Adler.

**Title:** Where's the Egg?

**Objective:**

The students will learn to use prepositions—on, under, in, beside, behind, in front of, near, across from, to the right, to the left, etc.

**Materials:**

Plastic or wrapped candy eggs or objects representing other vocabulary.

**Preparation:**

Before using this activity, students need varied opportunities to become familiar with classroom objects, directional words, and the vocabulary word *egg* (or the words that represent other objects used in the activity).

**Procedure:**

Before the students arrive the teacher hides one egg for each student in the group. When class begins the teacher instructs the students to walk quietly around the room in search of the eggs. When a student finds an egg, he or she must stand beside it and await a turn to describe its location. Students are given a chance to tell the location of the egg found, "The egg is under the desk." "The egg is on the book." "The egg is beside the chalkboard." After the student adequately describes the location of the egg, the egg can be collected by the student. If candy eggs are used, they may then be eaten.

This game is quite effective in motivating students to learn prepositions that would otherwise be difficult or confusing.

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**Guest Classroom Activities Editor:** Virginia Gramer,  
Foreign Language Coordinator, Hinsdale, IL

## NEH Summer Fellowships

The NEH Fellowship Program for Foreign Language Teachers K-12, located at Connecticut College in New London, CT, reports that 62 foreign language teachers were awarded summer fellowships of \$3,750 to pursue professional development during six weeks of study/research abroad. This is the first year of awards for this three-year

project funded by the National Endowment for the Humanities, a federal agency, with the assistance of the Geraldine R. Dodge Foundation.

The 62 recipients were selected from among 381 applicants following a two-tiered review process. Criteria for evaluation included the nature of the applicant's personally designed project for summer study, his/her professional background, and two recommendations (one from a principal or supervisor). Foreign language teachers in public or private schools, in grades K-12, are eligible to apply if they have three years of experience and spend at least half their time teaching foreign languages.

Among this year's fellowship winners are 9 teachers of foreign languages in the elementary schools, 6 middle school teachers, and 47 high school teachers. They represent 30 states and 3 U.S. schools abroad and are teachers of 10 different foreign languages.

The fellowship program is based on the conviction that intensive study in an authentic immersion setting is the most productive way for highly motivated and experienced foreign language teachers to improve their knowledge and proficiency. The fellowships are intended to benefit not only the individual teacher and his/her students but also the teacher's school and community. Typically, teachers return from the summer abroad with information and authentic materials that can be shared with colleagues in other fields and with civic and professional groups on a local or regional level.

In 1993 and 1994, the program will again offer approximately 60 summer fellowships to outstanding foreign language teachers. The application deadline for 1993 is October 31, 1992. To apply, request a 1993 application form from: NEH Fellowship Program for FL Teachers K-12, Connecticut College, 270 Mohegan Avenue, New London, CT 06320-4196 (203-439-2282).

### Nominations for NNELL Requested

The Nominating Committee invites nominations for second vice president of the National Network for Early Language Learning to take office in November, 1992, and serve for 3 years. This person will become president of NNELL in 1994-1995. Please submit nominations by letter or fax, being sure to include the following: name and position of the nominee, address, and home and work telephones. Describe why he/she would be a good candidate and make sure you have approval from the nominee before submitting the name. Submit your nomination so that it is received by October 14 to: Susan Walker, Chair, Nominations Committee, 4560 Ohio Ave., St. Louis, MO 63111, Fax: 314-231-8780.

## 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

**Curriculum Materials.** (1988). Ferndale, MI: Ferndale Public Schools. Available from Lynn Haire, Ferndale Public Schools, 881 Pinecrest, Ferndale, MI 48220.

Ferndale Public Schools offers a variety of materials that have been developed for their intensified FLES program. Curriculum guides, which include a content overview and activities appendix, are available for kindergarten through sixth grade. Topics included in the guides are colors, numbers, body parts, foods, family, opposites, calendar, clothing, house, classroom, and animals. All of these age-appropriate activities have been developed and tested by the classroom teachers. Worksheets on the various topics are also available for classroom use. Levels five and six offer social studies units and test booklets as well.

Black and white flashcards of body parts, classroom objects, sports, continents, verbs, prepositions, adjective opposites, and bingo games also complement the program. Prices vary according to the size of the flashcard set. Most of the materials are designed to provide a visual cue for language components, since English is not used in the classroom.

To introduce yourself to the program, the materials for the third grade are recommended. The set of 100 opposite flashcards (\$13) can be used for a variety of games and activities, which are described in the 30-page third grade curriculum (\$5). Sixty-two pages of worksheets (\$8) complete the series. A complete catalogue description and price list of all the materials for German, French, and Spanish, and an order form are available upon request.

**German Resources Editor: Pat Pillot**

### French

McLagan, P. (1991). *In France*. London: Chancerel. Available from EMC Publishing, 300 York Ave., St. Paul, MN 55101.

*In France* is one of a series of similar books: *In Spain*, *In Mexico*, *In Germany*. Each of these books provides a colorful and instructive guide to the country they explore. Filled with on-site photographs, maps, drawings, and charts, each would be an excellent supplement to a foreign language curriculum. The books cover a wide range of subjects including history, money, food, sports, shopping, music, signs, and advertisements—to name a few. They also include specific instructions, for example, how to make a telephone call in Spain, or, how to read a TV guide in Germany. They also show and explain time tables for museums and monuments. Unfortunately, the text is in English, with only the primary sources and some dialogues in the relevant language. Although the publishers recommend these books for preparing students for a trip abroad, they also are a rich resource for teachers trying to find culturally accurate materials.

**French Resources Editor: Myriam Chapman**

### Spanish

*Mi Globo*. (1990). Available from Mi Globo Publishing, 11320 Meadow Flower Place, San Diego, CA 92127.

*Mi Globo* is a Spanish-language newspaper for elementary grade students. Published monthly from September through June, it is available on two levels: K-1 and Grades 2-4. It is great for bilingual classrooms as well as for Spanish as a second language programs. Language acquisition and appreciation of literature are developed through use of poems, rhymes, songs, word games, etc. In addition, artwork and stories produced by the students themselves are published each month. Prices range from a single copy subscription for \$12 per year to subscriptions as low as \$3 per year for 300 or more student copies. All subscriptions include free teacher's guides.

**Spanish Resources Editor: Barbara McDonald**

### Teach Overseas

The Department of Defense Dependents Schools is recruiting certified elementary teachers qualified to teach partial immersion classes in French, German, Italian, Japanese, Korean, and Spanish. One year of full-time professional experience is a selection factor. Applications are accepted year-round. For additional information regarding qualification requirements, salary, benefits, and a current application form, send a postcard to: Department of Defense Dependents Schools, 2461 Eisenhower Ave., Alexandria, VA 22331, ATTN: Mr. Marv Kurtz, Education Division. Call 703-746-7868 (Education Division) or 703-325-0885 (Teacher Recruitment). An equal opportunity employer.

### *NNELL Annual Meeting*

Plan to attend the NNELL annual meeting at the American Council on the Teaching of Foreign Languages (ACTFL) conference in Rosemont, IL, November 20, 1992, at the American Room in the Hyatt Regency O'Hare at 2:00 p.m.

## Children's Literature from page 1

a green-gold parrot, who advises him that only this fruit will cure Atariba. Niguayona makes his difficult way into the forest and across a river. Finally he finds the fruit and returns to the village just in time to save the dying Atariba.

This story has many possibilities for lessons that combine learning the Spanish language with the history, geography, and culture of what is now the island of Puerto Rico. The important vocabulary can be taught through Total Physical Response (TPR) before the story is shared with the students. They can point to, touch, or pass pictures or objects, such as *la hamaca* (hammock), *el bohique* (the village healer), *la trompeta de caracol* (conch shell trumpet), *el papagayo verdidorado* (the green-gold parrot), *la torta de casaba* (bread made from yuca), *el árbol caimoni* (a tropical fruit tree), *el bosque* (the forest), *Yucaju* (a Taíno God), *la anona* (tropical fruit), and *el río* (the river).

Once the story has been read to the class, the main events can be written on sentence strips and sequenced. Depending on the level of the students, this could be done as a whole class activity or in small groups with each group sequencing the story or parts of the story. Students can then draw pictures or paint murals of the events. The pictures can be used to write or talk about or as the illustrations for a book. A story map (see Figure 2) showing the characters, setting, problem, main events, and conclusion of the story can be created. As the students become more knowledgeable about the story it can be read to them again and again, acted out, or made into a big book by the class. For younger or less experienced language students, the storyline can be simplified and even made into a big book by the teacher.

Older students can plot on a map of the island the route they imagine that Niguayona took. A geography lesson comparing pre-Columbian Boriquen and Puerto Rico today would fit in well here. The animals and vegetation of the tropical rainforest can be studied. Graphs comparing the clothing, shelter, and food of the Taíno with that of the students can be created. Children can make the maracas used at the end of the story to celebrate Atariba's good health, taste *casaba* bread and guava fruit or paste, or practice colors and numbers

by making the patterned shell necklaces worn by the Taíno people, or by participating in a shell pair activity (see Figure 3, page 10).

A second story, *La cucarachita Martina* (or *Pérez y Martina*), is the tale of a cockroach (Martina) searching for *un novio*, a husband. The story takes place during Spanish colonial times in Puerto Rico. (In other Latin American countries the same theme is found in stories about *la hormiguita Martina*.) There are three books that tell the story of Pérez and Martina. The simplest version, which is found in a series of bilingual folktales, is called *Pérez y Martina*. Another version told by Pura Belpré and originally published in 1931 is available again and has a very Spanish flavor. A recent publication called *La cucarachita Martina*, by Rosario Ferré and beautifully illustrated by María Antonia Ordoñez, includes many references to the culture of Puerto Rico.

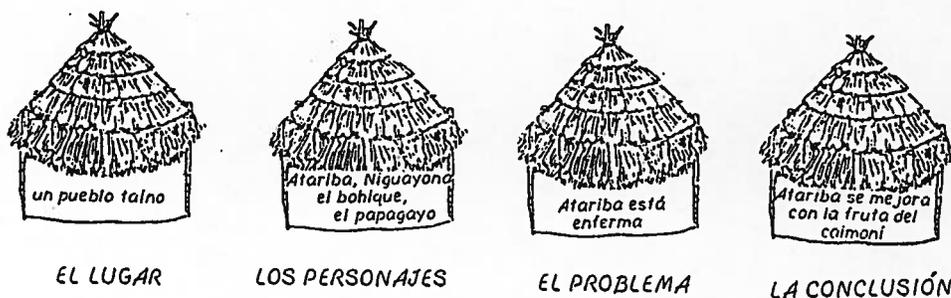
The story is about Martina, who makes herself beautiful and sits on her balcony waiting for suitors. Many animals pass by and ask her to marry them, but she refuses until *el ratoncito Pérez* (Pérez the mouse) arrives. As Martina is getting ready for the wedding, she decides to make *arroz con dulce* (sweet rice) for her love. The gluttonous Pérez smells the delicious aroma and, trying to steal a taste, falls into the pot.

The story is perfect for reading to children. It is repetitive and predictable until the end when Pérez falls into the *arroz* pot and dies. You may not want to use this ending with young students. Another ending would be to have Pérez call all of his friends to get him out, or finish the book with the question, "What do you think happens now?" and ask the children to write their own ending.

It is important when using literature with children that many different types of stories be shared so that the students see examples of diverse characters and their roles. This story might be seen as promoting stereotypical gender roles. Although Martina does place a lot of emphasis on physical attractiveness and primping for her suitors, she is also a very strong woman, in charge of her destiny. The other animals also have distinct characters that can be discussed. What is it about Pérez that Martina likes? How would the story change if Pérez had decided to cook for Martina?

Figure 2: A Story Map for *Atariba y Niguayona*

(Continued on page 10)



Again, this story abounds with possibilities for language and culture lessons. There are many action verbs, such as sweeping, running, and stirring, that can be practiced through role play before reading the story. There are numerous cultural elements, including the Spanish colonial architecture with a *patio* (patio) and *balcón* (balcony), a reference to *San Antonio* (Saint Anthony), a Spanish fan, the sounds of the animals, and the *arroz con dulce* (sweet rice), that could spin off into whole units. Students can graph and compare the different shelters in Puerto Rico throughout history from the caves and *bohíos* (native huts) of the native people to the colonial houses, *casitas* (houses) of the *jibaros* (country people), and the modern skyscrapers. A study of the Puerto Rican *santos* (saints), including their helping powers and the sayings associated with them would be very interesting but may not be appropriate in all classes. Students can add new animals to the story, learn the sounds they make, and classify where these animals live. And, of course, the story can be acted out, sequenced, and illustrated.

Preparing *arroz con dulce* would be a simple and delicious cooking activity for the class. The recipe can be written on chart paper depicting each ingredient with a picture (see Figure 4, page 11). TPR can be used to familiarize the students with the ingredients and the verbs involved, such as stirring and cutting, before the actual cooking takes place. After the *arroz con dulce* has been made and eaten, the students can graph the ingredients they like and those they don't care for. Another graph could contrast typical desserts in Spanish-speaking countries, such as *flan* (custard) and *merengue* (meringue) with those in the United States, such as fruit, pie, and cookies. Ice cream might go in both columns!

The third story, a fun, repetitive animal tale, is called *La cama anticuada*. It is a very simple Puerto Rican folktale, published in English as *The Bed* and included in the book *The Fox and the Rabbit* by Pura Belpré.

There was once a little old woman who had a little boy. She brought him up under an old-fashioned bed.

But when the bed squeaked, the little boy was afraid and cried, "Booh, Booh."

And the little old woman ran to him and said, "Don't cry, little boy. It's only the sound of this old-fashioned bed." (p. 33)

As the story continues, the little old woman gives the boy a series of live animals to keep him company so that he won't be afraid of the sound of the bed. Each animal makes a distinct sound and each sound is repeated when the bed squeaks. The story ends when the little old man comes home, lies down on the bed, and when it squeaks he cries, "Ah, Meeeeeeee," which starts the chorus of animal sounds. At the same moment the bed breaks:

And the old man fell out.  
 And it bruised the little pig.  
 And pinched the little mouse.  
 And scratched the little cat.  
 But the little dog escaped.  
 And the little boy was saved.

Figure 3: Shell Pair Activity (Shell Activity Diagram)

## SHELL PAIR ACTIVITY

A	B
1. 	1* 
2* 	2. 
3. 	3* 
4* 	4. 
5. 	5* 
6* 	6. 
7. 	7* 

### (Shell Pair Activity Instructions)

1. Cut the A/B pairwork sheets in half.
2. Divide the class into pairs.
3. Designate one student Partner A and the other B.
4. Give out the A/B pairwork sheets to the correct partner.
5. Ask all of the Partner A's to color the shells in lines 2, 4, and 6 (because they have an \* next to the numbers) in a pattern of his/her choice. (The coloring needs to be done in secret, without the partners seeing the patterns the other is coloring!)
6. Ask all of the Partner B's to color the shells in lines 1, 3, 5 in a pattern of his/her choice.
7. Begin the pair activity. Partner B starts, because of the \* next to the #1. Partner B "reads" his/her shell pattern to Partner A, and Partner A colors in the shells according to what Partner B says. (For example, Partner B might say, "En número : tengo una concha azul, una concha roja, una concha azul, una concha roja, una concha azul, una concha roja.")
8. Partner A then "reads" his/her pattern in #2 to Partner B and Partner B colors in the shells.
9. At the end of the activity, the Partners compare their sheets to see if they are the same.

## Children's Literature from page 10

And the little old woman was so very  
brave that she just sat on the floor  
and laughed until she shook. (p. 35)

This story is an easy one to translate back into Spanish. It is an excellent story for involving young students in the dialogue. After the students are familiar with the story, they can act it out. Pictures of the animals designed and colored by the students can be displayed as each animal speaks. (More animals can be added if necessary for all of the students in the class to have a part.) The pictures can eventually be the basis for a big book. These activities can be the introduction or conclusion of a unit on animals, sorting and classifying where each animal lives, how and where they move, and what colors, patterns, or body coverings they have. A graph comparing the animals that live in Puerto Rico and the animals that live near the students could also be created.

It is becoming easier and easier to find authentic Spanish children's literature today. Bookstores often have special sections of books in Spanish. Several companies have catalogues for ordering books. Exhibitors at foreign language conferences have an increasingly better selection of children's books. Many libraries also include collections of books in Spanish or folktales from Spanish-speaking countries that can be adapted. The magic world of stories can add a new dimension to language learning. *Color in Colorado estos cuentos se han acabado.*

Notes: Some ideas for *Atariba y Niguayona* were adapted from the classroom of Maria Elena Verdesoto, The Dual Language Program, CSD #3, PS 191, Manhattan, NY.

*La cama anticuada* is the title given to the story *The Bed* told bilingually by storyteller Nina Jaffe.

Mari Haas is the director of Project SALTA (Spanish through Authentic Literature and Traditional Art [of Puerto Rico and the Dominican Republic]). The project is funded by the National Endowment for the Humanities and the William H. Donner Foundation.

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 Herrmann, M. E. (1988). *Fábulas bilingües, Pérez y Martina*. Lincolnwood, IL: National Textbook Company.  
 Montañez, M. (1986). *Coco*. New York: ARTS Inc.  
 Torres, H., & Rea, J. G. (1988). *Atariba y Niguayona*. San Francisco: Children's Book Press.

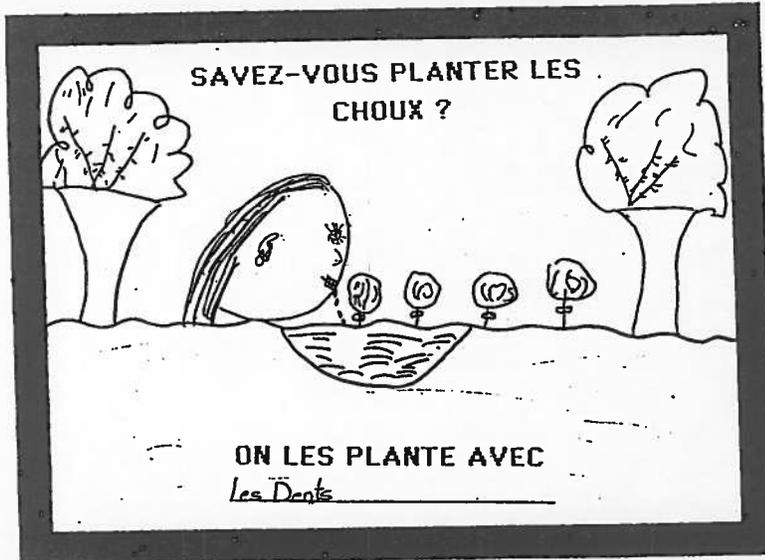
## Sources for Children's Books in Spanish

- ARTS Inc., 32 Market Street, New York, NY 10002 (212-962-8231).  
 The Bilingual Publications Company, 270 Lafayette Street, New York, NY 10012 (212-873-2067).  
 Children's Book Press, 1461 Ninth Ave., San Francisco, CA 94122 (415-655-3395).  
 Eliseo Torres and Sons, 1164 Garrison Ave., Bronx, NY 10474 (212-589-8300).  
 Lectorum Publications, Inc., 137 W. 14th Street, New York, NY 10011 (212-929-2833).  
 Mariuccia Iaconi Book Importers, 1110 Mariposa, San Francisco, CA 94107 (415-255-8193).  
 The National Textbook Company, 4255 W. Touhy Ave., Lincolnwood, IL 60646-1975 (800-323-4900).  
 The Bankstreet Bookstore, 2875 Broadway, New York, NY 10025 (212-678-1654).  
 The Teachers College Bookstore, 1224 Amsterdam Ave., New York, NY 10027 (212-678-3992).

Figure 4: Recipe for *Arroz con Dulce*

ARROZ CON DULCE	
	2 tazas de agua de coco
	6 palitos de canela
	1 nudo de jengibre
	2 cucharitas de anís
	1/2 cucharita de clavos
	3 cucharitas de vainilla
	1/2 cucharita de sal
	3 cajitas de pasas
	3 tazas de arroz blanco

## Children's Classroom Creations



David Schmerler  
2nd Grade  
Cincinnati Country Day School  
Cincinnati, Ohio  
Marcia Brownstein, French Teacher

*FLES NEWS enjoys including 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.*

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