

# FLES NEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 6, Number 2

Winter 1992-93

## A Content-Based Program for Middle School: Getting Started

*Jim Senn*  
Arlington County Public Schools  
Arlington, Virginia

Arlington County, Virginia, instituted a middle school foreign language program in September 1990. The curriculum for the new program was developed and pilot tested at the alternative secondary school in the county, H-B Woodlawn. Trying to create a meaningful and memorable experience in second language learning for the middle school pupil was an exciting challenge. Fortunately the basis on which the curriculum would be built, extensive course work and research in both the middle school and second language acquisition, was already in place.

One of the first tasks was to identify what units the core teachers were going to teach. Core areas at H-B Woodlawn are English, social studies, math, reading, and science. It was propitious to attach foreign language to the core program for several reasons. Core teachers needed to see foreign language learning as something complementary to the basic subjects. In addition to reinforcing knowledge of the content areas, foreign language study would help students develop and practice basic skills.

The foreign language also would be a vehicle through which children could review and enhance what they were already studying in the core areas. Not only would the material be already familiar to students, but they would see that language has a useful purpose. Would it be possible to make foreign language indispensable to the core program? In a time of budget cuts and back-to-basics, studying a second language had to prove itself.

Several content-based units were developed with the belief that teaching foreign language through content areas would 1) utilize language for communicating information rather than for studying language for language's sake; 2) reinforce what is already familiar in the core areas; 3) give functional character and meaning to the use of the foreign language; 4) instill and maintain interest in studying a language; and 5) utilize a holistic, natural approach to language learning and acquisition.

For sixth grade, the first year of middle school foreign language,

nine units were prepared from the following core areas:

Social Studies—Egypt, Immigration, Home and Neighborhood  
Science—Plants, The Bee, Boats, Heart and Blood Circulation,  
Human Cell

Fine Arts—Painting

Sixth graders need extensive hands-on experience so we developed lesson plans containing experience-based activities that emphasize the language being taught. These activities include 1) modeling larvae out of clay to place in honeycombs; 2) labeling and describing orally the life cycle of the honeybee; 3) drawing the American flag and discussing the meaning of the stars and stripes; and 4) creating a walk-through heart to act out blood circulation. Only the target language was used in the classroom and Total Physical Response was utilized to clarify meaning.

For each lesson plan, the following were identified: goals, content objectives, language objectives, activities, grammar, vocabulary, and materials. The time frame needed to complete a unit averaged from three to four weeks. The content of the unit dictated the grammar and vocabulary. An example of a lesson plan for the first-year program follows this article.

Since the content-based program is not grammatically sequenced (as in a textbook), it is often erroneously assumed that grammar is not taught. Nothing could be further from the truth. A grammar objective is stated for each unit and worksheets are prepared to practice this objective. The difference is that this grammar is drawn from the content of the language used in teaching the core area. Students practice the grammar orally, followed by written exercises. Consequently, a grammatical point that is found at the end of the text for a second-year class may very well be taught during a lesson for first-year students.

One example of this issue is found in the geography unit of North America. One of the activities involves making a flour-paste relief map of the United States. Specific directions are given in the formal imperative. In order to accomplish the objective students must study formal commands.

There are two important elements to address in preparation for

(Continued on page 4)

## Notes from the President

Our first year as an official organization was a very successful one, for which we owe Carol Ann Pesola, our retiring president, a great debt for her able leadership. During the coming year, I would like us to focus on two main goals: membership and communication. Within the membership goal, there are two objectives. The first is to increase membership in NNELL. I invite each of you to encourage at least one friend or colleague to join NNELL, so that we can reach our 1993 membership objective of 700 by our annual meeting in November 1993. A membership form is included in this issue of *FLES News*. The second objective is to increase participation of NNELL in other professional organizations. We have become a voting member of the Joint National Committee on Languages (JNCL) and have petitioned to become an affiliate of the American Council on the Teaching of Foreign Languages (ACTFL). The interests of elementary school language professionals must be represented in each of these organizations and our voice must be heard in each national forum.

In the area of communication we also have two areas of focus. First, editor Marcia Rosenbusch and her volunteer contributing editors will continue to provide three issues of *FLES News*. We have every reason to be proud of our newsletter. Please share it with colleagues both inside and outside the foreign language profession. Second, NNELL will be represented with a networking session at each regional conference and many state conferences during this school year thanks to the work of first vice-president Audrey Heining-Boynton. The task of organizing the 1993-94 sessions falls to Mari Haas, second vice-president. If you would like to assist in your region or state, please contact Mari (395 Riverside Drive, New York, NY 10025).

In conjunction with the networking sessions, we would like to actively involve as many members as possible in the work of NNELL. You will find a *Networking Interest Survey* in this issue of the newsletter. Please complete it and return it at your earliest convenience. About 40 surveys were completed at our annual meeting held at ACTFL in Chicago.

We have an exciting year ahead of us. I hope that when we come together again at ACTFL in San Antonio in November 1993, each of you will feel that you have grown professionally through NNELL and that you have helped NNELL grow professionally.

Carolyn Andrade  
6447 Meadowvista Ct.  
Cincinnati, OH 45224-1603

*FLES News* is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, 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; Carolyn Andrade, president. Executive committee members are: Audrey Heining-Boynton, first vice-president; Mari Haas, second vice-president; Donna Grundstad, secretary; Sonia Torres, treasurer, Carol Ann Pesola, immediate past president.

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

## National Foreign Language Skills Assessment

On August 7, 1992, the National Assessment Governing Board (NAGB), responsible for overseeing the National Assessment in Educational Progress, unanimously agreed to begin the development of a foreign language skills assessment as early as 1993, pending availability of funds, but not later than 1994. Last spring NNELL, along with 39 other respondents, answered a request for opinions on what languages should be assessed and at which grade levels. Almost all the respondents recommended Spanish as the language to assess, and most felt that French and German should be assessed as well. The foreign language respondents recommended that assessment begin at grade 12. The NAGB in their letter to the public reported that "the National Network for Early Language Learning recommended developing standards before assessment." Most respondents felt that grade 4 was too early for language assessment, "since so few students have received foreign language instruction by that grade."

NOTE: See *Standards Proposed for Foreign Language Education*, page 7 of this issue.

# 1992 NNELL ANNUAL MEETING: NETWORKING SESSION ISSUES

At the 1992 annual meeting of NNELL, almost fifty session participants heard reports from NNELL officers and then gathered in small groups to network. Concerns of the participants fell into five categories: regional activities, extracurricular programs, teacher preparation, program articulation, and curriculum. Exciting and informative exchanges made it difficult to curtail the discussions when the 90-minute session concluded. As a result, it was decided to report the issues discussed in each group in *FLES News*.

The group discussing regional activities suggested that NNELL networking sessions be organized at state foreign language conferences and that announcements inviting membership in NNELL be placed in state foreign language newsletters. The possibilities of identifying a contact person for NNELL in each state and of securing a representative for elementary school foreign languages on the board of each state foreign language organization were also identified as priorities.

The group focusing on elementary school foreign language programs that are extracurricular discussed ways to strengthen these programs and to bring them into the regular school day. Suggestions for doing so included conducting teacher preparation workshops and developing parent support groups.

The articulation group discussed problems of student placement, such as when students with three to five years of elementary school language study are automatically placed in Level One of secondary study. Concerns for students who have no elementary school language background but who move into a district with a program were also expressed. Participants agreed that cooperation must come from all levels of instruction so that upper-level teachers become aware of how learning occurs at lower levels. Whether elementary school teachers should actively seek dialogue with secondary teachers was also discussed. Participants agreed that a curriculum starting at the lowest level and progressing through the highest level should be established.

The curriculum group determined that many teachers often write the elementary school foreign language curriculum at the end of the school day, with no additional pay. In some cases, teachers write curriculum in the summer and receive additional pay for their work. In other districts the city or the state board of education pays consultants or teachers and supervisors to write the curriculum together. The group discussed the types of curricula with which they were familiar. Content-based and immersion curricula were discussed. It was noted that language objectives as well as content objectives should be part of the immersion curriculum. Examples of specific district curriculum projects were also shared.

The teacher preparation group suggested a revision of university foreign language core courses for both majors and minors to include more information on teaching methods and to offer more experience in real classrooms with all age groups. They also suggested networking

with teacher preparation institutions to find out what those institutions are doing to prepare elementary school foreign language teachers. Suggestions for helping teachers already in the field included: inservicing, offering methods courses in the evening, allowing more time for peer observations, setting up mentor/peer-coaching opportunities, beginning partnerships with schools and universities, and offering more opportunities for personal growth through conferences, symposia, workshops, etc. Possibilities were discussed for using grants stipends, fellowships, and scholarships to implement the suggestions.

The 1992 NNELL annual meeting generated many good ideas that merit consideration in the 1993 NNELL agenda. As is often the case, several individuals new to elementary school foreign language instruction came away realizing that some of the problems that they are facing have been solved successfully by others in the past. The sharing of problems and possible solutions is an essential aspect of the National Network for Early Language Learning. Networking sessions taking place at regional and state conferences during the coming year will allow for continued discussion of these and other important issues that challenge our field.

## Haas Elected to NNELL Board

Mari Haas, New York City, was welcomed as the new second vice-president of the National Network for Early Language Learning at the annual meeting held in Chicago in November 1992. Haas has taught Spanish at all levels in the elementary school. For the past seven years Haas has been the director of a methods course preparing elementary school foreign language teachers at Bank Street College and then at Teachers College, Columbia University. She has provided teachers unique opportunities for professional development through various grant-funded projects. Haas was one of the founding members of NNELL and served as the first corresponding secretary for the organization from 1987 to 1991.

Haas notes, "The National Network for Early Language Learning provides a critical forum for issues and efforts of educators involved in early language education. . . . I welcome the opportunity to play a greater leadership role for NNELL, to keep early language learning in the forefront of education today, and to support teachers, administrators, and parents by providing them with information and expertise for their continued growth and commitment to early language learning."

## Content-based from page 1

this program. One is finding authentic source material in the various subject areas; the other is breaking the information into small comprehensive units. Since Arlington is an ethnically diverse community, there were many sources for texts in Spanish. French was another matter. Fortunately, the planning for the program coincided with a summer study program in France for the author, and materials for the French component were acquired at that time.

The greatest challenge was in knowing what to include in a lesson and how to make it manageable for the students. For instance, in a unit on light, which can be quite complicated when dealing with the wave concept, what a photon is, and how energy is released, the lesson was limited to four areas: What is Light?, Color, Refraction, and How We See. To present the first section, "What is Light?" it is necessary to draw and act out the concept of the atom and its orbits while the students record what they observe on the blackboard. By taking individual words, then linking them together with simple verbs, the students slowly learn to construct sentences.

A seventh-grade program is currently in process. The lessons encompass the following areas: math (geometry); English (Aesop's Fables); geography (topography of North America and place names, Latin America and its influence in Arlington, and international tourist information/travel); science (light and matter); social studies (westward movement/gold rush and African colonies); and physical education (soccer/volleyball).

In evaluating this program, there are several questions to consider. One of the most important is that of articulation. Where exactly do these students fit into a high school program? Since H-B Woodlawn is a small school encompassing grades six through twelve, trying to "place" the student into a more traditional program based on prescribed units covered in a textbook is not a problem.

Flexible scheduling permits placing students in levels where they can best succeed. Yet, since these students have class three times a week during middle school, the question of course credit is of some concern. Do two years equal one high school year as far as credit is concerned? If a student feeds into Level Two or Three, and grammar is not sequenced, what would be lacking in the student's preparation for that level? What about vocabulary? The vocabulary of these students reflects their content-based units and not what is found in the county's texts.

Also of interest was the reaction of some parents during the first year. Generally there was great acceptance. There were, however, instances of confusion. Some could not understand why a book was not being used (there were none for the county at the time for the sixth graders), nor could they understand why students were learning about bees. Needless to say, it was necessary to explain the intent of the program and the present-day philosophy of second language acquisition. Even some of the students came into the program with preconceived ideas of what they should be doing in a foreign language classroom.

The goal of H-B Woodlawn's foreign language program for the middle school as well as for the high school is proficiency in the second language based on stated goals. Future efforts are directed toward creating evaluation of a student's language proficiency after each year of study. Foremost in the minds of the teachers, however, is the desire to provide an interesting program that is relevant to the middle school child's studies, needs, and abilities. Input has to be comprehensible and instruction has to imitate natural language learning. By creating a mini-immersion setting using thematic units it is believed that all children can enjoy the experience while moving toward proficiency.

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## Positions Available

Edina Public Schools (Minnesota) is seeking enthusiastic full-time teachers for its French immersion program. Candidates need to have elementary certification (1-6), native or near-native proficiency in French, and sound knowledge of immersion and primary instruction. Teachers hired will be involved in curriculum preparation and will begin their employment August 1993. Edina is a residential suburb on the southwest edge of Minneapolis with a population of approximately 45,000. Send a request for an application form to Rod Kesti, Director of Human Resources, Edina Public Schools, 5701 Normandale Road, Edina, MN 55424 (612-920-2980).

Content-based from page 4

## Science Lesson Plan

**Topic:** The Bee

**Goal:** To teach foreign language through a familiar concept already presented in the science curriculum.

**Content**

**Objective:** Students will learn about the physical structure of the bee, its social aspects, and food production.

**Language**

**Objectives:** Students will

- learn vocabulary related to physical, social, and food production aspects of the bee
- form simple sentences
- practice the present tense of verbs
- understand spoken language

**Time:** 3 weeks (50 minutes, 3 times/week)

**Activities:**

1. Describe, using appropriate vocabulary, the physical structure of the bee by
  - practicing with charts of bee parts
  - creating and assembling a puzzle of parts (large group)
  - drawing and labeling parts (small group)
2. Describe the social aspects of the bee creating a

honeycomb/hive with papier maché—larvae/bees/cells/honey.

3. Describe the process by which food is obtained and produced. Dramatize the process by assigning individuals roles with signs and sentences.

4. Tour each other's classes

5. Test on the bee

**Outcomes:**

- Students give individual oral presentations on parts of lesson to check speaking proficiency.
- Students write notes in target language
- Students read summary information on bees
- Students take a test on the information to check student comprehension

**Grammar:**

Present tense verbs (see vocabulary)

**Vocabulary:**

**La Structure (Structure):**

la tête (head)  
 le thorax (thorax)  
 les antennes (antenna)  
 les ailes (wings)  
 l'abdomen (abdomen)  
 les pattes (legs)  
 l'oeil composé (compound eye)  
 l'oeil simple (simple eye)  
 la langue (tongue)  
 a (has)  
 l'aiguillon (stinger)

**La Société (Society):**

la ruche (beehive)  
 la reine (queen)  
 l'ouvrière (female worker bee)  
 le pollen (pollen)  
 le mâle (drone)  
 l'essaim (swarm)  
 la cire (wax)  
 le rayon de miel (honeycomb)  
 la colonie (colony)  
 l'alvéole (cells)  
 travaille (works)  
 suce (sucks)  
 pourvoit (provides)  
 récolte (gathers)  
 entrepose (lays)  
 construit (constructs)  
 pond (lays [egg])  
 protège (protects)  
 produit (produces)  
 forment (they form)  
 volent (they fly)

**La Production (Production):**

la nymphe (nymph)  
 la larve (larvae)  
 le miel (honey)  
 nourrit (feeds)  
 pique (stings)

**Jim Senn**

## 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.*

### SPRING AND SUMMER 1993 CONFERENCES

**March 25-28: Central States Conference on the Teaching of Foreign Languages.** Des Moines, IA. Jody Thrush, Madison Area Technical College, 3440 Anderson Ave., Madison, WI 53704 (608-246-6573).

**April 1-3: Southwest Conference on Language Teaching.** Tempe, AZ. Joann K. Pompa, SWCOLT. Mount Pointe High School, 4201 E. Knox Road, Phoenix, AZ 85044 (602-838-3200).

**April 15-18: Northeast Conference on the Teaching of Foreign Languages.** New York, NY. Northeast Conference, 200 Twin Oaks Terrace, Middlebury, VT 05753 (802-863-9939).

**July 12-14: Project SALTA Conference.** New York, NY. History and culture of Puerto Rico and the Dominican Republic including children's literature, art, and music. Mari Haas, Teachers College, Columbia University, Box 201, New York, NY 10027 (212-678-3817).

### SUMMER 1993 WORKSHOPS

**June 14-July 9: Summer FLES Institute.** Iowa State University, Ames, IA. Marcia Rosenbusch, Director, Summer FLES Institute, Department of Foreign Languages, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-4046).

**June 14-July 9: Methods for Teaching Foreign Languages in the Elementary School.** Concordia College, Moorhead, MN. Carol Ann Pesola, Education Department, Concordia College, Moorhead, MN 56562 (218-299-4511).

**July 13-18: The National FLES Institute of U.M.B.C.** University of Maryland, Baltimore County, MD. Gladys Lipton, U.M.B.C.-M.L.L. Baltimore, MD 21228 (301-231-0824).

**July 15-28: Teaching Foreign Languages to Young Students. A Summer Institute.** New York, NY. Mari Haas, Teachers College, Columbia University, Box 201, New York, NY 10027 (212-678-3817).

### SESSION PROPOSAL REQUESTS

**Advocates for Language Learning.** Proposals due: June 1, 1993. Conference: October 22-24, 1993, Kansas City, MO. Paul A. Garcia, President, ALL, School District of Kansas City, 301 E. Armour, #620, Kansas City, MO 64111 (815-871-6317).

**Conferences Editor: Susan Walker**

## National Research Center Reports

Publications from a series produced by the National Center for Research on Cultural Diversity and Second Language Learning were announced in *FLES News* 5(3). New technical research reports and educational practice reports are now available:

Research Report #3, *Appropriating Scientific Discourse: Findings from Language Minority Classrooms*, by A. S. Rosebery, B. Warren, and F. R. Conant, describes and analyzes a collaborative inquiry approach to science that emphasizes the involvement of language minority students in "doing science" like practicing scientists.

Research Report #4, *Untracking and College Enrollment*, by H. Mehan et al., describes an untracking program in San Diego where underachieving students, especially those from ethnic and linguistic minority backgrounds, are placed in rigorous academic classes. The report examines the educational consequences of untracking as measured by students' college enrollment.

Educational Practice Report #3, *Language Minority Education in the United States: Implications of the Ramirez Report*, by C. Cazdeen, examines the implications of a report prepared for the U.S. Department of Education on the effectiveness of three program models for language minority children: structured immersion, early-exit, and late-exit bilingual education.

Educational Practice Report #4, *Rating Instructional Conversations: A Guide*, by R. Rueda, C. Goldenberg & R. Gallimore, reviews the development, design, and field-testing of the instructional conversation (IC) rating scale. The guide provides instructions for teachers on how to use the IC rating scale as they implement instructional conversations in their classrooms, and it presents preliminary data on the reliability and validity of the scale.

Educational Practice Report #5 *Myths and Misconceptions About Second Language Learning: What Every Teacher Needs to Unlearn*, by B. McLaughlin, has just recently been released.

*The 1991-92 Directory of Two-Way Bilingual Programs in the United States* is also available for \$15.00. The directory, compiled by D. Christian and C. Mahrer, profiles 76 two-way (developmental) bilingual education programs. These programs provide instruction in English and another language to classes with students fluent in the non-English language and students fluent in English.

The cost of each Research and Educational Practice Report is \$4.00. All orders must be accompanied with a check (made payable to the Center for Applied Linguistics). Send to: NCRCDSSL Dissemination Coordinator, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037.

# Standards Proposed for Foreign Language Education

*The following introduction to the standards document is adapted with permission from "Standards for Foreign Language Education," ACTFL (American Council on the Teaching of Foreign Languages) Newsletter 5 (1), Summer/Fall 1992, page 7. The draft standards document is reprinted in its entirety on the following two pages. Your comments on this document are encouraged. Please send comments to Executive Director, 6 Executive Plaza, Yonkers, NY 10701.—ED.*

National standards are in the news. It is almost impossible to read the professional literature and miss the current focus on establishing national goals or standards. National interest in professional standards evolved from the Charlottesville Education Summit in Virginia of September 1989 when governors, members of Congress, and representatives of the Bush administration met to discuss the state of American education. At that meeting, the National Education Goals were developed, and shortly thereafter, a joint panel was established with the stated mission of "determining the indicators used to measure the national education goals and for reporting progress toward their achievement." Subsequently, attention turned to national reporting mechanisms, such as the National Assessment of Educational Progress (NAEP), and to the creation of appropriate goals or standards in the various subject matter areas.

A series of public fora was organized, and concerned parties were invited to present written and oral testimony on the curriculum areas selected for focus, the nature of the goals statements for those areas, and the program expectations articulated in those goals statements. Foreign language educators actively participated in these hearings. (See National Foreign Language Skills Assessment, page 2 in this issue of FLES News, ED.)

The next step was the White House announcement of the America 2000 program, created to implement the agenda outlined by the National Goals Panel. Recently, the efforts of several major, national associations to develop standards for their disciplines have been noted.

ACTFL has been focusing on the issues of accountability and assessment since the early 1980s through work on two projects that resulted in the current group of certified oral proficiency testers and the ACTFL Proficiency Guidelines. The draft document that follows is a next step in defining the outcomes to be expected at the measurement points identified by NAEP.

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## National Endowment for the Humanities Opportunities

Teachers in public, private, and church-affiliated schools at the elementary, middle, or high school level are eligible for study programs sponsored by the National Endowment for the Humanities (NEH). The programs include 69 summer seminars and 17 regional and national institutes, as well as independent study opportunities. For lists of the programs, and instructions on how and when to apply, write to NEH Opportunities for School Teachers, 1100 Pennsylvania Avenue, NW, Room 406, Washington, DC 20506.

It is imperative that foreign language educators join the national dialogue and the effort to define expected outcomes, or we run the risk of having others set standards for us. The document on the following pages is intended to be self-explanatory. It is presented in this draft format for your review and comment. It should be noted that this document does not apply to languages that present greater learning challenges for the typical American student. Future iterations must address this problem, as well as the issues of immersion, intensive instruction, or other nontraditional scheduling patterns.

Our long-term objective is to continue to broaden the discussion of the role of second language education in the curriculum of our schools, colleges, and universities. Thank you for supporting this effort—and for your response.

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### Colloquium on Foreign Languages in the Elementary School Curriculum

The proceedings of the *Colloquium on Foreign Languages in the Elementary School Curriculum* (Rosenbusch, Ed., 1992) presents the papers and discussions of a September 1991 colloquium sponsored by the Goethe Institute in Cooperation with the American Association of Teachers of German. The papers were written by leaders of elementary school foreign language education and, together with the subsequent discussions, focus on important issues in elementary school foreign language education.

The collection begins with a clear definition of elementary school foreign language programs, which eliminates the ambiguity often surrounding the characteristics of a FLES model. The first paper, "Components of the Elementary School Curriculum," defines three objectives for foreign language within the elementary school curriculum: integration, interaction, and innovation. These themes continue in other papers and throughout the discussions as the colloquium participants recommend methods by which to establish and maintain strong programs. By integrating foreign languages with other disciplines, such as science or social studies, programs can exist without detracting from other content areas.

The papers and discussions serve to highlight the problems inherent in establishing any new program in an already overcrowded elementary school curriculum. The eleven appendices furnish background reading on programs, list programs throughout the country, and suggested curriculum development materials. This collection is an excellent tool for both improving existing elementary school foreign language programs and establishing a new program. Available from AATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08034. 150 pp., \$18.00 (includes shipping and handling).

Meg Malone  
Georgetown University

## EARLY START/EXTENDED SEQUENCE

*The equivalent of 30 minutes per day in grades 3-6, a full 50 minutes in grades 7-8, and 50 minutes per day in grades 9-12 in one language.*

<b>V I S I O N</b>	<ul style="list-style-type: none"> <li>▶ communicate effectively and appropriately in a wide range of situations for a variety of purposes in a language other than the student's own</li> <li>▶ be prepared to continue growth and specialization in the languages studied and in additional languages</li> <li>▶ be aware of the importance of effective communication in an increasingly global society</li> <li>▶ demonstrate knowledge of the culture of those who speak the language studied and its effect on the world</li> <li>▶ appreciate the contributions to society of other languages and cultures</li> </ul>
<b>G R A D E 4</b>	<ul style="list-style-type: none"> <li>▶ interact orally on familiar topics</li> <li>▶ understand predictable questions and commands in familiar topic areas</li> <li>▶ copy or transcribe familiar words or phrases and produce some from memory</li> <li>▶ demonstrate awareness of cultural differences</li> <li>▶ identify some important people, holidays, and geographical areas</li> </ul> <p style="text-align: right;"><b>(180 hours)</b></p>
<b>G R A D E 8</b>	<ul style="list-style-type: none"> <li>▶ use language for personal communication needs, ask and answer questions, request clarification as needed</li> <li>▶ understand speech on familiar topics at normal speed</li> <li>▶ understand written documents dealing with basic needs or interests</li> <li>▶ meet basic writing/recording needs such as short messages, postcards</li> <li>▶ deal with familiar survival situations and interact with those accustomed to communicating with foreigners</li> <li>▶ identify some important dates, events and people and discuss their significance</li> </ul> <p style="text-align: right;"><b>(660 total hours, 480 in grades 5-8)</b></p>
<b>G R A D E 12</b>	<ul style="list-style-type: none"> <li>▶ satisfy routine school and work requirements in everyday social situations</li> <li>▶ use a variety of communicative strategies for successful communication</li> <li>▶ converse in clearly participatory fashion</li> <li>▶ initiate, sustain, and bring to closure a wide variety of communicative tasks</li> <li>▶ narrate and describe with detail</li> <li>▶ express preferences and offer some support for opinions</li> <li>▶ understand main ideas and most details of connected discourse on a variety of school and general interest topics</li> <li>▶ interpret description and narration in different time frames or aspects</li> <li>▶ comprehend speech in such contexts as interviews, short lectures on familiar topics, and news items and reports</li> <li>▶ read with understanding the main idea and most details of longer prose such as description, narration, short stories, news items, bibliographical information, social notices, personal correspondence, routine business letters, and technical material written for the general reader</li> <li>▶ write routine social correspondence and simple discourse of at least several paragraphs on familiar topics</li> <li>▶ write cohesive summaries and resumes of material read or heard</li> <li>▶ handle routine social situations successfully</li> <li>▶ discuss the significance of the geography, history, and political contributions of the target culture</li> </ul> <p style="text-align: right;"><b>(1260 total hours, 600 in grades 9-12)</b></p>

## SHORTENED SEQUENCE

*The equivalent of 30 minutes per day in grades 5-6 and 50 minutes per day in grades 7-12 in one language.*

<b>V I S I O N</b>	<ul style="list-style-type: none"> <li>▶ communicate effectively and appropriately in a range of common situations and for a variety of purposes in a language other than the student's own</li> <li>▶ be prepared to continue growth in the language studied and in additional languages</li> <li>▶ be aware of the importance of effective communication in an increasingly global society</li> <li>▶ demonstrate knowledge of the culture of those who speak the language studied and its effect on the world</li> <li>▶ appreciate the contributions to society of other languages and cultures</li> </ul>
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<b>G R A D E 8</b>	<ul style="list-style-type: none"> <li>▶ use language for some personal communication needs, ask and answer questions, request clarification as needed</li> <li>▶ understand speech on some familiar topics at normal speed, understand written documents dealing with basic needs</li> <li>▶ write notes about self and immediate surroundings</li> <li>▶ deal with familiar transactions and interact with speakers accustomed to foreigners</li> <li>▶ identify the dates of some important events and the contributions of some important people</li> </ul>	<b>(480 hours)</b>
<b>G R A D E 12</b>	<ul style="list-style-type: none"> <li>▶ handle successfully most uncomplicated communicative tasks and social situations</li> <li>▶ sustain conversation on most familiar topics</li> <li>▶ express and explain preferences and opinions</li> <li>▶ narrate and describe both orally and in writing present, past, and future events</li> <li>▶ understand main ideas and some details of connected discourse on a number of familiar topics pertaining to different times and places</li> <li>▶ interpret relevant details and sequences of events</li> <li>▶ read consistently with understanding connected texts dealing with basic, familiar personal and social needs and understand the main ideas and some detail from narration and description that is not completely familiar</li> <li>▶ meet most practical writing needs and limited social demands, take notes on common topics</li> <li>▶ take notes on oral or written discourse dealing with factual topics</li> <li>▶ handle most routine social situations successfully</li> <li>▶ be aware of the geography, history, and political contributions of the target culture</li> </ul>	<b>(1080 total hours, 600 in grades 9-12)</b>

## TRADITIONAL 4-YEAR PROGRAM

*The equivalent of 50 minutes per day in grades 9 through 12.*

<b>V I S I O N</b>	<ul style="list-style-type: none"> <li>▶ communicate effectively and appropriately in some situations in a language other than the student's own</li> <li>▶ be prepared to continue growth in the language studied and in additional languages</li> <li>▶ be aware of the importance of effective communication in an increasingly global society</li> <li>▶ demonstrate knowledge of the culture of those who speak the language studied and its effect on the world</li> <li>▶ appreciate the contributions to society of other languages and cultures</li> </ul>	
<b>G R A D E 12</b>	<ul style="list-style-type: none"> <li>▶ handle successfully basic communicative tasks and social situations</li> <li>▶ sustain conversation on familiar topics</li> <li>▶ express preferences and opinions about familiar topics orally and in writing</li> <li>▶ narrate orally and in writing present, past, and future events in areas of personal interest</li> <li>▶ understand main ideas and some details of connected discourse on a number of familiar topics pertaining to different times and places</li> <li>▶ interpret relevant details and sequences of events</li> <li>▶ comprehend most speech on familiar topics by requesting repetition and recombination of material that is not immediately understood</li> <li>▶ understand the main idea and most details of authentic texts in areas of high interest</li> <li>▶ understand main idea from narration and description</li> <li>▶ meet a number of practical writing needs in notes, short letters, journals</li> <li>▶ take notes on oral or written discourse dealing with familiar topics</li> <li>▶ handle some routine social situations successfully in the culture</li> <li>▶ be aware of the geography, history, and political contributions of the target culture</li> </ul>	<b>(600 total hours in grades 9-12)</b>

## 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

Cros, R. (1991). *Zehnkleine Zappelmänner*. München: Verlag Klett Edition Deutsch. For additional information contact Christiane Frederickson, 7327 Woodrow Drive, Oakland, CA 94611.

These books are designed for a program model in which five- to seven-year-olds meet twice weekly. The ninety minutes of instruction for 32 weeks incorporate the celebrations and routines of the German classroom. The seasons, lantern festival, *Karneval*, Easter, normal routines, and play provide the setting for many of the lessons. Written in German, a short foreword explains the framework of the text, followed by lessons that are rich in culturally appropriate songs, rhymes, activities, games, some crafts, and a few recipes. Instructions for finger and stick puppets, directions for the lantern, Christmas star, advent calendar, a small game board, animal faces, and text and music for the songs are included in the appendix. There are many good ideas in the teacher's book (*10 kleine Zappelmänner Deutsch als Fremdsprache für Vor- und Grundschulkinder: Handbuch*. ISBN number: 3-12-675091-5) that could be helpful to a beginning FLES teacher who is in need of a basic reference for a one-year program for young children. In the student book, (*Zappelmännchen, du bist dran Mein erstes Sing-, Bastel- und Spielheft*. ISBN number: 3-12-675090-7) some of the pages are blank for drawing and coloring, some are pictures for coloring and filling in details. The text and music for the songs are also included. Although the student book is not substantial enough to warrant the expense of one per student, the pages are directly related to the lessons and could be a means of helping the students share with their parents what they have learned in class. A cassette tape to accompany the text is also available.

Note: The Ferndale, MI, *Curriculum Materials*, reviewed in *FLES News* 6(1), has recently been updated, revised, and expanded. One of the new features is flashcards for 7th and 8th grades on the topics of city, free-time activities, household chores, personal care products, physical features, and occupations. For information contact: Lynn Haire, Ferndale Public Schools, 881 Pinecrest, Ferndale, MI 48220 (313-548-8600, ext. 284).

German Resources Editor: Pat Pillot

### French

Kodjak, B.H. (1992). *French from four to seven. A handbook for teaching French to the very young*. Upper Montclair, NJ: The Early Childhood Press. Available from The Early Childhood Press, Suit #8, 551 Valley Road, Upper Montclair, NJ 07043.

Here is an invaluable resource for the teacher of French. Although this handbook has been designed for use in the early childhood years, teachers in the upper grades will want to have it as well. Kodjak has

drawn on 13 years, teaching experience to create a handbook based on the premise that very young children are able and enthusiastic language learners when languages are taught in a natural, holistic manner. There are 21 lessons in the book, each developed in an age-appropriate way and organized according to a theme: *les numéros, les couleurs, la cuisine, la nourriture, les animaux de la ferme*, etc. Each lesson contains suggestions for presentation of the material, games, songs, *comptines*, recipes, even that traditional French bugaboo, the *dictée*—amended so that little children can handle this technique successfully. Books for reading to children are listed in every chapter. Most important, the author has made a real effort to present only culturally authentic material, much of it drawn from her contacts with elementary school teachers in francophone countries. There are songs (including the music) and games in this book that I had forgotten from my own childhood. All the illustrations are also from French texts. This handbook is a real *bain de culture française*.

French Resources Editor: Myriam Chapman

### Spanish

*Scholastic news pilot* and *scholastic news ranger*. (1992). Scholastic Inc: Box 3710, Jefferson City, MO 65102 (800-631-1586).

For years Scholastic News, Inc. has been publishing classroom newspapers dealing with current events. Now two of these publications are available in Spanish. Although these magazines are written primarily for Hispanic students in grades one and two, beginning Spanish students in grades four, five, six (and perhaps even higher) will enjoy reading articles from "Pilot" (Level 1) and "Ranger" (Level 2). Near the beginning of each month, Scholastic sends the four issues relating to that time period. The four-page, full-color magazines include maps, charts, illustrations, and diagrams. The October 1992 issues of both magazines include articles on fire safety, Columbus, a new subway for Los Angeles, and bats. A teacher's guide, included with orders of ten or more subscriptions, provides additional information such as questions for discussion, reproducible skill masters, activities to extend lessons, etc. The cost for a full year subscription (8 months—32 issues) is \$2.65/student for orders of 10 or more subscriptions. Semester prices (slightly higher) are also available.

(Continued on page 12)

## UNICEF Offers Free Materials

Teachers may order free kits about the history and modern culture of Mexico. Included in the kit is a poster-sized world map, a Mayan folktale, three reproducibles, stories about children in Mexico today, and a recipe for corn tortillas. To order, write U.S. Committee for UNICEF, P.O. Box 182248, Chattanooga, TN 37422-7248.

"Folk Tales and Stories," a free 12-page booklet is offered to educators to help students learn about other cultures and countries. Activities, which are geared for grade 4-6 students, accompany the folktales from Asia, Africa, Central America, South America, and North America. To order, write U.S. Committee for UNICEF, Dept. L92, 333 E. 38th St., New York, NY 10016.

# 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 Fagin Adler, North Carolina State University, Dept. of Foreign Languages & Literatures, Box 8106, Raleigh, NC 27695-8106.

**Title:** Body Shapes

**Objective:**

Students will recognize the features of four different shapes by forming each with their arms and by orally identifying each.

**Materials:**

Laminated flashcards of the adjectives big and small; laminated flashcards of two different colors (e.g., red and blue); laminated flashcards of four shapes (triangle, square, rectangle, circle).

**Procedure:**

Teach/review the numbers from 1 to 4 in Japanese (*ichi, ni, san, shi*).

Integrate numbers with shapes by asking, "How many angles does a (shape) have?" For example, triangle (*San Kaku*) means three angles in Japanese; square (*Shi Kaku*) means four angles; rectangle (*Naga Shi Kaku*) means long four angles; circle (*Maru*).

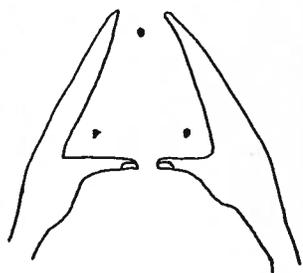
In response to Total Physical Response commands, students will repeat the names of the different shapes and simultaneously make the shapes with their arms, if the shape is to be big, or with their hands, if the shape is to be small.

The teacher will then hold up three of the eight flashcards: (one adjective (big, small), one color (red, blue), one shape (triangle, square, rectangle, circle)). For example, *Ookii akai shikaku* (big red square); *Chiisai aoi shikaku* (small blue square), etc. Students will call out each combination as they make the shape.

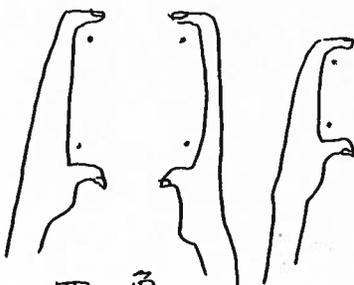
The laminated flashcards of adjectives, colors, and shapes can be used to reinforce question and answer patterns. For example, if the teacher asks, "*Kore wa nani*" (What is this?), students will respond, "*Ookii akai sankaku*" (Big red triangle). If the teacher asks, "*Ookii akai sankaku wa doko*?" (Where is red and big triangle?), students will answer, "*Asoko*" (Over there).

**Contributor:** Youko Akao Brooks  
Pelion and Gilbert Elementary Schools  
c/o Lexington School District One  
P. O. Box 1869  
Lexington, SC 29071

**Classroom Activities Editor:** Diane Fagin Adler



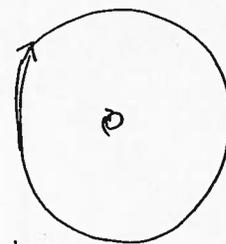
三角  
SAN KAKU  
Three Angles



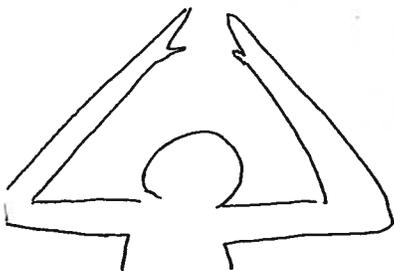
四角  
SHI KAKU  
four angles



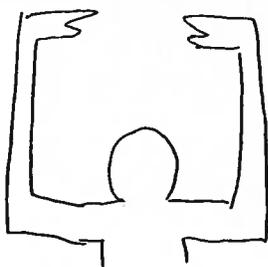
長四角  
NAGA SHI KAKU  
long four angles



まる  
Circle - MARU  
big & small circle will  
be drawn in the air by  
painting finger



Ookii SANKAKU  
big triangles



Ookii SHIKAKU  
big square



Naga Shi Kaku  
long four angles  
which means rectangles

# ACTFL/NFLC Launch Elementary Schools Initiative

In March 1992, the American Council on the Teaching of Foreign Languages (ACTFL) and the National Foreign Language Center (NFLC) invited members of the profession to a meeting in Washington, D.C., for the purpose of launching an initiative for the teaching of elementary school foreign languages. The intent of both sponsoring organizations was to establish elementary school programs as a major priority for the next several years, building on the work of the American Association of Teachers of French (AATF), the American Association of Teachers of German (AATG), the American Association of Teachers of Spanish and Portuguese (AATSP), and NNELL. Carol Ann Pesola represents NNELL on the steering committee for the ACTFL/NFLC initiative. NNELL representatives on the advisory committee are Carolyn Andrade, president, Nancy Rhodes, executive secretary, and Marcia Rosenbusch, editor of *FLES News*.

The title for the initiative, *The New American: Project 2017*, was developed by the project steering committee at a meeting on August 28-29. The project emphasizes the need to prepare children entering the school system over the next decade for the roles they will face in 2017 and beyond—roles that will certainly call for much greater and more sophisticated competence with foreign languages and cultures. It is important to note that this project establishes a vision for the future as its starting point, rather than beginning with discussion of issues related to program design and implementation. The new vision will be shaped through national dialogue among the constituencies responsible for all aspects of decision making and program building, informed by the best thinking from within and outside the foreign language profession.

Major themes for the discussion will be the following:

- Shaping a Vision of the American Citizen of 2017: Needed Background, Skills, and Values
- Implementing and Improving Elementary School Foreign Language Education to Address the Vision
- Relating Elementary School Foreign Languages to the General Elementary School Curriculum
- Designing and Delivering Foreign Language Programs to Prepare the New American
- Linking Elementary School Foreign Language Education to the Foreign Language Education System
- Implications for Infrastructure
- Implications for Public Policy

During the 1992-93 school year, opportunities for discussion of these issues will be available at major national and regional foreign language conferences, as well as at many state conferences. NNELL members are encouraged to participate in these sessions throughout the year.

During July 1993, ACTFL will sponsor a summer symposium focused on *The New American: Project 2017*. The information gathered during the year and additional insights brought by educational leaders from outside the profession will serve as the starting point for intensive discussion and goal setting, and documents based on the symposium will become the basis for a volume in the ACTFL professional library. The work of the symposium will lead to both a

vision and an agenda for foreign languages in the elementary school and beyond.

At every stage of the project, the insights and experience of all members of the foreign language profession will be invited and incorporated. The goal of long sequences of language instruction available for every child, a dream of the profession for decades, has never seemed more important or more attainable than in the present climate of global and educational change. When such a goal is attained, it will effect change at every level of language instruction, in every foreign language classroom. For this reason, the work of this project urgently concerns to the entire profession, from elementary school through graduate school.

*The New American: Project 2017* provides an opportunity for every teacher to participate in framing the future of our profession. Teachers can have an important impact as they seek out the discussion sessions at conferences, submit suggestions and concerns in writing to the steering committee, and begin planning now to attend the symposium in July. Because ACTFL does not fund symposium participants, support will need to be requested from employing institutions and other funding sources.

Suggestions and concerns related to the project themes listed above, as well as questions about the project itself, can be addressed to the immediate past president of NNELL, Carol Ann Pesola, Associate Professor of Education, Concordia College, Moorhead, MN 56562.

## Resources from page 10

*Animal Bingo Kit*. (1989). Janesville, WI: Sing, Laugh, Dance, and Eat Quiche. 6945 Highway 14 East, Janesville, WI 53546.

The Animal Bingo Kit contains flash cards of animals in black and white, a class set of animal bingo cards in black and cream, and a tub of bingo chips. The drawings are cute animal caricatures that look more like cartoons than scientific representations. The flash cards, colored and laminated, provide a terrific way to introduce animal names and are appealing to the students. Each card can be discussed using familiar vocabulary: the cat is sad, the pig is happy. Flash cards can be grouped to make a graph or used for a variety of games. The smaller matching pictures from the bingo game can be reproduced in quantity and cut up. These tiny copies can then be mixed up in envelopes for pairs of students to sort. Numbers are recorded on a simple questionnaire, "How many kangaroos do you have?" providing another context to discuss the animals. After students are familiar with vocabulary, the bingo game provides an excellent culminating activity as well as an easy review that can be used periodically throughout the year. The best news is that the kit is inexpensive (\$16.95) and can be used for any language.

Spanish Resources Editor: Barbara McDonald

## NNELL Networking Interest Survey

Name \_\_\_\_\_ Language(s) \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

School \_\_\_\_\_ Eve. phone \_\_\_\_\_

Position \_\_\_\_\_ Day phone \_\_\_\_\_

FAX \_\_\_\_\_ e-mail \_\_\_\_\_

*Please check the areas of interest in which you might like to serve:*

Membership

Bylaws

Nominations

Publicity/Public Relations

Regional Representative

Political Action

Contributing Editor, *FLES NEWS*

Publisher Liaison

Technology

Officer

Other:

*Suggestions or comments:*

Please complete and return this form to: Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037

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### Membership Form (1993-1994)

*FLES NEWS*, National Network for Early Language Learning (NNELL)

Please enroll me as a member of the National Network for Early Language Learning and send me a one-year subscription to *FLES NEWS*. I am enclosing my check for \$12.00. Overseas rate is \$15.00. (Make checks payable to NNELL.)

Name: \_\_\_\_\_

Title or grade level: \_\_\_\_\_

School or affiliation: \_\_\_\_\_

Mailing address: \_\_\_\_\_

City, State, & Zip: \_\_\_\_\_

Check whether this address is \_\_\_\_\_ Home \_\_\_\_\_ School

\_\_\_\_\_ Check here if this is a renewal. \_\_\_\_\_ Check here if this is a change of address from last year.

You may make copies of this order form for your colleagues.

Mail check (no purchase orders accepted) and this order form to:

Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037

## Children's Classroom Creations

Pobre Tomás  
Pobre Tomás está muy enfermo.  
El está en la oficina del médico.  
No puede ir a la escuela.  
Tomás tiene una fiebre. Él tiene la  
gripe. No está sano. Tiene dolor de estómago.  
Tomás tiene tos también. Tomás tiene  
que tomar una medicina. El va a tomar  
un jarabe.  
La mamá de Tomás habla con la  
enfermera. Su mamá compra la medicina.  
Mamá se lleva Tomás a la casa. Después  
de tres días Pobre Tomás puede ir a  
la escuela.



Timothy Hughes  
3rd Grade (1989)  
Hartwell School  
Cincinnati Public Schools  
Bilingual Alternative Programs

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 the original copy of children's work to the editor, Marcia Rosenbusch.

Marcia H. Rosenbusch, Editor  
FLES News  
Department of Foreign Languages  
and Literatures  
300 Pearson Hall  
Iowa State University  
Ames, Iowa 50011