

# FLES NEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

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## Writing Big Books in Chile— An NEH Fellowship

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Observing that big books are a big hit in school with kindergartners and first graders who are learning to read, I explored the use of big books in my elementary school foreign language classes. I discovered they work like magic. I found, however, that there were few big books in Spanish on the market that really fit the needs of my curriculum. Being adventuresome, I submitted a project plan to the National Endowment for the Humanities (NEH) to write five big books in Chile to teach both language and culture. My project was accepted and I spent six weeks in Chile working with two artists on the production of big books for use in my classroom.

With fresh memories of Chile and feeling exhilaration from having put together my five books, I write this article now to share various aspects of my fellowship with other elementary school foreign language teachers, with the hopes that they, too, will develop a project for professional development abroad. I will offer pointers for writing a solid and convincing project plan, put big books in the context of the Whole Language movement, and describe my personal process and product.

The NEH Fellowship is a fabulous opportunity for K-12 teachers and I strongly recommend that elementary school foreign language teachers apply. Since I received this honor, I have felt increased respect from parents in my community. In Chile, I was received warmly by almost everyone. I believe that being sponsored by a national grant opened doors for me. If any readers entertain the idea of writing a project themselves, I offer them the following advice:

- Find a project you are interested in and would consider doing even without a fellowship.
- Develop a project that can be implemented in your elementary school foreign language classroom.
- Relate your plan to the humanities.
- Prove that you have some connections in the country of your destination (either with a university or with a contact family).

- Provide solid recommendations from your principal and one other person—perhaps a member of your board of education or a parent.

Once I was notified that I had received the grant, I set to work writing the texts for my five books. Having taught fourth, fifth, and sixth graders in Marlborough, CT, for five years, I had a good handle on how to strike a balance between the amount of familiar vocabulary and new language and how to use pictorial cues to clarify meaning. I took a close look at big books in English and Spanish to make sure I understood the genre. Big books are fun, they usually rhyme, they are definitely rhythmical, and are often predictable. I love writing rhymes so preparing the text was fun for me. I noticed that most big books have the length of 16 pages and I feel that is about right for an elementary school foreign language class.

Big books have become part of the Whole Language movement that is shaping language teaching in our nation's schools. The Whole Language movement considers reading and writing a natural outgrowth of oral language development and emphasizes the importance of situation to meaning-making (Manning & Manning, 1992). Big books are great for teaching meaningful reading and writing in both the first and second languages. Between the pictures, the rhymes, the predictability, and the story line, children have lots of cues to rely on for inferring meaning.

Big books got started in New Zealand. Ironically, big books were used for second language acquisition from the very beginning in an immersion setting—Maori and Polynesian children migrating to the cities of New Zealand needed supplemental reading. In the early 1970s some teachers wanted to reproduce for these children the joy and security felt by a child listening to a story while sitting on a parent's lap. They discovered that by using books loved by children (often rhythmical), they could nearly reproduce the intimate bedtime story experience with 30 children in the class by enlarging the print and blowing up the pictures (Holdaway, 1992). Hence, the birth of the big book!

Big books are well received by elementary school language students because the pictures are colorful and interesting, the rhymes are fun to say and hear, and the predictability provides motivation to

*(Continued on page 4)*

## Notes from the President

As we begin a new year, the National Network for Early Language Learning continues to move forward. Thanks to the phenomenal effort and dedication of Past President Carolyn Andrade, the organization is stronger than ever. Among other accomplishments during her tenure, we now have comprehensive organizational handbooks that document all aspects of our organization, and NNELL became an affiliate of the American Council on the Teaching of Foreign Languages.

My personal goals for the organization are:

- to increase membership in NNELL to strengthen support for early foreign language learning;
- to develop stronger ties with colleges and universities to help them understand the importance of teacher training in FLES. This includes formalizing the field of FLES by pursuing the creation of a referred journal in FLES;
- to provide information to the foreign language consultants of state departments of public instruction for the purpose of increasing their support for early language learning;
- to strengthen communication and ties with other organizations interested in teaching foreign languages to children;
- to increase involvement of the membership in the organization.

Both at the NNELL Board Meeting and at the NNELL Networking Session held at ACTFL in San Antonio, we announced the appointments of ten new committee chairpersons (please see the announcement in this issue). The fact that committee chairpersons will serve for multiple years helps provide a continuity that will strengthen NNELL and assist in meeting our goals.

One of the goals established for the regional representatives of NNELL will be to organize NNELL networking sessions at each state's foreign language association meeting. If you are interested in organizing such a meeting in your state, please contact your regional representative.

During these days of interest in standards and assessment we all need to continue our support for foreign languages offered in a comprehensive, articulated way in our elementary schools. We must put forth a united front to achieve our common goal, that of providing quality instruction of other languages and cultures to all children. To this end, the NNELL Board has prepared a position statement which has been sent to the members of the Student Standards K-12 Task Force (see p. 7). The NNELL Board encourages you to send your views on student standards to the task force at Standards Project c/o ACTFL, 6 Executive Plaza, Yonkers, NY 10801.

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*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): *Editor* Marcia Rosenbusch, Dept. of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. NNELL executive committee members are: *President* Audrey Heining-Boynton, Foreign Language Education, CB #3500 Peabody Hall, The U. of NC at Chapel Hill, Chapel Hill, NC 27599-3500; *First Vice-President* Mari Haas, Teachers College, Columbia University, 525 W. 120th St., Box 201, New York, NY 10027; *Second Vice-President* Eileen Lorenz, Montgomery County Public Schools, 850 Hungerford Dr., Rockville, MD 20850; *Secretary* Patty Ryerson, Wellington School, 3650 Reed Rd., Columbus, OH 43220; *Treasurer* Sonia Torres, Morrisville Elementary School, 1519 Morrisville Pkwy, Morrisville, NC 27560; *Acting Past-President* Carol Ann Pesola, Concordia College, 901 Eighth St. S., Morhead, MN 56562, *Executive Secretary* Nancy Rhodes, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037.

Committee appointments are: *Bylaws* Maureen Regan-Baker, 2120 N. Clark, Chicago, IL 60614; *Membership/publicity* Virginia Gramer, Hinsdale Elementary School, 210 N. Madison, Hinsdale, IL 60512 and Anita La Torre, 806 Queensbury Circle, Durham, NC 27713; *Political action* Gilda Oran-Saperstein, 91 First Ave., Kingston, PA 18704; *Central States Conference representative* Debbie Wilburn, 10157 Allison Dr., Pickerington, OH 43147; *Pacific Northwest Council representative* Jo Ann Olliphant, 11004 11th St. SW, Tacoma, WA 98498; *Northeast Conference representative* Harriet Bamett, 255 Clinton Ave., Dobbs Ferry, NY 10522; *Southern Conference representative* Carine Feyten, U. of S. Florida, College of Education, EDU 306H, Tampa, FL 33620-5650.

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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

## Brochure on FLES is Announced

The National FLES Commission of the American Association of French and the National FLES Committee of the American Association of Spanish and Portuguese offer a new color brochure on elementary school foreign language programs. The brochure includes rationale for programs, program definitions, and testimonials from administrators, teachers, and parents. Cost for multiple copies of the brochure are: \$1 each (1-9 copies), \$.65 each (10-99 copies), \$.50 each (more than 100 copies). Available from National AATF, 57 E. Armory Dr., Champaign, IL 61820 or National AATSP, University of Northern Colorado, Greeley, CO 80639.

# NNELL Networking Discussion Groups Report

The annual National Network for Early Language Learning (NNELL) networking session was held in San Antonio, November 21, 1993, at the American Council on the Teaching of Foreign Languages (ACTFL) Conference. The networking session brought together foreign language educators from across the country to discuss ideas and strategies for strengthening foreign language education in the elementary schools. The session began with a brief introduction to NNELL, its officers, regional representatives, and committee chairs. Following the introduction, attendees had an opportunity to propose topics regarding elementary foreign language education that were of most interest to them. Discussion groups were formed based on mutual interest in specific topics. Each group was charged with bringing up concerns related to the chosen topic and also with suggesting possible means of addressing those concerns. The following is a summary of each group's discussion.

## Current Issues: National Standards and Project 2017

Foreign language educators of the elementary school level need to provide input into the definition of national foreign language standards, since the standards being developed will likely have a long-term effect on foreign language education in the United States. One hundred years ago, a standard of two years of foreign language instruction at the high school level was established in the U.S. Two years of instruction is still, to this day, the most common pattern for instruction in our public schools.

Those on the standards task force are currently discussing whether the standards they propose will be descriptive of the current state of foreign language education or whether the standards should seek to define the ideal foreign language program. The discussion group urges elementary school foreign language educators to write to ACTFL to advocate an early start and a long sequence for language learning. The group further recommends that NNELL make an official statement to the ACTFL standards committee (see NNELL statement, p. 7).

## Keeping Programs Alive: Promotion

Program promotion needs to be an all-the-time activity that reaches parents, administrators, and colleagues both in and outside of the field of foreign languages. Different groups need to be approached in differing ways. Administrators are often receptive to research on the benefits of foreign language study in such areas as cognitive development, reading, and the use of both hemispheres of the brain. Efforts should be made to provide non-foreign language classroom teachers with background information and/or experience in foreign language education to help them understand these programs. Activities can be planned through which the students become ambassadors for the program both in the home and in the community.

## Assessment: Student Performance

Concerns raised by the group included the questions: What techniques are currently being used? How much class time should be devoted to assessment? How do you compensate the amount of curriculum to accommodate the time used for assessment? The response to these questions first involves writing goals that lead toward assessment, making clear what is to be assessed and demonstrating how that assessment is likely to be carried out.

Techniques suggested include paper/pencil listening comprehension tests, keeping a tally of the number of times each student participates during class, and using checklists with descriptors of performance levels on specific language use tasks. Assessment can often take place during regular classroom activities, and need not require separate assessment days, which are difficult to fit into a very limited time schedule.

Another question discussed was how to report assessment on a report card. The group suggests that wherever possible, reporting should avoid the traditional A-B-C system, since foreign language teachers usually do not have enough time with their students to be that specific in their grading. One system suggested has three choices of marks: M (meets expectations), N (needs to improve), I (improving). The system focused the assessment in three areas: academic, participation, and citizenship.

The group encourages foreign languages educators to share what they are doing in regard to student assessment to provide support for each other and to improve the general quality of early foreign language student assessment.

## Starting Programs

The group felt that elementary school foreign language programs should hold classes at least three times per week for 25 minutes each class period. The question of at which grade level should programs begin depends on how the elementary program will articulate with the secondary program. For example, if only two years of elementary school classes will be possible in a district, it would be advisable to implement the program in grades 5 and 6 because the classes could be articulated with the existing secondary program. A very important consideration for program development is that the foreign language curriculum be integrated with the curriculum of a school, rather than isolated from it. In regard to materials, the group advises first reviewing materials from established programs, such as the program in Ferndale, Michigan.

## Curriculum and Materials

It is difficult to take one text and expect it to serve effectively as the curriculum. Therefore this group recommends an eclectic approach to curriculum, combining published materials from a variety of sources with teacher-made materials. Some titles of books and texts mentioned by the group as especially useful include: *A Big Fish Story* and others from Children's Press Books in Chicago, Illinois; Hampton Brown Books from California; *Brown Bear*, by Bill Martin; Bravo Bravo Series from Santillana; *Total Physical Fun* by Jo Ann Olliphant, available through Kiosk; and *Viva el Español* from National Textbook Company.

There is concern about what to do with native speakers in an elementary school foreign language class. The group suggests providing opportunities for these children to act as helpers and teachers in the class. The teacher also needs to provide opportunities for the individual reading and writing growth of these students. Activities might include writing post cards or letters, or asking their parents to tell a traditional story. Suggested resources are magazines from Midwest European Publishing Company and from Scholastic; *Mi Globo*, a newspaper from California; and *Welcome to Spanish* from National Textbook Company.

## Writing Big Books in Chile from page 1

continue reading to see what will come next. They can be used to teach vocabulary and chosen structures, as well as to provide one of the children's early reading experiences in a foreign language. Since I firmly believe that culture plays an important role in language learning, I searched for big books that teach culture through the pictures and text. Many of the books in Spanish are simply translations of familiar fairy tales. Two that I do like for quality of story, cultural authenticity, and beautiful artwork are *Seré Mariachi* (Avalos, 1989) and *La Piñata* (Daddazio, 1989).

I decided that my big books would focus on teaching culture. Therefore, I identified five different cultural aspects of Chilean life from a child's point of view: three on mainstream Chilean culture, and two on minority groups—Easter Islanders and Mapuche Indians. Furthermore, each big book would linguistically concentrate on an interrogative—¿Cuándo?, ¿Dónde?, ¿Qué?, ¿Quién?, and ¿Por Qué? Each book in the series is progressively more difficult in terms of language and cultural understanding. I entitled my books *¿Cuándo es la fiesta?* (When is the Party?), *¿Adónde vas Guille?* (Where are You Going Guille?), *¿Qué? Mis vacaciones en Chile* (What? My Chilean Vacation), *Quién vive en la Isla de Pascua?* (Who Lives on Easter Island?), and *¿Por qué son así?* (Why Are They Like That?).

While I feel comfortable writing rhymes in Spanish (with checks and cross checks for linguistic flow, correctness, and cultural authenticity from my husband, who is Chilean), I recognize that I am not an artist. I felt that a vital part of making my books a success would be to find the right artist. During the process I realized that five books were too many for one artist to illustrate, so I hired a second one. The end result was three books illustrated by an artist who uses magic marker (later to be reproduced on the color copier in the U.S.) and two illustrated by a silkscreener who made the reproductions in his workshop. By contracting Chilean artists and working with them closely, I succeeded in producing beautiful color pictures that are appealing to children. They are authentically Chilean with regard to scenery, clothing, and details. For example, the dancers on the cover of *¿Cuándo es la fiesta?* are clearly Chileans dancing the *cueca*.

All my big books were recorded on tape by children in Chile, so that not only the pictures are authentic, but the voices are, too. Children in my classes in Connecticut are interested in hearing native Spanish-speaking children. Also, a little music is included in each cassette which is culturally matched to each theme. The cassettes also provide the possibility of repetition for pronunciation, since on side B native speakers leave pauses for repetition.

The first book, *¿Cuándo es la fiesta?* (When is the Party?), is about September 18th, the Chilean independence day. North American children should know that people in other countries are also proud of their nations. They will discover many typical Chilean customs through this simple story. On this special day, Chileans eat "empanadas," dance "la cueca," and fly kites. There is a very predictable pattern to the dialogue between grandmother and grandson in which only the third line changes on each page:

"Abuelita, Abuelita. (Granny, Granny.) *Díme nieto, Chocho.* (Tell me grandson, Chocho.) *¿Cuándo vamos a comer empanadas?* (When are we going to eat empanadas?) *Mi hijito, el día dieciocho.* (My little son, on the eighteenth day.) *Abuelita, Abuelita.* (Granny, Granny.) *Díme nieto, Chocho.* (Tell me grandson, Chocho.) *¿Cuándo vamos a bailar la cueca?* (When are we going to dance the cueca?) *Mi hijito, el día dieciocho.* (My little son, on the eighteenth day.)

The second book is an interview with Guille, a boy from Santiago. The interviewer finds out that Guille goes to school, plays soccer, and

goes home to eat dinner with his family. Many typical questions covered in elementary school foreign language classes appear in this book: *¿Cómo te llamas?*, *¿De dónde eres?*, *¿Dónde vives?* (What is your name? Where are you from? Where do you live?) Through the pictures, North Americans learn that Chilean children wear uniforms in school, some go to school by metro, the school is referred to by a number rather than a name, soccer is a popular sport, and the *cazuela* (casserole) has whole pieces of chicken and potatoes instead of cut-up pieces. Here is a sample:

"*Después del fútbol* (After soccer), *¿Adónde vas?* (Where do you go?) *A mi casa voy.* (To my home I go.), *Es hora de comer.* (It's time to eat.), *¡Qué contento estoy!* (How happy I am!)

Book number III teaches the interrogative *¿Qué?* (What?) and covers the theme of cousins spending their summer vacation at the beach. It emphasizes that the summer months are January and February. What do children do at the beach? They swim, fish, run, play, read, eat and make campfires. Here is the text from page 10:

Luisa: *¿Qué vas a hacer hoy?* (What are you going to do today?)

Aldo: *Todo el día a la playa voy.* (All day I'm going to the beach.) *Voy a nadar. Voy a pescar.* (I am going to swim. I am going to fish.) *Con mis primos voy a jugar.* (With my cousins I am going to play.)

Luisa: *¡Estas son mis vacaciones!* (This is my vacation!)

The fourth and fifth books are really content-based teaching materials because each covers topics that could be considered social studies. *¿Quién vive en la Isla de Pascua?* (Who lives on Easter Island?) piques the students' curiosity by exploring the mysteries of Easter Island. Some of the lines here are like tongue twisters: *Nadie sabe, ni yo ni tú.* (Nobody knows, neither you nor I.) *Cada cabeza está sobre su ahú.* (Each head is over its pedestal.) *Delante del volcán Rano Rarákú.* (Before the volcano Rano Rarákú.) *Cada cabeza está sobre su ahú.* (Each head is over its pedestal.) *Delante de los volcanes Aroi y Kau.* (Before the volcanoes Aroi and Kau.) *Ahú* is the pedestal on which the giant heads rest. A beautiful map is provided for the students to point out the volcanoes through Total Physical Response (TPR) commands.

My favorite book is the last: *¿Por qué son así? Los Indios Mapuches de Chile* (Why are they like that? The Mapuche Indians of Chile). It is the one I researched the most before and during my stay in Chile and the one that I believe is pictorially the most breathtaking. The story is about Lili, a Chilean girl, who wants to understand more about the Mapuches, a minority group in her country. She meets Lautaro, a Mapuche, who takes her to meet the "Machi" (a shaman) because the library could not give good answers. This book takes cross-cultural understanding further than the previous four. Even though we do not always have the answers, we need to ask why, to try to understand people who are different from ourselves. The book opens up room for student research on the Mapuches and their fight for land. Mapudungun is the language spoken by this indigenous group. Following is an excerpt demonstrating how Mapudungun is interspersed with Spanish to emphasize that not only "castellano" is spoken in South America. The "kultrún" is the Machi's magical drum for communicating with the gods.

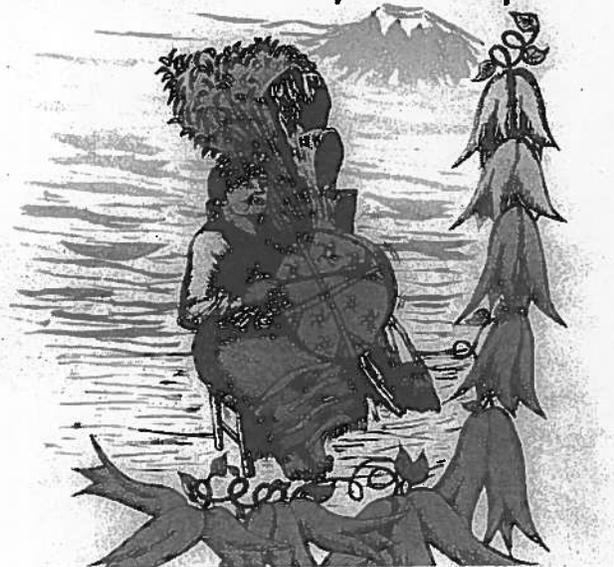
Lili: *¿Por qué la Machi toca kultrún?* (Why does the shaman play the kultrún?)

Lautaro: *Porque toca kultrún en la machitún.* (Because she plays the kultrún in the machitún.) *Ella baila, canta y toca kultrún.* (She dances, sings, and plays the kultrún.) *En la ceremonia secreta de la*

dances, sings, and plays the *kultrún*.) *En la ceremonia secreta de la machiluwún.* (In the secret ceremony of the *machiluwún*.)

In the figure below, you see the Machi playing the *kultrún* and also see her sacred ladder and plants. The flower is the *copihue*, the national flower of Chile. The volcano also situates the character in southern Chile.

¡AKUTUN AKUTUN! ¡Ayuwi Tani piuke!



On the sixteenth page of each book, there is a pedagogical question that serves for holistic comprehension assessment. The question for this final book is "¿Qué sabes tú de los mapuches ahora?" (What do you know about the Mapuches now?)

When reading a big book in class, I usually discuss the picture on the cover and the title first. Traditionally, students sit on the floor to hear big book readings. This may or may not be feasible in your classroom setting. Next, I open the book to the first page with text and read it with a pointer. Since I will have already gone over principal vocabulary, I will often point to the illustration to reinforce the words. Then the whole class reads the lines in chorus. If an individual student wants to read, he or she may do so at this time. Then we go on to the next page and look for a pattern in the language if there is one.

In classes with children learning to read for the first time, it is customary to provide each child with a little book that matches the big book. If the children do make little books, they can illustrate them themselves. The book can then be read again while listening to the cassette. Most of the books can be acted out as a role play situation. Geography plays a part in all the books. Activities as simple as TPR can be used to point out a place on the map, or students can learn to follow directions—left, right, etc.—using *Plano de Santiago* (map of Santiago) in book II. Different patterns of the *kultrún* were provided in book V for the children to make, or at least draw, instruments.

I wrote my books, in part, to teach Chilean culture, a part of culture not usually included in Spanish class. After all, the Spanish-speaking countries usually introduced are limited to Mexico, Spain,

and more recently Puerto Rico. The Indians introduced (if touched upon at all) are the Aztecs, Mayas, and maybe the Incas. In my five books, I present aspects of Chilean life and two indigenous groups. While the Easter Island book is really more about the mystery of the moais, it leaves room for student research on the Pascuenses. The Mapuches are the people on whom I feel I really wanted to concentrate for my humanities focus for the NEH proposal. I am personally interested in the Mapuches and I have studied them at the University of Connecticut in the Latin American Studies Program. During my stay in Chile, I went south by train (twelve hours) to Temuco in order to meet, interview, and research Mapuches. I also bought books, videos, clothes, and realia so I could put together a Mapuche unit for my students.

Yes, I want to teach culture, but I learned a lot of culture, too. During the fellowship, I often felt that I had to balance three professions in order to be successful: detective, anthropologist, and troubadour. Let me explain. As detective, I had to be persistent, turn over every stone, follow up on leads, discard those that did not work, and pursue new trails. As anthropologist, I was sensitive not to step culturally on someone else's toes. I had to be very patient and accept the fact that even though I thought I was familiar with Chilean culture (having traveled there before and being married to a Chilean) I still had things to learn. I had to remember not to be a pushy detective, and even more, not to be a pushy North American, because people were quick to point that out to me. It meant waiting a little more for some things and accepting that some things had to be different from the way I envisioned they would be. As troubadour, or better yet, traditional Chilean *payador*, I had to know how to improvise my lines and take everything with a little humor. My husband took me to a festival of *payadores* and I was so impressed with how these musicians could improvise on any topic suggested to them from the audience, and could make perfect rhymes that were always clever and humorous (admittedly I did not always catch the "in" Chilean joke, but the audience roared). I admired the *payadores* because I had labored so much over my simple rhymes for children, while their inspiration and production took only seconds! I learned I had to be like the *payadores* and be able to take any snippet of information and roll with it. Sometimes if moments just appeared out of nowhere, I had to "seize" them as suggested in the movie, *Dead Poet's Society*. In life, and especially in a foreign culture, some moments do not work out, but others do—and even better—so I tried not to miss them. I seized a lot of moments!

My big books can be added to a growing list of children's literature in Spanish. Writing five books and dealing with two artists was a challenging but rewarding project, and I feel a sense of accomplishment as I actually use these books in my classes. Once again, I encourage readers to develop their own projects and to apply to NEH or other grants for foreign language teachers. While we are stretching our students for oral proficiency, we teachers need time abroad to accelerate our own oral proficiency, and sharpen our cultural sensitivity in a way no book, article, or lecture can do on U.S. soil.

For more information on the NEH Summer Fellowship Program for Foreign Language Teachers K-12, contact NEH Fellowship Program for FL Teachers K-12, Connecticut College, 270 Mohegan Avenue, New London, CT 06320-4196 (203-439-2282). Also see *FLES News* 6(1) p. 7 and 6(3) p. 5. For information on purchasing these big books and cassettes, please write to Trisal Sound, 18 Flood Road, Marlborough, CT 06447.

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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: Susan Walker, 4560 Ohio Ave., St. Louis, MO 63111.*

### 1994 CONFERENCES

**February 24-26: Southern Conference on Language Teaching.** Lee Bradley, Valdosta State College, Valdosta, GA 31698 (912-333-7358).

**March 4-5: Putting Articulation into Practice: Foreign Languages K-16 and Across the Curriculum.** (Sponsored by Peace College and the Wake County Collaborative.) Raleigh, NC. Anne Fountain, Peace College, Raleigh, NC 27604-1194 (919-832-2881).

**March 10-12: 7th Conference on Second/Foreign Language Acquisition by Children.** Tulsa, OK. Rosemarie Benya, P. O. Box 2053, Ada, OK 74821 (405-332-8000).

**March 31-April 3: Southwest Conference on Language Teaching.** Salt Lake City, UT. Joann K. Pompa, Mountain Pointe High School, 4201 East Knox Rd., Phoenix, AZ 85044 (602-759-8449).

**April 7-10: Northeast Conference on the Teaching of Foreign Languages.** Northeast Conference Information, St. Michael's College, Dupont Hall, 29 Ethan Allen Avenue, Colchester, VT 05439 (802-655-0558).

**April 21-24: Central States Conference on the Teaching of Foreign Languages.** Kansas City, MO. Jody Thrush, CSC Executive Director, 3550 Anderson St., Madison, WI 53704 (608-246-6573).

**May 12-14: Pacific Northwest Council on Foreign Languages.** Missoula, MT. PNCFL, Foreign Languages & Literatures, Oregon State University, Kidder Hall 210, Corvallis, OR 97331-4603 (503-737-2146).

**October 21-24: Advocates for Language Learning Conference.** (Hosted by the Washington Metro Chapter of A.L.L.) Greenbelt, MD. Pat Barr-Harrison (301-386-1519; Fax 301-386-1565. Proposal deadline: June 1, 1994.

**November 18-20: American Council on the Teaching of Foreign Languages.** Atlanta, GA. ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801 (914-963-8830).

### 1994 SUMMER COURSES AND WORKSHOPS

**June 13-July 8: 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).

**June 29-August 4: Project Pluma: Writing Through Content in the 4th-12th Grade Spanish Class.** (For teachers within 100 miles of New York City.) Teachers College, Columbia University, New York,

NY. Mari Haas, Institute for Urban and Minority Education, Teachers College, Columbia University, 525 West 120th Street, Box 201, New York, NY 10027 (212-678-3817).

**July 6-19: Teaching Foreign Languages to Young Students, A Summer Institute at Teachers College, Columbia University for Teachers of Foreign Languages in the Elementary School (K-8).** Mari Haas, TFLYS, Teachers College, Box 201, New York, NY 10027 (212-678-3817).

**July 7-15: Workshop in Mexican Culture and Civilization.** Mérida, Mexico. Anne Fountain, Peace College, Raleigh, NC 27604-1194 (919-832-2881).

**July 26-31: 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).

### CALL FOR PAPERS:

**March 30-April 1, 1995: The International Conference on Standards and Assessment.** Raleigh Durham International Airport, North Carolina. Audrey Heining-Boynton, CB #3500 Peabody Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500. Proposal deadline: April 30, 1994.

Conferences Editor: Susan Walker

## NNELL Announcements

The constitution for the National Network for Early Language Learning was ratified by the membership during the fall of 1993 election. NNELL members may request a copy of the constitution from the executive secretary, as well as a copy of the NNELL budget that was approved by the executive board during the November 19, 1993 meeting. The results of fall 1993 election for officers are as follows:

Second Vice President Eileen Lorenz  
Secretary Patty Ryerson

Committee appointments approved by the executive board include the following:

Bylaws Maureen Regan-Baker  
Membership/publicity Virginia Gramer and Anita LaTorre  
Political Action Gilda Oran-Saperstein

### Regional Representatives:

Central States Conference Debbie Wilburn  
Pacific Northwest Council Jo Ann Olliphant  
Northeast Conference Harriet Barnett  
Southern Conference Carine Feyten

## 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:** It's in the Bag!

**Objective:**

Students will learn the numbers 1-31, colors, months, holidays, birthdays, and brief biographical sketches of famous people while the classroom is visually enriched.

**Materials:**

Twelve-colored 8"x10 1/2" paper gift bags with handles; stick-on letters or markers; glue; index cards; long strips of ribbon; string; tissue paper.

**Procedure:**

Using stick-on letters or your own printing, label each paper gift bag with the following information in your target language: month of year (e.g., JANVIER); holiday(s) (e.g., le 1-JOUR DE L'AN, le 6-FETE DES ROIS). On the sides of the bag, place the number of the month (e.g., 1 for January, 2 for February, etc.). Write the color of the bag in a marker of that color on an index card to indicate the bag color (e.g., ROUGE) and glue to the bottom of the bag. On a tag, write the name of each student's birthday for that appropriate month. Also, add another tag and write a brief biographical sketch of a famous person from that culture who was born in that month. (For example, for December, I selected Louis Pasteur. I brought in a milk carton showing the word *Pasteurization* and we talked about Pasteur's impact on health today.) Attach these tags to the handles with a long ribbon so that information can be read to the students. Stuff the bags with tissue paper to "pouf" them. Attach strings to the handles and hang them from the ceiling.

What color and interest these bring to the classroom! Traveling teachers might bring a bag per month or create a bulletin board for Foreign Language Week. You might use these bags to introduce the future tense by discussing what might happen in future months or the past tense by discussing what has already happened. Teachers who are marginal artists can still have a stimulating and colorful room brimming with information and conversational possibilities by using these bags.

**Contributor:** Constance Alexandre  
The Hockaday School  
11600 Welch Road  
Dallas, Texas 75229

**Classroom Activities Editor:** Diane Fagin Adler

## NNELL Statement to the Student Standards K-12 Task Force

The National Network for Early Language Learning believes that student standards for foreign languages will significantly impact foreign language education well into the 21st century. It is imperative that these standards speak not only to the foreign language programs in existence today, but that they also define a framework for the future. To establish standards only at eighth and twelfth grades, but not at fourth grade, would be to limit the future of the profession to current practices.

The foreign language profession has declared that a high level of proficiency is an important goal for foreign language education. It is clear that to achieve more than a novice or intermediate level of proficiency requires many years of study in long, articulated sequences of intensive quality instruction. Forward-looking schools across the nation have successfully articulated K-12 sequences of instruction. To ignore the invaluable contribution these schools have made to the profession, and the enhanced level of proficiency attained by continuous quality foreign language education K-12, would be to ignore the future. Standards must be developed for programs that provide continuous education in foreign languages from kindergarten-twelfth grade.

The National Network for Early Language Learning urges the Student Standards K-12 Task Force to contemplate the historic significance of the standards they are defining. The ability of our nation's most valuable resource, our children, to participate fully and effectively as world citizens in the 21st century is clearly at stake.

Continuation of Big Book from page 5

### References

- Avalos, C. (1989). *Seré Mariachi*. Cleveland: Modern Curriculum Press.
- Daddazio, D. (1989). *La Piñata*. Cleveland: Modern Curriculum Press.
- Holdaway, D. (1992). Shared Book Experience: Teaching Reading Using Favorite Books. In Manning, G., & Manning, M. (Eds.), *Whole language: Beliefs and practices, K-8*. Washington, DC: National Education Association.
- Manning, G., & Manning, M. (Eds.). (1992). *Whole language: Beliefs and practices, K-8*. Washington, DC: National Education Association.

## Helena Curtain Receives Award for Leadership

*Dorothea Brusckie  
Chair of Awards Committee  
Parkway School District  
Chesterfield, Missouri*

Helena Curtain was honored with the prestigious Florence Steiner Award for Leadership in Foreign Language Education, K-1, at the American Council on the Teaching of Foreign Languages annual awards luncheon held November 21, 1993, in San Antonio, Texas.

Helena coordinates the foreign language program in Milwaukee, Wisconsin, which has over 15,000 foreign language students and 190 foreign language teachers. In her district, she has implemented FLES programs, full and partial immersion programs, and foreign language sequences in grades 7-12. The foreign language programs in her district have become national models that are visited and studied regularly by foreign language professionals who want to develop programs in their own districts.

Helena has shared her ideas for foreign language program design, evaluation, and improvement with other foreign language educators innumerable conference presentations, workshops, and keynote addresses nationally and internationally. She has served as a consultant to school districts not only in this country but in Hong Kong, Japan, the Philippines, and Germany.

Upon accepting her award, Helena expressed the following:

I started out my career with only one goal. I wanted to be a good teacher. I still have that goal and I am still striving for it. Along the way I have been lucky enough to be able to help others meet the same goal. I have been able to do that because

I have had the good fortune to have some very powerful and wonderful mentors who had faith in me and who gave me so much. There are so many, that I can only name a few. I would like to thank Tony Gradisnik, Connie Knop, Frank Grittner, and Sandy Savignon for their faith in me and for their inspiration. I would also like to thank my dear colleague and collaborator, Carol Ann Pesola, and my wonderful friends who are here in this room. I am deeply humbled and honored to be receiving this award and I accept it in dedication to all the teachers with whom I have worked and from whom I learned so much.



Three NNELL members who have received the Florence Steiner Award for Leadership in Foreign Language Education, K-12. From left, Carol Ann Pesola (1988 recipient), Helena Curtain (1993 recipient), and Carolyn Andrade (1992 recipient).

## Teacher Preparation Programs Examined

Fifteen foreign language and education specialists from the United States and Germany met in New York City in mid-October 1993 to discuss the preparation of elementary school foreign language teachers. This colloquium of educators, who represent several languages, language professional organizations, and general education, was organized and hosted by the American Association of Teachers of German (AATG) and the Goethe House New York. Attending were: Loren Alexander, Greg Duncan, Paul Garcia, Claudia Hahn-Raabe, Elizabeth Hoffman, Brigitte Jonen-Dittmar, Dieter Kirsch, Carol Ann Pesola, Pat Pillot, Nancy Rhodes, Marcia Rosenbusch, Lynn Sandstedt, Ed Scebold, Janet Towslee, and Helene Zimmer-Loew.

A main point of the discussion was the need for appropriate preparatory coursework and relevant experience for elementary school foreign language teaching majors. Colloquium participants noted there are too few elementary school foreign language teachers for the programs being implemented across the country. The following statement is a first step towards improved teacher development programs for prospective elementary school foreign language teachers:

The study of a foreign language is a major vehicle by which we acquire information and understanding about other peoples and their cultures. In these times of a conscious affirmation of our nation's diversity and the rich fabric of

our heritage, it is important that our school children begin to learn another language, as early as possible. It is then, as researches have demonstrated, that minds are most receptive and retentive. The development of such language learning programs for young pupils requires a substantive change in present practices and curricular offerings at colleges and universities that award teacher education degrees.

Traditionally, foreign language teacher preparation has been directed at the secondary education major. In coming years, the continuing growth of language study in the elementary school will mandate appropriate changes in language departments and in school or colleges of arts and sciences. Such changes begin with the instructors. Educators who possess a literary emphasis or research interest can gain theoretical and applied knowledge and personal experience in elementary school settings in order to share with the new teacher-major. For example, interested parties may contact their state or local school language coordinator for information on materials and programs, as well as for suggestions regarding experts who can assist them and consult on aspects of teacher education. Activities such as these will themselves foster and strengthen cooperation

## Benefits from ERIC

### What is ERIC?

The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL), operated by the Center for Applied Linguistics, is one of a nationwide network of clearinghouses and adjunct clearinghouses funded by the U.S. Department of Education that constitute ERIC (Educational Resources Information Center). ERIC's objective is to make current developments in educational research, instructional methodology, and teacher/administrator training readily accessible to the public.

ERIC/CLL collects and disseminates information in the following areas: foreign language education (for both commonly and uncommonly taught languages), psycholinguistics and psychology of language learning, theoretical and applied linguistics, bilingualism and bilingual education, English as a second or foreign language, intercultural communication, and language teacher education.

ERIC/CLL is actively seeking teacher-developed classroom materials, curriculum guides, master's theses, and research reports to consider for inclusion in the ERIC database. Please submit any relevant materials you or your school district may have to the ERIC/CLL address that appears later.

### ERIC Resources

The following resources are available on elementary school foreign language programs:

*An Early Start: A Resource Book for Elementary School Foreign Language* (1993). Helena Curtain. (\$10.50, 88 Pages). Addresses many factors involved in establishing and maintaining elementary school foreign language programs and provides a number of useful addresses and resources.

*Elementary School (K-8) Foreign Language Teacher Education Curriculum* (1992). North Carolina Department of Public Instruction and Center for Applied Linguistics. (\$8.00, 51 pages). Includes 14 competencies for elementary school foreign language teachers; instructional experiences, resources, and evaluation procedures for fulfilling these competencies; and a bibliography and resource list.

*French in the Elementary School: A Content-Based Curriculum* (1992). April Anderson. (\$19.50, 159 pages). Includes sample unit plans, program goals, vocabulary scope and sequence charts, 17 units with masters and worksheets for photocopying, sample content-based lessons, and a bibliography and resource list.

#### Minibibliographies (2 pages each; free)

- Elementary School Foreign Language Program Descriptions
- Two-way Bilingual Education Programs

#### ERIC Digests (2 pages each; free)

- Developing Tomorrow's Teachers of World Languages
- Eight Approaches to Language Teaching
- Foreign Language Immersion Programs
- Implementing Middle School Foreign Language Programs
- Planning Middle School Foreign Language Programs
- Two-Way Language Development Programs

Ready-Made Computer Searches of the ERIC database (about 100 citations each; \$10 each)

- Content-Based Language Instruction
- FLES Programs and Materials
- Foreign Language Immersion Programs
- Using Songs to Teach Second Languages

Send your order, including a self-addressed stamped (52-cent) envelope for every five free items requested to Craig Packard, ERIC/CLL, 1118 22nd St. NW, Washington, DC 20037. (Envelope not necessary when ordering computer searches or monographs. Prepayment is required.)

The National Network for Early Language Learning has just become an ERIC/CLL Partner, which means that NNELL will work closely with the ERIC Clearinghouse to build the ERIC database and disseminate ERIC information to as broad a range of constituents as possible.

# Call for Papers



The **ERIC**® Clearinghouse on Languages and Linguistics invites you to submit papers, reports, curricula or other materials for inclusion in the **ERIC**® database.

*Submissions should be sent to:*

Acquisitions Coordinator  
ERIC/CLL  
1118 22nd Street NW  
Washington DC 20037

TEL: 202-429-9292

EMAIL: CAL@GUVAX.GEORGETOWN.EDU

## Immersion List Available

The 1993 list of "Total and Partial Language Immersion Programs in U.S. Elementary Schools" is now available (free of charge). Please send request for list to: Lupe Hernández-Silva, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037. Tel. 202-429-9292.

## 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

Douvitav-Gamst, J., Xanthos, E., & Xanthos-Kretzschmer, S. (1980). *Das Deutschmobil*. München: Verlag Klett Edition Deutsch. For additional information contact Christiane Frederickson, 7327 Woodrow Dr., Oakland, CA 94611 (415-339-2721).

*Deutschmobil* features Milli and Willi Frog and their friend Dixi the witch. These three characters guide the students through the textbook and through the following two levels of the *Deutschmobil* series. The books are well-designed and the cartoon-like format is appealing to students. Integrated along with these cartoon illustrations are pictures of German children at school, home, play, and in the hospital.

*Deutschmobil* is organized around the themes of introductions, school, games and sports, family, home, Germany, animals, circus, food, hospital, and travel. The themes are interesting and relevant to children. Grammatical concepts seem to be the organizing principle of the text. This emphasis on grammar may be confusing and difficult for the target audience of third and fourth graders, since some of these grammatical topics may not yet have appeared in the students' regular English curriculum.

*Deutschmobil* includes a student textbook, workbook, a teacher's handbook, and a cassette audiotape for each of the three levels. The teacher's handbook, written entirely in German, contains good ideas for making the text enjoyable for the children. The handbook also provides insight into the development of other *Deutschmobil* series.

German Resources Editor: Cindy Sizemore

### Spanish

Rowe, E. (1979). *Los dinosaurios gigantes* (A. Palacios, Trans.). New York: Scholastic. Available from Scholastic, 2931 E. McCarty Street, Jefferson City, MO 65102. Big Book Unit with 1 big book, 6 standard sized books, 1 cassette, a big book easel, and a teaching guide: \$40.36; big book and guide only: \$24.85; standard sized book: \$2.96

Interested in content-based resources? This picture book provides an overview of the larger dinosaurs. The simple text gives factual information about giant dinosaurs that is well supported by the illustrations. The pictures also help students understand the true size of these amazing dinosaurs by comparing them to familiar objects in today's world. (Young students will need to be made aware that the houses and buses are for illustrative purposes only and did not exist at the time of the dinosaurs.)

Through study of this book, your students will be able to recognize seven important dinosaurs and be able to give at least one distinguishing fact about each in Spanish! Use this book to introduce a unit on dinosaurs and prehistoric animals or use it as a supplement to the classroom teacher's science unit. It is appropriate for all grade levels but best for kindergarten through fourth grade.

Shuey, K. (1990). *Dinosaurios* (A. Dominguez, Trans.). Huntington Beach, CA: Teacher Created Materials. Available from Teacher Created Materials, P. O. Box 1214, Huntington Beach, CA 92647.

This thematic unit of black line masters will enrich your teaching of Spanish. There are varying types of resources in the book, from activities to information sheet, on many different dinosaurs, fossil formation, and extinction theories. Line drawings of approximately 25 different dinosaurs are provided. Students could easily use the drawings as models for their own posters.

The information provided will give teachers background knowledge in dinosaurs and important Spanish vocabulary in paleontology. The text at times is difficult. If you want to use it as a reader, it is appropriate for third through fifth grade immersion students. However, it is adaptable to all other programs and grade levels. Simply highlight one or two facts per page for the students to learn. There are also a few pages at the end about prehistoric mammals.

Spanish Resources Editor: Susan Wolter

## Position Available

A full-time teaching position in French will be available for the fall of 1994 in preschool-fourth grade at The Wellington School in Columbus, OH. The Wellington School is a preschool-twelfth grade private independent school with French in preschool-grade 12, Spanish in grades 7-12 and Latin in grades 7-12. The student body currently numbers 530. The foreign language department consists of five full-time and three part-time teachers. The position provides a classroom for the French teacher. Coordination and/or chaperoning of the spring fifth grade exchange program is possible. (Fifth graders host French children for three weeks and then travel to France to stay with those same children for three weeks. The exchange is part of the scholastic program and does not interfere with spring break.) For further information, contact Patty Ryerson, Foreign Language Chair, The Wellington School, 3650 Reed Rd., Columbus, OH 43220 (614-457-7883). To apply for the position send your curriculum vitae and credentials to: Mr. David Blancard, Headmaster, The Wellington School, 3650 Reed Rd., Columbus, OH 43220.

**Survey on Teacher Education & Preparation  
for  
Elementary School Foreign Language Learning**

**Introduction:** In cooperation with several national organizations (AATG, AATSP, ACTFL, ALL, NADSFL, NNELL), a group of leaders in the field of foreign language education from across the USA has begun to develop a series of collaborative structures that seek to design and establish relevant teacher education programs for two groups: university undergraduates who plan to teach at the elementary school level (in various program types: immersion, FLEX, sequential FL classes, etc.), and methods professors and staff developers whose duties include preparing teachers.

Please complete this initial survey. Its purpose is to give respondents an opportunity to consider specific issues of teacher education while simultaneously identifying a cadre who are interested in the growth and development of appropriate teacher preparation opportunities at both the pre-service (undergraduate) and in-service (post-graduate) stages. The identity of the respondents will be kept confidential. Your identification is requested for possible future communications. Thank you!

Please return this form to: National Survey, c/o Advocates for Language Learning  
5530 Oak Street  
Kansas City, MO 64113

1. Your Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

City, State, ZIP: \_\_\_\_\_

Day Phone: \_\_\_\_\_ Eve. Phone: \_\_\_\_\_

2. Institutional Affiliation: \_\_\_\_\_

<p>3. Years of Full-time Teaching Experience at:</p> <p>Pre-K through Grade 5: _____</p> <p>Grades 6-8: _____</p> <p>Grades 9-12: _____</p> <p>Post-Secondary: _____</p>	<p>Your primary teaching duties:</p> <p>___ FLEX Teacher</p> <p>___ FL Teacher with K-5/K-6 teaching duties</p> <p>___ Immersion Teacher, K-5 or K-8</p> <p>___ Other (specify): _____</p>
--	--

4. College/University Degree Information (complete all information requested):

Degree:	From (Institution):	Year Awarded:	Major(s) & approx. cr. hours:

**..Over, Please..**

5. What language(s) do you teach at the elementary-school level?

\_\_\_\_\_

6. Are you a native speaker of the language(s)? Yes: \_\_\_ No: \_\_\_

7. Have you studied abroad? Yes: \_\_\_ No: \_\_\_

8. How often do you travel to a location where that language is spoken daily? \_\_\_\_\_

9. Describe those study abroad/travel experiences that have relevance to your teaching duties:

Location?	Length of Stay?	# Credits Granted?	Special Features relating to Elementary School FL Teaching:

10. List significant USA-based programs/seminars/meetings that you have participated in to maintain/improve your skills in methodology/language acquisition, language, and/or culture:

Program and Location:	Topic(s) Covered:

11. You have a "magic wand" with which to make significant changes in FL teacher preparation in the next decade; describe up to six courses or program-related activities that you deem essential to prepare teachers with similar teaching assignments as you have defined yourself previously. (These courses can be culture-related, methodology-related, literature-related, etc.)

12. Have you presented any staff/teacher development programs, workshops or courses? Describe the topic(s) and audience(s) — undergraduate or post-graduate — on another sheet of paper.

13. Please suggest any additional recommendations you care to make to ensure a relevant teacher education program for elementary school languages.

Please return this survey to the address listed on the opposite side of this page.

Teacher Preparation *from page 8*

between K-12 school systems and collegiate groups devoted to language learning. In this way, systematic, responsive, and effective collaborative teacher preparation program models can be developed by the year 2000 for foreign language teachers in the elementary school.

The colloquium attendees developed a plan of action for the improvement of teacher preparation that includes the following components:

1. The planning of a symposium in which stakeholders would view elementary school foreign language instruction from a variety of contextual perspectives.
2. The development of a long-term funding proposal that would be a collaborative project for a model or models of teacher development and teacher educator development.
3. A process of folding other initiatives—student standards and professional standards—into this project, as well as remaining cognizant of the needs of a changing student population and concomitant realization of what it means to teach all children.

As a first step, a survey on teacher preparation (see pp. 11-12) has been developed to solicit reactions from classroom teachers, university teacher-educators, and school administrators through the collaboration

### Nominations Sought

NNELL is currently seeking nominees for the executive board positions of second vice-president and treasurer. Nominations of current NNELL members should be sent no later than **March 30** to Carol Ann Pesola, Concordia College, 901 Eighth St. South, Moorhead, MN 56562

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### Membership Form (1994–1995)

*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: \_\_\_\_\_

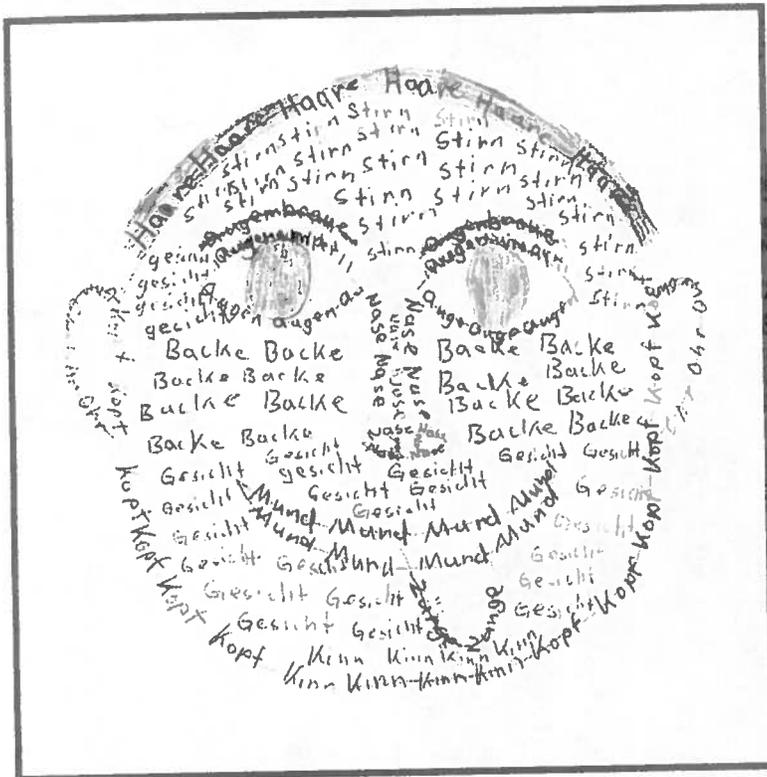
City, State, & Zip: \_\_\_\_\_

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.

Mail check (no purchase orders) 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



Nan Gao  
Grade 4  
Fairview German Bilingual School  
Cincinnati, Ohio  
Julie Benthaus, German 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 the original copy of children's work to the editor, Marcia Rosenbusch.

Marcia H. Rosenbusch, Editor  
FLES News  
Department of Foreign Languages  
and Literatures  
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Ames, Iowa 50011