

FLES NEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

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The Teacher's Voice: Action Research in Your Classroom

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Elementary school foreign language teachers often have questions about how children learn languages and about what the most effective approaches are to working with children in the language classroom. Frequently they reflect on their own teaching, analyze their students' responses, identify problems or puzzles that need solutions, experiment with different techniques, and evaluate the results of different approaches. If you are this kind of teacher, you may be interested in conducting research in your own classroom. Research involves identifying a question you would like to find an answer to, collecting and analyzing data that may answer the question, and interpreting the results. Action research is research conducted by teachers, often (though not always) in collaboration with others, and which frequently leads to changes in the instructional context (Nunan, 1992).

The purpose of this article is to describe some of the types of research that elementary school foreign language teachers can conduct with their students.

Types of Research

Research can be categorized in a number of ways, though the most usual way is to distinguish between quantitative research, which seeks to answer a question through experimentation and statistical analyses, and qualitative research, which seeks to draw conclusions from careful observation and description of the phenomena observed. Each has advantages and disadvantages. The results of quantitative research are thought to be more generalizable than qualitative research because more objective means of acquiring data have been used. On the other hand, qualitative research is thought to be superior to quantitative methods in capturing the complexity of language (and other) learning because of its focus on naturally occurring rather than experimentally elicited phenomena. It is probably a good idea to view these two types of research as a continuum, ranging from carefully controlled experiments to individual, introspective case studies (Larsen-Freeman & Long, 1991). In addition, it is possible and probably advisable to employ both quantitative and qualitative methods in

second language acquisition research. For example, a teacher might conduct observations of her class and interview or test students in order to identify areas of difficulty or gaps in their knowledge. The teacher could then design instructional activities to address the areas identified, and after a period of instruction again interview or test the children to see what impact the instruction had. This type of classroom research would involve both descriptive and quantitative methods. For descriptions of types of classroom research, see Johnson (1992; 1993) and Nunan (1992).

Asking a Research Question

The planning stage of research begins with identifying a question to investigate. Keeping a journal about one's reflections on teaching and learning as a first step in finding a research question has been recommended by a number of researchers (Hatch & Lazaraton, 1991; Johnson & Chen, 1992; Nunan, 1992; Richards & Lockhart, 1994). A journal can record puzzling class episodes, comments by children that reveal their insights into language learning, observations by other teachers about what does and does not work, and topics encountered while reading that suggest further exploration. Keeping a journal not only records ideas and impressions that might otherwise be forgotten, but it is also helpful in exploring ideas and developing insights through the writing process itself (Richards & Lockhart, 1994). Journal entries should be made several times a week in order to capture at least part of the day-to-day interaction of classroom processes and teacher knowledge. By regularly reviewing the journal, teachers can discover a particular area or topic that recurs and that incites curiosity for investigation. Having identified a particular topic, the next step is to develop a question that will guide exploration of it.

Two criteria should be kept in mind when considering possible research questions: the question should be important, not trivial; and the question should be answerable (Nunan, 1992). For example, an important question in a foreign language immersion class would be, "What attitudes do my students have towards the target culture?" An unimportant question for a language classroom would be, "What weekend sports do my students participate in?" —unless, of course, an option is a sport conducted in the target language! Both of these questions are answerable through surveys, structured interviews, and observation. Examples of questions that are difficult if not impossible

(Continued on page 6)

Notes from the President

As we progress through another academic year, we anticipate and plan for new projects, and we assess the achievements and the challenges of the past. My goals for NNELL these past 12 months were to provide more individuals with active roles in the organization, and to increase the participation of college and university faculty in the organization. We now have ten additional board members who are overseeing important projects in the organization. Each was directed to formulate a committee in order to involve members nationwide who are interested in becoming active in NNELL. The committee chairs and their members are listed in this issue of *FLES News*. If you are interested in filling any of the vacant positions, please contact me immediately. You can look forward to reading progress reports of the committees in future issues.

Prior to this year, the officers and board members met once annually at ACTFL. This year we held the first regional board meetings at the Southern Conference on Language Teaching, the Central States Conference, and the Northeast Conference. We also "met" via teleconference calls. This allowed us to conduct business during the year to meet the immediate needs of the organization.

Another exciting innovation was the decision to change the structure of *FLES News*. This decision will have a direct and positive impact on college and university faculty. *FLES News* has always published high quality articles that have withstood a rigorous review process. We will be formalizing this process so that our publication will be known as a refereed journal. This will encourage more "publish or perish" colleagues to share their important findings with our readership. Let me hasten to add that this will in no way make our publication less readable or less teacher-friendly. We will continue to solicit articles and ideas from practicing teachers who have so much to share concerning the day-to-day delivery of meaningful, concrete FLES lessons. You can read more about this change on page 12 of this issue.

At the 1994 ACTFL meeting in November, Mari Haas will assume the role of president. Her focus will be the teacher as researcher, and we will hear more of her plans for the year to come. The lead article by Anna Chamot in this issue sets the stage for this new initiative.

This has been a fascinating year for me as president of NNELL. I want to express my deepest thanks to the officers and board members for their support. I will continue to be committed to the belief that foreign language is for all children, and I will work hard to insure that children receive the highest quality of instruction possible. Thank you all for the opportunity to serve.

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NNELL Annual Meeting

You are invited to attend the NNELL Annual Meeting at the American Council on the Teaching of Foreign Languages (ACTFL) conference in Atlanta, GA, Saturday, November 19, from 10:00 to 11:15 a.m. in Salon D of the Atlanta Hilton and Towers.

Also plan to attend the NNELL-sponsored Swap Shop Breakfast, Sunday, November 20 from 8:00 to 9:30 a.m. in Ballroom B of the Atlanta Hilton and Towers. The \$10 fee for the breakfast should be paid at registration.

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, and upcoming conferences. *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, Department 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 University of North Carolina 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 Hangedford Dr., Rockville, MD 20850; Secretary Patty Ryerson, Wellington School, 3650 Reed Rd., Columbus, OH 43220; Treasurer Sonia Torres-Quinones, Hunter GT Magnet Elementary, 1018 East Davie St., Raleigh, NC 27601; Acting Past-President Carol Ann Pesola, Concordia College, 901 Eighth St. S., Moorhead, MN 56562; Executive Secretary Nancy Rhodes, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037; Membership Secretary Lupe Hernández-Silva, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037.

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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; International news Helena Curtain, 10523 W. Hampton Ave., Milwaukee, WI 53225; Research Elsa Stutzner, 1209-A Central St., Evanston, IL 60201; French resources Myziam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025; German resources Cindy Sizemore, 4045 N. Avenida Del Cazador, Tucson, AZ 85718; Spanish resources Susan Wolter, 6894 N. Park Manor Dr., Milwaukee, WI 53224; Teaching methods Mary Lynn Redmond, Wake Forest University, Department of Education, Box 7266, Reynolds 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

Senator Simon Rallies Support for Early Language Learning

Julie E. Inman
National Council for Languages
and International Studies
Washington, DC

On April 26, 1994, Senator Paul Simon (D-IL) held a hearing on foreign language instruction in the elementary schools. Senator Simon, a member of the Senate Subcommittee on Education, Arts, and Humanities of the Senate Committee on Labor and Human Resources, called upon business leaders, educators, and elementary students to demonstrate the need for and importance of early language learning.

Senator Simon noted that the consideration of elementary foreign language programs is particularly important because Congress is addressing the reauthorization of the Elementary and Secondary Education Act (ESEA) this year. In his opening remarks, Senator Simon recalled a recent trip to southern Africa, where he observed that, "the elementary school children I met in Botswana had more foreign language training than most American college graduates."

The first witness called to testify was Jeffrey Munks, Director of Marketing and Sales at AT&T Language Line Services and Visiting Fellow at the National Foreign Language Center in Washington, DC. The Language Line provides telephone-based interpretation in more than 140 languages. Mr. Munks noted that only 30% of the AT&T interpreter workforce is American-born. In fact, the demand for competent interpreters is "being met primarily by people from other countries who have come to America with skills in English that far exceed their American counterparts' skills with the target language." He believes it is possible for Americans to develop commensurate language skills if they begin foreign language learning in the elementary schools.

Dr. Rahid Khalidi, a specialist of Middle Eastern Studies at the University of Chicago, echoed Mr. Munk's concerns, advocating the study of languages other than English beginning in kindergarten. Dr. Khalidi noted that his students, who reach the university level with no prior knowledge of a Middle Eastern language, have little hope of developing the fluency required for doctoral research in area studies.

After the need for early language learning was addressed, innovative approaches to elementary language acquisition were demonstrated by two student presentations. The first group of students were part of a two-way immersion program at the Key School in Arlington, VA, and was escorted by their principal, Kathie Panfil. The students discussed in both Spanish and English the prevention and control of environmental contamination. The second group of students, participants in the Japanese immersion program in the Fairfax County Public Schools in Virginia, was accompanied by the Foreign Language Coordinator, Martha Abbott. The third-graders wowed the Senator with the pledge of allegiance in Japanese, followed by an oral and written exercise on fractions in Japanese and a Japanese rendition of "It's A Small World."

These impressive demonstrations were reinforced by the testimony of Dr. Donna Christian, from the Center for Applied

Linguistics, by Christine Brown, Chair of the National Foreign Language Standards Project K-12 Task Force, and by Dr. Myriam Met, Advisory Council member of the National Standards in Foreign Language Education Project. All three experts agreed that students who have the opportunity to learn a second language early will have significant cognitive, linguistic, and cultural advantages compared to those children not exposed to foreign language curricula. They also urged the Senator to continue his support in Congress for initiatives and funding that support both elementary and secondary language programs.

After thanking the witnesses for their superb testimony, Senator Simon noted that, "we are the only nation on the face of the earth in which an individual will study French for two years in high school and claim that they are fluent in French. Nowhere else does this happen." Senator Simon is widely regarded as a Congressional leader on international education issues. He served in 1979 as a task force member on the President's Commission on Foreign Languages and International Studies, wrote *The Tongue Tied American: Confronting the Foreign Language Crisis*, and presently serves on the Executive Committee of the House-Senate International Education Study Group.

Position Open for Assistant or Associate Professor

Illinois State University, Normal, IL is seeking a new faculty member with a Ph.D. in Foreign Language Pedagogy or Applied Linguistics and with an emphasis in elementary education. This tenure-track position will be at the assistant or associate level. Teaching experience is required. Proven program development and leadership experience is desired, or strong evidence of potential in these areas. Publications and grant writing experience are preferred. Strong interpersonal and persuasive skills are required and the willingness to travel to visit state officials, principals, and teachers in order to establish and promote the program. To ensure consideration, send letter of application, vita, and three recent letters of recommendation to Alice Berry, Chairperson, Department of Foreign Languages, Campus Box 4300, Illinois State University, Normal, IL 62790-4300 by November 1. Interviews will be held at the ACTFL meeting in Atlanta, GA on November 18-20. Illinois State is an Equal Opportunity/Affirmative Action University encouraging diversity.

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.

FALL 1994 CONFERENCES

October 21-24: Advocates for Language Learning Conference. Hosted by the Washington Metro Chapter of A.L.L. College Park, MD. Pat Barr-Harrison (301-386-1519; FAX 301-386-1565) or Nancy Stakem, President of W.A.L.L. (301-498-0122).

November 3-5: Midwest Regional TESOL Conference. Hyatt Regency at Union Station, St. Louis, MO. Co-Sponsors: MidAmerica TESOL, NAFSA Region IV, InterAmerica Midwest Multifunctional Resource Center, and Project INTERACT. Wes Eby, Program Chair, Publications International, 6401 The Paseo, Kansas City, MO 64131 (816-333-7000 ext. 2538; FAX 816-363-8216).

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

November 19: Conference on Books in Spanish for Young Readers. San Diego Convention Center, San Diego, CA. Dr. Isabel Schon, Director, Center for the Study of Books in Spanish for Children and Adolescents, California State University San Marcos, CA 92096-0001 (619-752-4070; FAX 619-752-4073).

SPRING 1995 CONFERENCES

March 2-4: Southern Conference on Language Teaching with the South Carolina Foreign Language Teacher's Association. Charleston, SC. Lee Bradley, SCOLT, Valdosta State University, Valdosta, GA 31698 (912-333-7358; FAX 912-333-7389; e-mail: lbradley@gnits.valdosta.peach-net.edu).

March 30-April 1: The International Conference on Standards and Assessment. Sheraton Imperial, Raleigh-Durham (NC) International Airport. Audrey L. Heining-Boynton, The University of North Carolina at Chapel Hill, 301A Peabody Hall, Chapel Hill, NC 27599-3500 (919-966-3291).

March 30-April 2: Central States Conference on the Teaching of Foreign Languages. Denver, CO. Jody Thrush, Executive Director, Central States Conference, 3550 Anderson St., Madison, WI 53704 (608-246-6573).

April 5-8: Northeast Conference on the Teaching of Foreign Languages. New York, NY. Northeast Conference Information, St. Michael's College, 29 Ethan Allen Ave., Colchester, VT 05446 (802-655-0558).

Conferences Editor: Susan Walker

NEH 1994 Summer Fellowship Recipients Announced

The National Endowment for the Humanities Fellowship Program Foreign Language Teachers K-12 awarded 66 summer fellowships in 1994. Among the recipients are 14 elementary school teachers whose addresses, project topics, and country of study are listed below. You may contact fellowship recipients for more information about their projects or about participation in the NEH Fellowship Program.

Nancy Allchin, Reynold's Lane Elementary School, 840 Reynold's Lane, Jacksonville, FL 32254 (904-381-3960). *Study of Guatemalan Life and Culture.* Guatemala.

Jan Curtis, Calistoga Elementary School, 1327 Berry Street, Calistoga, CA 94515 (707-942-4398). *Faces and Places: Zamora and Calistoga.* Mexico.

Janet Glass, Dwight Englewood School/Bede Lower School, 315 E. Palisade Avenue, Englewood, NJ 07631 (201-569-9500). *Children's Games in Mexico.* Mexico.

Bambi Goodwin, Central and Lincoln Elementary Schools, 201 15th Street, Bemidji, MN 56601 (218-759-3188). *Study of Ojibwe Language and Art.* Canada.

Elizabeth Hollis, Bartow Elementary School, 1804 Stratford Street, Savannah, GA 31401 (912-651-7331). *Spanish Games, Rhymes, Songs and Stories to K-5 Spanish.* Spain.

Holly Johnson, Clark County Public Schools/KLVX Channel 10, 601 North Ninth, Las Vegas, NV 89101 (702-799-8404). *Use of Television Technology in French Language Education.* France.

Betty Kee, Eastlawn Elementary, 502 North Graham-Hopedale Road, Burlington, NC 27215 (919-570-6180). *A Filament of Paraguayan Culture: ÑANDUTI.* Paraguay.

Mildred Lynk, Herbert Spence Elementary School, 214 North Laverne Avenue, Chicago, IL 60644 (312-534-6150). *A Study of German Folk Tales.* Germany.

Nancy Marotta, Oak Manor Elementary School, 400 Oak Manor Drive, Ukiah, CA 95482 (707-463-5249). *Latin American Children's Literature.* Argentina.

Cynthia Pelce, Buena Vista Immersion Elementary School, 2641 25th Street, San Francisco, CA 94110 (415-695-5875). *African-Mexican Culture.* Mexico.

Tamara Stuckey, Hamilton Park Pacesetter Elementary, 8301 Towns, Dallas, TX 75243 (214-699-2380). *Children's Music of Costa Rica.* Costa Rica.

Karen Terhaar, Language Immersion School, 3730 Toledo Drive, Robbinsdale, MN 55422 (612-521-6927). *Spanish Children's Literature.* Spain.

Sonia Torres-Quiliones, Hunter GT Magnet Elementary, 1018 East Davie Street, Raleigh, NC 27601 (919-856-7676). *Traditional Songs and Dances for K-5 Spanish.* Spain.

Armelle Webster, The Country School, 341 Opening Hill Road, Madison, CT 06443 (203-421-3113). *William the Conqueror & the Bayeux Tapestry.* France and England.

(Continued on page 5)

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 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, Department of Foreign Languages & Literatures, Box 8106, Raleigh, NC 27695-8106.

Title: Car Wash

Objective: Development of proper greetings/introductions, practice in saying names.

Procedure: Line up the class in two parallel lines facing each other and demonstrate the activity by moving alternately from one line to the other, offering a greeting in the target language (in this case, French, which also involves a cultural aside of the proper French handshake to accompany the greeting) along with the person's name. Once a student has been greeted, he/she greets you (the teacher) in return. (After the initial demonstration, this is all student to student interchange.) To continue, move on to the next student in the opposite line. As you make your way down the receiving lines, you must recall everyone's name learned earlier in class. Should you make a mistake, the individual student corrects the mistake and you repeat the interchange with the correct information. After three or four individuals have been greeted, the next person at the head of the line starts, following the same procedure, and then the head of the opposite line starts. As you (the teacher) come to the end of the line and speak to the last student, fall into line, and wait to be greeted by the others as they proceed past. All the time, the line has been moving upward and along. This continues until all have had a turn and end up in their original positions.

This is particularly effective as an icebreaker at the beginning of the school term and to help students become more familiar with one another in class. A variation might include replacing the normal verbal salutation with a word of departure using the individual's name. Another variation might involve designating those in the receiving line with various titles (Mr., Mrs., Dr.) so that different registers would be required, or sending two people down the line, one introducing the other (Madame, may I present my cousin Jean?). The same physical line-up would be convenient for quick and effective exchange of all sorts of information, student to student, at any age level.

Contributor: Alan Wax
McGugan Junior High School
Oak Lawn, IL

Faculty Position Available in Japanese and Education

The School of Education and The College of Arts and Sciences at the University of North Carolina at Chapel Hill invite applications for a tenure-track faculty position in education and Japanese to begin July 1, 1995. The successful candidate will demonstrate a superior rating in Japanese on the ACTFL Oral Proficiency Interview. Applicants must have a Ph.D., preferably in foreign language pedagogy. This position involves the development of the Japanese language K-12 certification program at UNC-CH as well as assisting with foreign language methodology classes, and developing and teaching Japanese language courses. Preference will be given to individuals with a current teaching certificate. Applicants should send to the address listed below, a curriculum vita with a cover letter that describes their approach to language pedagogy and four letters of reference by January 1, 1995. Preliminary interviews will be held at the ACTFL meeting in Atlanta, November 18-20, 1994. Please direct all correspondence to: Audrey Heining-Boynton, CB #3500 Peabody Hall, School of Education, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500 (919-966-3291).

Early and Late Immersion Positions Open

Katoh Gakuen, a private Japanese school located at the foot of Mt. Fuji with approximately 4,000 students (Pre-K-junior college) on three campuses, is accepting applications for teachers in its elementary school English immersion program. Now in its third year, this is the first program of its kind in Japan and it is modeled after the North American immersion programs. Strong ESL or FLES background and some Japanese ability is helpful but not required. We are also seeking an Immersion Teacher/Coordinator for our late immersion junior and senior high school program. Experience in curriculum development, program administration, and staff development are necessary. Japanese language and experience living abroad are helpful but not required. Deadline: Open. Qualified and experienced candidates are invited to write to: Mike Bostwick, Program Director, Katoh Schools, 1979 Jiyugaoka, Ooka, Numazu, Shizuoka, 410 Japan (FAX 81-559-25-4316).

NEH 1994 Summer from page 4

Begin now to plan your project for the 1996 summer fellowships. Applications will be due in October 1995. For information and an application form, contact Naima Gherbi, Associate Program Director, NEH Fellowship Program for Foreign Language Teachers K-12, Connecticut College, 270 Mohegan Avenue, New London, CT 06320 (203-439-2292).

Classroom Activities Editor: Diane Fagin Adler

The Teacher's Voice *from page 1*

to answer are, "What level of proficiency will each of my students reach after six years of immersion study?" or "What is the best teaching method for all students?" These questions introduce multiple variables which are difficult to analyze, much less generalize, as there would likely be more than one plausible answer to each question.

The following possible research questions are suggested as examples that could guide action research in an elementary school foreign language classroom:

- What themes or content topics are most interesting to children at particular grade levels?
- What interlanguage features characterize children's L2 (second language) at different points in instructional time?
- What differences exist between successful and less successful language learners in these area(s)? Select one or two only: (a) attitudes towards the target language and culture; (b) access to/use of L2 outside of school (e.g., parents, community, television); (c) use of appropriate language learning strategies; (d) level of achievement in L1 (first language) language arts; (e) transfer of knowledge, skills, or strategies from L1; (f) level of self-confidence in own language learning ability.
- What are students' reactions to/acceptance of particular instructional techniques (e.g., cooperative learning, information gap activities, instruction in learning strategies, grammar explanation and practice, Total Physical Response, teaching to different learning styles)?
- What types of assessment measures (e.g., oral interviews, role plays, multiple choice, cloze exercises, writing samples, portfolios) are best suited for assessing children's language proficiency in a particular area or in general?

Before undertaking classroom research, it is useful to know if others have already researched the topic and, if so, what methods they used and the results of their investigations. Therefore, as research topics and possible questions are explored, concurrent reading of related literature is recommended as a way to clarify ideas and sharpen the proposed research focus. Finding out about research that has already been undertaken in the area of interest can provide information about research design, data collection instruments, methods of analysis, pitfalls to avoid, findings, and recommendations for further research. While a teacher may not have the time or resources to conduct an exhaustive literature review, an understanding of representative recent research on the topic is an essential step in conducting action research.

Identifying Information Needed and Deciding How to Collect It

Once a research topic or question has been selected and background reading has been done, researcher-teachers need to decide what information will help them answer the question and how they can obtain such information. If the research question calls for descriptive research investigating the characteristics of a group of students, classrooms, or teachers, information could be collected through observations, interviews, diaries, or journals. Descriptive research is often the first step in a larger study because it can provide good baseline data on the way things are in a particular setting prior to intervention designed to change things. For the classroom teacher, descriptive research is important for identifying student characteristics such as attitudes, motivation, approaches to learning, learning styles, difficulties encountered, and self-perceptions. Often, a deeper understanding of

the learner's perspective suggests changes in curriculum, instruction, and assessment that the teacher may want to explore.

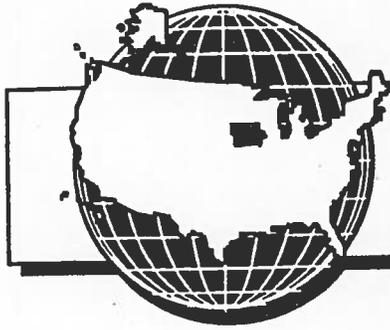
Once a teacher decides to change some aspect of the instructional process, the stage is set for research involving intervention. In general, types of intervention research fall into categories of true experiments, quasi-experiments, and pre-experiments. In true experimental research, students are assigned randomly to experimental or control groups and pretested to be sure that both groups have the same characteristics to start with. Then the experimental group receives some kind of special treatment, such as a new curriculum, instructional approach, or type of assessment. After a period of time, both experimental and control groups are tested again, and statistical analyses are made of differences found between the two groups so that reliable conclusions can be drawn about the effect of the intervention. The rigor required in an experimental study makes it difficult to conduct in most classroom settings. In quasi-experimental research, students are not randomly assigned to the two groups, generally because intact classes are used. Differences between experimental and control groups after intervention may suggest that the intervention had an impact, but a causal relationship cannot be definitely established. Action research which involves intervention generally falls into a category called pre-experimental research, because it deals with a single classroom rather than with an experimental and a control group. The results of an intervention in a single classroom can be valuable and instructive for the teacher and may suggest improvements to a particular program. The results, however, should not be seen as typical of all learners or all programs—in other words, generalization is not possible on the basis of the results in a single classroom. Of course, if the intervention is repeated across many different types of classrooms and the positive results continue to be found, the likelihood of the intervention being a causal factor is increased.

Whether research is to be descriptive or intervention-oriented—or a combination—information about the children to be studied needs to be gathered. At a minimum, the teacher-researcher needs to record age, gender, achievement levels in the native language, amount of prior second/foreign language learning, travel or residence in a target language country, family language background and language use at home, and level of current proficiency in the target language. To these pieces of objective information, the teacher may wish to add anecdotal information about each child's attitude towards the target language and culture, approach to learning, and individual characteristics such as extroversion or risk-taking (for a discussion of language learner individual characteristics, see O'Malley & Chamot, 1993). All of this information, of course, should remain confidential. In any reporting of research, teachers should be careful never to identify individual students by name or by other identifying characteristics.

Methods for Collecting Information

Every method for collecting information about individuals participating in a research study has advantages and disadvantages. Two extreme examples are standardized tests and introspective techniques. A standardized test asks everyone the same questions under the same conditions, and the results are compared to a similar population's performance on the same test. The results are supposed to be objective but often are not for several reasons. For example, the two populations compared may in fact differ in important ways, or the standardized test may not adequately capture a representative sample of students' real performance level. Introspective techniques such as diaries, think-aloud protocols, or self-ratings can provide rich descriptions and insights into individual learners, but they are subjective and depend for accuracy on how well learners are able to report on their

(Continued on page 7)



National K-12 Foreign Language Resource Center

Iowa State University, Ames, Iowa

Bulletin 1

Fall 1994

The National K-12 Foreign Language Resource Center, one of six national centers funded by the U.S. Department of Education, was established to support K-12 foreign language education nationally. The Center provides this first report to inform the profession about its work in progress.

Summer Institutes

Upon receiving funding in February 1994, the Center sent information to the profession about the opportunity for participation in its four 1994 summer institutes held at Iowa State University via 10,000 flyers mailed out as well as distributed at conferences. The Center received 1,138 requests for applications and 357 applications for the 86 spots available. Interest was especially high for the technology institutes with 155 applicants for the 20 spots in the New Technologies Institute. Participants represented 36 of the 50 states and ten languages: Chinese, French, German, Hebrew, Japanese, Latin, Quechua, Romanian, Russian, and Spanish.

One of the goals of the institute training is for participants to share their new information with foreign language educators nationally. Participants of each institute have formed small groups (3-5 individuals) each of which has selected a project to complete during fall semester. This project will allow the group members to further explore a topic identified at the institute and to prepare a product based on their research that can be shared with the profession.

All participants received training in the use of electronic mail (e-mail) to facilitate post-institute communication. E-mail is the means by which group members communicate on a regular basis about their project and receive professional support from colleagues and institute leaders. By mid-September approximately 63% of the participants were on an e-mail system, with the number increasing daily. This is a very high percentage for elementary and secondary teachers. Janine Shelley, Technology Coordinator, Iowa State University, provided the training in e-mail at the institutes and monitors the start up and use of the system among the participants.

Teacher Partnership Institute. June 18-28, 1994. Institute leaders: Carol Ann Pesola, Concordia College, Moorhead, MN; Nancy Rhodes, Center for Applied Linguistics, Washington, DC; Karen Willetts, Montgomery County Public Schools, Rockville, MD.

Professional development was provided to 13 practicing K-6 teachers--representing FLEX, FLES, and immersion programs teaching French, Japanese, Latin, and Spanish--and 9 teacher educators from institutions of higher education. Participants explored appropriate curricula, strategies, materials, activities, technology, and assessment for K-6 foreign language programs. An important outcome of this

institute will be enhanced university teacher preparation programs at the K-6 level for pre-service and inservice foreign language teachers.

Group projects include the following: *Thematic Units*—Gather thematic units from FLES, FLEX, and immersion programs and make them accessible to the profession; *Costa Rican Thematic Unit*—Design a thematic unit based on a Costa Rican story. Define the thematic unit development process and report on its effectiveness; *Video of Elementary School Foreign Language Programs*—Create a video that will provide an overview of FLES, FLEX, and immersion programs through sample lessons on a common theme in various languages and at different grade levels; *K-6 Teacher Certification*—Survey state consultants and institutions of higher learning in states with mandates for early foreign language programs to determine if the supply of certified K-6 foreign language teachers will meet the demand as mandates take effect; *Elementary-Middle School Immersion Program Articulation*—Program articulation between elementary and middle schools in long-standing immersion programs will be examined as a basis for developing guidelines for successful articulation of Japanese programs just expanding to the middle school.

Curriculum Institute. August 6-11, 1994. Institute leaders: Helena Curtain, Milwaukee Public Schools, Milwaukee, WI and Carol Ann Pesola, Concordia College, Moorhead, MN.

A group of 19 experienced and practicing K-12 foreign language teachers and 5 foreign language curriculum specialists collaborated to identify and address common problems of articulation and to explore the impact of long-sequence foreign language programs and the standards movement.

Group projects are the following: *Curriculum Guide Identification*—Identify existing second language curriculum guides that are spiraled (recursive, layered, recycled) and which can be used as models for the development of new curricula. *Networking in Rural States*—Develop a prototype for curriculum information networking in low population states. *Learner-Centered Activities*—Research and provide a guide for learner-centered activities; *K-12 Curriculum Obstacles*—Identify and define obstacles to the implementation of a K-12 curriculum related to the National Standards; *Curriculum Resources*—Identify on-going projects at the state, regional, and national levels for which curriculum specialists committed to K-12 articulation can provide service as resources; *Middle School/High School Transition*—Identify factors that make for successful transition of students from middle school to high school.

New Technologies in the Foreign Language Classroom Institute. August 6-11, 1994. Institute leaders: Janine Shelley, Iowa State University, Ames, IA and Karen Willetts, Montgomery County Public Schools, Rockville, MD.

Twenty K-12 practicing foreign language educators, experienced in using computers, previewed exemplary foreign language courseware and explored the enhancement of the existing curricula through the development of lessons using computer mediated communication and the Internet.

Group projects include: *Internet Applications*—Compile a list of Internet sources of information and applications useful for lesson development for the foreign language classroom and provide examples of resulting lesson plans; *Literary Magazine*—Establish a student-run literary magazine for French and German high school students in selected schools. Develop the magazine via e-mail and document the process and outcomes of the project; *Tool Software*—Utilize tool software to generate and pilot lessons for elementary and middle school foreign language classrooms, documenting the applications; *Spanish Newsletter*—Guide fourth year Spanish students from selected schools in the use of e-mail to develop a newsletter on international, national, regional, and school topics.

Interactive Multimedia Institute. August 13-18, 1994. Institute leaders: Karen Willetts, Montgomery County Public Schools, Rockville, MD and Janine Shelley, Iowa State University, Ames, IA.

The 20 participants, all with a basic working knowledge of the Macintosh, examined exemplary multimedia hardware and software and the benefits of using multimedia in foreign language education. Each participant implemented multimedia into a foreign language lesson by authoring a HyperStudio stack.

Group projects are: *Internet in the Classroom*--Compile a list of useful Internet sources and a description of effective ways of using Internet for the foreign language classroom; *HyperStudio*--Develop HyperStudio stacks for the foreign language classroom and define a format that will allow students to personalize the stacks; *Technology Survey*--Survey participants' states to determine the number of high school foreign language teachers that use computers in the classroom and that use e-mail and distribute the results; *Short Story*--Use e-mail to help students in three schools collaborate in planning and developing HyperStudio stacks, dramatized videos, and a puppet show based on a children's story; *Distance Learning*--Prepare and field test class presentations for use in television distance learning using HyperStudio, Digital Chisel, and Passport Producer Pro.

Project Collaboration Requested

The Center encourages the profession to collaborate on the projects listed below. If you are interested in contributing to projects not listed here, contact the Center Director. Contributions used in the final project report will be fully acknowledged. All contributors will receive a copy of the final report at no cost.

Thematic Units. Submit thematic units for FLEX, FLES, and immersion programs. Contact: Jeanette Borich, 809 NE Michael Drive, Ankeny, IA 50021; e-mail: jemabo@aol.com

Elementary School-Middle School Immersion Program Articulation. Share information about articulation between immersion elementary school programs and middle schools. Contact: Jane Romer, Elon College, Elon College, NC 27244; e-mail: romerj@vax1.elon.edu

Curriculum Guide Identification Submit model curriculum guides that are spiraled. Contact: Bonnie Einstein, 2b Southwood Drive, Ballston Lake, NY 12019; e-mail: beinstei%albneric.bitnet

Learner-Centered Activities. Submit classroom-tested learner-centered activities. Contact: Dawn Santiago-Marullo, 11 Live Oak Ct., Penfield, NY 14526; e-mail: dasm212@aol.com

Curriculum Obstacles. Identify obstacles (e.g., scheduling, teacher development) to implementation of K-12 curriculum and National Standards in your district. Contact: Evelyne Armstrong, 712 42nd Ave. NY, Gig Harbor, WA 98335; e-mail: evelynearm@aol.com

Curriculum Resources. Identify state, regional, and national on-going projects for which curriculum specialists committed to K-12 articulation can serve as resources. Contact: Nancy Gadbois, 86 East St., Southampton, MA 01073; e-mail: ngadbois@k12.ucs.umass.edu

Middle-High School Transition. Identify factors in your district that make for a successful transition. Contact: Dian Norby, 5625 Primrose Lane, Missoula, MT 59802; e-mail: fbbj57a@prodigy.com

Internet in the Classroom. Identify Internet sources useful for the foreign language classroom. Contact: Ingrid Berdahl, 3071 S. Buchanan St. #c-1, Arlington, VA 22206; e-mail: iberdahl@pen.k-12.va.us

Internet Applications. Submit classroom tested lessons using Internet applications. Contact: Cindy Kendall, 1950 Burkley Rd., Williamston, MI 48895; e-mail: ac946@leo.nmc.edu

Applications of Tool Software. Submit classroom-tested lessons for elementary and/or middle school that use tool software. Contact: Patsy Bohlen, 205 S. Tremont Dr., Greensboro, NC 27403; e-mail: bohlenp@turing.uncg.edu

Assessment Initiative

The Assessment Initiative is a collaborative effort between the Center for Applied Linguistics and the National K-12 Foreign Language Resource Center. The initiative leader is Nancy Rhodes, Center for Applied Linguistics, Washington, DC. This initiative is designed to help foreign language teachers develop guidelines or a framework for assessing the language of students in their own classrooms. The basis for these guidelines are the national K-12 student standards for foreign language education at levels four and eight that are currently being developed.

Through the Assessment Initiative an annotated bibliography of K-8 assessment instruments is being prepared. In October, 1994, ten experienced and practicing K-8 foreign language teachers will participate in a workshop together with researchers in assessment to brainstorm innovative assessment strategies for the foreign language classroom. Researchers and teachers will continue the dialogue about assessment throughout the school year with e-mail. Following a second workshop, draft assessment guidelines will be developed, piloted, published, and disseminated to the public.

Conference Sessions Offered

In addition to workshops and conference sessions offered in their district, state, and region by institute participants, Center leaders will be sharing information about the work of the Center at the following regional and national conferences:

Advocates for Language Learning. October 21-24. College Park; MD.

What Do K-6 Teachers Want to Know About Curriculum, Assessment, and Technology?

American Council on the Teaching of Foreign Languages. November 18-20. Atlanta, GA.

Meeting the Needs K-12 Teachers: Advances in Curriculum, Assessment, and Technology

Central States Conference, Southwest Conference, Pacific Northwest Council Joint

Conference. March 30-April 2. Denver, CO.

K-12 Curriculum: Exploring the Challenge of Articulation.

Successful E-mail Training of Foreign Language Educators

Future Center Initiatives

Center plans include summer institutes in 1995 and 1996 pending renewal of funding. Plans for the summer of 1995 will be announced in November 1994. Among new institutes to be offered in the future are the *Culture Institute* to be led by Eileen Lorenz, Montgomery County Public Schools, Maryland and the *Authentic Literature Institute* led by Mari Haas, Teachers College, Columbia University, New York. If you would like to receive Center mailings about future initiatives, please contact Center Director, Marcia H. Rosenbusch.

**Marcia H. Rosenbusch, Director, National K-12 Foreign Language Resource Center,
300 Pearson Hall, Iowa State University, Ames, IA 50011 Telephone: 515-294-6699;
Fax: 515-294-2776 or 9914; E-mail: nflrc@iastate.edu**

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own thoughts and feelings. The fact is, the purported measurement of human mental and affective processes is at best an extraordinarily inexact science. Researchers need to keep this fact in mind constantly as they evaluate different ways to collect information about the people they are studying. It is generally recommended that different approaches to gathering information be employed in any study in order to obtain a number of views of the phenomenon being investigated. If it turns out that results of the different information approaches seem to be in agreement, then a stronger case can be made for the findings and recommendations of the study.

With these cautionary remarks in mind, I would like to suggest some particular techniques for gathering information in elementary school foreign language classrooms. These techniques can be used in both descriptive and intervention studies.

Diaries. Students write about their experiences and thoughts related to language learning. Teachers may provide prompts such as: "Today I learned how to . . . ; It is easy to learn . . . ; What I find difficult is . . . ; I feel . . . about learning (name of language); I think I am a . . . language learner." Students may be allowed to make diary entries in English, the target language, or a combination of the two. As children become more proficient in the target language, they will find it easier to express their opinions and feelings in that language (for an example of a child's foreign language diary in an immersion setting, see Chamot & Chamot, 1983).

Think-aloud Interviews. Another introspective method is to have a child think aloud while working on a foreign language task. For example, the child might be given an unfamiliar story to read, and at the end of each page, the interviewer asks, "What are you thinking?" This can be followed up with comments such as, "How did you figure that out? What else were you thinking?" The interview should be taped for future transcription and analysis. Depending on the child's level of proficiency, the interview could be conducted in English or in the target language (the task, of course, would always be in the target language). Think-aloud interviews can open a window on a learner's thinking processes, revealing strategies, attitudes, and language proficiency. Current research conducted with foreign language immersion students by Georgetown University's research team at the National Foreign Language Resource Center is using think-aloud interviews to collect information on children's language learning strategies. We are finding that some children can easily describe their thought processes while working on language and mathematics tasks in the foreign language, while other children's verbalizations are not so successful in revealing mental processing.

Stimulated Recall. This technique uses videotapes to record a teaching or learning sequence, then has the participant(s) view the videotape and describe their own thoughts at the time of the recorded event. For example, a videotape of a role play could be played back and stopped at intervals for the teacher to ask the children what they were thinking of at that moment or why they said something a certain way. The same stimulated recall technique can be used to record the teacher teaching a lesson. Later, the videotape is played back, stopped at critical teaching moments, and the teacher indicates reasons why a decision was made or an activity was modified.

Structured Interviews. In this type of interview, the teacher-researcher prepares a list of questions in advance, together with directions and any explanations needed. Then each child or group of children in an interview is asked the exact same questions or completes the same language task. In this way, the teacher can have more confidence that all children had a reasonably equal opportunity to understand and respond to the same questions. Interviews can also be

used to elicit children's language. For example, a child is shown a picture (or sequence of pictures) and asked to describe it or to tell a story about it. Responses should be tape-recorded or videotaped for later analysis. A useful outcome of interviews of this kind is the gathering of children's descriptions of some aspect of language learning in *their own words*. These very same words can later be used in other interview or questionnaire instruments, and may be more easily understood by other children of the same age than teacher-written descriptions.

Questionnaires. A written questionnaire can replace an interview for older children, and can be in either English or the target language, depending on children's second language reading ability. The two major drawbacks of questionnaires are that respondents may not understand the intent of a question or they may not answer truthfully. To counteract the first of these difficulties, the questionnaire items need to be simple and unambiguous, and the questionnaire should be tried out with a group of similar students before being administered to the students to be studied. A discussion after students have completed the pilot questionnaire should focus on how well the intent of each item was understood and on difficulties or confusion experienced by the students. Revisions should address these concerns, and items should be rewritten to reflect the actual language used by students. When administering the revised questionnaire to the students in the study, the teacher should explain the purpose of the questionnaire and emphasize that there are no right or wrong answers. The results of the questionnaire (without identifying student names) can serve as a basis for classroom discussion, if possible, in the target language. Questionnaires with open-ended questions (not only multiple choice) can reveal a wide range of student attitudes and approaches to language learning (see Chamot, 1993).

Classroom Observation. Teachers constantly observe their classrooms, but a focused and systematic observation can provide deeper insights into the learning context and social interaction in a class. Focused and systematic observation is planned, carried out according to preestablished criteria, and recorded as completely as possible. For example, a teacher might decide to systematically videotape a ten-minute segment of a class over a period of a week in order to analyze the amounts of target language and English used by the teacher and students. If it is determined that the percentage of target language use needs to be increased, the teacher might devise an intervention in the form of specific language activities requiring the target language. After a number of weeks of intervention, the teacher might then again videotape the equivalent ten-minute class segments for another week and compare the language use with the pre-intervention videotape.

Student Participation

Student involvement in the research process can add depth and learning insights to action research. Even young children can understand the purpose of a research project, the importance of careful observation and accurate reporting, and how the information discovered can be used to improve the teaching-learning context. In developing a research question, the teacher can discuss possible questions with students and ask them to contribute ideas about research questions of interest to them. The teacher can also summarize for students some of the research that has already been done on the topic. Naturally, this summary needs to be presented simply and in a way that will engage students' interest. After briefly describing the study and its findings, the teacher might ask if students think that the findings apply to their own classroom, and what they might expect to be the same and

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different if they were to conduct a similar study. This kind of discussion sets the stage for students to become actively engaged in the research process. While collecting data, the teacher should always stress the importance of objectivity and the fact that in research there are no right or wrong answers, just more and less effective ways of collecting and interpreting data.

Conclusion

This article has presented an overview of types of classroom-based research and suggestions for action research that could be conducted by elementary school foreign language teachers. Many additional-research ideas are possible, and are limited only by the ingenuity of teachers. In closing, I would like to urge teacher-researchers to share their research with a broad audience so that those of us who are not fortunate in having our own classrooms at present can learn and benefit from you. Let your colleagues at school and at your local university know about your research efforts. Write articles about your investigations and seek publication in local newsletters, state publications, and national and international professional journals. Share your work through workshops and presentations at local, state, and national conferences. Your voice and your experiences need to be heard. People who believe in foreign language education—teachers, administrators, parents, legislators, and researchers—are waiting to hear from you.

For more information, contact Anna Uhl Chamot, Language Research Projects, Georgetown University, 1916 Wilson Blvd., Suite 207, Arlington, VA 22201 (703-351-9500).

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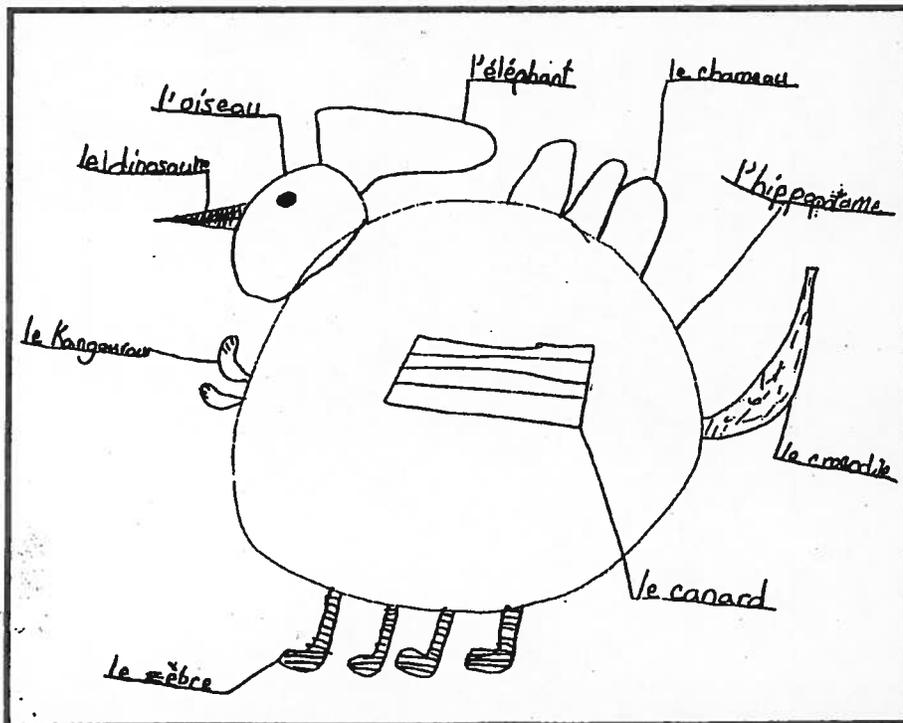
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Children's Classroom Creations



Eleanor Kagan
Grade 2
LaSalle Language Academy
Chicago, IL
Karen Waheed, French Teacher

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

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Myron Hebert New York

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Lauren Schaffer Oregon

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Lorraine Kelly Vermont

Dorothy Lipsky Washington

Editor's Note: See p. 2 for addresses of committee chairpersons.

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

Carle, Eric. (1984). *Chamaeleon Kunterbunt*. Hildesheim: Gerstenberg. Available from AATG, 112 Haddontowne Ct. #104, Cherry Hill, NJ 08034 (609-795-5553). Other Eric Carle titles available: *Die kleine Raupe Nimmersatt*, & *Kip hat viele Brueder*. Cost for members is \$13.50 each or \$36.00 for a set of three. Non-members—\$16.50 and \$45.00.

Chamaeleon Kunterbunt (published in English as *The Mixed-Up Chameleon*) is a delightful children's storybook about a chameleon who is quite proud of his ability to change colors and catch flies. The first part of the book does a great job describing the unusual abilities of chameleons, providing children with very good age-appropriate science facts.

The story begins when Chamaeleon Kunterbunt climbs up a hill and gets his first look at a zoo. He is absolutely overwhelmed by the many animals he has never seen before. As *Chamaeleon Kunterbunt* walks through the zoo, he begins to wish that he were more like the animals he sees. As he wishes, he magically acquires attributes of the animals. At the end of the book, he is part polar bear, flamingo, fox, fish, elk, giraffe, turtle, elephant, seal, and human. *Chamaeleon Kunterbunt* is happy about his new appearance, but he is also hungry. He spots a fly, his favorite food, but is unable to catch it because of his elephant trunk. *Chamaeleon Kunterbunt* becomes sad and wishes to return to his old self. His wish is granted, the fly is eaten, and *Chamaeleon Kunterbunt* learns a very valuable lesson.

Chamaeleon Kunterbunt is a great addition to a classroom library. The story is appealing, age appropriate, simply written, and familiar to most students. Eric Carle is a very talented children's writer who manages to creatively incorporate science into children's books. I recommend all of his books for the FLES classroom. I can hardly keep them on my classroom shelves, especially *Die kleine Raupe Nimmersatt* (*The Hungry Little Caterpillar*).

German Resources Editor: Cindy Sizemore

NNELL Executive Board Members Elected

Congratulations to newly elected members of the NNELL Executive Board! Mary Lynn Redmond was elected Second-Vice-President and Marty Abbott was elected Treasurer. Redmond and Abbott will begin their positions at the annual NNELL meeting, November 19, to be held at the conference of the American Council on the Teaching of Foreign Languages in Atlanta, GA.

French

Gilman, Phoebe. (1992). *Un merveilleux petit rien*. Ontario, Canada: Scholastic Canada Ltd. Available through Sosnowski Associates, 58 Sears Rd., Wayland, MA 01778.

Here is a story from a culture rarely considered in foreign language classes, the Jewish culture of the *shell* (village). This is a beautiful tale with a subtle moral. Little Joseph's grandfather makes him a marvelous blanket when he is born. Joseph is very attached to the blanket, but as he grows older, so does the blanket. As the blanket wears out, Joseph's tailor grandfather finds ways to convert the cloth into other marvelous items, a coat, a vest, a tie, a handkerchief, and finally, a button. When Joseph accidentally loses the button, even his adored grandfather cannot make something out of nothing. But Joseph can, by writing a marvelous story. In this way, Joseph finds a final use for his blanket—and art transmutes the pain of loss into something new—and marvelous.

The illustrations by the author are very beautiful. The *shell* is depicted as a small but vibrant village. Joseph's affection for his grandfather, and indeed the feelings of all the adults for each other and for the children, are wonderfully rendered and there is a warm glow to the illustrations. There is a visual subplot, too. At the bottom of each page, a mouse family pursues activities that are a counterpart to the human activities above.

Although the language is a bit difficult for absolute beginners, there is enough repetition in the text to delight children ages 5 to 8.

French Resources Editor: Myriam Chapman

Spanish

AIMS Education Foundation. (1992). *Primariamente plants—Grados K-3*. Fresno, CA: Author. Available from AIMS Education Foundation, P. O. Box 8120, Fresno, CA 93747-8120 (209-255-4094; FAX 209-255-6396).

AIMS (Activities Integrating Math and Science) has numerous bilingual activity books. This one is perfect for spring. The book contains approximately 50 different science activities for lower primary, and blackline masters on which students record data. The activities center around learning about seeds, charting seed and plant growth, building a terrarium, learning about bulbs, leaves, and roots, and the best planting techniques. There are also information sheets for students about plants. Since the book is bilingual, each lesson has two activity sheets, one in Spanish, one in English. Thus, the unit's lessons can be shared with the regular classroom teacher and instruction can be coordinated between the Spanish class and the science class. Skills such as estimation, graphing, observation, prediction, measurement, and problem-solving are all included in the child-centered activities. The lesson directions for the teacher are in English. Since AIMS publishes numerous books of this type at different grade levels, it is recommended that you call or write for a catalog.

Spanish Resources Editor: Susan Wolter

Teaching Methods Contributing Editor Sought

FLES News is searching for a new contributing editor for *Teaching Methods*. Contributing editor appointments are made annually by the editor, and are competitive positions. The responsibilities of this editor are to:

- Solicit, select, and submit articles on methods and strategies for the classroom;
- Verify that materials are in the specified publication format and are typed and double-spaced;
- Submit complete and accurate information that is checked for spelling, and clarity;
- Meet the deadline specified by the editor for submission of information.

To apply for this position, submit the following to the editor by November 11, 1994:

1. A resume including your name, home address and telephone; your title, school, and telephone; your professional training and work experience.

2. State the position for which you are applying.
3. Write a paragraph explaining why you are interested in this contributing editor position.
4. Define a plan for possible topics to be addressed and a plan for obtaining articles.

Factors affecting the selection of contributing editors include quality of the application and, where possible, geographic representation. The new contributing editor will assume the position for the spring issue of 1995. Send applications to Marcia H. Rosenbusch, Editor, *FLES News*, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-6699; FAX 515-294-2776 or 9914).

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.)

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Check whether this address is _____ Home _____ School

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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

***FLES News* to Take on New Look**

One of the 1993-1994 goals of NNELL was to encourage more understanding and support for early language learning on the part of college and university professors. One way to reach that goal is to support more research in K-8 foreign language learning and the dissemination of these research findings. In January of 1994, NNELL's President Audrey Heining-Boynton appointed Professor Ali Moeller of the University of Nebraska-Lincoln to chair an ad hoc committee to explore the issue of a refereed journal that would deal with issues of foreign language education for children.

One of the peculiarities of higher education is that a discipline is not considered a "field of study" unless it has its own refereed journal. A refereed journal has a board of editors who review articles to recommend them for publication.

After months of extensive study, Moeller's committee recommended that a "stand alone" journal in addition to *FLES News* was not financially possible at this time. What was recommended was that *FLES News* formalize its editorial board in order to become a recognized refereed journal. The ad hoc committee discovered that *FLES News* has been, in essence, a refereed journal. Currently, several NNELL officers vigorously referee all major articles for publication. Only a portion of all articles presently submitted are ultimately printed. Because of this recommended change from newsletter to journal, the name *FLES News* will also be changed

The NNELL Board voted on the Moeller Report, and unanimously supported its recommendations. Heining-Boynton maintains that "this is an extremely positive step forward for NNELL and the profession. We must keep pace with educational issues and continue to grow and evolve." Editor of *FLES News* Marcia Rosenbusch says of the coming changes:

FLES News has provided an important means of networking for those involved in early language learning during the past seven years. The change from newsletter to journal is an exciting step for us to take. We will lose nothing of the quality and content we have had in the newsletter in the past and we will be able to provide readers with additional information of great importance and interest to the profession.

Heining-Boynton points out that, "these changes will not in any way diminish the readability of *FLES News*. NNELL will continue to be committed to the *FLES* practitioners, and our publication will continue to afford them an outlet for sharing creative ideas as well as provide them with the essential information of the profession. What the changes will provide is a respected forum for our colleges and universities that will continue to move us forward as a field." The readership can expect the changes by the September 1995 issue.

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