

FLES NEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 8, Number 2

Winter 1994-95

Teacher Preparation: Using Videotapes in a Teaching Practicum

*Gisela Ernst & Kerri J. Richard
College of Education
Washington State University
Pullman, WA*

David, an elementary school bilingual education major, is teaching the numbers in Spanish to his third grade students. Because this is the first semester he is teaching in a classroom as a practicum student, he feels nervous. His students, however, dive into the task with relish, imitating his movements with their arms, legs, and bodies as they say *once, doce, trece, catorce* (eleven, twelve, thirteen, fourteen), and so on. When they get to their last number, *veinte* (twenty), the students laugh and let their arms fall. As David says *Buen trabajo, niños* (Good work, children), Rachel, an eight-year-old girl says, "this is like exercising" while redheaded Jonathan asks, "can we do it again?"

In tapping the children's interest, David is applying his knowledge about methodology, namely having children actively involved, listening attentively, participating readily, and feeling comfortably challenged, as they learn a second language. While David has learned many of his teaching strategies from current textbooks and from his colleagues, he has also been able to view on videotape elementary school foreign language teachers in action in their own classrooms. In fact, the Total Physical Response (TPR) exercise he uses today is an adaptation of an activity he viewed on videotape as part of his bilingual education teacher preparation methods course.

David knows that more and more schools will need teachers with vis language proficiency and experience teaching a second language in the classroom. In response to a national emphasis on second language proficiency and global awareness, many elementary schools are implementing foreign language programs. Some of these programs are tailored around traditional Foreign Language in the Elementary School (FLES) or Foreign Language Experience (FLEX) models, while other programs are evolving into immersion or partial immersion models. In all cases, the development of foreign language programs at the elementary level requires increasing numbers of teachers who are fluent in a foreign language and who are certified to teach elementary school children. Most teacher certification programs in

foreign language currently prepare students to teach language as a separate subject area at the secondary level. Unfortunately, very few programs prepare students to use the foreign language for teaching at the elementary level.

One solution, explored by Washington State University (WSU), is to design a program that caters to many different students who share both proficiency in a second language and a desire to practice teach in that language. Participants include: (1) students from the bilingual and ESL teacher education program who are pursuing degrees in elementary education, and (2) students who are pursuing a degree in foreign language education at the secondary level. In order to address the content and pedagogical needs of both groups of students, a comprehensive practicum course on methods of teaching a second language at the elementary school level was developed. Students take this course while teaching one hour of Spanish per week in an elementary school.

In order to help students understand the complexities involved in teaching a foreign language at the elementary school level, one important component of the seminar includes viewing, analyzing, and discussing selected videotaped segments of expert elementary teachers in action. The videotapes reviewed in the seminar came from many sources. They are all non-professional productions of mainstream elementary teachers and FLES teachers practicing in various schools around the country. Some are unedited videotapes of entire classroom lessons; some are produced by schools with FLES programs which have documented aspects of the program by combining various parts of FLES classroom lessons on a single short videotape. For this seminar, course instructors were also able to use authentic K-6 videotapes of public school classes collected as part of the education college videotape library. What follows is a brief outline of the main components of this practicum.

Direct Experience as a Vehicle for Teacher Preparation

The organizing model of the practicum for students who teach in the local Spanish program can be depicted as follows. As the arrows between each component indicate, many of the program's aspects build on each other; that is, each component informs the others and insights gained at each stage of inquiry are repeatedly recalled or

(Continued on page 5)

Notes from the President

As I begin my year as the president of NNELL, I am grateful for the three previous presidents. Carol Ann Bjornstad Pesola initiated our process of becoming a national organization. Carolyn Andrade put all of the systems of the organization into place. Audrey Heining-Boynton tested-out systems, encouraged the involvement of the members (we now have committee members for each committee and state representatives for a majority of the states), and strengthened our ties with colleges and universities. Because of all this hard work at organizing and strengthening NNELL, we can now turn our focus to the members of NNELL, to you, the language educators, and to what is happening in classrooms.

I hope you will help NNELL with this endeavor by becoming researchers in your own classrooms and sharing your questions and your findings about specific language teaching or learning issues. To help you do this, Anna Chamot wrote the lead article, *The Teacher's Voice: Action Research in Your Classroom*, in the last issue of *FLES News* (Volume 8, Number 1, Fall 1994). In the current issue, you will find an action research planning sheet. If you have already formulated a question and a research plan, please fill out this sheet and send it to me. Or, if you are still at the thinking stage and want some feedback, drop me a note. We at NNELL will keep in touch with you and will be reporting interesting findings of importance to all K-8 language teachers in *FLES News*.

Following a study begun by Audrey Heining-Boynton, the executive board voted to make the research section of *FLES News* a refereed section. This change will enrich our journal by opening the door to university professors to publish more articles. The "new" journal requires a new name. In the 1995 fall issue, the name will change to *Learning Languages: The Journal of the National Network for Early Language Learning*. The name was selected after extensive discussion at the fall executive board meeting. We are committed, though, to keeping the new journal as informative and practical as ever.

J. David Edwards, Executive Director of the Joint National Committee for Languages and the National Council for Language and International Studies, came to talk with us at our board meeting. He stressed the need for political action by all of us. In this changing political climate, we need to affirm our belief in the value of early language learning and strengthen society's view of foreign language study through publicity and political action. We are sponsoring a political action session at the upcoming Central States Conference and hope this will be the first of many such sessions in the coming year. We will be preparing a political action packet to help advocate early start, long sequence programs that are articulated through middle and high school. Contact Gilda Oran-Saperstein, Chair of the Political Action Committee, if you are interested in receiving a packet.

I hope to hear from many of you soon!

Mari Haas
Teachers College
Columbia University
Box 201
New York, NY 10027
e-mail: mbh14@columbia.edu

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, (e-mail: mrosenbu@iastate.edu). NNELL executive committee members are: *President* Mari Haas, Teachers College, Columbia University, 525 W. 120th St., Box 201, New York, NY 10027, (e-mail: mbh14@columbia.edu); *First Vice-President* Eileen Lorenz, Montgomery County Public Schools, 850 Hungerford Dr., Rockville, MD 20850, (e-mail: elorenz@umd5.edu); *Second Vice-President* Mary Lynn Redmond, Wake Forest University, Department of Education, Box 7266, Reynolda Station, Winston-Salem, NC 27109, (e-mail: redmond@wfu.edu); *Secretary* Patty Ryerson, Wellington School, 3650 Reed Rd., Columbus, OH 43220; *Treasurer* Marty Abbott, Fairfax County Public Schools, 7423 Camp Alger Ave., Falls Church, VA 22042, (e-mail: 74553.211@compuserv.com); *Past-President* Audrey Heining-Boynton, Foreign Language Education, CB #3500 Peabody Hall, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500, (e-mail: AH006793@UNCVX1.OIT.UNC.EDU); *Executive Secretary* Nancy Rhodes, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037, (e-mail: nancy@cal.org); *Membership Secretary* Lupe Hernández-Silva, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037, (e-mail: lupe@cal.org).

Committee appointments are: *Bylaws* Maureen Regan-Baker, 2120 N. Clark, Chicago, IL 60614; *Membership/publicity* Virginia Gramer, Monroe School, Foreign Language Office, 210 N. Madison, Hinsdale, IL 60512; *Political action* Gilda Oran-Saperstein, 3540 Green St., Harrisburg, PA 17110; *Central States Conference representative* Debbie Wilburn-Robinson, Ohio State University, 276 Cunz Hall, 1841 Millikin Rd., Columbus, OH 43210, (e-mail: dwilburn@magnus.acs.ohio-state.edu); *Pacific Northwest Council representative* Jo Ann Olliphant, 11004 11th St. SW, Tacoma, WA 98498; *Northeast Conference representative* Harriet Barnett, 225 Clinton Ave., Dobbs Ferry, NY 10522; *Southern Conference representative* Carine Feyton, University of South Florida, College of Education, EDU 306H, Tampa, FL 33620-5650, (e-mail: feyton@madonna.coedu.usf.edu); *Southwest Conference representative* Joseph Harris, Harris Bilingual Immersion School, 501 East Elizabeth, Fort Collins, CO 80524.

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, 1118 22nd St. NW, Washington, DC 20037; *International news* Helena Curtain, 10523 W. Hampton Ave., Milwaukee, WI 53225, (e-mail: hc curtain@csd.uwm.edu); *Research* Elsa Statzner, 1209-A Central St., Evanston, IL 60201; *French resources* Myriam 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* Gilda Oran-Saperstein, 3540 Green St., Harrisburg, PA 17110.

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

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.

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@grits.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, Pacific Northwest Council on Foreign Languages, Southwest Conference on Language Teaching, Colorado Congress of Foreign Language Teachers. 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).

1995 SUMMER COURSES AND WORKSHOPS

June 12-July 7: 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 17-29: 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).

June 18-24; June 25-July 1: French and Spanish Workshops on Culture and Conversation. North Carolina Center for World Languages and Cultures, 412 N. Wilmington St., Raleigh, NC 27601 (919-828-3262).

June 19-July 29: Legends of Mexico: A Language and Culture Immersion Experience for K-8 Spanish Teachers (for teachers from Ohio, Kentucky & Indiana). University of Cincinnati and Mexico. Susan Bacon, Dept. of Romance Languages and Literatures, U. of Cincinnati, P. O. Box 210377, Cincinnati, OH 45221-0377. (513-556-1840, Fax: 513-556-2577; e-mail: Susanbacon@uc.edu).

(Continued on page 8)

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, objectives, materials, and procedures. 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: El Precio Justo (The Price Is Right)

Objectives: Students will learn/review the numbers 1-1000 and the names of common objects.

Materials: 3" x 5" index cards, newspaper ads (especially colorful sale or Sunday flyers), and "Magic" slates (porcelain boards) and dry-erase markers, individual chalkboards and chalk, or writing paper and pens or markers.

Procedures: Introduce/review numbers. For homework students cut out common objects from colorful ads. Students glue each to a 3" x 5" index card. On the picture side, they label the item in the target language. On the reverse side, they write *el precio justo* (the actual retail price), in numerals and in words, rounded off to the nearest whole dollar.

Collect the student-made cards and choose a variety of items to sell. Divide class into 4, 5, or 6 teams. Teacher will play the part of "Roberto(a) Barker" (from the television show, *The Price is Right*). Call one person from each team to play by first sitting in a row of chairs placed in front of the class. All players will be replaced by a teammate for each round played.

Describe the item, e.g., *el teléfono portátil: el regalo perfecto para cada miembro de tu familia; el regalo para tu hermano mayor; ahora es posible hablar con tus amigos desde cualquier cuarto de tu casa . . .* (The portable telephone: the perfect gift for each member of your family; a gift for your older brother; now it is possible to speak with your friends from any room in your house, etc.). Each student writes (in numerals) their guess as to the price of the item described.

Roberto(a) Barker calls upon each student to say his/her price in the target language before announcing the winner. The winner is the student who comes closest to the actual retail price. Any number of rounds can be played. The winning team is determined by the total cash value of all items won by each team.

Contributor: Linda Chapron
Glastonbury Public Schools
Academy School
Main Street
Glastonbury, CT 06033

Classroom Activities Editor: Diane Fagin Adler

Children's Rondas of Mexico

Janet L. Glass
Dwight Englewood Bede Lower School
Englewood, NJ

Where can you find rhyme, history, magic, and movement in a ritual that is centuries old?

In traditional Mexican children's games commonly called *rondas* (children's rhyming songs with accompanying actions or games).

My search for authentic material for young students of Spanish led me to apply for a Dodge-National Endowment for the Humanities (NEH) fellowship for foreign language teachers to research and videotape these games in Mexico. My plan was to bring the games back in a format that would preserve the movements, words, and melody so that our students could imitate them. Happily, I received the NEH grant and went to Cuernavaca, a city of about a million people, where a language school arranged a homestay with a Mexican family.

Having collected rhymes and songs for years, I already had a basis for my interest. I felt well prepared because I had previously discovered *Juegos infantiles cantados en Nuevo México* (Stark, 1973) in a small bookstore in Taos. This booklet had directions for movements along with musical notation and historical notes for twelve songs. I went to Mexico hoping to find some of the same games still being played. I was also looking for historical background on the games. Thanks to a pioneering investigation in Mexico in 1951 by Professor Vicente T. Mendoza in his *Lírica infantil de México*, I was able to find the origins and several versions of the *rondas*.

As expected, most of the games came from Spain and are two, three, or four centuries old. Some originated in the Middle Ages and were already old when they were first written down. One that did not come from Spain is an interesting example of cross-cultural evolution. A *ronda* that is commonly known as *matarile-rile-ró* begins with either *Amó ató* or *Ambos a dos*. This song came from France and had as its first line, *Un beau chateau*, which was transformed by Spanish children into the nonsense syllables *amó ató*. In almost all of the *rondas*, meaningless but rhythmical lines are mixed together with lines that seem, to adults, to be more logical. This situation is perfectly acceptable to children. Other characteristic content, such as royalty, witchcraft, superstition, grotesqueness, and cruelty, shows relics of ancient cultural roots and holds a fascination for children. Some of the songs I found had lyrics that had been added to the original or that had replaced older versions. In *A la víbora* there is a verse that uses the word *chabacano* which is not a word from Spain, but is a Mexican word for a native apricot. In *Las estatuas de marfil* the students had added, *Él que se mueva baila el twist*. As punishment for having moved, instead of staying still like a statue, a player has to dance the twist. This change must be an update influenced by U.S. culture. These changes provide proof that the children continue to modify the games according to their rich imaginations. Research also shows ample evidence of *rondas* showing up in Puerto Rico, Cuba, and Argentina. Probably every Latin American country has some of the same *rondas*.

Having done the reading and observing, I was now ready to videotape. In order to receive invitations to tape groups of children,

I had to interest adults in my project. The older adults always responded enthusiastically and even wistfully, seeming to remember the pleasure these *rondas* gave them. The children and the younger teachers, however, needed a little prompting. I did manage to tape in two schools just before they ended for summer vacation. I tried to videotape groups of children after school who were casually playing these games at home. These attempts, however, were unsuccessful. The children whose families I was able to contact spent their free time watching television, playing video games, and playing soccer. I was told that in the small villages, more children would be playing *rondas*. In the prologue to Francisco Moncada García's *Juegos infantiles tradicionales*, however, the author speculates that the reason Mexican children do not play *rondas* as much as they used to is because of electronic diversions, especially in the cities, or because of the need to work to help sustain the family. The need to work is particularly true in the countryside. It is impossible to spend much time in Mexico without becoming aware of the impoverished conditions in which many children live.

Parenthetically, I did see interest in the traditional dances of the various regions of Mexico. In the local theater there was a performance by an amateur troupe of dancers presenting folkloric dances. In the two primary school graduation ceremonies I attended, the children presented folkloric dances from several states in Mexico. Also, there were many centers offering classes in folkloric dance for children after school. These dances had no words and were not the subject of my research. I included, however, some of the footage of these classes in my video since folkloric dances were clearly a part of children's culture.

If the *rondas*, then, after centuries of life, are slowly disappearing, are they worth teaching to our students in the U.S.? I believe that the Latin American children who continue to sing these ancient songs and embellish them, benefit from the sense of rhyme, movement, and fantasy. Why would not the *rondas* be enriching for all children? The *rondas* do meet the criteria for authentic, age-appropriate, culturally-rich material. While one of our missions may be to introduce a very old tradition, in the end, it will be the children themselves who determine what is intrinsically worth remembering... as they have for hundreds of years.

Following is an example of one of the *rondas* on the videotape. The directions and lyrics are documented from observation.

Directions for playing: The group holds hands and circles around while singing. The caller or the teacher chooses one child who turns around but continues circling with his or her back towards the center. The game continues until all players are facing the outside of the circle.

Script of the song:

A la rueda, rueda de San Miguel, San Miguel,
Todos cargan su caja de miel.
A lo maduro, a lo maduro.
¡Qué se voltee (fulano) de burro!

(Continued on page 9)

Teacher Preparation from page 1

incorporated into succeeding components. A brief explanation of each component of the model follows.

EXPLANATION<->OBSERVATION<->DISCUSSION<->ACTION<->REFLECTION
 (theory) (videotapes) (communication) (practice) (journals, conferences)

Explanation (Theory). Current language teaching methods and theory provide a foundation for this practicum course. Two main areas are included in weekly seminars: content knowledge related to the target language and general pedagogical knowledge with an emphasis on classroom processes at the elementary level. Thus, goals of the course include preparing teachers not only in the target language and culture but also in methods of presenting the language content in contexts that provide communicative opportunities for students.

Observation (Videotapes). Videotape observation is used to accomplish a wide variety of purposes: (1) students compare different general approaches to teaching and learning at different grade levels; (2) students examine different methods and techniques in different language settings; and (3) students make connections between theories discussed, videotapes observed, and their own practices.

Discussion (Communication). Weekly seminars are designed to help students enlarge their perspectives on teaching, examine different theoretical and practical issues, and assess their assumptions and actions about foreign language teaching and learning. In addition, the seminar provides a time and space for students to discuss their impressions of the experienced teachers observed on videotape while, at the same time, reflecting on different pedagogical and management strategies and making connections with their own teaching.

Action (Practice). The teaching component ensures the exposure of the practicum students to different aspects of the teacher's role. Except for those practicum students placed in kindergarten classrooms where there is thirty minutes per week of program instruction, all other practicum students are in charge of one hour per week of Spanish instruction in the classroom. In addition to picking up children from recess, teaching lessons in Spanish, dealing with management, and walking children to the lunchroom, the practicum students in this program actively participate in curriculum development and student assessment.

Reflection (Journals and Conferences). Unlike most teacher education programs, in which students frequently receive feedback from their cooperating teacher, in this program students receive preparation in self-assessment techniques as suggested by Hammadou and Bernhardt (1987). These authors underscore the need to make preservice teachers aware that after graduation they will be almost exclusively responsible for their own professional development. To stimulate reflection and self-evaluation outside of the classroom, the practicum students keep teaching journals to be shared with university instructors. These journals are intended as vehicles for systematic assessment of their developing professionalism as teachers and of their actions in the classroom. In addition to self-study techniques, students are also observed by instructors weekly and occasionally videotaped for self- and peer-analysis.

Videotaped Observations of Accomplished Teachers

"The performance of experts, though not necessarily perfect, provides a place to start from when we instruct novices. The experts' performance provides us . . . with a temporary pedagogical theory, a temporary scaffolding form which novices may learn to be more expert" (Berliner, 1986).

Since no university methods course or practicum can import authentic classes of teachers and their students to individual seminars for analysis on demand, videotaped classroom lessons are an ideal way to bring to preservice teachers a wide range of the kind of "expert performances" that Berliner (1986) discusses. Observation of expert teachers in action can provide students with opportunities to observe how and when teachers make decisions while teaching, and how they choose from a wide range of instructional options. Reviewing selected pieces of videotaped interactions makes possible close analysis of many different levels of a teacher's actions in the classroom.

Rationale for Using Videos

"Advice to teachers such as 'state goals first' or 'clarify when students are confused' is not of much use unless the giver of advice can specify and illustrate the processes of oral discourse that are being recommended" (Erickson, 1992).

Videos offer great opportunities for students to analyze the observed lesson and indicate how they would approach similar problems. In addition, videotaped segments of classroom interaction offer students opportunities to engage in group discussions where options, conjectures, and possible avenues are explored. For instance, during one seminar session a video was shown in which a familiar story was read to children. After viewing the video, the practicum students shared different ways they had used or planned to use stories in their classes to build on previous language activities.

The videotaped segments need not be of foreign language teachers only. Depending on the topic for discussion (e.g., classroom management, teaching methodologies, teacher-student interaction), videotaped segments of teachers of other core curricular areas can be used. The following section of this article illustrates how videotapes of different classrooms and teaching events were used during seminar activities.

Examples of Videotapes

Video #1: First grade classroom teacher. Length of Segment: 3 min, 53 seconds.

Summary. Teacher transitions children from silent reading activity at desks to "writing warm-up" calendar activity on the rug; teacher positively reinforces "good listening" behaviors via praise, proximity, and altered voice levels. During the student-led weather discussion, the teacher, without interrupting flow of activity, successfully manages two potentially disruptive children who are playing with paper.

Focus for Discussion. Classroom management (i.e., transitions and student behavior).

Procedures. Preview questions are very useful for helping students focus on particular aspects of the video. For example, when the above tape was viewed, pointers and preview questions raised by university instructors included the following: Watch for how this teacher gets the children to sit still, how she reinforces some listening skills, and how she uses her voice.

Often, videotaped segments are viewed more than once, as was the video described above. This reviewing can be very useful, especially when a teacher's actions are understood at different levels by the students. For example, a teacher's nod to one student can convey that the teacher affirms the student's response, while the teacher's simultaneous movement toward a fidgeting child serves to quiet a potential disruption without interrupting other children.

(Continued on page 6)

Video #2. Kindergarten ESL teacher. Length of Segment: 4 min, 10 seconds.

Summary. Teacher gives instructions as to how students are going to use props to perform the song about the alphabet; students sing the song of the alphabet; they stand up as their letter is called.

Procedures. Before choosing this segment, the instructor provided some information about the context; that is, the age, grade level and language proficiency of students, teaching methodology, and type of activity. This information was followed by a transparency of six "focus points" students were to focus on as they watched the video:

As you watch this video segment, notice:

1. How students exhibit various levels of language proficiency;
2. How the teacher chooses to introduce the activity;
3. How the teacher models the language and checks for understanding;
4. How students have prepared for their performance and show understanding of the commands;
5. How the teacher reinforces polite social skills;
6. How the teacher delegates and encourages students to problem-solve on their own but takes control when necessary.

As the list of "focus points" suggests, providing some pointers about what to watch for in the upcoming video segment is particularly useful for preservice teachers. Since so much information is captured on videotape (e.g., actual presentation of lesson content, nonverbal communication between teacher and students, physical movements of students and teacher, physical organization of the classroom, actual spoken interaction, minor disruptions to activity), providing a focus for initial viewing is often essential for a subsequent analysis of the video by the whole group. Various other aspects of teaching practice can serve as the focus for repeated viewings of the same video segment and deeper reflective discussion.

Directions for Future Teacher Preparation

Hammadou and Bernhardt, in a 1987 article, assert that "generic teacher preparation programs inadequately speak to the needs of future foreign language teachers and that conventional inservice programming offers little to the professional development of teachers in the field." Indeed, more courses specifically tailored to the development of reflective teachers will need to be developed for inclusion in general teacher preparation programs to meet the growing need for accomplished elementary school foreign language teachers. Besides being a course in which practical and theoretical issues in language teaching are addressed, the practicum course described in this article stimulates the kind of self-assessment and reflective practice teachers will need once they are in the field. An integrated combination of theory, videotaped examples of real-life exemplary teachers practicing various teaching strategies, and participation as teachers in a developing program help prepare these practicum students for their own lives as elementary school foreign language teachers.

Note:

Working in our own sphere of friends and colleagues to find resources, we have used many "raw footage" videotapes of elementary school foreign language teachers. For illustration of management techniques, we have used raw footage of elementary school teachers in the Northwest who are part of our grant-funded videotape library. Our

suggestions to other instructors about where to find videotapes for use in a teaching practicum include:

- networking with local schools to videotape three or four days of instruction in a given teacher's class (and then two- or three-minute segments can be identified which illustrate different management techniques, which highlight various teaching strategies, feedback responses from teacher, or other aspects of interest);
- networking with teachers in elementary school foreign language programs for permission to videotape lessons for use in methods courses
- using selected portions of commercially produced English as a Second Language Teaching Strategies videotapes (bearing in mind that often the "whole picture" of a classroom or a lesson is not present in these highly edited productions; e.g., transitions are not emphasized, "work time" is not shown).

References

- Berliner, D. (1986). In pursuit of the expert pedagogue. *Educational Researcher*, 15(7), 5-13.
- Erickson, F. (1992). Ethnographic microanalysis of interaction. In M. D. LeCompte, W. I. Milroy, & J. Preissle, (Eds.), *The Handbook of Qualitative Research in Education* (pp. 201-225). San Diego, CA: Academic Press.
- Hammadou, J. & Bernhardt, E. B. (1987). On being and becoming a foreign language teacher. *Theory into Practice*, 16 (4), 301-306.
- Suggested References: Integrating Video into Teacher Preparation Courses**
- Brandt, R. (1994). On making sense: A conversation with Magdalene Lampert. *Educational Leadership*, 51 (5), 26-30.
- Casey, M. B., & Howson, P. (1993). Educating preservice students based on a problem-centered approach to teaching. *Journal of Teacher Education*, 44 (5), 361-369.
- Roberts, D. (1991). The teaching skills laboratory: A state-of-the-art preservice teacher education facility. *Educational Technology*, 31 (8), 54-55.

Research Editor: Elsa Statzner

Funding Guide for Foreign Languages Available

The Joint National Committee for Languages (JNCL) and the National Council for Languages and International Studies (NCLIS) have collaborated to prepare a guide to 1994-95 programs established to provide federal funding for foreign languages, international/area studies, English as a second language, bilingual education, literacy programs, and international business education. This guide is essential for everyone responsible for writing proposals and grants. The guide provides information on the funds available for each program, how to qualify for the funding, and who to contact for more information. The guide is available from National Textbook, 4255 West Touhy Ave., Lincolnwood, IL 60646-1975; (800-323-4900 or 708-679-5500). The order number is #EL9346-6 and the cost is \$12.95.

National Foreign Language Standards (Grades K-4) Questionnaire

Introduction

If you are a teacher of foreign language at the kindergarten, first, second, third, or fourth grade level, your help is requested in defining the appropriateness of the proposed National Student Standards for foreign language instruction in grades K-4.

The National Network for Early Language Learning is collaborating with the American Council for the Teaching of Foreign Languages (ACTFL), the American Association of Teachers of French (AATF), the American Association of Teachers of German (AATG), and the American Association of Teachers of Spanish and Portuguese (AATSP), by completing a feasibility study of the proposed standards. This project has been requested by ACTFL and is based on a pilot study reported by Marcia Rosenbusch at the ACTFL annual conference in Atlanta, GA in November 1994, in the session entitled "National Standards in Foreign Language Education: The Elementary Grades."

To participate, please complete the accompanying questionnaire and return the response sheet by March 30, 1995. You may mail the response sheet to Marcia H. Rosenbusch, Editor, *FLES News*, 300 Pearson Hall, Iowa State University, Ames, IA 50011 or fax it to 515-294-2776 or 9914.

Based on the results of the questionnaire, the executive board of NNELL will develop recommendations concerning the appropriateness of the proposed standards for the K-4 level which it will share with the Standards Committee and publish in the spring issue of *FLES News*.

National Foreign Language Standards (Grades K-4) Questionnaire Response Sheet

Please mail this response sheet to Marcia Rosenbusch, 300 Pearson Hall, Iowa State University, Ames, IA 50011 or fax it to 515-294-2776 or 9914 by March 30, 1995.

1. Name (optional): _____

2. Program Description:

a. Grade level at which program begins (Circle one)

K 1 2 3 4 Other (specify) _____

b. Average number of minutes/week of foreign language instruction in grades K-4

(Write in): _____ minutes/week

c. How many weeks/year do students learn one language? _____ weeks/year

3. What type of program do you consider yours to be? (Circle one)

FLEX

FLES

Partial Immersion

Immersion

Other (specify) _____

Comments (optional):

Mark your responses to the Sample Benchmark Tasks below. See "Procedures" on page 2 for an explanation of the rating scale. (Circle the appropriate response for each item.)

Goal One

Comments:

1. 1 2 3 4 5

2. 1 2 3 4 5

3. 1 2 3 4 5

4. 1 2 3 4 5

5. 1 2 3 4 5

Goal Two

Comments:

6. 1 2 3 4 5

7. 1 2 3 4 5

8. 1 2 3 4 5

9. 1 2 3 4 5

10. 1 2 3 4 5

Goal Three

Comments:

11. 1 2 3 4 5

12. 1 2 3 4 5

13. 1 2 3 4 5

14. 1 2 3 4 5

15. 1 2 3 4 5

Goal Four

Comments:

16. 1 2 3 4 5

17. 1 2 3 4 5

18. 1 2 3 4 5

19. 1 2 3 4 5

20. 1 2 3 4 5

Goal Five

Comments:

21. 1 2 3 4 5

22. 1 2 3 4 5

General Comments (Optional):

ACTION RESEARCH PLAN

NNELL invites members to become researchers in their own classrooms. Please read the article in *FLES New 8* (1), Fall 1994, *The Teacher's Voice: Action Research in Your Classroom*, by Anna Uhl Chamot, pp. 1, 6-8. If you would like more information, or would like feedback on a possible research plan you have in mind, contact Mari Haas at the address listed here. If you have formulated a research question and a plan, please fill out this sheet and return it to Mari Haas, NNELL President, Teachers College, Columbia University, Box 201, New York, NY 10027.

Name: _____ Date: _____

School: _____

Address: _____

City _____ State _____ Zip _____

Phone (H): _____ (W): _____

Fax: _____ E-mail: _____

1. Provide a brief description of your school and language program:

2. List language(s) you teach:

3. Describe the age/grade level and previous language study of your students:

4. Describe your research topic:

5. Describe the instrument(s) for collecting data:

6. Describe your data collection plan:

7. Describe your data analysis plan:

8. Explain your expected findings:

9. How will you use the results of your research?

National Foreign Language Student Standards: Grades K-4 (Revised 11/1/94)

GOAL ONE: Communicate in Languages Other Than English

STANDARD 1.1: Students will use the target language to participate in social interactions and to establish and maintain personal relationships in a variety of settings and contexts. They will

- discuss topics of interest through the expressions of thoughts, ideas, opinions, attitudes, feelings, and experiences;
- participate in social interactions related to problem solving, decision making, and other social transactions.

Sample Benchmark Tasks

1. Students will give and follow simple instructions by participating in various games or other activities with partners or groups.

1	2	3	4	5
Not feasible				Feasible-Already Met in Current Program

2. Students will express likes and dislikes regarding various objects, categories, people, and events present in their everyday environment.

1	2	3	4	5
Not feasible				Feasible-Already Met in Current Program

3. Students will produce lists of items necessary to plan events or activities (i.e., picnic, birthday party, science project, craft) through pair and group work.

1	2	3	4	5
Not feasible				Feasible-Already Met in Current Program

STANDARD 1.2: Students will use the target language to obtain, process, and provide information in spoken or written form on a variety of topics of academic, personal, cultural, and historic interest. They will

- obtain information including general ideas and/or specific details from spoken or written texts, radio, television, film, and face-to-face communication;
- process (i.e., select, categorize, analyze, organize, and synthesize) information;
- provide information in spoken or written form.

Sample Benchmark Tasks

4. Students will describe family members, friends, and people deemed important to the learners, objects present in their everyday environment, and common school and home activities.

1	2	3	4	5
Not feasible				Feasible-Already Met in Current Program

STANDARD 1.3: Students will use language for leisure and personal enrichment. They will

- listen to, read, or view stories, plays, poems, or other literature, films, songs, or visual works of art for personal enjoyment, engagement in conversation, or interaction with others about it;
- respond in spoken or written form (describe, express opinion and appreciation, and analyze) to stories, plays, poems, or other literature, songs, films, or visual works.

Sample Benchmark Tasks

5. Students will comprehend oral messages such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes and vocabulary.

1
Not feasible

2

3

4

5
Feasible-Already
Met in Current Program

GOAL TWO: Gain Knowledge of Other Cultures

STANDARD 2.1: Students will demonstrate knowledge of the components of the target culture. They will

- explore both the expressive and utilitarian forms developed by the target culture;
- describe the patterns of behavior that are derived from the cultural beliefs and values;
- identify and analyze the themes, value systems, mind set, and beliefs that form the world view of the target culture;
- discuss the significance of these contributions to the world community.

Sample Benchmark Tasks

6. Students will use appropriate gestures and oral expressions for greetings, leave takings, and common or familiar classroom interactions.

1
Not feasible

2

3

4

5
Feasible-Already
Met in Current Program

7. Students will participate in age-appropriate cultural activities such as games, songs, birthday celebrations, story telling, dramatizations, or role playing.

1
Not feasible

2

3

4

5
Feasible-Already
Met in Current Program

8. Students will identify patterns of behavior or interactions in various settings, such as school, family, and the immediate community.

1
Not feasible

2

3

4

5
Feasible-Already
Met in Current Program

14. Students will participate in an activity in the foreign language class based on a particular concept from one of their other classes.

1	2	3	4	5
Not feasible				Feasible-Already Met in Current Program

15. Students will learn vocabulary or concepts related to a topic being studied in another class (e.g., geographical place names, parts of the body, basic mathematical manipulations).

1	2	3	4	5
Not feasible				Feasible-Already Met in Current Program

GOAL FOUR: Develop Insight into Own Language and Culture

STANDARD 4.1: Students will recognize that different languages use different patterns to communicate. They will

- recognize, compare, and contrast language patterns in the target language and their own.

Possible Benchmark Tasks

16. Students give examples of word borrowings from one language to another and develop an understanding of this process.

1	2	3	4	5
Not feasible				Feasible-Already Met in Current Program

17. Students demonstrate awareness of the sound system and writing system of the target language and how these differ from the same elements of English by distinguishing between the two.

1	2	3	4	5
Not feasible				Feasible-Already Met in Current Program

STANDARD 4.2: Students will recognize that cultures view situations from varying perspectives and evolve different patterns of interaction. They will

- compare and contrast the themes, value systems, mind set and beliefs which form the world view of both their own and the target culture;
- compare and contrast the patterns of behavior which are derived from the cultural beliefs and values.

Sample Benchmark Tasks

18. Students will demonstrate a knowledge of the patterns of behavior of the target culture(s) related to recreation, celebrations, etc., and identify similar and different patterns of behavior in their local culture.

1	2	3	4	5
Not feasible				Feasible-Already Met in Current Program

19. Students will identify expressive and utilitarian forms evident in their local culture (e.g., signs, symbols, advertisements, packages, displays, murals, songs, rhymes, etc.).
- | | | | | |
|--------------|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 |
| Not feasible | | | | Feasible–Already
Met in Current Program |
20. Students will identify and describe some cultural beliefs and attitudes of people in both their own and the target culture relating to family, school, work, and play.
- | | | | | |
|--------------|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 |
| Not feasible | | | | Feasible–Already
Met in Current Program |

GOAL FIVE: Participate in Multilingual Communities and Global Society

- STANDARD 5.1:** Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways. They will
- interact directly with speakers of the target language either through face-to-face conversations or written texts;
 - access information to discover applications of the target language within the community and internationally.

Sample Benchmark Tasks

22. Students exchange information about family, school events, and celebrations in written form via letters, e-mail, or in audio formats.
- | | | | | |
|--------------|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 |
| Not feasible | | | | Feasible–Already
Met in Current Program |
23. Students will interact with members of the community who are involved in social service professions to hear how these community representatives use the target language on a daily basis. The students ask questions to further their understanding of how the target language is used to assist other members of the community.
- | | | | | |
|--------------|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 |
| Not feasible | | | | Feasible–Already
Met in Current Program |

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

Derkow-Disselbeck, B., Kirsch, D., Tschöke, W. & Scherling, T. (1993). *Anna, Schmidt und Oskar. Ein Fernseh- und Videosprachkurs für Kinder*. München: Langenscheidt. Available from Langenscheidt Publishers, 46-35 54th Road, Maspeth, NY 11378 (800-432-6277). *Bilderbuch*—\$16.50. *Übungsbuch*—\$13.00. Audio cassettes 1a & 1b—\$13.00 each. Video cassettes—\$51.00 each. *Lehrerhandbuch*—\$13.00.

Anna, Schmidt und Oskar is a delightful new series for children incorporating video, audio, and written materials. The main characters of the series are: Anna, an 18-year-old, fun-loving, base violin student; Schmidt, Anna's elderly neighbor, friend, and amateur magician; and Oskar, a playful puppy with a never ending appetite. The two 90-minute video cassettes follow the three characters on a myriad of interesting adventures which introduce the students to everyday German vocabulary and situations embedded in authentic locations and language. The video was filmed in Germany which provides the teacher with many examples of German culture, architecture, dress, among other topics.

The *Bilderbuch* reinforces what the students experience from the videos and further develops stories and poems from German children's literature retold by Herr Schmidt. The *Bilderbuch* is very visually appealing with color stills from the videos and cartoon drawings. The *Übungsbuch* coordinates with the videos and *Bilderbuch*, reinforcing vocabulary and themes in a playful way. Included in the *Übungsbuch* are activities, games, crafts, and recipes corresponding to the story so that students use the language they are learning in a meaningful way.

In addition to the materials described above, two audio cassettes are also available in this series. Cassette 1a accompanies the *Bilderbuch*, and cassette 1b accompanies the *Übungsbuch*. Each audio cassette contains readings and activities for the students to complete using the appropriate book. This series is intended for use either in a classroom or by an individual child at home. Its flexible nature makes it very adaptable both within and outside the traditional classroom. A second level of *Anna, Schmidt und Oskar* is currently in production and should be available soon. For more information, please contact Langenscheidt Publishers.

German Resources Editor: Cindy Sizemore

Bowers, I. (1994). *Bonjour, Mes Amis!* (L. Weller, Illustrator). New York: Barron's Educational Series. Activity book and tapes.

As a teacher of French, I am often asked by parents to recommend a tape that children can listen to at home. I am delighted to have discovered *Bonjour, mes amis*, a program for young children consisting of two one-hour audio tapes and an activity book. This program avoids the pitfalls of most home learning tapes, which are boring and provide meaningless repetition. The author apparently knows that children learn best when their imagination is engaged.

The narrator, Gabrielle, invites the listener to join her in a charming world of amusing characters (a duck named Coin-Coin, a baby elephant named Fan-Fan, an engaging cast of real French boys and girls). What I found most unusual and appealing was the way the listener is encouraged to become a part of the story by responding directly to the narrator, the characters, the situations, and the song on the tape. Sound effects are cleverly used to teach vocabulary. The tape and the activity book are synchronized so that the child looks and touches as he/she listens. The full color pictures are very attractive. This is a very well conceived and executed package that can produce real learning. I recommend it to parents who want to give their children a head start in French. Although *Bonjour, mes amis* is probably not meant for the language classroom, I can see it as a supplement to a FLEX program.

French Resources Editor: Myriam Chapman

Spanish

Nakano D. (1989). *Siguiendo instrucciones: Lee, escribe, pinta*. (C. Noboa-Castro, Trans.). Palos Verdes Estates, CA: Frank Schaffer Publications. Nakano, D. (1989). *Comprensión de primaria: Grades 1-2*. (F. Tello, Trans.). Palo Verdes Estates, CA: Frank Schaffer Publications. Conklin, L. (1989). *Lee, escribe y dibuja: Grades 1-3*. (A. Laner & F. Tello, Trans.). Palos Verdes Estate, CA: Frank Schaffer Publications. All available from publisher at 1028 Via Mirabel, Palos Verdes Estates, CA 90274.

For teachers interested in moving students into reading and writing, these books provide a resource for this transition. The first book of blackline masters contains sentences that have a word missing. Students choose the missing word from one of the words which accompanies the blackline picture. The answer is obvious if students use the contextual clues. By reading the sentences, students also will know which colors to use for coloring the various objects named in the picture. In the second two books, short stories (less than 60 words) are followed by literal comprehension questions whose wording parallels the text of the story. This material is excellent for instructing students in the difference between the structure of questions and statements. The activities can be completed in whole group, cooperative groups, or individually. The three books are listed in order of difficulty, the first being the easiest. These books should not be used as the basis for a reading/writing program, but as supplement to provide structured success for students. The books are best for students in first or second grade immersion classes and for FLES students who are beginning to read text.

Spanish Resources Editor: Susan Wolter

Conference Calendar from page 3

June 25-July 21: Japanese Elementary Immersion Institute. Pacific University, Forest Grove, OR. Mary Bastiani, Japanese Immersion Institute, Portland Public Schools, Instructional Support Services, P. O. Box 3107, Portland, OR 97208 (503-249-2000, ext. 4392).

June 27-July 1; July 11-15; July 25-29 (workshops conducted in English) August 8-12; August 15-19 (workshops conducted in Spanish): Workshops on Books in Spanish for Young Readers. California State University-San Marcos, San Marcos, CA. Dr. Isabel Schon, Center for the Study of Books in Spanish for Children and Adolescents, College of Education, California State University-San Marcos, San Marcos, CA 92096-0001 (Fax: 519-752-4073).

July 1-July 29: Summer Program for Teachers of Spanish, Juan Carlos Fellowships. Madrid, Spain. The Global Campus, University of Minnesota, 106RC Nicholson Hall, 216 Pillsbury Dr. SE, Minneapolis, MN 55455-0138 (612-626-7138; Fax: 612-626-8009; e-mail: globalc@marcon.tc.umn.edu).

July 5-August 7: 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 17-27: Teacher Partnership Institute. Iowa State University, Ames, IA. Marcia H. Rosenbusch, Director, National K-12 Foreign Language Resource Center, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-6699, Fax: 515-294-2776 or 9914; e-mail: nflrc@iastate.edu).

July 25-31: Workshop in Mexican Culture and Civilization. Central College Center, Mérida, Mexico. Anne Fountain, Peace College, Raleigh, NC 27604-1194 (919-508-2203 or 919-834-4056).

July 25-31: 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).

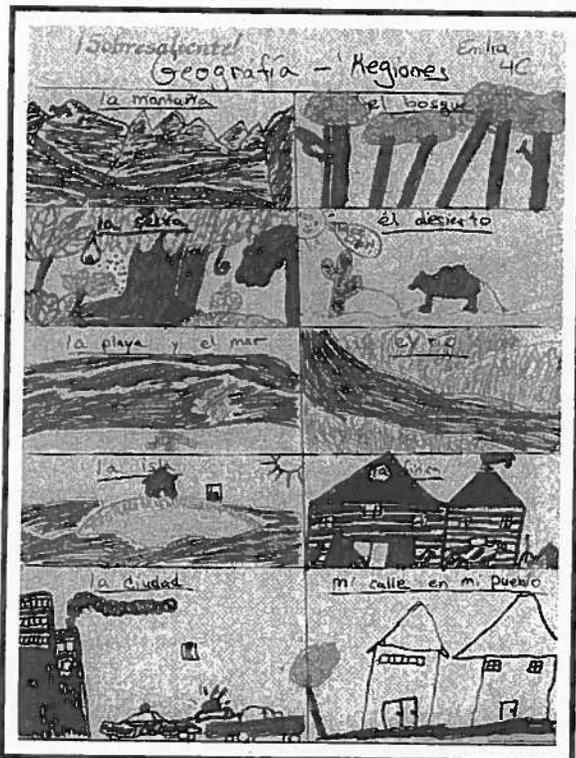
August 11-18: New Technologies in the Foreign Language Classroom. Iowa State University, Ames, IA. Marcia H. Rosenbusch, Director, National K-12 Foreign Language Resource Center, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-6699; Fax: 515-294-2776 or 9914; e-mail: nflrc@iastate.edu).

CALL FOR PAPERS

October 13-14: WAFLT-COFLT Joint Fall Conference-1995. Proposal information: Rosemary Leiva, 1412 South 33rd. Ave., Yakima, WA 98902 (509-965-2040). Proposal deadline: April 15.

November 15-17: Advocates for Language Learning/Second Language Acquisition by Children Conference. Fullerton, CA. Proposal information: Paul Garcia, School District of Kansas City, 301 E. Armour Blvd., #620, Kansas City, MO 64111 (816-871-6317). Proposal deadline: June 1.

Children's Classroom Creations



Emily DeGemmis

Grade 4

Marlborough Elementary School

Marlborough, CT 06447

Christi Rentsch de Moraga, Spanish 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.

Update on NNELL State Representatives

Pacific Northwest

Committee Members

Lynette Fujimori	Hawaii
Al JeKenta	California

Southwest

Committee Members

Joseph Harris	Colorado
---------------	----------

Northeast

Committee Members

Nancy Hernandez	Connecticut
Mary J. Sosnowski	Massachusetts
Marcie Heffler	New York
Sandy Dunne	Pennsylvania
Susan Eimas	Rhode Island
Janet Glass	New Jersey
Cynthia Koren Gerstl	Maryland
Susy Calvert	West Virginia
Rachelle Morea	Virginia

South

Committee Members

Pat Nix	Alabama
Sue Bizerra	Florida
Kim Zemmali	Georgia
Marcia Dabkowski	Louisiana
Teresa Arrington	Mississippi
Sharon McCollough	South Carolina
Carole Orringer	North Carolina
Patti Davis Wiley	Tennessee
Deborah Harki	West Virginia

Children's Rondas from page 4

Note

The videotape of *Juegos infantiles cantados de México* contains the following rondas: *Matarile-rile-ró*, *La rueda de San Miguel*, *Víbora de la mar*, *Las estatuas de marfil*, *Juan Pirulero*, *Naranja dulce*, *Doña Blanca*. The videotape comes with a written script of the songs, instructions to play the games, and musical notation for the songs. If you are interested in ordering the video, please send \$15 to cover the cost of copying and shipping to: Janet Glass, 93 Glenwood Ave., Leonia, NJ 07605.

References

- Mendoza, V. T. (1951). *Lírica infantil de México*. México, D.F.: Fondo de Cultura Económica.
- Moncada García, F. (1985). *Juegos infantiles tradicionales*. México, D. F.: Librería imagen editores.
- Stark, R. B. (1973). *Juegos infantiles cantados en Nuevo México*. Santa Fe: Museum of New Mexico Press.

Lipton Receives ACTFL Award

Dr. Gladys C. Lipton was the recipient of the 1994 ACTFL Florence Steiner Award, K-12, for Leadership in Foreign Language Education, at the annual meeting of the American Council on the Teaching of Foreign Languages in Atlanta, GA, November 1994. The contributions of Dr. Lipton to the foreign language education profession are remarkable and broad. She has had a particularly strong impact on K-12 instruction. National and internationally recognized for her work with foreign languages in elementary schools, she is a tireless contributor to teacher education and the promotion of elementary programs. Dr. Lipton's accomplishments include a wide range of publications and professional experiences as well as a long history of advocacy. Her assignments have ranged from citywide coordinator of elementary foreign language programs in New York City and later assistant director, K-12 programs, to program coordinator for the Anne Arundel County Schools in Maryland, to her current position at the University of Maryland, Baltimore County. She is also the former editor of the *Newsletter of the Northeast Conference on the Teaching of Foreign Languages*. Dr. Lipton is a founding member of NNELL and served as the organization's first treasurer. The list of Dr. Lipton's presentations is distinguished, ranging from keynote addresses to international consultations, and she has been recognized with numerous honors and awards for her outstanding contributions to the profession.

New Teacher Preparation Publication Available

Colloquium on Teacher Preparation for Elementary School Foreign Language Programs, Proceedings of the New York Colloquium 1993 is a report on the second in a series of seminars supported by the Goethe Institute in cooperation with the American Association of Teachers of German. This 60-page publication, edited by Greg Duncan, features papers on current trends in U.S. teacher preparation, K-12 language standards, entry level and accomplished teacher standards, Goals 2000, a listing and description of current models for the preparation of elementary school language teachers, and a vision for the future. The appendices include an overview of the August 1994 draft of the National K-12 standards, the accomplished teacher standards from the National Board on Professional Teaching Standards, examples of elementary school language teacher competencies, and a questionnaire on teacher education and preparation. The 1991 and 1993 proceedings are each \$22.00. Order from AATG, 112 Haddontowne Ct. #104, Cherry Hill, NJ 08034-3668.

Welcome to Gilda Oran-Saperstein, Assistant Professor of Education, Bloomsburg University of Pennsylvania, Harrisburg, Pennsylvania, who has accepted the position of Teaching Methods Contributing Editor for *FLES News*.

FLTEACH: An Internet Connection for Foreign Language Educators

Janine Onffroy Shelley
National K-12 Foreign Language Resource Center
Iowa State University
Ames, IA

Telecommunications, specifically **computer-mediated communication**,¹ is able to unite foreign language teachers around the world through **electronic mail**.² Those of you who have access to a computer, **modem**,³ and phone line are able to regularly dialogue with hundreds of foreign language teachers about all aspects of foreign language education. FLTEACH is a **listserv**⁴ with about 400 **subscribers**⁵ dedicated to presenting issues such as favorite films for the classroom, audio-lingual vs. the communicative approach, how to use technology, and where to find the words to a specific song.

A new special topics group, FLES, has now been added to FLTEACH specifically for foreign language teachers in the elementary school.

As a first-time subscriber, you will need to follow two steps to receive FLTEACH FLES.

1. Subscribe to FLTEACH

Send a message to: `LISTSERV@UBVM.cc.buffalo.edu` (no subject needed on the "subject" line).

a. As a "message" type: `SUBSCRIBE FLTEACH Your Name` (e.g., Janine Shelley). Then send the message.

b. You will soon receive a confirmation message from the listserv to which you need to respond within 72 hours. You will then receive a welcome message with directions and suggestions on how to use the listserv. This message will address how the message appears in your mailbox, how to respond to messages, and how to take care to distinguish whether you are responding to the whole group or just the individual who sent the message. Keep this message in a safe place—in an on-line file, or print it out—so you will know how to stop receipt of messages for a short time, or unsubscribe permanently from FLTEACH.

c. Later you will receive an on-line biography form to fill out which will be made available on-line to all subscribers of FLTEACH.

2. Subscribe to the subtopic FLES:

(Prepared by Jean W. LeLoup and Robert Ponterio, the co-moderators of FLTEACH [1994].⁶

There will be three TOPICS options:

a. If you wish to receive all of the discussion on FLTEACH including the FLES group's discussion, you should send a command to: `LISTSERV@UBVM.cc.buffalo.edu`

This command is the single line: `SETFLTEACH TOPICS: ALL`

b. If you wish to participate ONLY in the FLES discussion, you will need to send a command to: `LISTSERV@UBVM.cc.buffalo.edu`

This command is the single line: `SETFLTEACH TOPICS:FLES`

If you do this, you will no longer receive any other FLTEACH mail.

3. Sending a message to FLTEACH:

To send a message to everyone on the FLTEACH list, you should address your messages as follows:

to: `FLTEACH@UBVM.cc.buffalo.edu`

If you wish to send mail that the FLES group will receive, you need to begin your SUBJECT line with "FLES":

to: `FLTEACH@UBVM.cc.buffalo.edu`

subject: FLES: *your subject* (e.g., FLES:teacher preparation)

Do not forget the colon and remember that any message that does not begin with "FLES:" will not be sent specifically to the FLES group.

If after you have double checked your address and the subject message and the listserv computer does not recognize either your "subscribe" or "topics" request, you should contact Jean W. LeLoup (`LeLoupJ@syncorva.cortland.edu`) or Robert Ponterio (`PonterioR@syncorva.cortland.edu`) to request access.

It is hoped that this FLES subtopic of FLTEACH will make it possible for professionals involved in elementary school foreign language education, who might otherwise not find time to participate in FLTEACH, to engage in discussion about the future of this exciting area of our profession.

Footnotes

¹**computer-mediated communication**: A form of communication that uses a computer, as one would use a telephone, to network. Rather than transmitting information in the form of voice, information is transmitted in the form of text by means of a computer linked to a **modem** and a telephone system.

²**electronic mail (e-mail)**: A message, typed on a computer, that is transmitted to another computer where it is held in an "electronic mailbox" until the person for whom it is intended reads it on a computer.

³**modem**: A device that converts digital information (required by the computer) into audio information (required by the telephone) and back again, allowing one to send and receive computer information over a phone line.

⁴**listserv**: A group of people with similar interests who are able to send e-mail messages to every member's electronic mailbox by addressing the message to the "list" of subscribers. There are thousands of lists to which subscription is possible.

⁵**subscriber**: A member of listserv who receives all of the e-mail messages sent to the list. It costs nothing to "subscribe" to a list.

⁶LeLoup, Jean W. & Ponterio, Robert. (1994). FLTEACH listserv, November 11.

Technology Contributing Editor Position Created

A search is now open for a new contributing editor for Technology. 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 and reviews of materials on technology for the K-8 classroom;
- Verify that text is in the specified publication format and is 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 May 1, 1995:

1. A resume including your name, home address and telephone; your title, school address, and telephone; your professional training, work experience, and experience with technology.
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 and materials for review.

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 fall issue of 1995. Send applications to Marcia H. Rosenbusch, Editor, *FLES News*, Department of Foreign Languages and Literatures, Iowa State University, Ames, IA 50011 (515-294-6699; Fax: 515-294-2776 or 9914; e-mail: mrosenbu@iastate.edu).

Membership Form (1994-1995)

FLES News, National Network for Early Language Learning (NELL)

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 NELL.)

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 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

NNELL Annual Meeting Report

The annual meeting of the Executive Board of the National Network for Early Language Learning was held in Atlanta, GA, November 17 from 8:00 am to 5:00 pm at the conference of the American Council on the Teaching of Foreign Languages. The decisions made include the following:

- New officers Mary Lynn Redmond, Second Vice-President, and Marty Abbott, Treasurer, were welcomed.
- The title of *FLES News* will change in the fall of 1995 to *Learning Languages: The Journal of the National Network for Early Language Learning*. In the new journal, the Research section will become a refereed section and a new section on technology will be added. (See call for applications for a contributing editor for technology in this issue.) The popular sections of Classroom Activities and Resources for Your Classroom will be expanded.
- The cost of membership in NNELL beginning in the fall of 1995 will be \$15. The overseas rate will be \$20. This is the first increase since 1991.
- The Executive Board will begin to use electronic mail (e-mail) for regular communication purposes. The e-mail addresses currently available for board members are listed on

page 2 of the newsletter.

- Three states that have expressed an interest in establishing a local NNELL chapter will be invited to pilot such chapters: Iowa, Washington, and Alabama. Each will report on their activities and recommendations to the Executive Board at the next annual meeting. At this time, the board will determine a position on the existence of local chapters.
- A brochure on the question, "Why start early?" will be published by NNELL by fall 1995.
- A political action packet will be prepared by the Political Action Committee.
- Possible logos for NNELL were discussed. A final decision, after redrafting of several logos, will be made by the Board.
- The budget was approved. (For a copy of the budget, contact the NNELL Treasurer).

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