Learning Languages
The Journal of the National Network for Early Language Learning

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Learning Languages: The Journal of the National Network for Early Language Learning is the official publication of NNELL. It serves the profession by providing a medium for the sharing of information, ideas, and concerns among teachers, administrators, researchers, and others interested in the early learning of languages. The journal reflects NNELL’s commitment to promoting opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own. See the inside of the back cover for more information on NNELL.

In an effort to address the interests of the profession, both practical and scholarly articles are published. Practical articles describe innovative approaches to teaching and the administration of effective language programs for children. Scholarly articles report on original research and cite both current research and theory as a basis for making recommendations for practice. Scholarly articles are refereed, i.e., reviewed anonymously by at least three readers. Readers include members of the NNELL executive board, the editorial advisory board, and invited guest reviewers who have expertise in the area. Refereed articles are identified as such in the journal. Write to the editor to request a copy of author guidelines for preparing articles, or retrieve them from NNELL’s website: www.educ.iastate.edu/currinst/nfirc/nnell/nnell.html

Submissions: Deadlines are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1. Articles, classroom activities, and materials offered for review may be submitted to the appropriate contributing editor (see below). Send announcements, conference information, and original children’s work (such as line drawings, short stories, and poems) to the editor. Children’s work needs to be accompanied by written permission from the child’s parent or guardian and must include the child’s name, age, school, and the teacher’s name, address, and telephone (and fax and e-mail address if available).

Submit a favorite classroom activity for the “Activities for Your Classroom” section by sending a description of the activity that includes title, objective, materials, procedure, and standards addressed. Include pictures or drawings as illustration, if available. Send with your name, address, and phone number to the Classroom Activities editor listed below.

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Notes from the President

As I write to you, I am refreshed by the beauty of spring—a vivid reminder of the importance of rebirth and renewal in life. This is an appropriate concept to reflect on as we look to NNELL's future.

Inherent in this is the need to understand trends in foreign language instruction. Accordingly, I call your attention to the lead article in this issue of Learning Languages. Nancy Rhodes and Lucinda Branaman report results of their national survey project, which focuses on issues crucial to foreign language instruction. This timely study can inform our thinking about NNELL's mission and help guide us toward success.

Equally important to understanding the context for our mission is having an effective organizational structure. We have a strong foundation for good communication with our members and dedicated professionals to carry out our mission. NNELL is well poised to fulfill its recommitment.

Regional and state representatives are key players in our organizational structure. They give meaning to the network aspect of NNELL by providing the linkages between the executive board and local foreign language teachers.

State representatives particularly play vital roles in the recruitment of new members, the dissemination of information to members, and the communication of grass-roots information to regional representatives, who in turn work directly with NNELL's executive board. We encourage these representatives to be active in their state organizations, to offer NNELL sessions at state foreign language conferences and at other conferences related to the educational future of our nation's youth.

Our ambitious plans for the future include increasing public awareness of NNELL and the importance of early language learning. One opportune way to accomplish this ties to another NNELL goal: to establish greater collaboration with other organizations, committees, or centers that have similar visions for our children's future.

Good communication with members is central to achieving our goals. We encourage you—the members of NNELL—to communicate regularly with your state representatives. A list of representatives is available from Second Vice President, Myriam Met (see address on inside back cover). The list is also on our Website (http://www.educ.iastate.edu/currinst/nnfrc/nnell/nnell.html). Your ideas can help us improve communications and shape other aspects of NNELL. Members of the board invite you to contact them directly at any time.

Well-informed members taking proactive steps across the nation’s local communities give NNELL its unity of purpose. This is what provides children of our nation with opportunities to learn languages in programs of excellence, while also learning to live responsibly in our global community. This is the reason for our recommitment.

May summer be a time of relaxation and continued renewal!

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More News from NNELL’s 10th Anniversary Celebration!

Special thanks go to the twelve-member committee that organized the 10th anniversary celebration of the National Network for Early Language Learning that was held at the ACTFL annual meeting in Nashville, Tennessee, November 20–22, 1997. The committee, chaired by Audrey Heining-Boytont of the University of North Carolina at Chapel Hill, organized a variety of activities that centered around the NNELL booth in the exhibit hall and the Swap Shop Breakfast. Rounding out the events and offerings were political action activities, a FLES video, highly artistic penpal placemats, and a spectacular raffle with a wide variety of prizes. Instrumental committee members were Deby Doloff, Sonia Torres-Quinones, Robert Blair, Harriet Barnett, Mari Haas, Kay Hewitt, Carol Orringer, Anita LaTorre, Susan Walker, Mary Lynn Redmond, Marty Abbott, and Nancy Rhodes. Additionally, very special thanks go to Anita LaTorre, who organized the raffle, and to Mr. Jim Paleo, General Manager of Sheraton Gateway Hotel, and Mr. Horace Hord, Director of Marketing, American Airlines. Winners of the raffle prizes were:

- Guest passes AMC: Gail Pilgram, Waterboro, SC
- NNELL poster: Jean D’addario, Mechanic Station, NJ
- French texts: Alex Tsurdino
- Abalone pin: G. Deadwyler, Bedford Heights, OH
- Gift certificate: Liz Rieken, Lawrenceville, GA
- Jade earrings: W. Kinoshito, Urbana, IL
- NTC foreign language dictionary: Martie Semmer, Breckenridge, CO
- Two free Avis car rental days: Alicia Miguel, Oak Park, KS
- 1 roundtrip Gulfstream ticket: Marcia Rosenbusch, Ames, IA
- 3 days/2 nights at Sheraton Gateway–Miami: Mary Williams, Indianapolis, IN
- 2 roundtrip tickets American Airlines: Judith Galician, Coral Springs, FL

NNELL Commemorative Poster Available

To commemorate NNELL’s 10th anniversary, internationally renowned Chinese artist Tsong (Cong) Yuan designed a special poster (see photo). Three figures in the foreground of the poster represent the anthropological view of the three races of humankind. Joined hands symbolize the ideal of bringing all peoples together moving in unison toward the beauty of knowledge, which is represented by the peacock, whose tail is comprised of enticing, beautifully colored language books. The slogan represents the mission of NNELL, encouraging all learners to “start young and discover the world through language.” To order your poster, send a $14.00 check (payable to NNELL) to: Audrey Heining-Boytont, NNELL Poster, P.O. Box 1049, Chapel Hill, NC 27514. To order more than one poster, contact Dr. Heining-Boytont (919-962-3035 or ahh@email.unc.edu) for shipping charges. Include your name and address for mailing.
Survey Results: Language Instruction Increases in U. S. Elementary Schools

Nancy C. Rhodes and Lucinda E. Branaman
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In the past decade, foreign language instruction in U.S. elementary schools has increased by nearly 10%. In 1987, just over one in five (22%) elementary schools reported teaching foreign languages; by 1997 nearly one in three (31%) schools did (see Fig. 1). The percentage of secondary schools teaching foreign language remained fairly stable—87% in 1987 and 86% in 1997.

These results emerge from a survey of elementary and secondary schools conducted during the 1996–97 school year by the Center for Applied Linguistics (CAL). Funded by the U.S. Department of Education, the survey was designed to provide a national portrait of foreign language education at the elementary and secondary school levels. The goal was to gain greater understanding of current patterns and shifts in enrollment, languages and programs offered, curriculum, teacher qualifications and training, and reactions to national reform issues. The survey was patterned after CAL’s 1986–87 survey (Rhodes & Oxford, 1987, 1988) in order to show trends over the decade.

A four-page survey was sent to a randomly selected sample of principals at approximately 6% of all public and private elementary and secondary schools in the United States. This article focuses on the elementary school level. Results are presented from questionnaires completed by principals and foreign language teachers at 1,534 elementary schools (a 52% response rate). Respondents represented public and private schools, ranging from preschool through grade eight, in all 50 states and the District of Columbia.

This article focuses on the major categories of information addressed by the survey. Findings are compared with data from the 1987 survey. When relevant, results are presented for both public and private schools.

How extensive is foreign language teaching in elementary school?
Almost one in three elementary schools (31%) offered foreign language instruction in 1997. As was true in 1987, foreign language instruction was still more common in private elementary schools than public elementary schools. However, the inclusion of foreign language instruction in the curriculum increased significantly in both private and public elementary schools over the past ten years. In 1997, 24% of public elementary schools reported teaching foreign language, compared to 17% in 1987. Private elementary schools experienced an even greater increase—53% of private schools in 1997 taught foreign languages, compared to 34% in 1987 (see Fig. 1).

The amount of foreign language instruction varied according to the location of the elementary schools. In both public and private schools, more foreign language instruction occurred in suburban schools.

The amount of foreign language instruction in elementary schools also varied across geographical regions. Regional results were compiled by foreign language conference regions to assist the profession in planning regional initiatives. Ranging from...
highest to lowest, the regions and percentages of schools teaching languages in each region are as follows:

- Southern Conference on Language Teaching (SCOLT): 39%
- Northeast Conference on the Teaching of Foreign Languages (NEC): 38.5%
- Southwest Conference on Language Teaching (SWCOLT): 37%
- Central States Conference on the Teaching of Foreign Languages (CSC): 25%
- Pacific Northwest Council for Languages (PNCFL): 23.5%

Of those elementary schools surveyed that did not teach foreign languages, 54% reported that they would be interested in starting foreign language instruction at their schools. This was a 4% increase from ten years ago. Increased interest was evident both in public (52%, up from 48%) and private schools (61%, up from 55%).

**How many students are enrolled?**

By extrapolation from the data, it was estimated that in 1997, over 4 million elementary students (out of 27.1 million) in the United States were enrolled in foreign language classes.4 Over 2.5 million students were in public schools and 1.5 million in private. (Comparable data were not collected in 1987.)

**What languages are most commonly taught?** Spanish and French continued to be the most common languages of instruction in elementary schools. The number of schools offering Spanish increased significantly, from 68% in 1987 to 79% in 1997. French instruction decreased from 41% of the elementary schools offering foreign language instruction in 1987 to 27% in 1997, a statistically significant decrease.

The following languages were taught by 5% or fewer of the elementary schools that offered foreign
language instruction: German (5%), Japanese (3%), Latin (3%), Hebrew (2%), Italian (2%), Sign Language (2%), Native American Languages (1%), Russian (1%), and Greek (1%). Language classes offered by fewer than 1% of the schools teaching languages in 1997 included Chinese, Hawaiian, Yagqui, Kutenai, Arabic, Dutch, Filipino, Micronesian, Polish, and Swedish.

Latin instruction decreased from 12% to 3% of schools that offered foreign language, a statistically significant decrease.

Japanese instruction is a notable exception to any of the downward trends. In 1987, no elementary schools reported teaching Japanese; in 1997 3% of elementary schools with a foreign language program reported teaching Japanese—a statistically significant increase.

An interesting finding of the survey was the significant increase in the teaching of Spanish for Spanish speakers. It was taught by 8% of the schools teaching languages in 1997, while taught by only 1% in 1987. This increase may be due to the growing numbers of native Spanish speakers in the schools and the heightened awareness of the importance of helping children maintain their bilingualism. (It should be noted, however, that “Spanish for Spanish Speakers” was listed on the questionnaire in 1997, whereas in 1987 respondents had to write in this category under “other.” This questionnaire change may account for some of the increase.)

What types of programs are offered? Respondents were asked to characterize their programs as one of four types: foreign language experience—FLEX (students gain general exposure to language and culture); foreign language in the elementary school—FLES (students acquire listening and speaking skills and cultural understanding); intensive FLES (students receive more exposure to the foreign language than in regular FLES); and immersion (students receive content instruction through the second language for at least half of the school day) (see Table 1 for complete definitions).

In 1987, almost half (45%) of the foreign language programs in elementary schools were FLES programs. Four out of ten (41%) of the programs were FLEX programs. In 1997 the proportion of program types was nearly reversed. Almost half of the programs (45%) were FLEX programs and one-third (34%) were FLES programs (see Fig. 2). The actual number of program types per school increased during this period. The change in proportions of program types over time might be due to several factors, including new programs choosing the FLEX model, or existing programs changing their format from FLES to FLEX.

Immersion programs increased from 2% in 1987 to 8% in 1997, while intensive FLES programs stayed at about the same level (12% in 1987, 13% in 1997). (It should be noted that program definitions in the 1997 questionnaire differed slightly from those in the 1987 questionnaire.)

As was the case a decade ago, the vast majority of elementary school programs aimed at various kinds of introductory exposure to the language (FLEX and FLES), while only 21% (intensive FLES and immersion) had overall proficiency as a goal. This data on the type of instruction should be kept in mind when evaluating quality and quantity of foreign language instruction across the country. Even though almost one-third of elementary schools were teaching foreign languages in 1997, only 21% of that 31% (7% overall) offered a program in which the students were likely to attain some degree of proficiency as outlined in the goals of the Standards for Foreign Language Learning: Preparing for the 21st Century (1996). This percentage increased from 3% overall in 1987.

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Table 1. Definitions of Program Types (as included in survey)

PROGRAM TYPE A
The goals of this program are for students to gain general exposure to language and culture, learn basic words and phrases, and develop an interest in foreign language for future language study. The aim is not fluency but rather exposure to other language(s) and culture. Portions of this program may be taught in English. (This type of program is often called foreign language experience/exploration, or FLEX.)

PROGRAM TYPE B
The goals of this program are for students to acquire listening and speaking skills, gain an understanding of and appreciation for other cultures, and acquire limited amounts of reading and writing skills. The teacher in this type of program may speak some English in the class. (This type of program is often called foreign language in the elementary school, or FLES.)

PROGRAM TYPE C
The goals of this program are the same goals as Program B above, but there is more exposure to the foreign language and more focus on reading and writing as well as on listening and speaking skills. This greater exposure includes language classes taught only in the foreign language (sometimes subject content is taught through the foreign language). (This type of program is often called intensive FLES.)

PROGRAM TYPE D
The goals of this program are for students to be able to communicate in the language with a high level of proficiency and acquire an understanding of and appreciation for other cultures. At least 50% of the school day is taught in the foreign language, including such subjects as mathematics, science, social studies, and language arts. (This type of program is called partial, total, or two-way immersion, depending on the amount of foreign language used and the make-up of the student body.)

Figure 2: Elementary Schools with Foreign Language Programs that Offer Various Program Types, 1987 and 1997

1987
N_{tot} = 426 programs**

1997
N_{tot} = 694 programs**

**Base = Total weighted foreign language program types in elementary schools.
Note that some schools have more than one program type.
When are the classes taught? As in 1987, the vast majority of elementary schools that had foreign language programs taught language classes during the regular school day (92% in 1997, 89% in 1987; the increase was not statistically significant). Twelve percent (12%) of elementary schools with foreign language classes taught them before or after school, minimally changed from 13% in 1987. One percent (1%) of schools did not specify when they offered classes. Less than 1% (0.3%) offered classes during the summer or extended year.

How are the programs funded? As was the case a decade ago, the majority of elementary school language programs (68% in 1997, 69% in 1987) used regular school funds for salaries, materials, and expenses incurred by teachers. Other sources of funding included tuition paid by parents, federal or state grants, parent-teacher organizations, and “other” (including teacher volunteers, fundraisers, private contributions, private foundations, county general fund, and private companies).

What instructional materials are used? As in 1987, the three most popular types of materials for teaching foreign language at the elementary level were 1) teacher-made materials (94%), 2) audiovisual materials (e.g., films, filmstrips, slides, videotapes, records, CDs, audiotapes) (94%), and 3) commercially published textbooks/workbooks (85%). All of these were used significantly more frequently at the elementary level than they were a decade ago. In addition, literature and materials from the target culture were used by about seven in ten elementary schools with a foreign language program in 1997. Computer-based instructional materials were used by a significantly greater percentage of elementary schools in the 1997 survey (41% in 1997, 14% in 1987).

What happens to these students when they leave elementary school? Sequencing (articulation) of foreign language instruction from elementary to secondary levels was still a major issue in 1997. Forty-five percent (45%) of elementary school respondents (up from 39% in 1987) indicated that their districts did not plan an articulated sequence for students who studied foreign language in the elementary school. They either offered no continuation in the language at all, placed students in exploratory language classes, or placed students in Level I language classes along with students who had no prior knowledge of the language.

Some districts, however, were planning ahead for smooth articulation. Twenty-four percent (24%) noted that students entered foreign language classes that were specifically designed to provide continuity from their prior level in elementary school; 11% said that students were placed in existing, more advanced classes, but these classes were not necessarily designed to reflect students’ prior language level; and 5% stated that students who had studied foreign language in elementary school could enroll in some subject matter courses taught in the foreign language.

Who are the teachers and what is their training? Nearly half (46%) of the responding elementary schools reported that one or more of their foreign language teachers were native speakers of the language being taught (44% public, 48% private). Lack of appropriate teacher certification is most evident when elementary language teachers are compared to their secondary school counterparts. Eighty-two percent (82%) of the responding secondary schools said that their foreign language teachers were certified to teach foreign languages at the secondary level, while only 19% of the responding elementary schools reported that their teachers were certified for foreign language.
teaching at the elementary level. These results reflect the lack of available teacher training and certification programs geared toward the elementary foreign language teacher. Furthermore, many states do not yet require licensure or endorsement for elementary school foreign language teachers. Due to changes in question format and wording, comparisons could not be made between 1987 and 1997 responses to this question.

Staff development and in-service teacher training increased significantly over the decade. In 1997 over two-thirds (67%) of elementary schools that offered foreign language classes reported that their language teachers had participated in staff development or in-service training during the previous year, compared to only half (53%) in 1987. Over half (54%) of the elementary school respondents who provided information about the type of training said that teachers at their school had attended workshops during the last year (related to language teaching or to more general classroom teaching); more than four out of ten schools (41%) reported that their foreign language teachers had attended local, regional, state, or national conferences/language conferences during the same time period; and 14% of elementary schools reported that their foreign language teachers had observed master teachers or other teachers as a mode of training. Some of these respondents specifically indicated observing master or mentor teachers, while others mentioned visiting classrooms of teachers at other schools, observing teachers in their school, or acting as peer teachers. (Respondents to this question selected all activities their teachers participated in, so percentages total more than 100.)

How is students' language assessed? Respondents from elementary schools indicated a wide range of strategies for assessing students' language proficiency. Seventy-seven percent (77%) said students took selected-response tests (e.g., multiple choice, matching), 71% used short-answer tests, 70% had students prepare presentations or demonstrations, 69% noted that students engaged in authentic activities, 67% used oral proficiency interviews, 58% used translation exercises, 47% used student portfolios, and 31% relied on student self-assessments.

A number of respondents mentioned using a variety of other strategies for assessing students' language proficiency, such as memory/recitation, informal assessment (e.g., teacher observation, anecdotal notes), and what one respondent called "receptive and productive assessment." Several other respondents listed various specific formal assessments, such as the Spanish Assessment of Basic Education (SABE), the Language Assessment Scales (LAS) Test, and the National Latin Exam. Others stated that there was no assessment in place in their schools, while one noted that assessment instruments were being developed together with a new language program.

Are schools aware of national and/or state language standards? Thirty-seven percent (37%) of elementary school respondents indicated that teachers in their schools were aware of the national Standards for Foreign Language Learning and/or state standards. Many more respondents from public schools (45%) indicated teacher awareness than those from private schools (26%).

Over half of the elementary school respondents (57%) who said that their teachers were aware of the standards noted that their schools' foreign language curricula had changed because of their awareness of the standards. Differences between public and private schools were relatively minor (58% and 54%, respectively). Among public schools, however, a considerably higher percentage of urban schools (78%) indicated curricular

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It is critical that instruction continue in a variety of languages at the elementary level.

change than did rural (53%) or suburban (50%) schools.

Conclusion. The profile of foreign language instruction in the United States revealed by the survey shows that the amount of foreign language instruction increased by nearly 10% at the elementary school level over the last decade and has stayed relatively constant at the secondary level during the same period of time. More than half of the elementary schools not currently teaching languages were interested in doing so in the future.

A number of positive trends are evident from the survey results: 1) language classes for native speakers increased dramatically, especially Spanish for Spanish speakers; 2) the number of elementary schools teaching one less commonly taught language—Japanese—increased; 3) computer-based instructional materials were used by a significantly greater percentage of schools in 1997 than in 1987 (although we have no data on the effectiveness of technology in the language classroom); 4) staff development and in-service training increased significantly; and 5) over one third of the schools teaching foreign languages said that their teachers were aware of national and/or state language standards; of those, over half changed their curricula due to this awareness.

Despite these positive trends, there is still reason for concern about the limited number of K–12 long-sequence language programs that are designed to educate students linguistically and culturally to communicate successfully in the United States and abroad. Well-articulated elementary and secondary programs are still the exception rather than the rule, and intensive instruction that aims at a high level of proficiency, as outlined in the national standards document, is scarce.

Finally, although the increase in the percentage of schools offering Spanish is positive, it may be occurring at the expense of other languages. The proximity of the United States to Latin America and the growing number of native Spanish-speaking citizens have made Spanish the language of choice in this country. In other major world powers, however, languages such as French and German are accorded more importance for competition in the global economy. Therefore, it is critical that instruction continue in a variety of languages at the elementary level.

The survey results show us where our priorities have been in the last decade and where we need to go in the future. To develop standards-based, long-sequence language programs with high-level proficiency goals, we will need to focus our energies on improving and expanding teacher training opportunities, articulation planning, initiation of new K–12 programs, materials development, and the teaching of major world languages not commonly taught.

Note: A final report of the findings will be available within the next year. Please check CAL's Website (www.cal.org) for information on the availability of the report. An executive summary of the report is currently accessible on the Website.

References


Notes

1. This survey was funded by the U.S. Department of Education, Office of Postsecondary Education, International Research and Studies Program, under grant #P017A500054 to the Center for Applied Linguistics.

2. There are also a few references in this article to the secondary school survey. The total number of respondents to the secondary survey was 1,650 (a 59% response rate). The margin of sampling error for the results ranges from +/- 3.6% at the elementary level to +/- 3.06% at the secondary level.

3. The regional language organizations include the following states: Northeast Conference on the Teaching of Foreign Languages (NEC)—Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont; Southern Conference on Language Teaching (SCOLT)—Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Virginia, and West Virginia; Southwest Conference on Language Teaching (SWCOLT)—Arizona, Colorado, Nevada, New Mexico, Texas, and Utah; Central States Conference on the Teaching of Foreign Languages (CSC)—Arkansas, Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Tennessee, and Wisconsin; and the Pacific Northwest Council for Languages (PNWLC)—Alaska, California, Hawaii, Idaho, Montana, Oregon, Washington, and Wyoming. (Eight states are considered part of more than one region. For the purpose of this survey, however, they were included in only one region.)

4. The estimates for elementary student enrollment were obtained by using the following method: The mean number of students enrolled in foreign language in each elementary school (214.4) was multiplied by the total number of weighted respondents (schools that taught foreign language) (473) to obtain the approximate total number of students (101,411) enrolled in foreign language classes in our sample. The total number of students (101,411) was then multiplied by 42.02 to obtain 4,261,290, the total number of students enrolled in foreign language classes in U.S. elementary schools. [The number 42.02 was obtained by dividing the total unweighted number of elementary survey respondents (1,534) by the total number of elementary schools in the country (64,500), which results in 2.38%. Therefore, the data we have from this survey represents 2.38% of all elementary schools. In order to find out what the results would be for 100% of U.S. elementary schools, we divided 100 by 2.38. The result, 42.02, is the number by which this sample must be multiplied in order to obtain the total number of elementary school students nationally studying foreign languages.]

5. No statistical significance tests were computed on program types because the base (total) change in number of program types reported was so high that it would be difficult to compare without variances.

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Martie Semmer Receives
Teacher of the Year Award from Disney

Congratulations to NNELL member Martie Semmer upon receiving the Teacher of the Year Award from the Walt Disney Company! Martie Semmer has taught foreign language in the Summit (Colorado) School District for 19 years. In 1995 she won an American Council on the Teaching of Foreign Languages National Textbook Company Award for building community interest in foreign language education. Also in 1995 she received the Governor’s Award for Excellence in Education.

Semmer believes that every elementary school child should have a chance to study foreign language. She has worked passionately to inform the public that “all children capable of learning one language are capable of learning another language if afforded the necessary amount of time!” In addition, she feels that the public needs to perceive foreign language as an integral part of the elementary curriculum—not a “fluff” or “add-on” subject. Her ability to connect foreign language with classes like math, science, and social studies, and to use Spanish to help students learn and reinforce concepts, has enabled her to establish a language program that serves as a model for other Colorado school districts. She is quick to point out that educational reform is far from complete without the inclusion of foreign language at the K–12 level.

This year she was one of 36 teachers selected from across the nation (in 12 educational areas) to be honored on the annual telecast of “The American Teacher Awards.” The three finalists in foreign language are:

- Celine Robertson, Lincoln High/Park Middle School, Lincoln, Nebraska
- Scott Wells, Jackie Robinson Academy, Long Beach, California
- Martha Singer Semmer, Frisco, Breckenridge & Summit Cove Elementary Schools, Frisco, Colorado.

As one of the three finalists for the award presented by Disney, Semmer will receive $2,500. She plans to use her money to attend the American Association of Teachers of Spanish and Portuguese conference in Madrid this summer.

A film crew taped a video profile of Semmer’s teaching, an interview with her, and interviews with students in her classes, parents, and other teachers. “The Walt Disney Company Presents The American Teacher Awards” will honor the 36 teachers, who will then select the “Outstanding Teacher of 1998.” Winners from the 12 educational areas will also be announced during the award show, scheduled to air the first time on June 20 on the Disney Channel. If Semmer is chosen Outstanding Teacher of 1998, she will receive $25,000, and the school district and three schools where she teaches will also receive a cash award.

When her kindergarten student, Jake Bauns, was asked why people should study a foreign language, he explained that when you travel to another country the people will understand you. What does he like about Spanish? “Mostly the teacher. Of all the schools I’ve been to, she’s the best teacher,” he said without hesitation.

Steve Feld, President of Imagine That, has been involved with the teacher awards for 10 years, and has profiled approximately 80 teachers. He considered the language skills of Semmer’s students, and her energy, perseverance, commitment, and dedication to be impressive. Also, he noted that it is not easy to teach at and travel to three schools.
Semmer developed Summit County's elementary Spanish program in 1993 and has worked tirelessly in support of early language learning. Her students have benefited greatly, and her work has led to the establishment of one of the first kindergarten through fifth grade foreign language programs in the state of Colorado.

Congratulations on your selection as a finalist, good luck in the finals, and thank you, Martie Semmer, for your outstanding contributions to early foreign language learning.

Myriam Met, Editor

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NNELL receives part of the proceeds from each sale of Critical Issues in Early Second Language Learning.
Developing the Language of Mathematics in Partial-Immersion: The Ladder to Success

Regla Armengol
Spanish Immersion Teacher
Bailey’s Elementary School for the Arts and Sciences
Fairfax County Public Schools, Virginia

Ingrid C. Badía
Spanish Immersion Teacher
Lake Anne Elementary School
Fairfax County Public Schools, Virginia

Kendra proudly stands in front of the class calendar. She has successfully answered a problem-solving question: “What is the date of the last Tuesday in October?” But, now comes the hard part: “Kendra, how did you solve the problem?” Her eyes dart from the teacher’s face to the calendar. Obviously, the wheels are turning as she works to understand her thinking processes. She is putting the pieces together and it takes time and concentration. Then she explains: “I know that October has thirty-one days, so the last Tuesday must be here. I started at 31 and counted backwards.” (Note: This classroom exchange took place in Spanish.)

Kendra is seven years old. This is only her second year in our Spanish partial-immersion program, and already she has succeeded in doing what truly makes a person bilingual: she can think in the target language, and she can explain her thinking to herself and to others. This type of language development does not happen overnight, nor can it be found when teaching is haphazard. It results from the implementation of cohesive teaching strategies and a daily process of hard work.

Mathematics problem solving is an important challenge faced by those of us who teach a foreign language through a content area because it requires the simultaneous development of cognitive academic language and higher order thinking skills. Yet, problem solving is at the crux of mathematics education today. If we are to meet our goals of successfully teaching both content and language, we must address the problem-solving challenge.

Our classroom research and experience demonstrate that we can make significant progress toward meeting these goals by integrating language and problem solving in a systematic, step-by-step approach. As each step builds on previous ones, students reach higher levels of achievement simultaneously in both language and problem solving, thus “climbing a ladder” toward mastery of these instructional objectives (see Fig. 1).

The teacher builds the ladder with appropriate language and problem-solving activities, achieving synergy between the two. The teacher also ensures that higher rungs of the ladder incorporate increasingly complex language and problem-solving activities. As students climb the ladder, they achieve proficiency in both the target language and problem-solving skills.

Establishing the Foundation

To build the ladder, the teacher must provide students with the necessary language foundation to understand the language in word problems...
and to be able to use the target language as a vehicle for meaningful daily communication in the classroom. To help in this process, the teacher models the language used in solving word problems in written form and then provides students with many opportunities for guided practice with word problems.

Building this language and problem-solving ladder also requires students to learn a step-by-step format to solve mathematical problems. Not only do students need to understand the language of the problem, but the problem-solving strategies as well. As students climb the ladder, they need to be able to verbalize the steps they used to solve the mathematical problems.

Teaching activities used while the students' achievement is at or near the bottom of the ladder focus on already established classroom routines. An example of such an activity is calendar talk, which introduces the language of mathematics problem solving and metacognition. This activity uses phrases of language, repetition, and explicit instruction of language forms to build a secure foundation for communication.

Using Calendar and Graphing Activities

Using a calendar of the current month (see Fig. 2), the teacher asks calendar questions, such as, ¿Cuál es la fecha del tercer miércoles en diciembre? (What is the date of the third Wednesday in December?) The student answers correctly and then the teacher asks, ¿Cómo resolviste el problema? (How did you solve the problem?) If the student answers in English, the teacher models the answer in the target language and writes the phrase on a sentence strip that goes on the board. On subsequent days, other solutions are modeled and added to the collection of sentences on the board. Before long, a repertoire of target language sentences is readily available for the students to express their solution strategies.

Building on the first level of explicit language instruction, graphing activi-

---

**Figure 1. Building the Ladder**

![Diagram](attachment:image.png)

**Problem Solving**
- Math Happenings
- Cloze Patterns
- Morning Message
- Graphs
- Calendars

**Language**
- Simple
- Complex
ties require more complex language constructs to describe comparisons and analyses. After a class graph has been completed, the teacher leads the class through a group lesson in which she asks, ¿Qué nos dice esta gráfica? (What does this graph tell us?) Students respond either in English or in the target language. The teacher records their responses on chart paper, thus modeling the written target language; for example, Hay 22 alumnos en total. Hay 5 niños más que niñas. (There are 22 students in all. There are 5 more boys than girls.) Before long, students are able to analyze the data independently in both verbal and written forms of the target language.

Incorporating Mathematics into the Morning Message

Another activity that integrates the target language with math problem-solving skills is a morning message. A morning message can be used to teach a variety of written structures, and it provides a natural opportunity for teachers to guide their students toward understanding more complex language structures and mathematical concepts. This message is part of a daily routine in which the language is modeled in written and verbal forms for the entire class. Math word problems that relate to classroom experiences become part of our morning message. For example, during our science unit on crickets, a word problem we used was Habían siete grillos en la jaula. Dos se escaparon. ¿Cuántos quedan? (There were seven crickets in the cage. Two escaped. How many are left?)

The morning message activity provides students with multiple opportunities to practice the language in conjunction with mathematical problem-solving skills. At every opportunity, the teacher asks Cómo resolviste el problema? (How did you solve the problem?) The students thus establish a connection between the language learned and the mathematical problem being addressed. To assist in this process, the teacher provides the students with language support through the use of familiar language phrases that relate to the current unit of study.

The activities described above are intended to build a foundation in both verbal and written language. Once the foundation is built, students are ready
to increase their writing activities in the target language and to solve their own word problems.

**Using Cloze Patterns**

Cloze pattern word problems allow students to practice the writing of word problems. The following example shows how a cloze pattern can be used in the classroom.

After a visit to the zoo, the students generated a visual listing of all the animals they saw at the zoo. Then as a class they practiced writing a word problem, such as the exercise in Figure 3. As a class, students filled in the cloze pattern using the visual list and then solved the word problem together. Each student was then given the opportunity to write a word problem using the cloze pattern and to solve it with a partner. As part of the concluding activities, the students took turns reading their word problems to the class and having the group solve them.

Cloze pattern word problems provide strong exposure to language structure while relating the language to math problems. Once students are familiar with these highly structured problems, they are ready to experience and solve less-structured problems. To prepare students for less-structured problems, the teacher can expand students' mathematical problem-solving skills by teaching them a plan to solve word problems as well as to use solution strategies.

**Solving Word Problems**

The first step in solving a math word problem requires that students understand the question of the problem. In a partial-immersion classroom, it is important that the word problems presented to the students contain familiar language. Using familiar language makes it easier to understand what is happening in the word problem and to identify the key information needed to solve the problem.

Students must be able to explain the problem in their own words as well as to restate the question they need to answer. In a partial-immersion classroom, the word problem should first be discussed as a class. Then the students may be paired and asked to take turns reading the problem and explaining it in their own words before trying to solve it.

After students demonstrate understanding of the question, they need to learn tools that they can use to solve the problem. These tools are in the

**Figure 3. Cloze Exercise**

<table>
<thead>
<tr>
<th>En el zoológico yo vi</th>
<th>(número)</th>
<th>(animal)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>y</td>
<td>(número)</td>
<td>(animal)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¿Cuántos animales vi en total?

(At the zoo I saw)

<table>
<thead>
<tr>
<th>(number)</th>
<th>(animal)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

and

<table>
<thead>
<tr>
<th>(number)</th>
<th>(animal)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many animals did I see in all?)
form of solution strategies, which the students will learn to recognize and use appropriately. Solution strategies may include creating a table, drawing a picture, looking for a pattern, using logical reasoning, using manipulatives, making a list, and working backwards. These solution strategies are explicitly taught to the students. The teacher focuses on one solution strategy at a time and models how and when to use that strategy. After the students have had many opportunities to practice all the solution strategies, they will have important tools to help them choose the appropriate solution strategy to solve word problems.

Using the Language of Metacognition

Students must not only learn to choose solution strategies to solve word problems, they must also learn to record and verbalize how they used the strategies to solve their problem. It is important for students to become adept at the language of metacognition to express their thinking processes thoroughly in the target language. This skill is particularly emphasized in the partial-immersion classroom. When students can demonstrate their thinking in the target language, they are near the top of the ladder.

A template to record the student's thinking process and an example of one student's use of it are shown in Figure 4. This template includes sections for writing the word problem, identifying the strategy used, depicting the work, writing the solution, and explaining the answer. When students use the template, they express the problem and solution in the target language, thus reinforcing the integration of language and content.

Finding Math Happenings in Everyday Life

In order for students to reach the top of the problem-solving and language ladder, they are encouraged to begin to create independently their own word problems in the target language. Students should move away from structured word problems and find examples of how "math happens" in everyday life. Students begin to be more creative and are prepared for more open-ended word problems. As they write their own word problems, students must include the necessary information to solve the problem, identify the most appropriate solution strategies, and explain their thinking processes.

A student's self-generated word problem and its solution are exemplified in Figure 5. The student is a second grader who demonstrates successful integration of the target language and problem-solving skills. The translation of what she writes is: I have homework every Tuesday and Thursday. How much homework do I have in a month? In six months? In a year? The example shows that the student writes about math that is meaningful to her, uses the solution strategy of making a table to solve her word problem, and clearly states how she arrived at a solution. This is a student who has climbed successfully to the top of the ladder.

Conclusion

Fairfax County Public Schools chose mathematics as a vehicle for teaching and learning the target language because of its hands-on nature. What was discovered is that the development of higher level math problem solving and sophisticated target language acquisition should occur simultaneously for children to progress up the ladder of learning for each subject. Neither of these aspects can be neglected. The successful teacher must draw in and integrate all threads of the curriculum to make the learning whole and real-life. A systematic and comprehensive approach results in the synergistic development of math problem-solving skills and second-language acquisition.
Figure 4. Problem-Solving Template

1. PROBLEMA: 

2. RESPUESTA: 

3. ¿COMO VO SE LA RESPUESTA?: 

4. MI DIBUJO: 

Figure 5. Math Happening: Student-Generated Problem

yo tengo tarea los martes y jueves. ¿Cuánta tarea tengo en un mes? ¿6 meses? ¿un año? 

<table>
<thead>
<tr>
<th>meses</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
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<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

yo sabia la respuesta porque yo hice una tabla.
Calendar

Summer 1998 Courses and Workshops

June 14–July 10, 1998
Methods for Elementary and Middle School Foreign Languages, Concordia College, Moorhead, MN. Carol Ann Pesola Dahlberg, Old Main 109B, Concordia College, Moorhead, MN 56562; 218-299-4511; Fax: 218-299-4454; E-mail: cadahlbe@cord.edu.

June 22–28, 1998
Performance Assessment Institute, Iowa State University, Ames, IA. Marcia H. Rosenbusch, National K–12 Foreign Language Resource Center, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

June 23–28, 1998
The National FLES* Institute, University of Maryland, Baltimore County, MD. Gladys Lipton, Director, Department of Modern Languages, 1000 Hilltop Circle, Baltimore, MD 21250; 301-231-0824; Fax: 301-230-2652; E-mail: lipton@umbc2.umbc.edu.

June 27, 29, 30–July 1, 2, 3, 6, 7, 8, 1998
Teaching Foreign Languages to Young Students (K–8 Methods Course), Teachers College, Columbia University, New York, NY. Mari Haas, Teachers College, Box 201, 525 West 120th St., New York, NY 10027; 212-678-3817; Fax: 212-678-3085; E-mail: mbh14@columbia.edu.

July 22–August 1, 1998
Teacher Educator Partnership Institute, Iowa State University, Ames, IA. Marcia H. Rosenbusch, National K–12 Foreign Language Resource Center, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

July 23–24, 1998
Building Fluency Communicatively through TPR Storytelling (K–12); TPRS Network and Workshops, 1642 W. Butler Dr., Chandler, AZ 85224; 800-877-4738; Fax: 602-963-3463; E-mail: tprisfun@aol.com; www.tprstorytelling.com.

August 7–15, 1998
New Technologies in the Foreign Language Classroom Institute, Iowa State University, Ames, IA. Marcia H. Rosenbusch, National K–12 Foreign Language Resource Center, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

Fall 1998 Conferences

November 20–22, 1998
American Council on the Teaching of Foreign Languages; Chicago, IL. ACTFL, 6 Executive Plaza; Yonkers, NY 10701-6801; 914-963-8830; Fax: 914-963-1275; E-mail: actflhq@aol.com.
Classroom Resources

French, Spanish, German, and Italian


Available from Early Advantage, PO Box 320368, Fairfield, CT 06432; 888-327-5923. Each double case contains two videocassettes in the foreign language and two videocassettes in English, two audiocassettes in the foreign language, a multilingual script book, video vocabulary builder, a parents' instructional guide, and an interactive CD-ROM. Cost of the set is $169.00 or monthly installments of $33.80.

Muzzy is an appealing animated video for learning languages that is available in French, Spanish, German, and Italian. The principal characters, the king, the queen, the princess, the gardener who loves her, the wicked prime minister, and the alien creature, Muzzy, are involved in a series of adventures that grow into a story that quickly captures and holds students' attention. The story begins by introducing the characters and their personalities, sets-up the antagonism between the gardener and the prime minister over the princess, and ends with the wedding of the princess and the gardener. The ensuing episodes present many topics including food, family, clothing, time, daily activities, and days of the week. The engaging voices (Muzzy's voice is deep and gruff, the princess's is sugary sweet) tempt the students to imitate the phrases of language in character. Weeks after watching the video you may hear students saying, "Muzzy is BIG!", in the target language, imitating Muzzy's voice.

The lessons start simply and progress to more complicated language that is artfully spiraled throughout several lessons, letting students hear it used in different situations. All of the language is presented in context so that students can easily understand the story. Mini-lessons that reinforce the vocabulary and grammar (such as numbers, adjectives, expressions, and superlatives) appear throughout the lessons and are illustrated by quick vignettes that flow in and out of the story. The storyline is inventive and humorous enough for students to watch many times. The melodic songs stay in the students' minds.

There are six lessons on the two videos and the set also comes with audiotapes of the soundtrack, a vocabulary builder video, a video script book, an activity book for children, and an interactive CD-ROM in all four languages. Once students are familiar with the story, the tapes could be used for cloze activities or students could listen to the story in a listening center or when they have finished an activity the class is working on. (The script book will be useful for the teacher to create cloze activities.)

The vocabulary builder video, although a bit dry compared to the story videos, presents the illustrated vocabulary words and their pronunciation and could be used for review. The activity book is a full-color cartoon of the characters that lets the students fill in the missing vocabulary and phrases from the script as well as complete

The melodic songs stay in the students' minds.
new activities that use and expand on the language from the lessons.

Since the videos are reproduced in many languages, the story does not include cultural concepts. It lends itself, though, to subsequent cultural activities, such as learning about royal families from the target culture (a lesson on the recent wedding of the Spanish princess would nicely complement this story for Spanish classes) or investigating famous palace gardens, such as those found in a target country, for example, the Garden of Versailles in France.

Using these videos is an enjoyable way to reinforce previously learned language, to introduce new vocabulary and structures, or simply to provide a rich listening experience for students. The videos, which are sure to engage the students, are also a good activity, for a substitute teacher to use. It has been our experience that young students as well as middle school students love to watch the videos and, in the process, they are not even aware of how much language they are learning.

— Review by Myriam Chapman,
Bank Street School for Children,
New York, N.Y., and Mari Haas,
Teachers College, Columbia
University, New York, N.Y.

French

Therrien, L. (1990). La musique folklorique [video] and


Both are available through French American Music Enterprises, PO Box 4721, Portsmouth, NH 03802. E-mail: It@star.net; Website: www.star.net/People/-It. Cost: $29.95, plus $4.50 shipping and handling. All orders must be prepaid via mail. A Curriculum Guide is available for an additional $8.95.

The first video, La musique folklorique, covers a wide range of folk music from France and North America. The singer, Lucie Therrien, sings and accompanies herself on the guitar or at the piano in some familiar songs (Frère Jacques, Chevalier de la table ronde, Plaisir d'amour) and many less familiar songs. Many of the selections are Canadian (Un Canadien errant, À la claire fontaine), others were written by Therrien herself (Rigodon su'l même ton, Du Quebec aux Etats). Therrien places each song in its historical context and shows how French folk songs were adapted and transformed by Canadians to reflect their new situation in North America.

Du Quebec aux Etats is a lively, lilting song about French Canadians migrating to New England to work in the mills. It is full of the optimism and energy of these migrant workers. Therrien’s father, a French-Canadian from Québec, is enlisted to play his fiddle in a Festival Reel. Therrien herself plays the wooden spoons in a song that pays homage to her father. Throughout the video, Therrien sings in a clear, unaffected, pleasant voice and her presentation is low key and appealing. Teachers can use this 45-minute video to teach songs and to help students develop an appreciation for folk music beyond the usual Sur le pont d’Avignon. Words to the songs are included in the package.

Carnavals, Fêtes & Festivals is a tour in song of the Francophone world through its many festivals. It starts with a Cajun Mardi Gras in Louisiana and proceeds to Martinique’s Creole Mardi Gras. The Carnaval de Quebec is a stunning contrast to the earlier warm weather celebrations. Some of the celebrations are familiar (Mardi Gras, La mi-Caeme), others are interesting and unfamiliar (the Maple Sugar Festival in Quebec, La Saint-Jean, Corn Husking in Edmonton).

Therrien’s commentaries are always interesting and provide hard-to-get information about the festivals and the songs that are a part of the cel-
embrations. She encourages her viewers to sing traditional and modern songs along with her. Once again, her approach is low key and pleasant. This video has an agreeable homemade quality that makes one feel as if one were being taken on a world tour by a good friend. It is an especially good introduction to the Francophone world for young viewers.

**Spanish**


Available through Edumate, 2231 Morena Blvd., San Diego, CA 92110; 619-275-7117; Fax: 619-275-7120. Cost is $6.95.

This wonderful resource book, for students who are writing creatively in Spanish, is easy to read and includes clear, black-and-white line illustrations for three words on each page. The thesaurus includes almost 2000 words. Each listing has the main word in bold followed by two to five synonyms. The synonyms are ordered from easier to more difficult words. If the word can be used in more than one way, such as *asistir*, the synonyms are numbered (*asistir* 1. *ayudar*, *socorrer* 2. *concurrir*, *ir*). Antonyms for the main word are written in capital letters at the end of the entry; for example *joven* 1. *adolescente*, *mozo* 2. *reciente*, *nuevo*, *actual* VIEJO.

Since the book does not include sentences with each word used in context, students will, at times, need to make decisions about which word to use, or may need to check with the teacher. Before giving the thesaurus to students, the teacher might present a lesson on strategies for using a thesaurus. The thesaurus will help students expand and enrich their vocabularies. It will allow them to make choices in the words they use in their writing and help them become more independent in learning vocabulary.

**German**


Available from Midwest European Publications School Division, 915 Foster St., Evanston, IL 60201; 847-866-6262; Fax: 800-380-8919; E-mail: info@mep-eli.com; Website: www.mep-eli.com. Cost for the three student books and the three teacher books is $11.95 each; cost for the three audiocassettes is $12.95 each (one for each of the three levels).

*Mach mit!* is an exciting German language program for upper elementary and middle school introductory courses. The program is organized into three levels of instruction and includes one student book, an accompanying teacher edition, and an audiocassette for each of the three levels. A comic strip introduces the new vocabulary words in each of the 12 units in the student books. Typical German songs, games, rhymes, and arts and crafts are included in the units for practice and review of the vocabulary. A helpful feature is the review of the preceding chapters that is included after units six and twelve in each of the books. Other welcome features are the colorful and lively illustrations found throughout the three books. The teacher editions define the objectives, structures, activities, and procedures of each unit and suggest activities teachers can use to develop student skills in writing, reading, listening, and speaking. *Mach mit!* is a wonderful way to teach the German language through comics, songs, games, and other interesting and enjoyable activities. A Spanish translation of this series, entitled *Bienvenidos*, and an Italian translation, *Evviva*, are also available from the publisher.
Software Review


Available from Soleil, 3853 Grove Ct., Palo Alto, CA 94303; 800-501-0110; Fax: 650-493-6416; E-mail: soleil@soleil.com; Website: http://www.soleil.com. Cost for a Mac and PC compatible CD-ROM with English, Spanish, and French languages and a teacher’s guide is $44.95; a lab pack of 5 CD-ROMs and the teacher’s guide is $124.95. Also available for German, English, and French languages on one CD-ROM, or Japanese alone, each for $49.95 and $129.95 for the lab pack.

Note: The review of Zurk’s Rainforest Lab was prepared by Mari Haas and Myriam Chapman and is included below in the “photo album” that comes with the software program. Images used with permission of the publisher.

Zurk’s Rainforest Lab, published by Soleil Software, is a fun software program that teaches science and math concepts. The written and narrated language in the program, either French, Spanish, or English, is geared to native speakers ages 5 to 9, but uses many cognates and could be understood by foreign language students with some previous language experience. It would be best used in the context of a rainforest thematic unit. Although the program is divided into five activities, “Jungle Discovery,” “Photo Album,” and “Seek & Sort” yield the most useful language. Teachers could create many activities to use with the beautiful graphics.
This program has many nice details such as background jungle sounds, critical thinking questions (How are lizards and snakes similar?), suggestions for follow-up activities (use a two-column list, with the headings “Where I live” and “The Rainforest” to compare and contrast the rainforest and your own environment), and interactive games such as “I Spy” (describing the animals in the rainforest graphic) and “Zurker” (a student reads one of the animal facts she or he learned, replacing the name of the animal with the word Zurker. Another student then guesses the animal’s name).

In “Jungle Discovery” a colorful panorama of the rainforest fills the screen. When a student clicks on an animal, the narrator says its name and information about the animal magically appears on the screen. In “Photo Album” students can select the animal in the rainforest picture they would like to “photograph” and place it in their personal photo albums. By clicking on the written name they can hear it spoken. When they click on the animal, the written description appears again. A blank page next to the “photos” is ready for the students’ own writing. The teacher can give guidelines for the writing tasks.
VACANCY NOTICE: Cleveland Public Schools

The Foreign Languages Program, Cleveland Public Schools, is committed to increasing the access and opportunities of students to learn a second language. The District will hire additional middle school foreign language teachers to meet this commitment. The competency-based curriculum is designed around four strands of study: cultural knowledge; multidisciplinary connections, information and knowledge; insights into one language and culture; and participation in multilingual communities.

Positions: Middle School Foreign Language Teachers

Qualifications:

- Valid Ohio Certificate, K–12 or 7–12
- Validation in several languages preferred
- Successful completion of National Teachers Exam
- Willingness to spend additional time outside of the normal class time to meet the objectives of the program
- Demonstrated ability to work harmoniously with administrators, teachers, parents, and community members
- Knowledge of the middle school concept and related teaching strategies and assessment methods

Letter of Application:

No later than Friday, July 31, 1998, submit a letter of application and resume to Roberta Settles, Certificated Personnel, Cleveland Public Schools, 1380 East Sixth Street, Room 506, Cleveland, OH 44114. To the same address, send a copy of the same documents to Dr. R. Stroempl, Office of Foreign Languages, Room 235.
Activities for Your Classroom

Learning about Weather through French Art: Assessing Student Performance

Peggy Boyles, Kathryn Esmay, Joyce Illiff, Carol Ann Pesola Dahlberg, Lynn Thompson

This unit introduces middle school students to the topic of weather by using works of art from target cultures as the focus for descriptions and discussion. Prior to this culminating activity, students practiced using basic descriptions of weather and recognized the similarities and differences between English and French language constructions used to describe weather conditions. They also used designated symbols to indicate comprehension of a description of weather and practiced writing a description of weather seen in photographic slides of works of art. Using the Internet or the daily newspaper, students gathered data about weather in French-speaking cities and practiced converting temperatures from Fahrenheit to Celsius. Students discussed appropriate clothing selection as they planned their itinerary to various French-speaking cities.

Objective:
Teacher (and peers) assess students as they describe a painting or other piece of art by a French-speaking artist, including a description of the weather depicted, what the people are wearing, and what they are doing.

Targeted Standards:
1.1 Interpersonal Communication. Students express their opinions in discussions of selected works of art.

1.2 Interpretive Communication. Students interpret spoken language in the discussions.

3.1 Making Connections. Students reinforce and further their knowledge of art through the foreign language.

Materials:
The teacher selects four French works of art that the class has not discussed.

Procedure:
Each day of the final week for this unit, the teacher selects one-fourth of the class to answer questions during a brief discussion about the work of art chosen for that day. Sample questions include the following:

- What colors do you see in this work?
- What weather is depicted?
- What do you think the temperature is?
- What are the people wearing?
- What are the people doing?
- Do you like this work? Why or why not?

Assessment:
Students not participating in the discussion assist the teacher in evaluating their peers' performance. Prior to this activity, the teacher can ask students to assist in developing a rubric with criteria for the assessment of this culminating activity. In this way the students themselves become more aware of what will be expected.
The teacher may choose to prepare a different assessment instrument for his/her own use.

**Two Student Peer Assessment Instruments:**

This student's name is: ________________________________

Circle one answer.

1. Can describe the weather in this painting
   - Yes
   - Sort of
   - Not yet

2. Can describe the clothing in this painting
   - Yes
   - Sort of
   - Not yet

3. Can describe what the people are doing in this painting
   - Yes
   - Sort of
   - Not yet

O = Outstanding participation
S = Satisfactory participation
N = Needs to participate more

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Student's score (Circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O S N</td>
</tr>
<tr>
<td></td>
<td>O S N</td>
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<tr>
<td></td>
<td>O S N</td>
</tr>
</tbody>
</table>
Two Teacher Assessment Instruments:

<table>
<thead>
<tr>
<th>Student: ____________________________</th>
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<tbody>
<tr>
<td>Circle one for each item.</td>
</tr>
<tr>
<td>Always</td>
</tr>
<tr>
<td>Description of Weather</td>
</tr>
<tr>
<td>1. Vocabulary reflects the content of the work of art</td>
</tr>
<tr>
<td>2. Uses appropriate phrases or sentences</td>
</tr>
<tr>
<td>Description of Clothing</td>
</tr>
<tr>
<td>3. Vocabulary reflects the content of the work of art</td>
</tr>
<tr>
<td>4. Uses appropriate phrases or sentences</td>
</tr>
<tr>
<td>Description of Activities</td>
</tr>
<tr>
<td>5. Vocabulary reflects the content of the work of art</td>
</tr>
<tr>
<td>6. Uses appropriate phrases or sentences</td>
</tr>
</tbody>
</table>

Student: ____________________________

Checklist:

1. ___ Correctly identifies selected objects appearing in the work of art.
2. ___ Accurately describes the work of art, using appropriate phrases or sentences.
3. ___ Accurately describes the weather depicted, using appropriate phrases or sentences.
4. ___ Accurately describes what people are wearing, using appropriate phrases or sentences.
5. ___ Accurately describes the activities taking place in the work of art, using appropriate phrases or sentences.

National Network for Early Language Learning

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New Publications from the National K-12 Foreign Language Resource Center
IOWA STATE UNIVERSITY

Spanish

A Standards-Based Thematic Unit: La mujer que brillaba aún más que el sol
Focus: La mujer que brillaba aún más que el sol: A beautifully illustrated, lyrical tale from ancient Mexico of a woman who possesses wondrous powers but is shunned by the village.
Teaching Level: Eighth grade students with previous study of Spanish
Content Areas: Art, geography, language arts, multicultural ed., natural sciences and social studies
Cultural Topics: Architecture, community, prejudices, stereotypes, and traditional music and art
Cost: $9.00 per unit

A Standards-Based Thematic Unit: Cuadros de familia
Focus: Cuadros de familia: Collection of anecdotes about everyday life from the author's childhood in a traditional Hispanic community in southern Texas; each scene is richly illustrated by author.
Teaching Level: Middle school students beginning the study of Spanish
Content Areas: Geography, language arts, mathematics, science
Cultural Topics: Community, family, food, housing, traditional games
Cost: $12.00 per unit

A Standards-Based Thematic Unit: El canto de las palomas
Focus: El canto de las palomas: Recounts memories of the author's experiences as a child of a migrant worker in the United States.
Teaching Level: High school students beginning the study of Spanish.
Content Areas: Art, geography, home economics, language arts, mathematics, multicultural education, music, and social studies
Cultural Topics: César Chávez, Chicano, family food, folklore, migrant workers, prejudice, stereotypes
Cost: $11.00 per unit

French

A Standards-Based Thematic Unit: Criotor
Focus: Criotor: Adventures that unfold when a teacher in a small village in France receives the unusual gift of a porcupine box constrictor.
Teaching Level: Middle school students at the beginning and intermediate levels of French
Content Areas: Language arts, mathematics, science, social studies, technology
Cultural Topics: Cultural comparisons, community, traditional songs and games, newspapers
Cost: $9.00 per unit

A Standards-Based Thematic Unit: Jean de la Lune
Focus: Jean de la Lune: Adventures of a man in the moon who receives a surprising welcome on a visit to earth.
Teaching Level: High school students beginning the study of French
Content Areas: Language arts, literature, multicultural education, poetry, science
Cultural Topics: Myths, prejudice, and stereotypes
Cost: $9.00 per unit

A Standards-Based Thematic Unit: Le géant de Zéradosa
Focus: Le géant de Zéradosa: Transformation of a bed-humored, child-eating ogre by a young girl who is a gifted cook.
Teaching Level: High school students in advanced French courses
Content Areas: History of the Middle Ages, language arts, literature, psychology
Cultural Topics: Culinary arts, oral tradition
Cost: $9.00 per unit

Note: These units were developed by participants in the 1996 Culture and Children's Literature Institute of France and Mexico. Teaching levels described may be adapted for higher or lower levels of instruction. Please use the accompanying form to order.

Also Available: Bringing the Standards into the Classroom: A Teacher's Guide
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<th>Total</th>
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<tr>
<td>Cuadros de familia</td>
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<td>$10</td>
<td></td>
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<tr>
<td>El canto de las palomas</td>
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<tr>
<td>Crichtor</td>
<td></td>
<td>$9</td>
<td></td>
</tr>
<tr>
<td>Jean de la Lune</td>
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<td>$9</td>
<td></td>
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<tr>
<td>Le géant de Zéralda</td>
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*Bringing the Standards into the Classroom: A Teacher's Guide* $6 per guide or $55 per 10 guides

## French

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