

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/nnell

Submissions: Deadlines are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1. Articles, classroom activities, and materials 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 (add 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, context, objectives, targeted standards, materials, procedure, and assessment. 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



Many of you may be familiar with the commentary that appeared in the February 9, 2000, issue of *Education Week*. It questioned whether there is an advantage for young foreign language learners, and it set out to 'debunk some misconceptions' about the comparative ease with which children learn languages when compared with adults. If you read the article, you will recall that the authors claimed that there is no biological advantage for an early start, and that older learners can, indeed, be successful foreign language learners.

If looking solely at long-term language proficiency, are there advantages to an early start? Some studies suggest that starting younger is better in the long run than starting older. Some research has, on the other hand, shown that older learners learn faster. That should not surprise us. Adults and adolescents know more about the world, know more about using skills and strategies to produce successful school learning, and can use literacy as a tool for recording, remembering, storing, and retrieving information. My guess is that older learners probably learn social studies faster than younger learners too, but would anyone suggest that we therefore postpone introducing social studies into the curriculum until ninth grade? And, of course, we know that older learners can indeed learn new languages. Many people have successfully learned another language when older. If we didn't believe it possible, we wouldn't expect adult immigrants to master the language of their new country.

But what if it were true that older learners are faster and perhaps more

successful language learners? What impact should such a claim make on us, advocates for an early start and continued sequence of language learning? It may be that the advantages to younger learners go well beyond those of ultimate level of language proficiency itself.

Here are some reasons why I find the arguments of an optimum age for language learning somewhat moot:

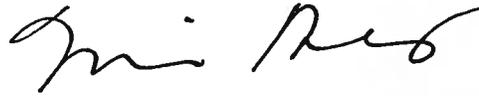
- There are documented cognitive and academic benefits to early second language learning, benefits that go beyond the second language itself. If second language learning is clearly good for your brain, why not begin to gain those benefits as early as possible?
- It is never too soon to develop positive attitudes toward people who speak other languages and represent other cultures. However, sometimes it can be too late.
- If a long sequence is the key to successful language learning, then starting young not only gives students more time, it also helps them see foreign language learning as an integral part of schooling, not a frill.
- The integration of content and language learning is most easily carried out in the early grades. Content-based language learning enhances both content and language development, requiring less time out for language. An early start facilitates content-based language instruction in later grades, because students have higher levels of language proficiency as they reach the grade levels where content comes to rely increasingly on verbal abstractions, discussions, and texts.

Researchers who study brain de-

velopment seem to differ on the implications of their findings for schooling. Some interpret the evidence to suggest there is a window of opportunity that facilitates language learning. Others believe that the evidence suggests that older learners simply use different parts of the brain, learning differently.

Maybe we should conclude from these differing interpretations that there are many good reasons to start

early, and many reasons to why it's never too late.



Dr. Myriam Met
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Calling All Teachers! Are You Teaching through Video?

If you are currently using a video-based distance-learning program to teach foreign language to children in grades K–8, we would like to hear from you!

The Center for Applied Linguistics, as part of our work with the federally funded National K–12 Foreign Language Resource Center at Iowa State University, is beginning a study to investigate the benefits and drawbacks of using distance-learning technology to teach languages to young children. The six most commonly used video-based distance-learning programs in U.S. elementary schools (such as those described in articles in this issue of *Learning Languages*) will be identified and examined in detail. The research questions for this project are the following:

- What are the characteristics of the distance-learning language programs for children and how are the programs being implemented?
- What are the goals of the programs?
- Are they successful in achieving their goals?
- Are any or all of the programs viable in providing the type of instruction that students need to meet the national standards?

Qualitative and quantitative data will be gathered from program developers and distributors, as well as from teachers, administrators, parents, and students involved in the program at individual schools and districts. Data will be gathered on the following aspects of each program—goals; expected outcomes; mode of instruction (e.g., use of puppets, classroom scenes, culturally authentic scenes from foreign countries); recommended usage (e.g., number of days per week, with or without language instructor); supplementary materials; implementation (how the program is being used in various sites); impressions of the program from classroom teachers, administrators, parents, and students; and results of student assessments and program evaluations.

An outcome of the study will be a practical guide about the overall benefits of video-based instruction for children and the pros and cons of each language program.

To be included in this exciting study, please send an e-mail to project director Nancy Rhodes at distancelearn@cal.org and include your name, address, and the name of the video program that you use.

Español para ti: A Video Program That Works

*Elena Steele, Foreign Language Specialist
Clark County School District
Las Vegas Nevada*

*Holly Johnson, Teacher on Special Assignment
Clark County School District
Las Vegas Nevada*

The last ten years have reflected a tremendous expansion of the need for foreign language instruction in our schools. Certainly, the technological and informational explosions have created a demand for a trained, capable workforce with knowledge of more than one language, increasing the need for multilingual young people as they prepare to meet the challenges of the new millennium.

The introduction of foreign language instruction in early elementary school will provide our children this unique opportunity. They will learn a new language in a relaxed and non-threatening atmosphere in which their oral/aural abilities can be easily enhanced. In this setting the new language is learned through songs, games, physical activities, attractive visual aids, and hand puppets. These materials and strategies provide a stimulating language learning environment that promotes enthusiasm and a desire to learn more.

History of Clark County's FLES Program

The elementary school foreign language program began in Clark County, Nevada, during the 1990-91 school year with the participation of 20 Spanish-conversant elementary teachers who wanted to introduce their 800+ primary students to the Spanish language and culture. The program was rapidly expanded during the

1993-94 school year, in which 80 enthusiastic teachers in kindergartens, first, and second grades at 40 sites taught Spanish to over 2,000 students. These students became familiar with greetings, farewells, courtesy expressions, classroom objects, colors, and the numbers 1-50. They learned to follow simple commands and sing and play in Spanish. And, most important, learning this new language helped these children to decrease misunderstandings due to cultural differences.

Development of Video Program, *Español para ti*

Despite the success of the classroom program, equity in education became an issue. There was a lack of Spanish-conversant teachers in the elementary schools. With the *Español para ti* classroom program, only 2% of the approximately 100,000 elementary students in Clark County were receiving foreign language instruction. To provide the opportunity for every child to learn Spanish, Clark County devised a seven-year action plan (see Table 1) to deliver Spanish language and cultural instruction to all elementary students in grades 1-5 via video.

The *Español para ti* video program was designed by Clark County's foreign language specialist for use by elementary teachers who do not speak Spanish. The video program allows elementary children and their teachers to learn Spanish as part of their classroom experience. Spanish is taught by

a certified Spanish teacher via video twice a week in a low-stress environment utilizing comprehensible input through visuals, games, and songs that are conducive to language acquisition. The video program consists of 60 15-minute lessons per grade level; a video guide with reinforcement activities for guided and individual practice, posters, and picture flashcards for interactive participation; and recorded activities and music for proper modeling. *Español para ti* was produced by the Clark County Elementary School Divisions in collaboration with KLVX Communication Group, Channel 10.

The *Español para ti* video program makes possible a one-hour per week enrichment experience for elementary school students. Grade-level teachers facilitate the viewing of two 15-minute video lessons a week and use the remaining time participating with their students in interactive classroom activities. This program aims to help children acquire native-like pronuncia-

tion of Spanish. In addition, as with any second language learning experience, it is expected that the exposure to Spanish will positively affect their cognitive development, mental flexibility, creativity, and divergent thinking. Furthermore, the *Español para ti* experience enhances the goals of multiculturalism and ethnic diversity in the elementary curriculum.

Over the five-year video series, students acquire a limited degree of proficiency in the skills of listening, speaking, reading, and writing basic Spanish. They learn basic vocabulary structures and expressions essential for everyday communication. Also, the students begin to understand and appreciate the cultures of Spanish-speaking people. As the grade levels progress, the vocabulary becomes increasingly sophisticated, and children are able to produce their own language within a limited scope. Reading and writing skills are developed in grades 3–5.

The curriculum outlined in the

The *Español para ti* video program makes possible a one-hour per week enrichment experience for elementary school students.

Table 1: Action Plan Timeline

YEAR	ACTIONS
1992–93	Create first-grade program. (Cadre of grade-level teachers, video teacher, and foreign language specialist collaborate to write developmentally appropriate lesson plans.)
1993–94	Pilot first-grade program. Create second-grade program. End of year, assess pilot and refine program prior to districtwide implementation.
1994–95	Implement first-grade program districtwide. Pilot second-grade program. Create third-grade video.
1995–96	Continue districtwide implementation schedule in first and second grades. Pilot third-grade program. Create fourth-grade video. Evaluate first-grade students.
1996–97	Continue districtwide implementation schedule in first, second, and third grades. Pilot fourth-grade program. Create fifth-grade video. Evaluate second grade.
1997–98	Continue districtwide implementation schedule in first, second, third, and fourth grades. Pilot fifth-grade video. Evaluate third grade.
1998–99	Implement all levels districtwide. Evaluate fourth-grade. Assess program efficacy by measuring student language proficiency.

Español para ti video guides is content related and correlated to each grade level. Teachers are given lesson plans stating the objectives and activities that correspond to each video lesson. A typical lesson consists of an opening conversation, a review and reinforcement of previous knowledge, presentation of new material, reinforcing activities, a music segment, and an appropriate closing. This program provides children with immediately applicable language related to the people, places, and things around them, thus motivating their desire to learn and giving them the confidence and willingness to use the Spanish language. The children learn basic vocabulary structures and expressions essential for every day communication. They learn to count and to express their everyday feelings. As the grade levels progress, the vocabulary becomes increasingly sophisticated, and the children are able to produce their own language within a limited scope.

Certainly, uneasiness about their role and feelings of inadequacy are very real among monolingual teachers.

Teacher Training

Certainly, uneasiness about their role and feelings of inadequacy are very real among monolingual teachers. From the outset, program facilitators confronted the challenge of helping classroom teachers facilitate language acquisition even though the teachers lack knowledge of the target language. Establishing a partnership between the program creators and the facilitating teachers has helped the teachers to understand that language acquisition takes place over time when there is ample opportunity for review and repetition. Teachers are relieved to know that they can rely on the video and accompanying audio activities to model the language correctly and that they do not need to know the language in order to facilitate the video program. We encourage teachers not to translate. They come to understand that all language learners experience moments of frustration and that neither they nor the students need to under-

stand every word for comprehension to occur.

To support teachers, the program facilitators have designed training on the use of the video program and its accompanying materials, as well as professional development courses in beginning Spanish. Training efforts focus on preparing teachers to be active participants with their students. Teachers are offered an initial two-hour workshop to prepare them for effective use of the components of the program. Teachers assume the role of students as the program facilitators model for them the use of the video and audio components of the program. Facilitators encourage consistent presentation, enthusiastic participation, and effective implementation of activities. Teachers and facilitators participate in interactive video viewing and hands-on activities. Though the video program is part of the elementary curriculum, the training for its use is voluntary. Those teachers who do not attend training are required to view a 60-minute training video and answer a questionnaire.

In the second semester, teachers have the opportunity to participate in grade-level sharing sessions. They interact with grade-level colleagues, sharing their challenges and solutions. Many teachers also choose to attend basic Spanish classes offered in the school district and in the community. It is rewarding to observe that many teachers' fears are put to rest as their students gain language skills and multicultural perspectives.

Evaluation

Since 1996 a number of schools have been identified to participate in annual evaluations and assessments of the program. These schools constitute a sampling used to evaluate the overall effectiveness of the video instruction. Evaluation tools consist of teacher and student attitude surveys and language-comprehension tests. The data indicate that students across grade levels are retaining approxi-

mately 75%–80% of the vocabulary and language structures presented in the program. Testing completed in 1999 indicates that fourth grade students retain 83% of the vocabulary and language structures.

Attitude surveys reveal that students and teachers respond positively to the video instruction, that students enjoy using their new language skills, and that content-related instruction is appropriate for learning a foreign language. Additionally, students demonstrate increased awareness of Hispanic culture and an understanding of the interrelationships between the languages and the cultures.

Conclusion

This program may be duplicated by any school district with a strong commitment to elementary school Spanish education. There is much

potential in distance-learning programs that attempt to give every student the unique opportunity of foreign language enrichment. Learning a foreign language can be a key to multicultural awareness, is important for our national security, and is an invaluable asset to our economic well being. Quality programs can lead us to excellence in education and make early foreign language instruction a reality for all who desire it.

Note: *Further information about this program is available through Elena Steele, Foreign Language Specialist, Clark County School, 601 North Ninth, Las Vegas, Nevada 89101; 702-799-8404; Fax: 702-799-8452. Español para ti is now available through NTC/Contemporary Publishing Group. For further information, call 1-800-323-4900.*

Attend the NNELL Swapshop at ACTFL!

The National Network for Early Language Learning is sponsoring the annual FLES Swapshop Breakfast on Saturday, November 18, 8:00 – 9:30 A.M. at the American Council on the Teaching of Foreign Languages (ACTFL) Conference, to be held at Boston's Hynes Convention Center.

Join your colleagues for a breakfast of juice, pastries, eggs, bacon, potatoes, and coffee/tea. You will have the opportunity to discuss effective teaching techniques and resources for the K-8 classroom.

Please bring 250 copies of a one-page teaching activity to share. Follow the format used in "Activities for Your Classroom," which appears regularly in *Learning Languages*. Include your name and address; language and grade level; lesson topic; objectives (language, content, thinking skills, culture, key vocabulary); materials; description of activity; and assessment. Publishers' FLES materials will also be displayed at the breakfast.

Registration Information

Cost: \$23.50 per person, Advance Registration
\$28.00 per person, On-site Registration, **LIMITED** to space available

Contact: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801; 914-963-8830; Fax: 914-963-1275; E-mail: actflhq@aol.com; Website: <http://www.actfl.org>

Language and Culture through *SALSA*

Greg Duncan
President
Interprep, Inc.
Marietta, Georgia

Introduction

Today, more than ever, the American public is aware of the need for children to have the ability to use languages other than English. Constantly changing demographics and an ever-increasing need for U.S.-based businesses to market their goods and services internationally spur this awareness. Since public education in this country mirrors the values of our society, the clearest manifestation of this awareness is probably the increase in foreign language course offerings in American schools. A recent study by the Center for Applied Linguistics, based in Washington, DC, reveals record numbers of students enrolled in K-12 foreign language study. The lion's share of the reported increases is at the elementary school level: from 22% in 1987 to 31% in 1997.

As more and more foreign language programs take root at the elementary school level, of course more foreign language teachers are needed at this level. Given that the demand for foreign language teachers generally has been high for nearly two decades, the need today for more foreign language teachers is severe at all levels. It is probably even more difficult to meet the need at the elementary school level, where the teacher must know not only the foreign language but also developmentally appropriate methods and materials for teaching language to young children.

So, what can be done to bridge this gap between a well-founded

desire to increase foreign language study for America's young children and an inadequate teacher force? One answer lies in creative use of distance-learning media. The emphasis on acquiring technological resources has resulted in schools that are rich in educational technology. It is not uncommon to find schools in which televisions and videoplayers/recorders exist in every classroom; many classrooms tout several computers with CD-ROMs and Internet capability; and most schools contain at least one computer lab.

Creation of *SALSA*

To help meet the need for elementary school foreign language programs, Georgia Public Broadcasting (GPB), a leader in distance-learning programming, created a video-based series of unprecedented quality. For a host of reasons, Spanish was chosen as the language to be taught. GPB convened a nationally recognized task force of leaders in Spanish language education, foreign language instructional supervision, early childhood education, and television production to guide the conceptual development of this two-year series. This Spanish language and culture program can be used 1) in classrooms where the regular elementary teacher does not know Spanish; 2) in classrooms of trained elementary school Spanish teachers as a supplement to their instructional program; and 3) in homes by interested parents, either as part of

a home-school instructional offering or as after-school enrichment.

Thus, *SALSA* was born. Its primary intent is to provide elementary school students in pre-kindergarten through second grade their first experience with Spanish language and culture. This paves the way for favorable decisions to be made for future language study and also instills in students an appreciation and respect for cultures and people who are different from themselves and their culture.

Reflecting advice and counsel from the task force, the design team for this series developed a language learning program that is based on video lessons (intended to introduce language and culture appropriate to the young learner) and follow-up activities that aim to encourage students to reflect and expand on what they see and hear in the video lessons. To appeal immediately to the young audience, initial *SALSA* video lessons are based on familiar traditional stories and characters—among them “The Three Bears,” “Little Red Riding Hood,” and “The Three Billy Goats Gruff.” However, the videos take a fresh approach by adding an appealing mix of distinctive new characters and adventures supported by animation and field production. As children progress through the videos, the stories become less anchored in familiar contexts, but the characters remain those that the viewers have come to know and love.

***SALSA* Content**

Each program includes a story in three acts, staged by puppets. Animation and field segments separate each act. Every episode features two or three vocabulary words that link all of the video segments. Carefully selected by the curriculum design team, these words reflect relevance to the story and are considered high-frequency vocabulary for a child. They are carefully and intentionally woven through succeeding episodes to

ensure that children receive a spiraled approach to language acquisition.

Each *SALSA* episode begins with a brief, lively introduction in English so children have a frame from which to anticipate what they will see and hear. The program host, along with one or two of the puppet characters, provides this introduction. *SALSA* is “Spanish only;” no English is used in the program after the short introduction. Student comprehension of the videos is possible because *SALSA* is visually exciting, with funny characters that children enjoy, in situations children quickly recognize and understand. The language is clearly visualized in clever and imaginative ways, making the programs always easy to understand.

The focus vocabulary words for the series follow a carefully planned pattern of introduction and use. For example, focus vocabulary for Lesson 5 will actually be introduced in Lesson 4 (that is, they will be used in context at least three times); the words will be used extensively in context throughout Lesson 5; and, they will be used several times in Lesson 6. The curriculum team maintains a database of word-use frequency to ensure that all vocabulary words are constantly rewoven throughout the video episodes.

Not only do the selected stories and their creative spin-off tales provide the context for everyday vocabulary that students need to acquire, they also offer a natural context for the introduction of cultural themes into the language learning experience. For example, as children watch the roles and relationships of puppet family members, they are also exposed to video clips showing family interactions in Hispanic homes in the United States as well as abroad. Through the use of “field trips” within local communities and “international postcards” actually created on location in the Dominican Republic, Chile, and Mexico by *SALSA* producers, students receive rich and varied cultural information that reflects the tremendous variety

SALSA is “Spanish only;” no English is used in the program after the short introduction.

the Spanish-speaking world offers. Each video lesson has an identified cultural objective that springs out of the story and puppet segments and is then magnified through the field trips and the international postcards.

Implementation

While its implementation is dependent upon time available in each school setting, *SALSA* has been envisioned for a 15-minute daily class segment. Every other day the instruction is video-based; that is, the entire 15 minutes is used for the video itself. Instruction on alternating days centers around specially designed activities that help students use some of the language presented in the video. Recognizing that young children are active learners drawing from direct experiences, *SALSA* uses captivating television production techniques paired with age-appropriate instructional follow-up activities to ensure that young learners have the opportunity to explore and apply their new learning to their understanding of the world around them.

For every *SALSA* lesson the accompanying guide of follow-up activities provides a range of active learning experiences to support young viewers. The guide, which is intended for educators, parents, and other adults, is written in a user-friendly manner and may be used in school-based learning settings, in after-school programs, or in the home. The activities, called REFLEX (Reinforcing and Extending Foreign Language Experiences), are designed for easy implementation and often make use of commonly found materials and objects. Since young children learn in many different ways, the REFLEX program presents a broad range of activities to support the learning of any child engaged with the *SALSA* series.

Evaluation

Georgia Public Television contracted with the Division of Educational Studies at Emory University, Atlanta,

Georgia, to evaluate the effectiveness of *SALSA* in regard to generating viewer interest, promoting cultural appreciation, and facilitating Spanish-language acquisition. Qualitative and quantitative data were collected from children and staff at rural and urban elementary schools and after-school programs and from home viewers.

Major findings of the research (Mirel, Hughes, & Strickland, 1998) follow:

- *Viewer Interest:* The extent to which children enjoyed *SALSA* and were attentive while watching *SALSA* were studied. Findings showed that

- 1) Enjoyment of *SALSA* was high for school programs, after-school programs, and home settings. Pre-kindergarten through first grade children exhibited the most positive response to *SALSA*.
- 2) The majority of children found "nothing" unappealing about *SALSA*, and considered the following characteristics to be appealing: a) the opportunity to learn Spanish, b) the characters on the show, c) the use of familiar stories, d) the show's variety format, e) the use of humor, and f) the use of repetition.

- *Cultural Appreciation:* Data relating to cultural appreciation were collected from educators' questionnaires and interviews, student interviews, and home viewer daily checklists and questionnaires. Findings related to cultural appreciation include these:

- 1) *SALSA* portrayed Hispanic people and cultures positively.
- 2) Non-Hispanic children gained appreciation of and respect for Hispanic people and cultures by watching *SALSA*.
- 3) Hispanic children gained self-esteem and cultural pride from watching *SALSA*.
- 4) *SALSA* promoted interaction between non-Hispanic and Hispanic children.

Non-Hispanic children gained appreciation of and respect for Hispanic people and cultures by watching *SALSA*.

- *Foreign Language Acquisition:* The evaluation focused on the acquisition of Spanish as a foreign language. Findings related to foreign language acquisition by non-Spanish speaking children are that

- 1) *SALSA* helped children with limited Spanish-language skills acquire core Spanish vocabulary.
- 2) *SALSA* reinforced the skills of children who had an existing knowledge of Spanish.
- 3) Children used Spanish vocabulary they learned from *SALSA* in other contexts.
- 4) *SALSA* exposed teachers to core Spanish words and phrases.

Conclusion

Georgia Public Broadcasting is proud of its record of producing high-quality, award-winning foreign language distance-learning materials. Building on the success of *Irrashai*, its two-year for-credit high school course

in Japanese language and culture, and *Irrashai Explorer*, a middle school exploratory course in Japanese language and culture, GPB is able to combine the power of enormous creative talent from the television production field with some of the best and most respected minds of the foreign language and early childhood education fields to offer a viable alternative for the teaching of meaningful second language experiences to American elementary school students.

Reference

Mirel, J. E., Hughes, M. A., & Strickland, W. J. (1998). *Evaluation report: SALSA educational programming*. Emory University, Atlanta, GA: Division of Educational Studies.

Note: For further information contact:
<http://www.gpb.org>.

Notes from NNELL

Nominations Open

NNELL Executive Board for Fall 2000

NNELL is currently seeking nominees for the position of second vice-president. The second vice-president serves a one-year term, then succeeds to first vice-president, president, and past-president, serving for a total of four years. Nominees must be current NNELL members. It is essential that a nominee, if selected, be able to attend the annual board meeting, which is held one or two days prior to the ACTFL annual meeting in November.

Nominations should be made in the form of a letter and should include the nominee's name, home address, telephone number, and e-mail address.

Please address letters of nomination to Christine Brown, Glastonbury Board of Education, 2323 Williams Street, Glastonbury, CT 06033. Please fax them no later than July 30, 2000, to Christy at 860-652-7978 or e-mail them to cbrownglas@aol.com. Results will be announced in the Fall 2000 issue of *Learning Languages*.

\$\$ New Membership Rates \$\$

Please note NNELL's new rates! The NNELL Board voted to increase the rates from \$20 to \$25 for U.S. members and from \$25 to \$30 for overseas members, for the 2000-01 school year. These rates will help to better cover the costs of the publishing of this journal and other NNELL expenses. We look forward to receiving your renewal. Please help us keep our expenses down by sending in your renewal with the notice on the back cover. Thanks!

Diary of a State Foreign Language Lobbyist

*Cathie Hodges
Executive Director
Alliance for Language Learning
Troy, North Carolina*

*Mary Lynn Redmond
Associate Professor of Education
Wake Forest University
Winston-Salem, North Carolina*

North Carolina has launched a statewide advocacy plan that endeavors to promote K–12 foreign language instruction in every school district. Since 1985 North Carolina has had a mandated component of its Basic Education Program (GS #115C-81) that calls for all children to study a foreign language in grades K–5, with the opportunity for continued study through grade 12. However, the State Board of Education has not enforced the mandate, and the General Assembly that supported the Basic Education Program did not appropriate the funding needed for successful implementation of the K–12 program. As a result, the state that leads the nation in early foreign language study is now confronting the challenge of maintaining its existing programs and providing a sequence of study in grades K–12.

In response to the decline of foreign language programs in the elementary grades, the Foreign Language Association of North Carolina (FLANC) and the Foundation for International Education (FIE) joined efforts in 1997 to take positive steps to increase opportunities for foreign language study in grades K–12. The Foundation for International Education is a small group of leaders from business and higher education who are interested in promoting foreign languages in the schools of North

Carolina. Representatives from FLANC and FIE collaborated for a year on foreign language advocacy goals. In 1998 they established the Alliance for Language Learning, a non-profit organization whose mission is to promote and advocate foreign language study for all North Carolina children in grades K–12.

The Alliance is governed by a Board of Directors that is made up of representatives from FLANC and FIE, as well as state leaders from business and higher education. In 1999 the board hired an executive director, Cathie Hodges, to spearhead the organization's projects and to serve as the lobbyist for foreign language study in North Carolina. A former French teacher, Cathie brings to the Alliance many years of experience as an educator and foreign language advocate. Although not yet a registered lobbyist, Cathie has been using *The Nonprofit Lobbying Guide* (Smucker, 1999) as a source of information on topics varying from lobbying through the media, to how to communicate effectively with legislators through e-mail. The next portion of this article highlights some of the work that Cathie has accomplished since becoming executive director, and it describes how the Alliance is moving forward with serious commitment to foreign language study in North Carolina.

Monday, October 4, 1999

Made preparations for upcoming meetings with state legislators, school board members, business people, and other decisionmakers to keep them apprised of the status of foreign language study in North Carolina. Assembled advocacy packets, one set for legislators and another for the business community. Began writing letter to the editor about the decrease in foreign language enrollment; will be mailed to newspapers and business publications across the state. Telephoned three people to request their assistance in establishing advocacy groups in their regions of the state. Researched current statistics about imports and exports in North Carolina to use as background information in meeting with state legislators.

Tuesday, October 5, 1999

Left home at 7 A.M. and drove 100 miles to Raleigh (state capital). Conferred with Fran Hoch, Chief Consultant of Foreign Languages at the State Department of Public Instruction, before walking over to the Legislative Office Building. Met with selected representatives and senators who serve on Education Appropriations Committees to discuss declining enrollment in foreign language programs in the elementary grades, the importance of early language study, and the impact of foreign language proficiency on North Carolina's global economy. Was surprised to learn that these legislators were unaware of the decrease in enrollment and was pleased that they responded favorably to my request for their support in upcoming discussions about legislation regarding foreign language education study. Left packets of information about the Alliance for Language Learning. Will follow up at the end of the week with telephone calls and/or e-mail messages, reminding legislators to support legislation that will benefit language learning in the public schools and to call on the Alliance as a resource for further information.

Wednesday, October 6, 1999

Attended State Board of Education meeting in Raleigh that included the presentation of the revised *North Carolina Second Language Standard Course of Study* (Public Schools of North Carolina Department of Public Instruction, 2000). During breaks, talked with two Board members and gave each one an Alliance advocacy packet and invited them to lunch next week to discuss the current status of foreign language study in North Carolina.

Thursday, October 7, 1999

Completed letter to the editor about the decline in early language study in North Carolina and mailed it to approximately 70 major newspapers and business journals in the state. Researched via Internet current statistics about the enrollment in early language programs in the United States. Planned a Power Point presentation about the Alliance for Language Learning for two sessions at the fall conference of the Foreign Language Association of North Carolina. Began preparing contents of 200 Alliance advocacy packets and information to share about how to become an effective advocate. Made checklist of contents: contact information for North Carolina's legislators and Congressional delegation, sample copies of letters to lawmakers, copies of research articles on

the value of early language learning, and one of my original posters depicting the importance of early language study. Prepared a handout of talking points for advocates to use in discussions with parents, school board members, business people, etc.

Friday, October 8, 1999

Made 12 follow-up telephone calls to legislators and members of the State Board of Education. Arranged two appointments with School Board members and one senator. Contacted board members of the Alliance for Language Learning with an update on recent advocacy work completed and in-progress. Began preparations for the next board meeting of the Alliance for Language Learning.

Wednesday, February 9, 2000

Completed site arrangements at the University of North Carolina at Greensboro for the April 1 training workshop for chairs of local advocacy committees. Met in Burlington, NC, with three members of the Alliance Board of Directors to plan April 1 workshop.

Thursday, February 10, 2000

Attended Triad Leadership Network's Economic Development Day in Eden, NC, an important connection with business and industry for the Alliance. Heard reports from 12 counties about important issues facing North Carolina's Piedmont Triad region. Spoke to participants and leaders about the importance of early language learning and its impact on regional economy. Distributed approximately 50 Alliance for Language Learning brochures.

Saturday, April 1, 2000

Conducted state workshop for training chairs of local advocacy committees; had assistance from four members of the Board of Directors of the Alliance. Parents and educators from six school districts participated in the training session to be able to establish a local chapter of the Alliance in each district. Provided materials and steps to organize and carry out a strategic advocacy plan for each district. Established deadlines and reporting procedures to the Board of Directors for 2000-01.

Thursday, May 25, 2000

Responded to early morning phone call from a state legislator about a bill introduced in the House of Representatives (HB1799) that requested a joint study by the Education Oversight Committee on the issue of foreign language in the elementary schools of North Carolina. Sent an e-mail alert to 85 individuals across the state requesting that they write letters to their legislators for support of HB1799. Attended groundbreaking and dinner to celebrate Homanit, USA, Inc., a new German company that is building its first North American factory in rural Montgomery County, NC. Spoke with the wife of the company's CEO who was interested in discussing the importance of early language learning for her two young children. Made appointment to meet with her about beginning a Montgomery County Chapter of the Alliance for Language Learning. Foreign language advocacy efforts continue across the state of North Carolina. . . .

The Alliance for Language Learning is a nonprofit corporation comprised of leaders *in higher education, the business community, and foreign language educators* who are interested in promoting foreign language study in grades K–12 in North Carolina. The Alliance and the executive director's part-time salary are funded by the Foreign Language Association of North Carolina, the Foundation for International Education, and external grants. The Alliance is governed by a Board of Directors that meets six times a year including a two-day summer planning retreat. The Alliance received funding from the Z. Smith Reynolds Foundation in February 2000 for partial support of Alliance projects during the year 2000, including the establishment of local foreign language advocacy groups.

The mission of the Alliance for Language Learning is to promote foreign language programs in communities throughout the state of North Carolina, thereby providing opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own. The goals for the Strategic Plan 2000 are to establish a presence at the state and local levels, and to raise public awareness about the value of foreign language study. These goals will be accomplished through the establishment and work of the local advocacy committees across the state and Cathie Hodges's leadership role as the state's foreign language lobbyist.

In the next five years, the Alliance hopes to establish a local advocacy committee in each school district. The chairs of the local committees will be called the State Council of the Alliance for Language Learning and will participate in meetings of the Alliance. Members of the local committees will be outside the field of foreign language education and will include parents, school board members, business leaders, and educators who are interested in promoting foreign language. The goals of local committees will include the following:

1. Stay abreast of the status of early language study in the local school district.
2. Promote and encourage language

study among local decision-makers.

3. Become visible in the community as advocates and resources of information about foreign language study (by making presentations to local civic clubs, PTAs, and other civic organizations).
4. Communicate regularly with the Board and the Executive Director of the Alliance for Language Learning about the committee's work at the local level.

Having members of the local committees keep in touch with their area legislators will strengthen ties at the state level. Building linkages to local organizations is also important. North Carolina Citizens for Business and Industry is, for example, a powerful state organization made up of members of local business communities who are also members of the local Rotary, Lions, and Civitan Clubs. The local advocacy groups will be provided a Power Point presentation about the value of foreign language study to present to these and other civic organizations, as well as to local school boards, PTAs, etc.

While there is an increasing demand for foreign language skills throughout the state of North Carolina, the need for raising public awareness and advocacy for languages is evident as the number of early language programs in the public schools of North Carolina declines. Within the past four years, the number of elementary students studying foreign language in North Carolina has decreased from 328,110 (60%) to 167,219 (27%).

The state that once served as a national model for early language study is facing an astounding reversal in language progress. Ironically, at the same time, North Carolina is seeing a phenomenal need for increased language skills as international firms move to the state, bringing people from all over the world to live and work

there. According to the North Carolina Public Schools, there are approximately 170 languages spoken in North Carolina homes (Hoch, 2000). The increase in international influence is affecting both the urban and rural populations in the state. The economic development of the entire state depends on having a workforce that is prepared for the future needs of the global economy.

North Carolina's children deserve the opportunity to earn the best education its schools can provide. A continuous sequence of language study throughout a student's academic life will provide essential skills for working and living as global citizens. As advocates of language study in grades K-12, the Alliance for Language Learning serves as a resource and advisor for parents, communities, schools, businesses, and policymakers, and it is dedicated to providing quality foreign language programs for all students in North Carolina.

For further information about the Alliance for Language Learning, contact Cathie Hodges, Executive Director, Alliance for Language Learning, 469 Sugarloaf Road, Troy, NC

27371, 910-572-1101; E-mail: cthodges@ac.net.

References

- GS #115C-81 Basic Education Program, Section a1, 1985.
- Hoch, F. (Interview, March 9, 2000). Section Chief, North Carolina Department of Public Instruction, Raleigh, NC.
- North Carolina Second Language Standard Course of Study.* (2000). Raleigh, NC: North Carolina Department of Public Instruction.
- Smucker, B (1999). *The Nonprofit Lobbying Guide, Second Edition.* Independent Sector. <http://www.indepsec.org/clpi>.

Note: The Nonprofit Lobbying Guide can be downloaded without cost from <http://www.indepsec.org/clpi> and a summary of federal rules about lobbying for 501(c)(3) organizations and other information relating to lobbying can be found on-line at <http://www.nonprofits.org>.

Activities for Your Classroom

Colorful Carp: IDL Japanese Language and Culture for Kids

Colleen Brooks
Southeast Kansas Education Service
Center, Greenbush
Girard, Kansas

Context:

This lesson is part of a summer enrichment program in Japanese language and culture taught by Interactive Distance Learning (IDL) through the Southeast Kansas Education Service Center, Greenbush, one of seven regional education service centers in Kansas. The class is designed for students going into grades 4, 5, and 6 and runs two hours daily for two weeks. This lesson may be used with children who have had very little exposure to Japanese. They only need to know how to count to five and to be able to answer yes or no to questions.

Objectives:

At the end of this unit, students will

1. Be familiar with the Japanese vocabulary for colors and shapes, as well as correctly use Japanese vocabulary for several colors.
2. Understand the culture and practices of two Japanese children's holidays.

Targeted Standards:

Communication

- 1.1 Interpersonal Communication.
Students will say the colors in Japanese.

Cultures

- 2.2 Products and Perspectives of Culture.

Students will do a craft that represents a cultural concept.

Comparisons

- 4.2 Culture Comparisons.

Students will compare children's holidays in both cultures.

Materials:

1. Laminated construction paper in various colors cut into large and small circles, triangles, and squares.
2. Full sheets of colored tissue paper.
3. Multicolored tissue paper streamers approximately 1.5" x 15"
4. Magic markers, glue sticks, yarn scissors, and newspaper.
5. *A Carp for Kimiko* by Virginia Kroll. Charlesbridge Publishing, 85 Main Street, Watertown, MA 02172; 617-926-0329; ISBN 0-88106-412-2.

Vocabulary:

ookii (large), *chisai* (small), *maru* (circle), *sankaku* (triangle), *shikaku* (square), *akai* (red), *aoi* (blue), *midori* (green), *shiroi* (white), *kuroi* (black), *kiroi* (yellow), *orenji* (orange), *pinku* (pink), *chairoi* (brown), *ichi* (one), *ni* (two), *san* (three), *shi* (four), *go* (five).

Interactive Distance Learning (IDL) Environment and Technology:

Four schools participate in each two-week session. The classes are held in local high schools in classrooms specially equipped with cameras and four 27" TV monitors. Each IDL classroom has three cameras providing views of the students, the teacher, and documents, respectively. The document camera focuses on a small section of the teacher's desk and can be used to view any small objects (including students' crafts) as well as books, photographs, and documents. The teacher can switch from camera to camera with a single touch of a button. A control panel at the teacher's desk allows each camera to be moved right-left-up-down and to be zoomed in and out. One of the four monitors always displays the local site and each of the other three displays one of the remote sites. There are twelve students and an adult facilitator in each school. The teacher rotates among the four schools as distance allows and treats the 48 children as one united class that just happens to be in several physical locations.

The audio and video are real time, and interaction between sites is strongly encouraged to promote a sense of community and camaraderie. For most students, this is their first experience in an IDL room. On the first day they tend to be shy about being seen on TV and interacting with the teacher and the other sites on TV, but the second day everyone seems comfortable with the situation. As a student once said, "You just talk to the TV and it talks right back to you."

Procedure I, Teaching Colors and Shapes:

Each group of children has a set of the colors and shapes so that every child receives four or five to manipulate. The words for triangle and square are fun to learn, as they literally mean

"three-corner" and "four-corner." When the teacher counts the corners with exaggerated gestures and pronounces the words, students grasp the concept immediately.

The teacher introduces the colors two or three at a time in four steps:

- 1) Pronouncing the words while showing the color and asking the students for nonverbal responses to commands, such as *Kiirōi wo totte.* (Pick up the yellow one.)
- 2) Then soliciting yes/no answers: *Shikaku wa chairoi desu ka? Iie.* *Shikaku wa kuroi desu ka? Hai.* (Is the square brown? No. Is the square black? Yes.)
- 3) Asking either/or questions: *Maru wa akai ka shiroi? Akai.* (Is the circle white or red? Red.)
- 4) Finally asking the students to produce the words independently: *Kore wa nani iro desu ka. Kiirōi.* (What color is this? Yellow.)

As each new color is introduced, the teacher also personalizes the colors by drawing attention to any child wearing something of that color or to objects in the room of that color. It is treated as a kind of game, moving rather quickly and with lots of repetitions. The children probably hear each color word repeated 12–15 times before producing it for the first time.

Because the teacher is manipulating the movement of the cameras from a control panel at her desk, as well as teaching, it does not work well for the teacher to move around the room a lot. This would leave those at the remote sites looking at a camera view of where the teacher has been instead of where she is, and they would feel left out and disconnected. Therefore, it is more effective for the teacher to do most of the teaching from a seated position at the teacher console, allowing for a good camera close up and easy access to the camera control panel. This, however, has the potential of being pretty boring for the students, so modifications to

"You just talk to the TV and it talks right back to you."

She has occasionally been known to dance right off the chair and under the desk. . . .

teaching style should be adopted to hold students' attention and to make the lesson captivating and fun.

For example, when introducing word pairs that sound similar, such as *kuroi* (black) and *shiroi* (white), the teacher begins what has come to be known as the "color jam" by slowly and distinctly showing the colors and saying the words, then asking the students to repeat them with her, gradually getting faster and introducing a beat or rhythm and losing herself in the song. Her eyes close, she dances (still seated) and still showing each color as it is said. She has occasionally been known to dance right off the chair and under the desk, but students can still see her alternate hands coming up with the colors and can still hear the song. Finally, something snaps her out of her trance and she acts a little embarrassed and very businesslike as she asks the children to produce the names of those colors—which they now know without hesitation.

One of the special challenges to teaching colors over television is that the colors may be distorted by the cameras. Initially it might seem logical to hold up two colors that are dissimilar, such as blue and yellow, so that each can be clearly seen. That solution doesn't really work because, even though it is possible to clearly distinguish the light color from the dark color, it is not always possible to tell what the dark color is. Instead, it is more effective to work with the colors in three groups after they have all been individually introduced: 1) red, orange, yellow, and pink; 2) blue, purple, and green; and 3) black, brown, and white.

Procedure II, Culture through Literature:

Introducing and practicing all the colors takes about 45 minutes. Then the teacher changes the pace by reading the story *A Carp for Kimiko*. The book is written in English and

describes two holidays in Japan—Girl's Day and Children's Day (formerly known as Boy's Day)—and the customary activities associated with each. The book has illustrations showing a typical Japanese home. Reading a book to such a large group is much easier in an IDL setting than in a traditional setting, as the pages in the book may be shown in the document camera and the students see them larger than life on the TV screens. If the picture-in-picture (PIP) option is available, the teacher can show herself in a corner of the screen and the book in the large portion of the screen. If PIP is not available, it is a good idea to switch back and forth between the teacher camera and the document camera to help keep the students engaged.

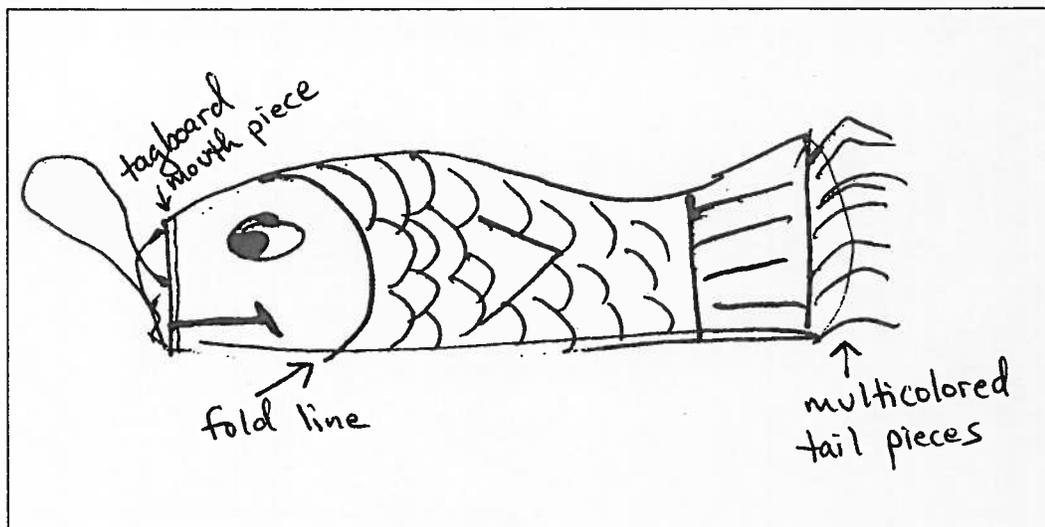
Procedure III, Culture through Crafts:

In Japan on Children's Day, families display a carp kite for each male member of the family. As a follow-up to the story and to reinforce the new color vocabulary, the students will make carp like the ones flown from high poles in Japan.

In preparation for the craft activity, a facilitator at each site has cut carp shapes, using a full sheet of tissue paper, folded lengthwise, for each carp (see Fig.1) and has then glued a tag board strip about 1" wide to the inside of each mouth. The children have seen pictures of the traditional carp in *A Carp for Kimiko* and are given some basic instructions about placement of the eye and how to draw scales and tails.

Using magic markers, each student colors a design on one side of a carp (remember to put newspapers down on the desks first as the color bleeds through the tissue). When the carp is turned over, the student can see the design where markers have bled through, making the second side easy to complete. The student then opens up the carp and glues multicol-

Figure 1. Making a colorful carp kite



ored tissue streamers (20 or so) along the inside of the tail edge. The student folds the carp again on the original fold line, glues the whole belly edge closed with a glue stick, being sure to keep both the mouth and tail ends open. Finally, the student punches two holes on opposite sides of the mouth opening and makes a yarn tie.

Students' carp can be displayed by hanging them on a wall or from the ceiling. And, of course, a carp will bravely "swim" when the student runs while holding onto the yarn tie!

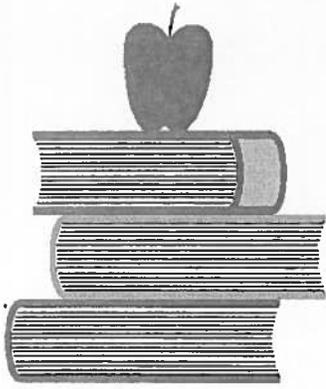
Each carp is a unique and beautiful work of art. Some look like traditional Japanese carp, while others wear make-up or hats, or otherwise reflect the personalities of their creators.

Assessment:

During the hour that the students are working on their carp, the teacher assesses each student's understanding of colors by asking, in English, "In Japanese, what color is the body of your carp? What colors did you use to decorate it? What colors are the streamers?" Responses can be recorded on a student checklist.

Each carp is a unique and beautiful work of art.

Note: For additional information, contact Colleen Brooks, 413 W. Quincy, Pittsburg, KS 66762; 316-232-2495; Fax: 316-724-6938; E-mail: colleen.brooks@greenbush.org.



Classroom Resources

Magazines in French and in Spanish

Magazines published by Bayard Presse Internationale.

Available from Marie-Caroline Russell, Bayard Presse, 9709 Sotweed Drive, Potomac, MD 20854; 301-299-5920; Fax: 301-983-8917. Costs vary, however, for example, a one-year subscription to *Popi* is \$69. (Magazines are also available in Chinese.)

French

Bayard Presse Internationale specializes in high-quality story/game magazines for children, teenagers, and young adults. These magazines, published in France, are specifically geared to the interests of various age groups, and their purpose is educational, not commercial.

Popi, *Pomme d'Api*, and *Youpi* are magazines for children 3–8 years old. *Popi* and *Pomme d'Api* are charmingly illustrated with bright colors. Each issue follows a new story about a familiar character, *Petit Ours Brun* or *Léo*, written in simple language. There are activities, such as creating mobiles, solving puzzles, decorating, and cooking, and a science or nature lesson on topics that are appropriate to children of this age. A recent issue of *Youpi* contains articles about how wheels work; how to construct simple machines; the work of a *factrice*, a postwoman, who is also a person of color; and there is a section on koala bears. Teachers will find a wealth of materials that could be adapted to classroom use.

Astrapi is for the 7–11 age group. It follows the same principles as the books for younger readers. The feature article in one issue concerns

the “secrets of the Atlantic Ocean” and includes a poster in bright colors detailing interesting facts about the ocean. There are puzzles, recipes, cartoons, and stories to read. The focus is always on instructing children in attractive ways.

Okapi is for young teens. A 1998 issue, for example, includes features on Matt Damon and rap music, a big spread on the multicultural roots of French students today, and a poster of Leonardo de Caprio.

Je Bouquine is for those who already know enough French to read short texts in the target language. The November 1998 issue contains, for example, a novel, a short story, and a comic book version of the Count of Monte Cristo.

Finally, *Plantète Jeune* and *Phosphore* are for older teens, with articles on everything from the French economy to questions of health and relationships. Here too, the presentation is lively, attractive, and more sober than ordinary teen magazines. These articles could provide interesting reading for older students. They could also be used with less-advanced students to provide them with experiences in guessing at meaning from context.

Spanish

Reportero Doc is a small-format magazine that is published in Spain. It is full of social studies and science information and beautiful color photographs and illustrations. Often the information is in the form of a simple story. Teachers can use various issues of the magazine to learn facts for thematic units they are preparing or writing; e.g., about the solar system, penguins, frogs in the rain forest, and the Incas, Mayas, and Aztecs. Because all of the text is in Spanish, the magazine is an excellent source for the topic-specific terminology that might not be part of every teacher's vocabulary. Many of the sections could also be used effectively in elementary school or immersion classes.

Popi and *Caracola* are story and game magazines. Although they are intended for preschool native speakers, they include many sections applicable to FLES classes. The colorful illustrations are usually not too juvenile for older students. One issue of *Popi* features a story by Helen Oxenbury, *¡Nieve qué sorpresa!*; a short description about *la gallina* and her sound, *coo-co-co*; a page of pictures of snowmen with instructions (*Busca el muñeco de nieve que no tiene sombrero. Después él que no tiene bufanda.*); a simple story, *Oso pardo está a gusto en su casa*; an illustration of a musical stuffed monkey

with rebus text that describes his instruments and their sounds; a card game with the object of matching pictures with the same silhouette; a *Veo Veo* section that describes illustrations featuring opposite words, *pequeño/grande*, *lleno/vacío*, and *triste/contento*. The back cover contains the illustrated story of *Lolo el lobito* waking up in the morning (*Lolo el lobito pone las orejas tíasas. . . Lolo el lobito enseña los dientes. . . Lolo el lobito aúlla con todas sus fuerzas, ¡AUUUU!. . . Lolo el lobito echa a correr. . . Y mamá le abraza para darle los buenos días.*)

One issue of *Caracola*, which has longer stories and a bit more complicated language than *Popi*, features stories (*Las aventuras de la familia Chuchu Fleta*, *Un piojito muy lindo*, *Oso pardo y las oscuridad*, *La función*, *El gran oso verde y los tres ositos*, *Carolina Cremolina y la caja*) and an information story about the yak. The magazine also includes a series of games with ghosts; a mini-puzzles card game with the cards depicting four charmingly illustrated families on one side and bright, colorful shapes on the other; and a guess-the-photo task with colored enlargements of photos of different kinds of nuts.

The language is simple enough to use in elementary school classes in which students have had some previous language study. Each issue promises to give teachers many ideas and wonderful resources for their classes.

Summer 2000 Courses and Workshops

June 15–19, 2000

National FLES Institute II. University of Maryland Baltimore County. Gladys Lipton, 1000 Hilltop Cir., Baltimore, MD 21250; 301-231-0824; Fax: 301-230-2652; E-mail: lipton@umbc2.umbc.edu.

June 19–23, 2000

National FLES Institute I. University of Maryland Baltimore County. Gladys Lipton, 1000 Hilltop Cir., Baltimore, MD 21250; 301-231-0824; Fax: 301-230-2652; E-mail: lipton@umbc2.umbc.edu.

July 5–15, 2000

Temas Añejos: Recurring Themes in Ancient, Colonial, and Modern Latin America. Iowa State University, Ames, IA. Marcia Harmon Rosenbusch, National K–12 Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

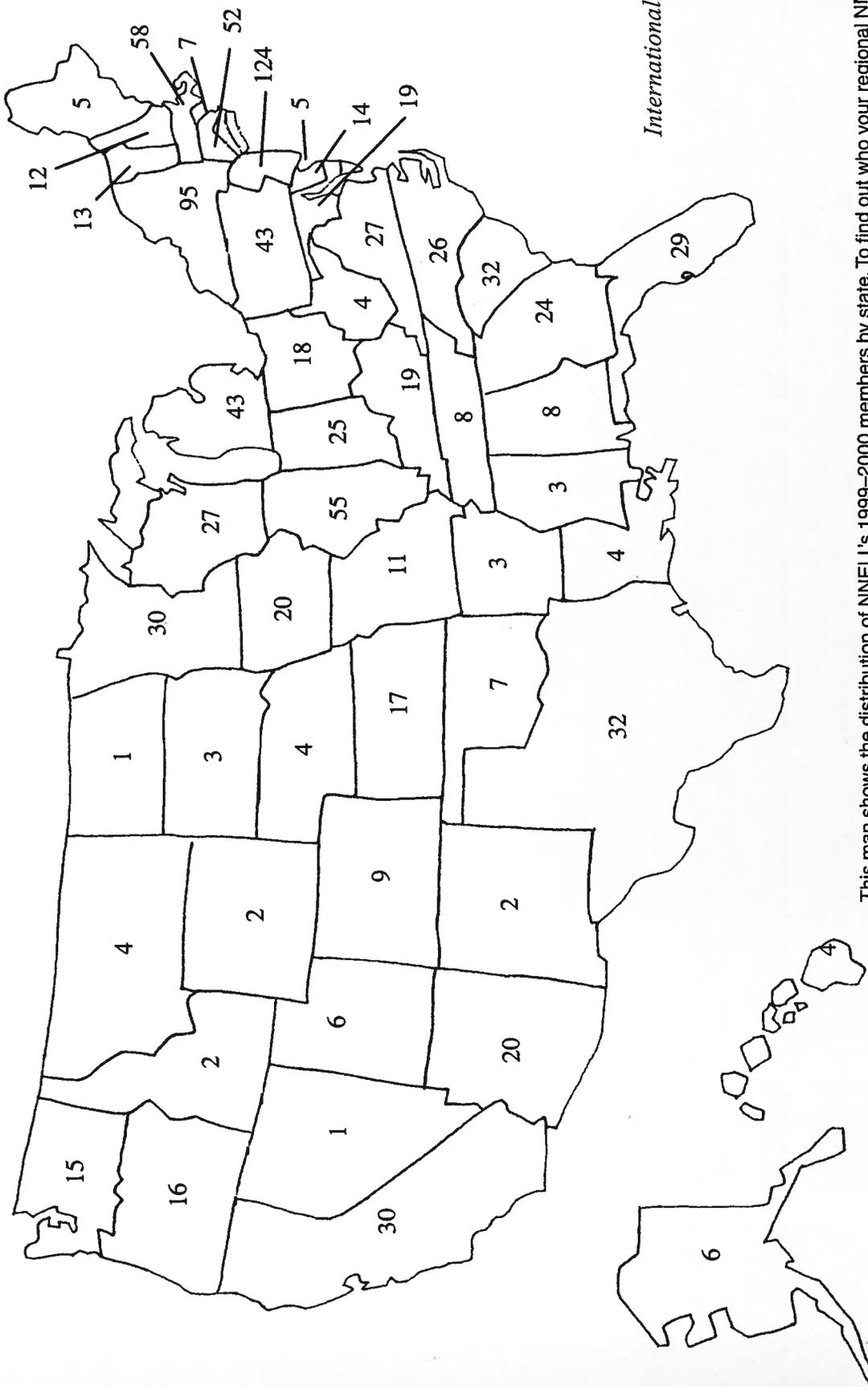
July 24–August 3, 2000

K–6 Foreign Languages: Leading the Way with Teacher Preparation. Iowa State University, Ames, IA. Marcia Harmon Rosenbusch, National K–12 Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

August 5–13, 2000

New Technologies in the Foreign Language Classroom. Iowa State University, Ames, IA. Marcia Harmon Rosenbusch, National K–12 Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

Where Are NNELL's 1,063 Members Located?



This map shows the distribution of NNELL's 1999-2000 members by state. To find out who your regional NNELL representative is, see the inside back cover of the journal. E-mail your regional rep to find out who your state rep is and how to contact them. Or, go to the NNELL website (www.educ.iastate.edu/nnell) for contact information on your regional and state reps. Work with them to encourage early language learning in your state and region!

NNELL is an organization for educators involved in teaching foreign languages to children. The mission of the organization is to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. NNELL provides leadership, support, and service to those committed to early language learning and coordinates efforts to make language learning in programs of excellence a reality for all children.

NNELL works to accomplish this mission through activities that improve public awareness and support of early language learning. NNELL facilitates cooperation among organizations directly concerned with early language learning; facilitates communication among teachers, teacher educators, parents, program administrators, and policymakers; and disseminates information and guidelines to assist in developing programs of excellence.

NNELL holds its annual meeting at the fall conference of the American Council on the Teaching of Foreign Languages. Its officers are elected by members through a mail ballot election held annually in the spring.

NNELL is a member of JNCL-NCLIS (Joint National Committee for Languages/National Council for Languages and International Studies). Visit the NNELL website at: www.educ.iastate.edu/nnell

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