

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 published in the Spring, Fall and Winter as 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 promote 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 back cover for more information on NNELL.

Articles Published: 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 Web site (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. 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.

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Notes from the President



As I write my final message as NNELL president, our world is still in trauma after the horrendous actions of September 11, 2001. Such actions carried out by a small group remind all of us of the value of our work.

Teachers in early foreign language programs help children value the culture of others as they learn their language. These children will grow to be more culturally compassionate adults. Our hope is that as adults they will work in a united manner toward a world in which all people will live in freedom and justice. This is our challenge and our mission—a mission we share with others.

The ACTFL Conference in Washington, D.C., offered over 5,000 attendees many opportunities to reflect on our mission and challenge. NNELL had a very strong presence at ACTFL. Over 200 early foreign language teachers shared their treasures at the NNELL Swapshop Breakfast as Patti Lozano entertained the enthusiastic early risers. Many thanks go to all of the sponsors, with a special thanks to SRA/McGraw Hill for its generous support of NNELL and its work. The NNELL Question and Answer session was filled with participants sharing ideas, giving and receiving information in an informal setting. The Annual Meeting presented the same opportunity for new ideas and information on materials and strategies. Other sessions focusing on early language learning were very well attended throughout the conference.

The ACTFL Award Ceremony was a NNELL celebration, with three NNELL nominees receiving awards. Dr. Mari Haas was honored for her

innovative work as recipient of the Nelson Brooks Award for the Teaching of Culture. Dr. Carine Feyten was recognized for her leadership with the ACTFL/Florence Steiner Award for leadership in Foreign Language Education—Post Secondary. A repeat award winner, Dr. Marcia Rosenbusch, received the ACTFL/NYSAFLT Anthony Papalia Award for Excellence in Teacher Education. Marcia was a previous Steiner recipient. Also, Dr. Myriam Met was elected to the ACTFL Executive Council, having been nominated by NNELL. All of the honorees thanked NNELL members for their support and collegial work in furthering the cause of early language learning.

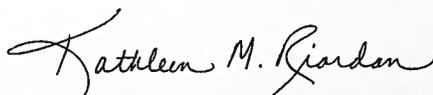
For many ACTFL attendees the highlight of the conference was the keynote presentation, both spoken and sung, by Dr. Ronan Tynan, the Irish Tenor. Dr. Tynan inspired the audience with his understanding of our human need for encouragement and support by others as we support and encourage. He reminded us of the importance of believing in others.

Dr. Tynan's personal story is one of a disabled child who became a gold-medal-winning athlete, a medical doctor, and a world-renowned tenor. He has persevered and succeeded. In sharing his personal philosophy, he reminded us that we are all ordinary people who can do the extraordinary, and that the biggest risk in life is not taking any risks. Dr. Tynan defines winners as those who are willing to prepare well and polish their craft again and again. For him, good teachers are such winners. After singing several inspirational selections

from the *Man of La Mancha*, Dr. Tynann concluded with "Isle of Hope, Isle of Tears," which he sang at the memorial event at Yankee Stadium for the victims of September 11. What an inspiration!

Let us continue to work together to polish and perfect our art and craft to bring more early learners into quality long sequence foreign language programs. These young learners are the hope for our future as they learn

the language of the souls of others. This is no small challenge. We can do it together.



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***Janet Glass Receives Award
for Outstanding Contribution to
Foreign Language Education***

On March 24, 2001, the Foreign Language Educators of New Jersey honored Janet Glass when she was given the award for Outstanding Contribution to Foreign Language Education. Recognized were the scores of teacher/administrator observers to her classroom from public school districts, independent schools, and publishers, as well as Berlitz for Kids. She has made dozens of presentations at local, state, and national conferences on teaching young students using authentic materials with thematic planning, has presented techniques such as TPR Storytelling and task-based activities, and has designed a standards-driven curriculum. Janet has also made numerous contributions on the Nandu Listserve.

Congratulations Janet!



Japanese at Mimosa Elementary School

*Azusa Uchihara
Japanese Teacher
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Roswell, Georgia*

... students must become linguistically and culturally competent in the 21st century. ...

Mimosa's Japanese Program

The Japanese Program at Mimosa Elementary School in Roswell, Georgia, began with a kindergarten class in 1992 as part of the Georgia Elementary School Foreign Languages (ESFL) Model Program. Georgia's model program was based on the belief that students must become linguistically and culturally competent in the 21st century and that students acquire languages more quickly and easily if language instruction begins as early as possible (Georgia Department of Education, 1999). Mimosa's program, which expanded by adding a grade level in each successive year, now offers 30-minute daily instruction in Japanese to all students from kindergarten through fifth grade. The program is articulated to a Japanese program in middle school, and in 2001, students were able to continue learning Japanese in high school.

Collaborative Teaching Team

The key to a seamless progression in the students' language development is qualified language teachers who also understand the child's cognitive, affective, and physical developmental levels (McClendon & Uchihara, 1998). In Mimosa's program the teachers frequently communicate and collaborate across grade levels regarding students' progress and future goals. The teachers have identified the skills, concepts, and vocabulary, as well as the Hiragana, Katakana, and Kanji characters for reading and writing, that

students will master at each grade level to create a spiraled curriculum. The Japanese teaching team regularly discusses specific student problems and seeks the best way to modify this spiraled curriculum to find solutions to these problems. Our team finds that the curriculum and methods must be adjusted and refined to address the varying strengths and weaknesses of individual students.

Experience also has taught us that it is best if a new teacher begins teaching in the lower grades to see how younger students learn basic concepts in the target language. Later this teacher will understand the progression of the students' language development in a broader context. New teachers who begin in the upper grades often have a difficult time grasping what and how much upper-grade students have learned and what developmental changes they have experienced in their cognitive abilities, behavior, and attitudes. Even experienced teachers should teach as many grade levels as possible so that they can better understand what needs to be done to create a seamless progression from one grade to the next.

A Spiraled Curriculum

Teachers are encouraged to recycle the objectives, vocabulary, and communicative functions taught in the previous grades (McClendon & Uchihara, 1998). Since natural language development does not occur in a linear fashion, students do not

continually master new concepts. Teachers reenter, reinforce, and extend concepts so that students have multiple opportunities to learn and retain language functions in their long-term memory.

For example, in a unit on the family, names of basic family members are introduced in a simple game in kindergarten. With the teacher's assistance, students are expected to pronounce the words and recognize them by matching or pointing. The names of these family members are reintroduced in a finger rhyme in Grade 1. Students are expected to respond in single words. In Grade 2, the names of the family members are reintroduced, and names of the extended family members are added in the context of the rooms of the house and again in the context of family meals. Students are expected to produce short phrases and simple sentences. In Grade 3, all of those concepts are reviewed and extended by incorporating them into new concepts. Descriptions of family members, such as name, age, birthday, and physical features are now paired with new vocabulary and new structures. Students are expected to present these concepts in extended phrases and complete sentences. In Grade 4, family members are described in a broader context, such as a family tree introducing their nationalities, flags, and languages. Students are expected to interview their family members, research flags on the Internet, write a report, and present it to class. In Grade 5, the same concepts are used in a student-centered activity in which students interview each other in order to exchange and write information about each others' family members using honorific and deferential forms. As students progress through the grades, the concepts and language outcomes increase in complexity and sophistication, and activities require more student independence, peer interaction, and improved writing and reading skills.

Creative Methods

According to Curtain and Pesola (1994), a holistic approach to learning should replace the grammatical focus so common in secondary and postsecondary language programs. The curriculum for the elementary school foreign language program is not designed for students to acquire knowledge of grammatical functions overtly, but for them to *use* the target language for authentic purposes—to express themselves and to have their needs met. They use the skills of listening, speaking, reading, and writing to achieve communication in a meaningful context. Their teachers create a stimulating and enjoyable atmosphere by providing students with games, songs, role-play, and hands-on activities that are familiar and interesting and give students opportunities to experience and experiment with language each step of the way. Curtain and Pesola also emphasize that classroom activities be designed to incorporate frequent opportunities for movement and physical activity. This is true especially for K–2 students who need to be physically involved in activities. For example, students may hold a stuffed animal when describing their “dream” pet. Younger learners in particular, who are not yet accustomed to abstract concepts, need contact with realia to construct their own meanings.

It is an interesting and pleasant experience for the teacher to work with younger students since they have a natural ability to absorb what is presented without fear of making mistakes or feeling inferior. Major developmental changes are observed, however, in the second half of third grade. Students become more independent and aware of what they are capable of or good at. Especially when serious writing or reading instruction is the focus, a big gap can be observed in students' abilities and attitudes. This change makes language instruction more challenging.

In order to maintain or increase

Teachers reenter, reinforce, and extend concepts so that students have multiple opportunities to learn and retain language functions in their long-term memory.

rich materials that are difficult for teachers to create from their own ideas and in their restricted work time. At the elementary level, textbooks should not be focused on grammatical analysis; rather they should include a variety of stories from the target cultures, cultural notes and pictures, skits, word games, and puzzles. Students need individual materials to look at, practice with, and refer to so that what they have learned in class is reinforced visually.

Assessment

In Mimosas' Japanese program, short-term and long-term goals are discussed and defined with each student. Student progress is evaluated and parents are informed through progress checklist report cards sent home at the end of each semester. Teachers use various methods of student evaluation, such as participation and performance, completion of tasks, and paper-and-pencil tests. The skills and concepts that are assessed vary from year to year since the curriculum is modified according to students' abilities. The most challenging aspect of assessment is to evaluate an individual student's oral production within a limited time frame. The Georgia Department of Education, with assistance from the Center for Applied Linguistics (CAL), administered the Student Oral Proficiency Assessment (SOPA) in third grade in 1996, fifth grade in 1998, and in kindergarten, third, and fifth grades in 2001. For this assessment, students were randomly selected and paired with a student of a similar ability. An interviewer and an evaluator conducted a 20-minute interview with each pair of students in a comfortable setting. Students were asked information about colors, numbers, fruits, school and house furniture, family members, body parts, and familiar stories as well as information about themselves. Questions were repeated and rephrased when students could not understand the questions.

students' interest for language learning, teachers modify their methods to meet these developmental changes. Even though upper-level students still enjoy hands-on activities and physical movement, they need to feel successful after having learned the target language so many years. Teachers provide extended language instruction that allows students to "glue all the pieces together." Since the students have developed more listening comprehension skills than speaking skills, they need more structures and verbs for producing the language, which may require some memorization, drill, and explanation of grammatical functions. Above all, teachers must use activities in which they build a trusting relationship with their students, especially at the beginning of the school year. Such activities create a positive atmosphere in which students feel comfortable and self-confident. Elementary school foreign language teachers are not just language instructors but also educators who assist their students with their affective domain and social skills.

Teacher-Made Materials

Teachers in elementary school foreign language programs often find themselves spending time looking for new ideas and making materials because few materials meet their needs. In most cases, no textbooks or series of commercial materials are used in these classrooms. Since young students need concrete realia in order to construct meaning, teachers of lower grades have to prepare many of their own materials. Teachers also modify materials borrowed from the regular classroom, English for Speakers of Other Languages (ESOL) classrooms, and advanced foreign language programs.

In order to achieve a smooth transition to an advanced level, textbooks should be used along with creative activities, but not in the traditional way. These books provide a progressive structure and culturally

Above all, teachers must use activities in which they build a trusting relationship with their students. . . .

A positive outcome of the SOPA is that the students performed much higher than their teachers had rated them based on classroom performance. This finding suggests that the students perhaps are not being given enough time and assistance to express their actual knowledge and skills in a classroom setting. Another finding from this assessment is that students could respond and produce language with a teacher's support when they had practiced and prepared in a specific context. However, it was more challenging for them to create their own sentences outside of the familiar context.

Communicating with Parents and Administrators

One of the most critical factors in the teaching process is keeping students and parents informed of the goals and expectations of the Japanese program through newsletters and the progress checklist report cards. These communications help to reinforce the idea that the language program is well articulated. The special Curriculum Night and Parent-Teacher Association meetings provide yet other opportunities for teachers to communicate program information to parents. Students are encouraged to demonstrate what they have learned in the Japanese class at these meetings. Students also take turns making a morning announcement in Japanese every day at school. The faculty and staff are also invited to participate in the announcements the first week of every month. In this way, the adults in the school become role models and show more understanding and appreciation for foreign language learning.

Some students are chosen to participate in the annual Elementary Spoken Language event sponsored by the Foreign Language Association of Georgia. Students perform songs, skits, recognize the alphabet and vocabulary, and count in order to compete against a set of foreign language standards. This is an oppor-

tunity for the students and their parents to meet students from other schools who are learning other languages and realize the importance of early foreign language learning in a broader context.

Challenges

The Japanese program faces several challenges. Only a few students enter the Japanese program in kindergarten and remain through fifth grade. Because the school is located approximately 25 miles north of Atlanta, where the population is growing rapidly, every year a large number of newcomers, including ESOL students, enter the Japanese program throughout the school year. These new students participate in a Japanese class for newcomers until they gain sufficient knowledge and skills to function in the regular class. It is a challenge for the Japanese teachers to make learning meaningful and interesting to the variety of language abilities in the newcomer class. At the same time, these classes contribute greatly to teacher collaboration because the teachers are made aware of the learning needs at each grade level and employ developmentally appropriate concepts and activities.

Another challenge is raising students' language skills to the level of communicative competence. Although the Japanese program offers 30 minutes of instruction daily, there are some distractions and interruptions day to day and throughout the school year; for example, field trips, field days, cultural arts programs, and the international festival. On these days class schedules and instruction are disrupted. In addition, although students skillfully respond to their teachers' commands and answer their questions in class and teachers make every effort to reinforce what the students have learned in Japanese class, students rarely have an opportunity to improve their language skills by using the language outside of the classroom.

Another challenge is raising students' language skills to the level of communicative competence.

The most significant outcome . . . is that students develop a positive attitude toward people from other cultures and languages.

As the Japanese national standards task force pointed out, Japanese takes time for native speakers of English to learn (National Standards in Foreign Language Education Project, 1999). Japanese grammar is extremely different from that of English. In order to be able to read Japanese materials written for adult native speakers, for example, students must learn two different syllabic writing systems and approximately 2,000 Chinese characters, most of which have multiple meanings and readings. Also, basic communicative functions such as requesting, disagreeing, and inviting are performed very differently in Japanese culture.

Articulation to a Middle School Program

In order for students who are entering a middle school foreign language program from a well-articulated elementary program not to notice a significant discrepancy in the mode of acquiring language, the two levels must be well articulated both in content and in methodologies (McClendon & Uchihara, 1998). This same process must continue into the high school program if students are to remain interested in foreign language studies. Students who have been in an elementary school foreign language program are not ready for a quick transition to grammatical analysis, translations, or frequent paper-and-pencil tasks. The methods used in a middle school foreign language program must be balanced with traditional elementary school methods. Students must be regularly engaged in using language for authentic tasks in order to continue developing their communicative competence. It is crucial for a smooth transition that elementary teachers and middle school teachers meet regularly to communicate and exchange information on curriculum, methods, and students.

Achievements

The most significant outcome of Mimosa's Japanese program is that students develop a positive attitude toward people from other cultures and languages. In particular, they show an interest in recognizing Japanese writing, products, places, and people in their environment and sharing their Japanese- or Japan-related experiences. For example, some students say that they have friends from Japan or a family member who has been to Japan, and that they have been to a Japanese restaurant and ordered a meal in Japanese. Other students bring a Japanese kimono, coins, dolls, books, and toys to show to the class. Some students express an interest in visiting Japan in the future or continuing to learn Japanese beyond the elementary school.

Our Japanese students have developed an appreciation and a respect for the Japanese language and its culture through their relationships with the Japanese teachers. When they realize that there are many Japanese products, Japanese businesses, and Japanese people in the United States, they become more aware of the value of learning the Japanese language and culture. They influence adults by sharing their positive Japanese class experiences and demonstrating what they have learned.

In the Japanese program, we see outstanding achievements for three goals specified in the national standards for foreign language learning (National Standards in Foreign Language Education Project, 1999):

1. *Cultures*: Gain knowledge and understanding of other cultures;
2. *Comparisons*: Develop insight into the nature of language and culture; and
3. *Communities*: Participate in multilingual communities at home and around the world.

As more of our students have the

opportunity to experience a long sequence of Japanese instruction, we are confident they will achieve all five goals of the national student standards for foreign language learning.

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Master of Arts in Teaching a Second Language

Bennington College, Bennington, Vermont, has launched a unique low-residency Master of Arts in Teaching a Second Language (MATSL) program for teachers of French and Spanish.

The program, which began in July 2001, spans three summers and two school years, requiring three intensive weeks of on-campus study the first two summers, one residency week the third summer, and two school-year action research projects that are conducted at each student's home institution. In addition to providing intensive language training through the medium of cultural content (and in the process modeling instruction that integrates language teaching with academic content), the program offers theory and pedagogy courses aimed at improving teacher practice at all educational levels.

Another important aim of the program is to help develop teacher leaders, people who are skilled in doing action research, in analyzing their own and others' teaching, and in making professional presentations that will help change the face of the foreign language teaching profession.

For More Information

Contact Betsy Burris at 802-440-4742 or bburris@bennington.edu, or visit the Web site <http://ford.bennington.edu/RCLC/Program/matsl.html>.

A Successful Keypal Project Using Varied Technologies

*Jean L. Pacheco
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This e-mail keypal project began quite by chance. I was on a listserv about a variety of opportunities for projects with other classes throughout the world. One day I received an e-mail from a Russian teacher asking if I would be interested in having keypals in Russia. My first reaction was, "No, I teach Spanish, not Russian. Why would I want keypals in Russia?" I almost deleted the message. But then I thought, "This might be an interesting thing to do." When I was growing up, we thought of Russia as our enemy and we thought that we might even have a war with Russia. I thought that having keypals in Russia would help us understand this country better. So, I contacted the Russian teacher, Valdimir Ilyin, and that was the beginning of this project.

The project began quite spontaneously in February 1999 when I paired each of 10 fourth-grade students (who are now in seventh grade) in my Spanish class with a child in Russia. Each week, the Russian students wrote to us in English; we responded to them in English since we did not know Russian. The first year of the project the children came to my room at recess time and in the mornings to type their letters.

In the spring of 2000 when the number of interested students expanded to 20, we established a Russian Keypal Club, which met on Wednesdays after school for an hour. Most of our correspondence has been between partners, but sometimes not

all computers were working and those available had to be shared. Every child from the Russian site uses an individual e-mail address, but our students share one Hotmail address. Therefore, I print out and copy the e-mails for all the students to read.

We have made and exchanged presents with our keypals and have played chess and checkers; sometimes two games were going on at once, with answers being e-mailed back and forth. Rules for chess are the same in both Russia and the United States, but checker rules are different. Once the Russian students made a capture by moving backward when there was no king. This resulted in a dispute. I e-mailed the Russian teacher asking, "How can this be?" He did not understand my question and, with further dialogue, we solved the problem by discovering that our rules for checkers differ. A Russian checker can move forward and backward to capture, even if it is not a king, and a king can move any number of spaces diagonally. We discovered that we may wear clothing similar to that of our Russian colleagues, but our checker rules are different!

Friendships among some of the students have developed. Many students even call their keypals in Russia their best friends. A friendship also has developed between the Russian computer teacher, his wife, daughter, and even his mother and me. I was surprised when his mother sent me a book on icons last year for my birthday. She told me I was almost

Many students
even call their
keypals in Russia
their best friends.

like a member of their family.

Sometimes we control the themes of our discussions and at other times, we do not. We did agree from the beginning not to have the children discuss religion or the war with the Serbs. The following are some of the activities we have completed:

- **Birthday and Holiday Greetings:** We send e-mail cards to our keypals on birthdays and holidays. Three good Web sites for greeting cards are www.bluemountain.com, www.hallmark.com, and www.123greetings.com.
- **Gifts:** Part of the project has involved the exchanging of gifts. Last fall we made buckeye necklaces and told the Russian students how they were thought to bring good luck and cure arthritis and rheumatism. At Christmas we made wise men ornaments from clothespins, and we all made brainteasers similar to "Pizza Hut brainteasers." We also made apple dolls, typical of Missouri and part of the culture of the pioneers, for our keypals. Last spring we made dream catchers, which are symbolic of some American Indian cultures. The keypals all have a shelf in their homes on which they proudly display these and other items we have sent them. Packages to Russia are always sent airmail and registered to ensure their arrival. We have considered having fund-raisers to pay for postage, and I have considered writing a grant for this project, but as yet I have not done so. Instead, I have paid for the materials and mailings myself.
- **Field Trips:** We took a field trip last year to see Yagov, a famous Russian comedian, and the Neva Dancers in Branson. We were given free tickets, and the children were able to go backstage and talk to Yagov. This year we went to

Tchaikovsky's *Nutcracker Suite*, performed by the Springfield Ballet.

- **Chess and Checkers:** We played chess and checkers online at these sites: <http://www.vinco.ru> and www.zone.com. We prefer the Vinco site because it shows the conversation only with the person with whom you are playing chess and not with everyone in the room.
- **Private Chat Room:** We met in a private chat room established for this project by the computer teacher. A private chat room is a way the teacher can create a safe environment, since no one outside of the project may enter. To arrange a free private chat room for your students contact: <http://www.beseen.com/chat/index.html>.
- **Videos:** We made videos introducing ourselves, our school, and the surrounding area to send to our keypals. In addition, I sent them a video of a lesson I taught. The Russians, in turn, sent us videos showing their school and celebrations on St. Patrick's Day and Halloween (in response to information we sent about Halloween). When the first video arrived from Russia, I discovered that they use the PAL video system instead of VHS. I learned, in fact, that only Japan and the United States use VHS format. I was pleased to discover that, since the Assembly of God Church has missionaries all over the world, their media center was capable of converting the Russian videotape to VHS for us.
- **NetMeeting:** NetMeeting can be downloaded free of charge from www.microsoft.com. On the common paintboard you can call up someone and have a NetMeeting, in which you can draw together, write together, etc.; in chat, you can establish your own chat room.

The keypals all have a shelf in their homes on which they proudly display . . . items we have sent them.

President's Day 2000 was also celebrated by the Russian students and was a smashing success.

We had our first NetMeeting in December 1999, then again in April 2000 and May 2001. During the first NetMeeting, we learned many important things. For example, it is critical to carefully figure out the time difference when setting up a NetMeeting. My students started the NetMeeting early and went to the NetMeeting chat, but the Russian students were not there yet. Also, the computer teacher and I had tested the voice connections in our practice NetMeeting, but for some reason the first day we tried it with students, it did not work. We failed to tell the other teacher the students who were present and absent for the Netmeeting, which created some confusion. Confusion also resulted when the students playing chess and checkers changed partners because they did not always tell the other side that they were changing. Finally, we discovered we need to keep one computer free, on which the teachers can communicate during the meeting. In May 2001 we had a two-hour NetMeeting with our Russia keypals. The NetMeeting ended with a 20-minute phone call from the Russians on which each of the excited keypals was able to speak to one another over the telephone.

- **Student Web Pages:** You can have your students and the keypals make their own Web pages using Netscape Composer, Front Page, or other programs. You will need to be aware that Web pages may work well in one browser and not in another. The Web pages my students made looked fine in Netscape but not in Internet Explorer. You can make your own Web pages by going to <http://www.sofweb.vic.edu.au/internet/publish.htm>. This site is great in helping with Web design. The Russian students' Web pages

are accessible at <http://www.chat.ru/~ilyin>.

- **Holiday Celebrations:** In this activity, we celebrated the holidays of our keypals, which led to better cultural understanding. Since the Russians had never experienced Halloween, I sent them some packages with Halloween decorations, including a witch's costume, tapes with spooky sounds, books with ghost stories, and Halloween decorations. We also e-mailed numerous games and activities to the Russian students. Halloween was a big event for Moscow School 340 in October 2000! In December 1999, we sent the Russian students three ornaments and brainteasers we had made for the Christmas holiday. We also sent the award-winning book *Polar Express*, which their teacher read during class. In February 2000, we sent Valentines and a calendar with all of our students' pictures to Russia, and they sent us hearts they had made. President's Day 2000 was also celebrated by the Russian students and was a smashing success. I sent many games, decorations, and other activities to the computer teacher for this celebration. They learned about George Washington, Abraham Lincoln, and other presidents. One successful game they played was "To Tell the Truth," in which there were three George Washingtons and the students had to discover which one was real. The students played other games, made an American flag, and learned the Pledge of Allegiance. The computer teacher wrote to me, "We were Americans. It is your turn to be Russian," so on March 8, 2000, we celebrated Woman's Day. This is a holiday in Russia in which all women are honored. The boys in our keypal group secretly planned a celebration for the girls. They sent cards to the girls and

gave them boxes of chocolate. I ordered a cake which said, "Happy Woman's Day." The boys passed out cake to the girls and were allowed to eat cake with the girls' permission. The Russian students also made a Web page for the girls about Woman's Day.

- **Russian Classes:** Last year I began studying Russian and gave Russian lessons to five students during one of their recess times. Several of them wrote short sayings in Russian to their keypals. When we did voice recordings at my house, several of them said, "My name is _____" in Russian.

The Web site addresses provided in Table 1 are helpful resources for initiating a keypals project such as ours and for carrying out various related activities.

International Understanding

Keypals has been a project in international cooperation and understanding. It has not always been easy and has taken a great deal of effort on both ends. There have been numerous misunderstandings, plus a language barrier to overcome.

One of the first misunderstandings that the Russian computer teacher and I had was at the beginning of our project. This was when the Serb War was going on. I wrote to the Russian teacher and said, "I hope that you will not end up hating us." He said, "Jean, how can you say this? We have never hated you."

There was another time that the Russian students had a problem with one of my students. She had told them that her mother had a collection of 50 ceramic pigs in the house. The keypals in Russia thought that her mother had 50 *live* pigs running

Keypals has been a project in international cooperation and understanding.

Table 1. Web Site Resources

PURPOSE	WEB ADDRESSES
General Communications	http://www.classroom.com http://www.epals.com http://www.keypals.com http://www2.kalmar.se/bergavik/inteng.htm http://www.iecc.org/ http://tandem.uni-trier.de/Tandem/email/infen.html http://www.ling.lancs.ac.uk/staff/visitors/kenji/keypal.htm http://www.richmond.edu/~jpaulsen/café.html http://www.ks-connection.org/ http://www.kidlink.org/KIDPROJ http://web66.coled.umn.edu/schools.html http://www.kyoto-su.ac.jp/~trobb/keypals.html
Greeting Cards	www.bluemountain.com www.hallmark.com www.123greetings.com
Chess and Checkers	http://www.vinco.ru www.zone.com
Private Chat Room	http://www.beseen.com/chat/indes.html
NetMeeting	www.microsoft.com (download from this site)
Student Web Pages	http://www.sofweb.vic.edu.au/internet/publish.htm

around the house and did not want to continue to write to her because they thought that she was dirty. It took us a while to clear this up and to explain that the pigs were only *ceramic*.

When we first talked about Halloween, the Russians were unsure what to think of our holiday. I was asked, "What does your priest say about this holiday?" Now the Russian students say that it is their favorite holiday. The Russians also had difficulty understanding our celebration of Easter with the Easter bunny because their Easter focuses on the religious significance.

Future of the Project

The students who started this project in the middle of fourth grade are now in seventh grade. It grew more difficult for them to be keypals as they moved into higher grades because they had more homework and other activities. We continued with the sixth graders; however, and in the spring of 2001, I selected 10 more students to begin another Russian keypal project. We plan to continue many of the same things, such as NetMeetings, playing chess and checkers, and making and exchanging gifts. But there are also some new things we would like to include, such as student competitions, making student videos on various aspects of the home culture, making pamphlets and scrapbooks of our respective home cultures, making a cookbook of favorite recipes, and video-conferencing.

The project also is definitely going to continue for some time with the original group of keypals. Last spring some of them asked for addresses so that they could write to their keypals over the summer via snail mail. The new keypals are also excited and wished that the keypals in Russia all had access to computers during the summer. Most of them do not. They go

to their country houses called *daschas* during the summer and work in family gardens.

In the summer of 2000, I had the chance to go to Russia and spend five weeks with the computer teacher and his wife. I found the Russian people to be warm and friendly and they opened their hearts and homes to me. I spent seven hours one day with a group of the keypals. My dream is to take some students to Russia one day or to arrange for one of our students to go to Russia and one of their students to come here to visit. Another dream that I have is to see that the Russian teacher gets to America one day to visit our school and keypals.

In the summer of 2001, I again returned to Russia for five weeks. I taught English in Siberia during this time. I also visited with the computer teacher and his wife and saw the keypals once again.

The Russian keypals are very much a part of my life and my students' lives.

Author Contact Information

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Author's Note: This paper is dedicated to my dear friend, Vladimir Ilyin, who teaches computer classes at School 340, in Moscow, Russia. Without his help and patience, this article would not have been possible. It is largely due to Mr. Ilyin's efforts that this keypal project has been so successful. A photograph of Mr. Ilyin, his wife, and a Russian teacher at their Halloween celebration appears on NNELL's Web site: www.educ.iastate.edu/nnell.

The Russian keypals are very much a part of my life and my students' lives.

Activities for Your Classroom

Venn Diagram: Colors, Shapes, and More

Dawn Fogle Deaton
Whittier School, World Language
FLES Program
District 97
Oak Park, Illinois

Level: Any language in grades K–8

Targeted Standards:

Communication

- 1.1 Students will state the attributes of the objects they classify.

Connections

- 3.1 Students will use mathematical concepts as they count and graph.

Note: Also relevant to Illinois math standards.

Context:

This activity is very visual and tactile and can be adapted for the appropriate math or language learning levels. Also, reinforcing the Venn diagram concept through language learning increases student understanding and strengthens curriculum connections. Students should already know basic colors and shapes.

Objectives:

Using the target language, students will identify objects as “round,” “blue,” “both round and blue,” or “neither round nor blue” and will properly categorize the objects by placing them correctly in or near Venn diagram hoops.

Materials:

1. Two Hula Hoops, preferably of different colors
2. A selection of objects that students can classify according to the attributes of shape and color.

Examples of objects are:

- Art supplies such as chalk, crayons, construction paper
- Small toys of various colors
- Pan and jar lids
- Play Dough
- Clothing such as bandannas, T-shirts, and socks (always a hit!)

More advanced children can use 3-dimensional shapes such as spheres, balls, cylinders, cubes, etc.

3. Objects placed in a surprise bag or box so that students will not be able to see what they will be choosing. Objects such as Play Dough or chalk may be placed in a small plastic bag first.

Procedure:

1. Have children sit in a circle so that all can see and participate.
2. Place Hula Hoops next to one another on the floor in the

middle of the circle. (You may wish to overlap them in the traditional Venn diagram or you might also wait until students figure out that the two hoops must overlap.)

3. Orally identify one hoop for round objects and one for blue objects, as you demonstrate what to do: Choose an item from the bag, identify the attribute by saying, for example, "It is blue," and then place the item in the correct hoop.
4. Proceed around the circle, giving each child a turn, one at a time. Have each child choose an article, identify the attribute(s), and place the article in the proper hoop. If the object is neither round nor blue, have the child place the object outside the hoops. Encourage children to self-correct by seeing if their item matches others in the hoop, or have the class participate in checking by asking in the target language if the placement is correct.

Extension:

1. Have students count the number of items in each hoop and compare them mathematically. Ask questions such as these: How many blue things? How many circles? How many more of one than the other? How many less/fewer? How many with both attributes? How many with neither?
2. Graph and compare results of the objects in the two hoops.
3. Help students determine answers to the following: What fraction of the whole were blue items? Circles? What percentage? What ratio?

Assessment:

During the activity, note on a checklist students' ability to identify the attributes "blue" and "round" and correctly categorize the objects.

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NNELL Summer Institutes

Special NNELL thanks to Mari Haas, program chair, Mimi Met, NNELL liaison with California, and Dr. Duarte Silva, executive director of California Foreign Language Project, for their hard work leading to the success of the NNELL Santa Barbara institute (see report on pages 18-19 in this issue).

Plans for the 2003 NNELL Summer Institute are under way. If you have ideas or suggestions for activities, location, or dates, please contact Martie Semmer, P.O. Box 139, Breckenridge, CO 80424; 970-453-2078; E-mail: semmer@colorado.net.

— *NNELL Election Results* —

NNELL is happy to announce that Lori Langer de Ramirez has been elected second vice-president for a three-year term, and Terry Sullivan Caccavale has been elected secretary for a two-year term.

Lori Langer de Ramirez began her career teaching Spanish to fifth through twelfth graders at a private school in Brooklyn, New York, where she later served as coordinator of the FLES and Middle School programs. During that time, she pursued a master's degree in applied linguistics from Queens College and a doctorate in curriculum and teaching at Teachers College, Columbia University.

She currently teaches at Herricks Public Schools, where she has taught French and Spanish and now chairs the Second Language Department. She also teaches a graduate course at Teachers College, Columbia University, entitled "Teaching and Learning in the Multicultural Classroom."

Author of two Spanish-language books, *Cuéntame—Folklore y fábulas* (a folktale-based reader with activities) and *Mi abuela ya no está—Un cuento mexicano del Día de los Muertos* (a picturebook about the Day of the Dead), Lori has also written several articles about the use of folktales in language teaching. Her most recent work involved the development of an interactive Web site (www.miscositas.com) that offers teachers over 40 virtual picture-books, pages of realia, links, and other curricular materials for teaching ESL, French, and Spanish.

A workshop presenter at conferences such as New York State Association of Foreign Language Teachers (NYSAFLT), American Association of Teachers of Spanish and Portuguese (AATSP), and American Council on the Teaching of Foreign Language (ACTFL), Lori has received several National Endowment for the Humanities grants (to study in and develop lessons about Mexico, Colombia, and Senegal), an AATSP fellowship for graduate study, a grant from the Council for Basic Education, and a Fulbright Award. Her areas of interest include folktales in the language classroom and technology in language teaching.

Terry Sullivan Caccavale began the French Immersion Program in the Holliston (Massachusetts) Public Schools in the fall of 1979, prior to which time she taught elementary school in Shrewsbury, Vermont. She has served as the Immersion Coordinator for over twenty years and has also served as K–12 Foreign Language Coordinator of the Holliston Public Schools since the fall of 1995. Under her direction, the district has implemented a Spanish FLES program for all students not enrolled in Immersion, thereby creating a system in which all K–10 students are enrolled in foreign language education.

She is a member of American Association of Teachers of French (AATF) and ACTFL and serves on the Board of Directors of the Massachusetts Foreign Language Association (MaFLA). In addition to presenting at various state and national conferences, including MaFLA, AATF, ACTFL, New England League of Middle Schools, and the Association for Supervision and Curriculum Development, Terry is a regular presenter at regional professional development workshops. Terry served on the Foreign Language Assessment Development and Framework Review Committees through the Massachusetts Department of Education. She has recently been named *Chevalier dans l'Ordre des Palmes Academiques* by the French Ministry of Education.

A Report from NNELL's 2001 Summer Institute in Santa Barbara

Terry Caccavale
NNELL Secretary

The NNELL Summer Institute held on July 27–29, 2001, at the University of California Santa Barbara was a combined effort of NNELL, the California Foreign Language Project (CFLP), under the direction of Duarte Silva, and the California Language Teachers Association (CLTA), under the direction of new Executive Director Lorraine D'Ambruoso. This institute was a direct offshoot of the dialogue that took place at the NNELL 1999 Summer Institute in Hartford, Connecticut. NNELL participants, who met during the weekend prior to the formal week-long CFLP/CLTA institute, were joined by some of their California colleagues who attended both institutes. This teacher-to-teacher exchange proved to be an invaluable part of the institute.

On Friday afternoon NNELL President Kathleen Riordan welcomed all seminar participants and introduced her colleagues. Duarte Silva (CFLP) then described the political and educational climates influencing the future of elementary foreign language instruction in California and pointed out the narrow definition of *literacy* currently being embraced by state education and political officials. Lorraine D'Ambruoso (CLTA) noted that one of the goals of the former California Foreign Language Teachers' Association has been to take the word *foreign* out of language learning, and that this organization is now called the California Language Teachers Association. These steps are small but universally symbolic for the profession and the public.

... Met addressed the need for all in the foreign language profession to keep at their fingertips current information regarding the profession.

Keynote Address

In her keynote remarks, "Good News of the Profession," Myriam Met, a past president of NNELL, highlighted the following progress in foreign language learning in the nation:

- Increased K–12 enrollment
- More programs and longer-lived programs in the elementary grades
- Advancements in the use of technology to extend foreign language instruction to all students
- Adoption of National Standards for Foreign Language Education, as well as K–12 ACTFL Guidelines for Foreign Language Instruction
- Increased public and government interest in foreign language education.

Citing ways to "keep the good news good," Met went on to delineate the job ahead:

1. Maintaining program quality as programs expand
2. Addressing the real and legitimate constraints of time, money, program longevity, and articulation to middle and high school levels
3. Addressing issues of equity and access to language learning in both elementary and secondary schools.

In conclusion, Met addressed the need for all in the foreign language profession to keep at their fingertips current information regarding the profession. While acknowledging demands on teachers in the areas of time, energy, multiple preparations, and general professional develop-

ment, she noted that all must share the responsibility for keeping abreast of what is considered to be the most current research in the field of foreign languages.

Workshop Selections

Leaders in early language learning offered these workshops to participants:

- Mini Thematic Units Based on Poetry in Spanish—Mari Haas
- A Focus on Culture: Perspectives, Practices, and Products—Myriam Met and Myriam Chapman
- National Board Certification for World Languages Other Than English—Martie Semmer
- Brain Research and Its Implications for Second Language Learning—Janet Glass
- Questions and Answers with the Experts: The Best of Learning Languages—All
- The Globe Project (Math/Science/FL Integration on Internet)—Teresa Kennedy
- Fourth Grade Beginning Spanish: Results of a Year-Long Action Research Study—Michele Montas
- *La dame a la licorne: A Walk through the Garden of the Senses*—Myriam Chapman.

The dialogues—both formal and informal—that took place over the course of this weekend retreat were numerous and enlightening.

Other Highlights

On Saturday evening, NNELL participants were invited to attend the orientation and keynote address of the CFLP/CLTA Summer Institute, at which time Duarte Silva summarized notes from the previous year's work with the New Visions Project

(www.educ.iastate.edu/newvisions) and discussed the choice of theme for this year's institute, "Architecture of the Profession: New Visions for Accomplished Teachers." California participants were introduced to the "Five Core Propositions for Accomplished Teachers," which are the benchmarks of National Board Certification. Following this general session, all NNELL participants were invited to meet with the entire California delegation at a welcome reception.

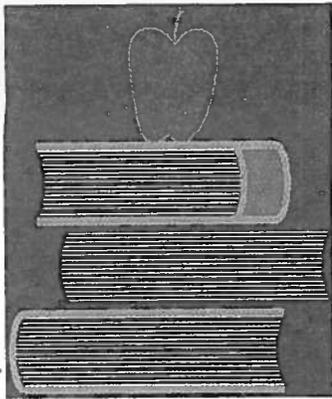
Sunday morning's closing session was dedicated to the theme of advocacy, led by Kay Hewitt Hoag, NNELL Advocacy Co-Chair. In her inimitable fashion, Hoag described several of her "best attempts" at being an advocate for foreign language instruction for all students in her own school district and throughout the state of North Carolina. (NNELL Advocacy Packets, which contain many different articles relating to elementary school foreign language instruction, are available for \$15 from Hoag; see her address on the inside back cover of this issue.)

Next, Janet Glass, New England Regional Rep to NNELL, reported on the New Jersey GAINS (Gaining Advances in National Standards) project. This jointly funded video presentation takes the viewer through the five C's of the National Student Standards and provides examples of student learning in each area.

Thank You

NNELL thanks all of the teachers who took time from their busy summer schedules to share in the rich dialogue on teaching foreign languages to young students at the 2001 NNELL Summer Institute.

The dialogues . . . that took place over the course of this weekend retreat were numerous and enlightening.



Classroom Resources

French

Série Découverte. (1994) *Drôles de pays, Les saisons, Les animaux étonnants*. Canada: Héritage Jeunesse.

Available from Sosnowski Associates, 58 Sears Rd., Wayland, MA 01778; 508-358-7287.

These packets of nine cardboard cards each contain questions and answers on topics of interest to the older elementary learner. There are question cards and answer cards in each packet. The objective is to answer each question correctly. Each packet is geared toward a different age level, from four- to ten-year-olds.

The language in some questions is challenging, but the illustrations allow older children to make intelligent guesses using their prior knowledge. These cards are useful in a variety of ways: for students to work in pairs or groups; for devising classroom games, or for the more enterprising students to have supplementary individual activities.

Spanish

Easy and Intermediate Spanish Readers. Desoto, TX: McGraw Hill Publications.

Available from SRA/McGraw Hill Order Services, 220 E. Daniieldale Rd., Desoto, TX 75115; 800-843-8855; Fax: 972-228-1982. Package of five similar books for \$19.95.

SRA/McGraw Hill (formerly National Textbook Company), publishes easy and intermediate readers in Spanish. One set of easy readers is a

series of concept books with stories about Los Zoomies. These colorful balloonlike characters teach numbers, colors, names of popular sports, opposites, clothing, professions, feelings, and transportation. Each story tells a Zoomie adventure in very simple language. The easy readers also include storybooks such as *El rabo del gato, El conejo y el coyote, El agua y tú, and Mi sombrero*.

The storyline in *Mi sombrero* shows a little girl with a top hat. On each page she pulls a different colored ribbon out of the hat until the last page, when—surprise—a rabbit emerges! The clear, engaging illustrations make these books comprehensible for young students of Spanish. The books often contain information about content from the elementary school curriculum. Intermediate readers have more text that is still repetitive and predictable. Some of the books, such as *El amigo nuevo, El vuelo de los colibríes, and Había una vez* (an anthology of *La gallinita roja, Los tres osos, and El muchacho y el burro*) come with audio-cassettes.

Authors include Viví Escrivá and Alma Flor Ada. Other stories in this level include *El reloj y yo, No tengo guajolotes en mi casa, and Amanece un nuevo día*. This last story uses rhyming narration to describe Doña María's day on the farm (*El pollito dice: ¡Pío, pío, pío! El sol me quita el frío. La gallina dice: Cló, cló, cló! Qué bueno que ya amaneció*).

Request the catalog to see prices and the range of books available, including books for the advanced level.

Lozano, P. (2000). *Music That Teaches Spanish!; More Music That Teaches Spanish!; Spanish Grammar*

Swings! Houston, TX: Dolo Publications.

Available from Dolo Publications, Inc., 12800 Briar Forest Drive #23, Houston, TX 77077; 218-493-4552; Fax: 218-679-9092; E-mail: dolo@wt.net or plozano@swbell.net; Web site: www.dololanguages.com. For each selection, cost is \$31.95 for compact disc and teacher's guide or \$29.95 for audiocassette tape and teacher's guide.

Music That Teaches Spanish! and the sequel, *More Music That Teaches Spanish!*, include many songs that incorporate basic vocabulary and phrases. Beginning with the songs, *Buenos días* and *¿Cómo te llamas?*, the former includes a fun alphabet song (*ABC de colibrí*) and a counting song (*Quince galletas, ¿Adónde vas? Si tú comes una, hay catorce más*). A tick-tock song asks, "¿Qué haces tú? ¿Qué hora es? En español—¡no en inglés! Dime ahora—no después; ¿Qué haces tú? ¿Qué hora es?" and answers, "Son las siete, Me levanto de la cama. Lavo la cara y me quito el pijama." Another song describes "siete iguanas que viven en las montañas," and the fates of *la más grande, la mediana, la más pequeña, la más gorda, la más delgada, la más bonita, y la más fea*. A visit to *El rancho de Pancho* will reinforce animals and the opposites *siempre* and *nunca*.

When your students are in need of movement, *Derecha, izquierda y alrededor* is the perfect remedy as the students stretch, touch the earth and the sun, walk forward and back, and cross their legs. And when the class is ready to do something new, take them traveling with the song, *Yo prefiero México*. The students learn about the weather in some countries of the world and typical food in others.

Geared toward elementary and middle school students, the songs,

original lyrics, and tunes are varied and fun. Each CD or audiocassette is accompanied by a teacher's guide, with the lyrics and reproducible pages of activities to accompany the songs. Ms. Lozano offers similar publications for English, French, and German classes.

For more advanced students check out, "Spanish Grammar Swings." Not only do these songs teach grammar interactively, but each tune is a different musical style including, bolero, ballad, calypso, blues, swing, 50s rock 'n roll, and Broadway. Grammar concepts from definite articles to verb conjugations and tenses with adjectives and prepositions in between are incorporated in echo songs, partner songs, cumulative songs, and role-play songs. The songs actually make learning grammar fun. When it's taught through a song, it is never forgotten.

Note: Led by author and artist Patti Lozano, attendees of the FLES Swapshop at the 2001 ACTFL conference in Washington D.C., had the opportunity to become familiar with a potpourri of these engaging songs.

German

Pfister, M. (2001). *Der kleine Dino*. Gossau Zürich: Nord-Süd Verlag.

Available from Books without Borders, 13509 NE 93rd St., Redmond, WA 98052; 888-840-2962; Fax: 425-828-7790; Web site: www.bookswithoutborders.com. Cost is \$18.95.

Marcus Pfister, a Swiss citizen, is an internationally renowned children's author and artist. Although most of his books are available in English, children studying German will enjoy the German editions. Pfister's writing style is rich in vocabulary, although at times complex. Comprehension by young language learners can best be achieved by simplifying his writing.

In this story, the Maiasauras, fantasy dinosaurs, are excited about

the birth of their baby girl Maia and her brother Dino. However, Dino is no ordinary baby. He is special, born with glittering spines along his back. Maia and Dino grow up fast and become inseparable friends.

The Maiasaurus lived in caves in a land that was fertile and fruitful, and they gathered water from a nearby spring. Life for the dinosaurs was comfortable until the mean

Dragonsuras appeared. But Maia and Dino have a secret plan to regain their land and spring and conquer the vicious Dragonsuras. With the help of Dino's dazzling spine, they succeed.

Dinosaurs have fascinated children of all ages. *Der kleine Dino* will be enjoyed by kindergarten, first and second graders, and may even inspire them to research actual dinosaurs.

Sociedad Hispánica de Amistad for Elementary and Middle School Students

The Sociedad Hispánica de Amistad (SHA) was developed for elementary and middle school students whose teachers are members of the American Association of Teachers of Spanish and Portuguese (AATSP), the parent organization. Because program styles for Spanish in elementary and middle schools are so numerous, SHA is designed to be flexible and curriculum friendly. Schools may elect to have either regular members, honor members, or both. Elementary and middle schools that offer exploratory programs usually have regular members. Middle schools that offer Spanish I and above have honor members, since this membership requires that the chapter establish minimum grade requirements. Some middle schools offer both types of memberships, with the honor membership for their most outstanding students. Both regular and honor members are required to participate in projects, which are divided into three categories. Examples of the three project categories are:

1. Ambassadorship (Focuses on using the language to share with others.)
 - Be a pen pal with a student in a Spanish-speaking country or an SHA member in another chapter.
 - Tutor other students.

2. Service to School

- Sponsor a foreign language week of activities for your school—poster contests, special foods and music, etc.
- Prepare and serve a Hispanic meal for teachers in your school.

3. Service to Community

- Make holiday ornaments with Hispanic themes—donate them to a retirement home, community center, etc.
- Incorporate Hispanic music and dance into a school program for parents and community members.

To establish a chapter, the teacher completes a one-page application and pays a \$25 charter fee. The teacher will receive an SHA notebook containing the rules for operation, constitution, suggestions for projects, text for induction ceremonies, and a charter for framing and display. When students are ready to be inducted, a \$5 per-member fee for registration, postage, and handling is required for each student.

For More Information

Contact Pamela Wink, National Director; 1007 Bitterswett Lane; Frankfort, KY 40601; Telephone and Fax: 502-875-1989; E-mail: shamistak@aol.com.

Spring 2002 Conferences

March 7–9, 2002

Southwest Conference on Language Teaching, Oklahoma City, OK. Audrey Cournia, Executive Director, 1348 Coachman Dr., Sparks, NV 89434; 775-358-6943; Fax: 775-358-1605; E-mail: CourniaAudrey@cs.com; www.learnalanguage.org/swcolt

March 14–16, 2002

Southern Conference on Language Teaching, Baton Rouge, Louisiana. Lynne McClendon, SCOLT Executive Director, 165 Lazy Laurel Chase, Roswell, GA 30076; 770-992-1256; Fax: 770-992-3464; E-mail: lynnemcc@mindspring.com.

March 21–23, 2002

Central States Conference on the Teaching of Foreign Languages, Kansas City, MO. Diane Ging, Executive Director, CSC, P.O. Box 21531, Columbus, OH 43221-0531; 614-529-0109; Fax: 614-529-0321; E-mail: dging@iwayne.net.

April 18–21, 2002

Northeast Conference on the Teaching of Foreign Languages, New York, NY. Rebecca Kline, Northeast Conference at Dickinson College, P.O. Box 1773, Carlisle, PA 17013-28996; E-mail: nectfl@dickinson.edu.

Summer 2002 Workshops and Institutes

June 27–July 3, 2002

Action Research in Foreign Language Education. Iowa State University, Ames, IA. Dr. Richard Donato, Leader. 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 8–18, 2002

K–8 Arabic, Chinese, Hebrew, and Japanese: Teacher Preparation. Iowa State University, Ames, IA. Helena Curtain and Carol Ann Pesola Dahlberg, Leaders. 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 18–20, 2002

Latin America in the Classroom: Thematic Units for Use in Spanish/Social Studies Classes. Milwaukee, WI. The National K–12 Foreign Language Resource Center, Iowa State University; The Stone Center for Latin American Studies, Tulane University, New Orleans; and The Center for Latin American and Caribbean Studies, University of Wisconsin–Milwaukee, Sponsors. University of Wisconsin–Milwaukee, Center for Latin American and Caribbean Studies, Attn: Latin America in the Classroom Summer Institute, P.O. Box 413, Milwaukee, WI, 53201; 414-229-5986; Fax: 414-229-2879; jkline@uwm.edu.

August 9–17, 2002

Integrating Technologies in the Foreign Language Classroom. Iowa State University, Ames, IA. Karen Willetts, Cindy Kendall, and Carine Feyten, Leaders. 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.

NNELL

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

An organization for educators involved in teaching foreign languages to children.

MISSION: Promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. This is accomplished through activities that improve public awareness and support of early language learning.

ACTIVITIES: Facilitate cooperation among organizations directly concerned with early language learning; facilitate communication among teachers, teacher educators, parents, program administrators, and policymakers; and disseminate information and guidelines to assist in developing programs of excellence.

ANNUAL MEETING: Held at the fall conference of the American Council on the Teaching of Foreign Languages.

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