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ABSTRACT

This booklet, based on a nationwide study of elementary school foreign language programs, addresses the following topics: (1) why students should learn a foreign language; (2) information that may help persons select and initiate a specific type of program; and (3) a detailed description of three elementary school approaches used in the country today, total and partial immersion, revitalized foreign language in the elementary school (FLES), and foreign language experience (FLEX). The goals, advantages, and methods of each of these programs are discussed, as well as the planning involved, finding the right teachers and materials, financing, articulation with secondary school programs, and evaluation of results. Elaboration of insights into each of the programs is based on observation and input from programs that were studied in the nationwide study, and examples are drawn from these programs. Learning activities for use within the classroom, and language and cultural experiences outside the classroom that will enable the children to use the foreign language are described. An appendix provides a listing and description in table-format of immersion and partial immersion, FLES, and FLEX programs in U.S. elementary schools. A selected bibliography of curriculum guides, texts, classroom ideas, and program descriptions is also included. (AMH)

FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL

A PRACTICAL GUIDE

Nancy C. Rhodes
with Audrey R. Schreibstein

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And to all the other teachers, principals, resource people, and of course the children, this booklet wouldn't exist without you.

Nancy C. Rhodes

About This Publication

The Center for Applied Linguistics, in Washington, D.C., recently conducted for the U.S. Department of Education a nationwide study of elementary school foreign language programs. The results indicate a growing number of such programs and an increased success in meeting the programs' instructional objectives. What follows is, in part, an overview of that study.

This booklet answers the question of why students should learn a foreign language and provides information that is intended to help interested persons select the foreign language program best suited to their local needs and goals. It also discusses three elementary school foreign language approaches popular in the country today and tells whom to contact for more specific information about individual programs.

Resource materials used by various programs are also listed, and information is given on how to obtain the material through the Educational Resources Information Center (ERIC) system. This publication is intended to assist teachers, parents, administrators, school board members, and foreign language coordinators who want to start foreign language programs in local elementary schools.

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Introduction

Our world is a global village in which our very survival depends on gaining knowledge and understanding of other peoples and other languages. It has been called a shrinking world, and rightly so. Witness the rapid population growth, our increasing mobility, and ever more sophisticated communication systems. In today's complex world, the ability to communicate with other people in their native language can no longer be considered a luxury. This ability is an indispensable tool to achieving understanding among all peoples, which in turn increases our own security and economic well-being.

Language instruction today is more than vocabulary and grammar drills. It has taken on a new role of fostering an awareness of the people who speak the foreign language and, correspondingly, a realization that our own country is just one of a family of nations. This cultural exposure opens our eyes to views of the world other than our own and enables us to understand the needs, life-styles, and aspirations of the people whose language we are studying. In this way, language instruction gives us new perspectives that last a lifetime.

In the World of Business

The need to speak a second language increasingly filters into many aspects of our lives. In this age of multinational corporations, this ability greatly increases our chances of success. It has often been said that the United States could increase its potential for business abroad by no longer alienating customers and potential customers by expecting them to negotiate in English! Thus, just as individuals and businesses need second languages and cross-cultural skills to transact business effectively in today's and tomorrow's worlds, so does this country need

second language skills and cultural competency to "sell" itself and its products throughout the world.

By ignoring other languages, we risk missing out on business-related research that is being conducted in all corners of the world. Current developments in science and technology are now published in more than 70 languages of some 100 countries. Even though English still accounts for about 45% of this material (with Russian, German, and French about 35%), some 20% appears in such less well-known languages as Japanese, Hungarian, and Swedish. Business executives trying to follow foreign markets and advances in foreign products often must wait up to two years for articles to be translated into English. The same is true for scientists trying to keep up with the latest advances in their fields. Not only must they wait to have such material translated into English, but, in most cases, the translation lacks precision and overall quality.

The Soviets have long recognized the political and social benefits of proficiency in foreign languages, and their success today with foreign language instruction has frequently given them the inside track in relationships with developing nations. Clearly, the United States can no longer afford to sit back.

In addition, increasing numbers of Americans are traveling abroad, and there is a growing influx of foreign visitors to this country. Thus, the ability to speak a foreign language bridges the communication gap, providing greater opportunity to interact with speakers of other languages.

When to Begin Foreign Language Instruction

The debate on when to begin foreign language instruction is ongoing. Is there an age at which it is best to begin learning a foreign language? Research studies have produced conflicting data. Some indicate that younger students learn better than older students; other data suggest the opposite. In general, older learners have longer attention spans and are also able to make conscious use of what they know about their native language. Younger learners, on the other hand, are less inhibited in speaking and also tend to develop a more accurate pronunciation. Although no generalization can be made about the optimal age for beginning the study of a second language, several key points favor making foreign language instruction part of the elementary school curriculum:

1. Early instruction in a second language is similar to early instruction in any skill. The earlier one starts, the more time there is to learn--and it takes a long time to become proficient in a foreign language.

2. Early foreign language instruction gives children a cultural

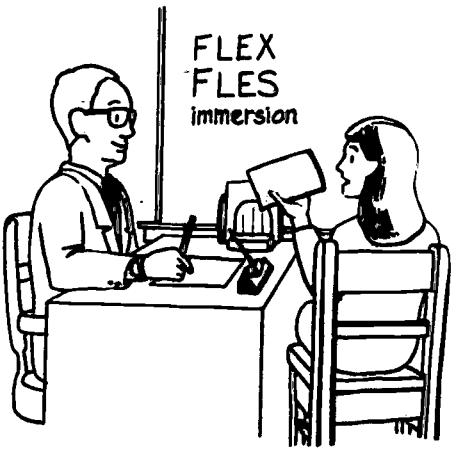
awareness of people from other countries at a time when they are most receptive.

3. Children are excellent mimics. They are curious about new sounds and less self-conscious than adults when it comes to pronouncing strange words. Children usually acquire more accurate pronunciation through early instruction.

4. The early study of foreign language helps children develop an awareness of their native language and helps their listening and speaking skills.

5. Knowing a foreign language provides increased career opportunities later in life and enables the learner to profit more fully from travel to foreign countries.

As long as program goals are established at the outset, children will more than likely find learning another language stimulating, challenging, and, above all, rewarding.



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Which Program is Best for Your School?

The success of any foreign language program at the elementary school level depends on the cooperative efforts of parents, teachers, administrators, and school board members--the so-called architects of the program. Only through joint involvement can a program be designed to meet the specific needs and desires of the local community. Each group contributes different, necessary perspectives that, when taken together, provide for a well-rounded program attuned to individual needs of students and consistent with community and school district goals.

Once general interest in a foreign language program is established, the next step is to determine which type of program is desired. The key is to decide on the objectives at the outset. Without these early decisions, the program may suffer unnecessary obstacles.

Goals must be clearly defined to avoid misunderstandings about the level of foreign language proficiency and cultural awareness the children are to attain. These goals are the program's foundation and, as such, must be firmly established. It is important to recognize that different program goals demand different program approaches, and the level of fluency attained in each is a direct result of the amount of time spent using the language.

Essentially, three foreign language programs have emerged as the most popular approaches in U.S. elementary schools: language immersion, revitalized FLES, and foreign language experience (FLEX).

Immersion: Aiming for Functional Fluency

Total immersion programs teach the regular elementary school curriculum (e.g., math, social studies) through the medium of the foreign lan-

guage. Immersion programs place functional fluency and mastery of subject matter as their dual objective. In addition to mastering the subject matter of the regular curriculum, students are expected to become able to communicate in the foreign language at a level that approaches that of children their own age who are born and raised in the foreign country.

Of the various program models, total immersion provides the student the maximum time to learn the foreign language. From the first day of kindergarten, English-speaking children are spoken to only in the foreign language. (English language arts classes are usually not introduced until the second or third grade.)

The dual objective of total immersion is communicative fluency and mastery of curriculum content, usually within a six- or seven-year sequence. Thus, sixth-grade students are expected to understand, speak, read, and write in the foreign language with proficiency approaching that of sixth graders in the foreign country. Students are also expected to acquire an understanding and appreciation of that country's culture. Also, by the program's end, the student is to have mastered the knowledge, concepts, and skills learned by students in regular programs.

Partial immersion programs are those in which anywhere from one class up to half the day's classes are taught through the foreign language. These programs also aim at developing foreign language proficiency and cultural awareness to the greatest extent possible within the time period available. Some partial immersion programs also reinforce in the foreign language what is taught in English.

In both partial and total immersion programs, English-language proficiency is maintained. In partial immersion, however, instruction through English continues side-by-side with instruction through the foreign language. In total immersion, instruction in English language arts is usually not introduced until second or third grade.

Revitalized FLES: Stressing the Spoken Word

Revitalized Foreign Language in the Elementary School (FLES) programs emphasize oral communication and set more precise goals than their forerunners in the 1960s. FLES programs are currently making a comeback. Revitalized FLES is taught before, during, or after school for a specific number of days a week. The primary goal of FLES programs is for students to acquire a cultural awareness and a certain amount of listening and speaking skill in the foreign language, depending on the program. Reading and writing skills are less emphasized. In general, the degree of student proficiency anticipated in a particular revitalized FLES program depends on the amount of time available for language instruction.

FLEX: Building a Language Foundation

Foreign Language Experience (FLEX) programs are often the choice of those who are interested in having children develop a foundation for subsequent foreign language study. Such programs are designed to help students develop an interest in foreign language and to help them acquire the skills of careful listening. The programs' aim is to introduce, on an informal basis, words, phrases, and simple conversation in a foreign language. As in all foreign language programs popular today, a key objective of FLEX is to provide youngsters with a cultural awareness of the people and the country in which the target language is spoken and, with that awareness, a better feeling for those people.

Many schools offer a sequence of short FLEX courses in each of several different languages to acquaint children with more than one language. The rationale is that this exposure helps children select the language they want to continue studying in secondary school.

Knowing What to Expect

Setting program goals at the outset of the program should alleviate some of the problems concerning fluency that have been the downfall of past foreign language programs in which goals were not clearly established. Now, parents can expect, for example, that if their children are enrolled in a FLEX program, they will experience a basic exposure to the language being studied and to the corresponding culture. If the children are enrolled in a FLES program, the parents should expect that they will be introduced to the basics of language, with emphasis on oral communication (and basic skill in reading and writing, in some programs). If the children are participating in a language immersion program, their parents should expect the children to become functionally fluent--that they will be able to communicate in the foreign language on topics appropriate to their age, and that they will be able to perform appropriately in all of the basic subjects of the curriculum.

Although the terms *FLEX*, *FLES*, and *immersion* are used in this booklet, many schools do not use this terminology and use other acronyms or merely refer to "foreign language instruction in elementary school." Further, within each of the three program models described, there is a wide variation among programs. And there are some programs that do not fit into any one model or are a combination of models (i.e., their goals integrate those of FLES and FLEX or FLES and immersion). The most important consideration is that the programs set realistic goals; the name of the program or the model chosen for a particular school has little significance.

Once a program's goals are understood, increased satisfaction with

the program on the part of parents, teachers, and administrators should result. But goals, although important, are only part of what determines the nature of a foreign language program. It is essential also to consider the amount of time committed to foreign language study.

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How to Start a Foreign Language Program

It's one thing to decide to begin a foreign language program in a local elementary school. It's quite another to spearhead the effort. Starting a foreign language program requires a strong commitment, a great deal of planning, and a certain amount of patience. But the potential rewards make the effort worthwhile.

Gathering Support

To initiate a foreign language program in an elementary school, it is important to gain the support and cooperation at the outset of those whose involvement is essential to the program's success--parents, teachers, school administrators, and school board members. It is also important to contact the district foreign language coordinator, if there is one. One effective way to introduce the need for a foreign language program is through a Parent Teacher Association (PTA) or Parent Teacher Organization (PTO) meeting. Consider writing a short article for the PTA newsletter that can spark interest in the proposed program and encourage members to come to the meeting. It is a good idea to meet with the school principal before the PTA meeting to discuss the program ideas and to obtain initial feedback. The principal can also ensure that the proposed program will conform with relevant district education requirements or regulations.

After the preliminaries are taken care of, a special presentation can be planned for the PTA meeting. For example, children who are enrolled in a foreign language program at a nearby elementary school can present a skit in the language they are studying. If that is not possible, those proposing the program can visit the other school and photograph or videotape the children in their classroom setting. The

children's enthusiasm will be captured on film and shown at the PTA meeting. (Alternatively, the school may already have some suitable slides or audiovisuals they would be willing to lend for the meeting.)

Parents are inspired by the children's enthusiasm as they accomplish something new. They are also inspired by the benefits to be gained from a foreign language program. In this initial presentation, however, those presenting the program should not get bogged down with particulars. This is an early step designed to raise support, not to overwhelm with details. It would be a good idea to form a steering committee at the meeting and to have members of that committee look into the specifics and report their findings at the next meeting.

After the steering committee is established, the real work can begin. A suggested first order of business is to draft a survey questionnaire that will go to the elementary school parents and determine their true level of interest in a foreign language program at the school. In addition to measuring the level of interest and determining which foreign language program is the most desired, the survey can also be used to find out which languages are the most preferred. A brief description of the innovative foreign language programs, FLES, FLEX, and immersion, could be included in an accompanying letter. All goals should be listed (see Section 2) so that parents know the expected outcomes of each type of program. Responses to this questionnaire will help determine which type of foreign language program is most favored by the respondents.

The results of the survey will provide the steering committee with enough information to develop a foreign language program proposal and present it at a second meeting, which would at this point involve teachers and school administrators as well as parents.

Presumably, interest at the second meeting would be keen and the committee would be prepared to discuss the proposed program in some detail, concentrating on such key considerations as languages, teachers, teaching materials, program administration and costs, administrator support, and articulation. These elements should be included in a written overview of the program for parents and school personnel. The overview should also include the program's goals and serve as a reference point for the language instructors.

It would be helpful as a later step to hold an orientation session for parents who are considering enrolling their children in a foreign language program. At that meeting, parents should be given an opportunity to meet language instructors and discuss the program overview, classroom procedures, the language outcomes, and parental support. These steps are important to ensuring realistic expectations among parents.

Finding the Right Teachers

Teaching requirements vary considerably, depending on the type of foreign language program the steering committee proposes. For example,

immersion programs ideally require teachers who are fluent in a foreign language and who have elementary school certification. Some schools meet this requirement by hiring native-speaking teachers with teaching certification from their native country. Although these teachers are often excellent language models, their teaching methods must sometimes be modified to American educational practices. Classroom management is sometimes a problem for foreign teachers who are accustomed to the classroom setting in their native country. Therefore, they must be familiar enough with the American teaching system to be good leaders.

Another option for immersion programs is to hire native English speaking teachers with elementary certification who are fluent in the foreign language being taught. Often school administrators will feel justified in using someone who is known to be a very good teacher, even if this person is not a native speaker of the language.

Some schools with language immersion programs have opted to hire bilingual teachers holding state teaching certificates in some other subject area, with the stipulation that they immediately begin working toward their elementary teaching certificate. This is another alternative worth considering.

Teaching requirements for FLES are quite different from those for immersion. The most basic difference is that there are usually no specific certification requirements for FLES instructors. In fact, some very successful FLES classes are taught by members of the community who are fluent in the foreign language and work well with children. It is even possible that these instructors will have no formal foreign language training and very few instructors have had FLES training *per se*. Unfortunately, only a few universities offer a FLES methods course despite a growing demand for trained FLES teachers.

FLEX programs, with the least ambitious fluency goals of the three foreign language programs, also have the least stringent teaching requirements. One important advantage of the FLEX approach is that the classes can be taught by a classroom teacher who does not have a high level of proficiency in the foreign language. FLEX courses can also be taught by high school or college students or other members of the com-

munity. In one school system with a highly successful FLEX program, FLEX teachers attend a two-day training program, receive self-instructional materials, and then learn the language along with their students. Some might think that teachers would be unwilling to learn a language this way, but school administrators have found this not to be the case.

The Search for Materials

There is a critical need for teaching materials that are appropriate for immersion programs. Currently, many schools develop their own materials, supplementing these materials with those from other countries, which they adapt to their curriculum. Material from outside the United States often requires considerable adaptation because it is based on curricula or pedagogical approaches that are not appropriate for U.S. schools.

Nevertheless, many helpful materials are available. American publishing companies have produced some French and Spanish texts that are appropriate for immersion programs, and materials can also be obtained by contacting the French and Canadian embassies for French materials, the Latin American and Spanish embassies for Spanish materials, and the German embassy for German materials. Also, some school systems have made their locally developed material available through the ERIC system. (For specific information, see Section 10.)

Most FLES programs use a combination of materials they have adapted for their particular program because there are few current foreign language texts for elementary school students. Publishers of foreign language textbooks are just beginning to realize the extent of the market for this type of material. Ethnic community organizations are a good resource for various cultural materials that can easily be adapted for classroom use.

FLEX programs usually develop their own materials. Detailed FLEX curriculum guides, complete with daily lesson plans and supplementary activities, have been developed by the Anne Arundel County (Maryland) School System and the Indiana State Department of Education. These are also available through the ERIC system (see Section 10).

Paying the Bills

Because of budget cuts and decreasing federal grants, the costs involved in starting and maintaining a foreign language program must be carefully considered at an early stage. A program that does not incur additional costs above the regular school budget will likely be viewed by many as the most favorable.

The costs involved in immersion programs are primarily start up costs to acquire books and materials, as well as maintenance costs.

Because the immersion classroom teacher is bilingual, there is no additional cost for hiring a teacher who speaks a language in addition to English.

Similarly, the costs for FLEX programs are also primarily start-up costs. Classroom teachers, high school or college students, and community volunteers are the FLEX instructors, so there is usually no need for salaried language specialists. There are, however, the costs of books and materials and their maintenance.

FLES programs, on the other hand, have start-up and maintenance costs, as well as the language specialist's salary. Additional funds are required to purchase materials and supplies. In some instances, the school district covers the cost of the program, while in others, the school district subsidizes a portion of it. Often parents cover the before- and after-school program costs by paying modest tuition fees in addition to purchasing texts.

It is critical for the school to provide adequate administration and supervision for the foreign language program. In addition to teachers, it is ideal to hire supervisory and resource personnel to work directly with the instructors and curriculum writers.

The steering committee should ask the following questions about each program: (a) How many and what kind of people are needed to run the program? (b) What specific space, material, and so on are needed by the program? (c) What will the costs be? The answers to these questions will help in developing a realistic program best suited to a particular school's needs.

Articulation: The Next Step Forward

It is unfortunate, indeed, when students who have actively participated in an elementary foreign language program reach the end of sixth grade without having a secondary school in which to continue their language learning. Encouragingly, forward-looking school systems with long range goals place a priority on articulation--the effective continuation of study within the program as well as from elementary to secondary school--for their students. District-wide foreign language programs often take advantage of the opportunity to establish a comprehensive sequence of language courses that runs from kindergarten through twelfth grade. On the other hand, those responsible for programs that are confined to an individual elementary school often find it difficult to negotiate with the responsible administrators, or even suggest, what kinds of language courses should be offered at the secondary level.

Articulation must be considered when developing a foreign language program. For consolidation and retention, it is essential that the language-learning process continue for as long as possible within the school system. Without this continuity, students will lose momentum in their

language learning and the opportunity to reach the fluency level of which they are capable.

At some point in the planning stage, the committee should meet with representatives of the local secondary schools to discuss the need for continuation of the foreign language training. Long-range planning is paramount, especially for immersion students. The school district's last-minute selection of a secondary school that provides a continuation of early immersion is particularly unnerving to students and teachers. Also, advance planning provides time to recruit a qualified staff and to prepare an appropriate program.

The Center for Applied Linguistics' FLES Advisory Group recommends that students who have participated in elementary school immersion programs should be offered at least one subject content course each year in junior and senior high school taught in the foreign language they have studied in elementary school. Students involved in FLES programs should be offered continuation courses at an appropriate level in secondary school and might also be offered courses taught in the language. If these students are placed in a beginning foreign language class, they may quickly become bored and discouraged.

Evaluating the Results

Evaluation is essential to ensure the integrity of a foreign language program. Whether the evaluation is formal or informal, it should measure the program's success or failure in meeting objectives established at the outset and should include a measure of the cultural awareness achieved. It should also investigate the level of satisfaction among parents who have children enrolled in the program and the administrators' satisfaction with the program's accomplishments.

Of course, the prime interest in evaluation is the level of language proficiency participating students have attained. This is especially crucial in the articulation process. Currently, however, there are no up-to-date foreign language proficiency tests that are specifically geared to elementary school students. Some school systems develop their own tests or use tests designed for native speakers of the foreign language. One test used by Spanish immersion programs in San Diego and Culver City, California, is the Spanish version of the Comprehensive Test of Basic Skills (CTBS). The Chicago Board of Education has a first level foreign language proficiency testing program that is used with students who study foreign language in the elementary school. Meanwhile, some of the French programs use tests developed by Canadian immersion programs, and FLES programs often use locally developed evaluations. Those interested in using these tests should carefully consider the appropriateness

of the tests in terms of their own program goals. Before adopting a test, it is important to find out how it was developed, how it can be used, and how the results should be interpreted.

In addition to aiding in articulation, proficiency test results can be used to demonstrate the learning outcomes of the language program to parents, school board members, and the general public. While the cry of "back-to-basics" is being heard across the country, it is important that the message get across that there are test results that show that early foreign language study can actually aid in native language development.

Daily Schedule
from San Diego immersion class, grades 1-2

Nuestro Horario Diario

8:00 - 8:15	bienvenida
8:15 - 9:15	matemática
9:15 - 10:00	lenguaje, escritura
10:00 - 10:15	descanso
10:15 - 10:30	recreo
10:30 - 11:35	lectura
11:40 - 12:15	almuerzo
12:15 - 12:30	poesía, literatura
12:30 - 1:00	ciencia, salud, estudios sociales
1:00 - 1:30	arte, biblioteca, baile, película
1:30 - 1:45	educación física
1:45 - 1:55	tarea, limpieza, salida

4

Insight into Immersion

"Luis, ¿Cuál es la capital del Perú?"

With only a few seconds hesitation, a fourth grader responds, "La capital del Perú es Lima."

"Muy bien. ¿Quién puede decirme como es el clima en Perú?"

Hands shoot up and wave eagerly--the daily *geography* class is underway.

The content of the lesson is much like that in any fourth-grade geography class across the United States except that in this elementary school, the native English speaking children are being taught this material entirely in Spanish. These students are part of a language immersion program in which, from the first day of class in kindergarten, they have been spoken to only in Spanish. In kindergarten, they listened to stories, learned the colors and numbers, played games, and did all the other usual activities, but the "foreign" language was the only one used. In first grade and beyond, they studied not only geography but also math, science, social studies, and all the other subject matter areas through the medium of Spanish. As a result, they know everything that regular fourth graders know, and something more. They have become fluent in Spanish while mastering their regular class material.

Language immersion programs were started in the United States in 1972 and, in general, are patterned after Canadian models. Most immersion programs teach all the regular elementary school subjects, in kindergarten through second grade, using the second language as the medium for learning. In most programs, time spent studying English is gradually increased in third through sixth grades.

Setting Goals

As mentioned, total immersion sets the most ambitious fluency goals of all elementary foreign language programs. By the time children in immersion programs complete the kindergarten through sixth grade sequence, studies show that they achieve the competency level expected of all students and have become "functionally fluent" in a second language. That means American sixth graders participating in a language immersion program should be able to communicate in the foreign language almost as well as children their age in the foreign country. Immersion students are expected to do as well on tests of English word knowledge, word discrimination, and language usage as their American peers who are taught only in English.

There are degrees of immersion. Total immersion programs are those in which all the instruction is conducted in the target language in the early years, with English language study introduced and usually increased in the upper grades (3-6). The number of classes taught in English depends on the philosophy of the school. In general, by the sixth grade, 50% of the subjects are taught in the foreign language, and 50% are taught in English. There are, however, variations in programs across the country. For example, in Culver City, California, where the first U.S. language immersion program was begun, 60% of the teaching time in sixth grade is in Spanish, and 40% is in English. In San Diego, California, 80% of the subjects in grades three through six are taught in the foreign language, and 20% are taught in English.

Partial immersion programs are those in which the foreign language is used in from one class to as many as half the day's classes. The main difference, then, between partial and total immersion lies in the amount of time the foreign language is used in teaching the regular curriculum.

On a historical note, some of the immersion schools that are successful today were a result of desegregation efforts. They began as "magnet" schools--schools open to children living beyond neighborhood school boundaries. The parents were attracted or spurred to enroll the children in a specialized school program, such as the language immersion program in San Diego or the environmental education school in Milwaukee.

Parents in the Know

A parent's involvement in planning and supervising a language immersion program can be rewarding. It is one of the best opportunities to keep abreast of what children are learning in school and to follow their progress. Furthermore, parental involvement is a good way to ensure quality materials, good instructors, and the overall success of the program.

Parent volunteers can assist the program in several ways. In San

Diego, for example, parents help by designing bulletin boards, assisting in the media center, and, for those who speak Spanish, volunteering as classroom aides.

Parents of students enrolled in Milwaukee's immersion program put out a newsletter to keep one another informed on program developments. Many of these parents attend evening classes taught in French or German to experience first-hand what their children will be learning in class.

Milwaukee immersion teachers were asked what they thought of parental involvement in the program. One responded, "The parents are the program! They are essential to the program's success. They copy dittos, write letters to board members trying to get guaranteed sibling entrance to our program, and, best of all, they talk up the program at home."

Another teacher said parental support had been excellent. "The parents helped in processing materials, making costumes and decorations [for school plays], they assisted teachers in the classroom, and sponsored fund raisers to purchase materials."

Beyond volunteering service time at school, parents encourage their children in other ways--by attending school plays and assisting in field trips. At home, they play an important role in developing English reading skills by encouraging their children to read in English. Foreign language reading instruction, however, is usually left to the classroom teacher.

Many parents of immersion students are concerned that their children will learn to read English later than those in a regular English program. True, there is sometimes a reading lag in immersion until students start instruction in English in the second grade, but after the completion of the first year of English language arts instruction, English test scores of immersion students are comparable to those of students in non-immersion programs. Generally, after two years of English, immersion children score above the average of non-immersion students on standardized tests.

To help immersion children (or any children!) develop English reading skills, parents can read to them at home, talk to them about what they read, and take them on regular trips to the library. Parents can also contribute to native language development just by having reading materials available in their home. Of course, if Mom and Dad are readers, their children will follow the example.

Parents must recognize that enrolling their child in an immersion program is a commitment. Most elementary programs last six years, and English is usually not introduced until second grade.

As a Culver City, California, parent expressed, "It's a big commitment to place your child in an immersion program--your child's education is at stake." She adds that parents need guidance and advice in deciding whether to enroll their child in immersion; parents who have already made this decision can be particularly helpful. They can explain the pro-

gram's benefits, as well as offer guidelines and temper unrealistic expectation by sharing what their children have received from the program. Contacts with these parents can be extremely worthwhile.

The Center for Applied Linguistics recently surveyed parents of children enrolled in Culver City's immersion program. Parents were asked how they would describe the academic, social, or cultural benefits of immersion. Among their responses were the following:

1. There is a consciousness-raising aspect of bilingual education that we feel is important. There is less of a tendency for the children to be ethnocentric.

2. Academically, I think the program is more advanced than a similar English counterpart. My daughter has learned more math and reading skills than her older brother did in an all-English class. Socially, it seems at this point the same as an English-speaking class. Culturally, it is very beneficial to make your child aware of other countries and other ways of life.

3. The benefits of immersion are tremendous: Immersion gives an academic boost to the study of grammar, it teaches of another culture in a positive way, and it encourages participation in events of another country (holidays, etc.).

4. The academics are stressed and clearly executed. The state and nationwide test results show that these children learn as well if not better than the average.

5. I think the program makes the child more accepting of differences among people. These children learn about the customs of others and learn the various cultural differences. It broadens their view of the world.

The parents were also asked what suggestions they would offer parents of prospective immersion students. Some answers follow:

1. Don't expect fluency in conversation in the language at home. Attend orientation so you're aware that nothing is being taken away from their mother language.

2. Although not necessary, it is helpful if the parents at least minimally understand the language their child is learning. This is helpful in interpreting homework, etc.

3. Don't be concerned in the early years when it seems the English is suffering. The children readily catch up once they start English classes.

4. Not all students are capable of learning in this type of program. It depends on the child.

5. Know your child. If a stumbling block comes up be sure you can

help your child or get help for him. Parent participation in the classroom is a good idea.

The parents were asked what their children like best about the immersion program.

1. The friends he has made. He enjoys impressing Spanish speakers with the words he has learned.

2. The closeness of a special class. Being able to speak another language. Calling her teacher "Señora" instead of "Mrs." She also likes having her parents closely involved in her education.

3. She especially likes learning something unique and different from her brother. The system appeals to her need to be unique and independent from her peers and authority figures of Mom and Dad. She has a real sense of accomplishment in learning a special language and skills that are different from what the rest of the family has.

4. Spanish music and dancing, reading. Likes the fact of career opportunities when she gets older.

5. Being able to speak Spanish as well as his own language.

The parents were also asked to discuss what their children dislike about the immersion program. Some said the following:

1. He has gripes like other school children about doing homework or too much writing. Also once in a while he wishes he would go to his neighborhood school with his neighborhood friends.

2. She does not like doing grammar.

3. Academically, the class is moving too slowly. He is in kindergarten, but reads in English on the second-grade level; however his proficiency in Spanish obviously does not match that. He finds this frustrating.

4. She at times gets frustrated when I can't understand her homework, directions, or vocabulary.

5. Sometimes he finds it hard to translate words, so he can't say what he wants to say.

One concern that parents have about immersion programs is that it takes a certain amount of time for a child to be able to use the foreign language. Parents often question whether development is being slowed when children are not able to speak fluently in the foreign language after three months in the program, even though they understand the language well.

It usually takes six months in the program for a monolingual, English-speaking child to begin speaking the foreign language--that is, not merely responding to the teacher's questions or participating in repetition drills.

These first six months have been described as the "silent period." A foreign language student usually goes through this period of understanding the foreign language but not being able to produce the sounds. Students must hear the foreign language a certain number of hours before they can produce the sounds. The reason for this is that for the first six months, the children are developing their comprehension skills but have not yet mastered their oral skills and speaking fluency. This is a normal progression--even for learning a first language. The silent period is expected of students of any age, although older students are sometimes forced to start speaking earlier than six months into a program.

Teachers: Come On In, the Water's Fine!

The most difficult adjustment for new immersion teachers is to use only the foreign language in the classroom. Teachers trained in bilingual or foreign language education find this particularly challenging.

Beginning immersion teachers can benefit greatly from visiting an established immersion school or class. There, they can observe classes in action and pick up valuable ideas. They will come to see that the students eventually catch on but that it takes time, patience, and plenty of repetition.

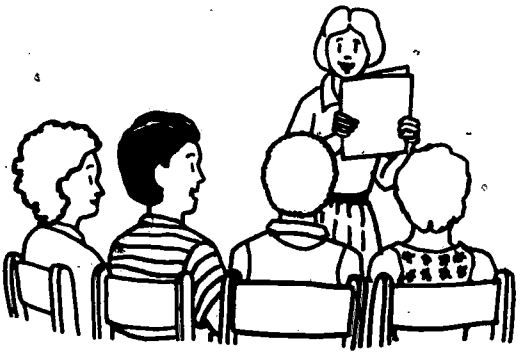
Inexperienced immersion teachers are often tempted to "help" students by substituting an English word here and there. In the long run, that's the easy way out and not the best way to help. Pantomime may be used if necessary. Also helpful are vocabulary worksheets the students should have handy for reference.

Experienced immersion teachers in Milwaukee offer some suggestions to first-year immersion teachers:

1. Concentrate on the curriculum.
2. Don't worry too much about the language. The children will understand.
3. Demand the second language at all times after the first year. Act out unclear words.
4. Contact experienced immersion teachers and talk to them about your concerns and apprehensions. They can be most helpful.
5. Compile a list of classroom functions--things you need to say often (sit down, pick that up, hang up your coat, etc.). These will be helpful.
6. Use a lot of phonics, spelling, copying from the board, show-and-tell.
7. Be creative in class plans and preparing materials.
8. Correct pronunciation errors after first grade, otherwise the errors will be reinforced.
9. Be prepared to develop your own teaching materials or to revise those you receive from another country.

Making Each Day Special

Experienced immersion teachers have many suggestions for special classroom activities, and are willing to share their ideas. Even though the curriculum in an immersion program follows that of the regular school, special activities make learning more enjoyable and enhance the program. Ideas for activities are presented in Section 7.



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Insight into Revitalized FLES

Nine-year-old Josette arrives at school at 7:30 just as most schoolchildren are sitting down to breakfast. But Josette doesn't seem to mind the early hour; neither do the classmates who greet her. These children, first- and second-year French students, are eager to begin class and their final rehearsal for a school play.

"Bonsoir mesdames et messieurs. Je m'appelle Josette. J'ai neuf ans. Dans la pièce je joue le rôle de Sylvia Garnier, la fille dans la famille Garnier."

After that exchange, the teacher prompts each student's introduction, and the scene opens with a family exclaiming about the view from atop the Eiffel Tower. "Regardez l'Arc de Triomphe, mes enfants!" exclaims the mother. "Et la cathédrale de Notre Dame," adds Sylvia. "La vue de la Seine est magnifique," says the father, pointing to the river.

The children's enthusiasm is spontaneous and their eagerness to participate in the play is a tribute to the course's effectiveness.

Taking a New Direction

Foreign language in the elementary school (FLES) is a concept whose time has come . . . again. Popular in the 1950s and 1960s, the number of FLES programs declined abruptly in the past decade for several reasons. Heading the list were a lack of qualified teachers, a shortage of quality instructional materials, and a failure to create specific goals. Parents' demands for a return to the "basics"--reading, writing, and arithmetic--and the problem of articulation between elementary and secondary schools also contributed.

Nevertheless, there were those who believed in FLES, and, to them, FLES was a cause worth fighting for. Today, their efforts are paying

off, and revitalized FLES programs are becoming increasingly popular in schools across the United States. These new programs carry with them a new set of goals--an emphasis on developing second-language speaking and listening skills and on developing each student's cultural awareness. Traditional FLES programs did not strongly emphasize speaking skills, and parents were frequently disappointed in their expectation that their children would be able to speak the language fluently after only three years of classes given two times a week.

Parents are now told that the level of fluency their children will attain in a FLES program is a direct result of the amount of time spent using the foreign language. They are advised to set their expectations accordingly.

Revitalized FLES classes are taught before, during, or after school for a specific number of days a week.

Interesting instructional material is an important part of today's FLES programs. There seems to be more French material available than Spanish or German because French has traditionally been the language to study. As a result, more French materials have been developed. Also, U.S. schools use a lot of Canadian material in their French classes. Current textbooks, featuring amusing cartoons and real-life dialogues, have added significantly to the growing success of revitalized FLES programs, and more publishers of foreign language textbooks are now aware of this market. The result will likely be an increasing variety of books from which to choose. Today, however, a considerable amount of materials writing is still necessary to develop new material.

FLES Activities

Beginning FLES teachers can benefit significantly by observing the teaching methods of their more experienced colleagues. Here they can see, first hand, the elements of effective FLES instruction that figure in large numbers of successful programs. One of the first impressions visitors get in a FLES class is that the activities are very different from those in a high school class. As well as including dialogues, the curriculum includes a lot of child-oriented activities to teach language and culture. Activities include games, songs, dances, and puppetry (see Section 7 for examples). The sounds of the foreign language are given meaning by relating them to real-life actions and objects. Dialogues reflect the children's interests, ages, and experiences. Initially, goals are very simple. Children learn to talk about objects they see in the classroom and about parts of the body. They learn to talk about family members, their hobbies, pets, colors--all basic information that is psychologically close to them. Instruction also includes the numbers, telling time, clothing, days of the week, months, and seasons.

Along with an emphasis on speaking and listening skills, FLES

classes usually emphasize vocabulary over grammar. Reading and writing skills are emphasized to varying degress in different programs, depending on program goals. Often, programs are not based on a textbook but on a locally developed curriculum guide (see examples in Section 10) supplemented with teacher-made materials.

Where to Go for Support

When organizing a FLES program, there are many sources to consider for programmatic and financial support. These include the school itself, parents and the community, the district education system, and private language schools. If a school system does not already sponsor a FLES program, the district may be interested in initiating one or enlisting the services of another organization. For example, the community-based FLES program in Mercer Island, Washington, is supervised by a parents' committee charged with resolving teacher and student problems and curriculum needs in addition to other supervisory responsibilities. Clearly, parents play a key role in community-based programs and influence their direction from inception. The school system provides only limited support.

At the other extreme, private language schools typically administer the entire FLES program without direct parental involvement. In fact, programs like the Language School of Seattle are ideal for parents and school administrators who want FLES but don't want to organize the program themselves. The Language School of Seattle, which is operated by the American Cultural Exchange, surveys parents to find what languages they want their children to study. It locates teachers, enrolls the children, and even schedules classes. Classes are offered at the local elementary schools. Parents need only respond to a school survey and indicate their preference for class frequency, cost, program length, and class hour.

When considering sponsorship and most other aspects related to organizing a FLES program, it is useful to contact coordinators of established programs. They can provide numerous helpful recommendations.

The following recommendations were offered by experienced FLES coordinators and were gathered during site visits conducted by CAL staff.

1. Class size should be limited to 15 students, where possible.

2. If possible, teachers should have their own classroom rather than function as "itinerant" teachers. This allows students to perceive that location as the place where they go to speak the foreign language. Some classes have been conducted at locations outside the school--for example, in the teacher's home. These are usually unsuccessful because the arrangements are too informal and do not lend themselves to serious work by the students.

3. Language should not be taught in isolation; it does not exist in

a vacuum. It is beneficial to integrate the regular curriculum with language learning. (This recommendation, not to study a foreign language in isolation, was offered by coordinators of Chicago's Language Academies. There, an intensive FLES program, called the "curriculum integrated approach," is sponsored by the city school system and is part of the regular school day. The key to the Language Academies is the integration of foreign language learning into the regular curriculum. For example, besides offering daily foreign language classes, students learn Spanish songs in music classes, in art class they learn about French artists; and in science class they learn scientific terms in Italian. It's an interdisciplinary approach to learning that works and deserves careful consideration.)

4. The ideal FLES program should meet during the regular school day. This creates fewer transportation, logistical, and location problems than before- or after-school programs and integrates the class into the regular curriculum. Programs offered before or after school should ideally provide activity buses; this entails special funding--a separate budget consideration. If activity buses are not possible, encourage and help arrange car pools among parents. FLES classes that do not meet during regular school hours should be scheduled either immediately before or after school so students can be under supervision at all times.

5. Tuition should be kept as low as possible so that more parents will enroll their children.

6. Homework is important, especially for programs with infrequent classes, because it reinforces what is learned during the day.

7. Classes should meet at least twice a week, if possible.

8. If possible, schedule class time so that it does not conflict with other extracurricular activities, such as band, orchestra practice, or sports activities.

9. In community-based programs, there should be a supervisory parent committee to oversee the program and deal with special problems. In other programs, the supervisory committee is organized by the PTA/PTO or by a private organization.

10. If there are bilingual children in the school, use them as resources. One way is to assign bilingual students as "buddies" to native English students. Provide opportunities for the students to exchange ideas and learn from each other. Bilingual children can also visit the class to talk about their native country or to help teach a lesson, if this is possible.

11. Regarding teacher salaries, there are some teachers who travel some distance just to teach one class before or after school. It is important to make their trip worthwhile.

Locating Qualified Teachers

Even though there are usually no specific certification requirements for FLES instructors, the shortage of qualified teachers has been difficult to remedy. Only a few colleges and universities across the country offer FLES methods courses, despite a growing demand for FLES instructors. For this reason, many schools have looked to other sources for their instructors. These sources include native English speakers with advanced degrees in foreign language who like working with children, those with overseas experience, and high school teachers trained in foreign language methods for the high school level. Other possibilities are speakers of other languages in the United States who were trained in elementary education in their country and others in the community who may not have formal foreign language training but who speak a foreign language and work well with children.

One especially encouraging sign for the future is the increasing student interest in foreign languages in the past few years. Some of these students will no doubt be interested in becoming language teachers themselves, particularly if their foreign language learning experience was positive. Colleges and universities that institute FLES methods courses now will be well prepared to meet the growing demand for qualified teachers.

Learning Can Be Fun!

Children thrill to the excitement of a new game and a break from the regular classroom schedule--foreign language students are no exception. Teachers who recognize this have "spiced up" their classes with special activities that are enjoyable and create a comfortable atmosphere in which the second language can be practiced.

Fairfax County, Virginia's Department of Community Education has developed a number of special FLES activities. Some are listed in Section 7. Although examples are given in Spanish, these games can easily be adapted to French, German, or any other language.

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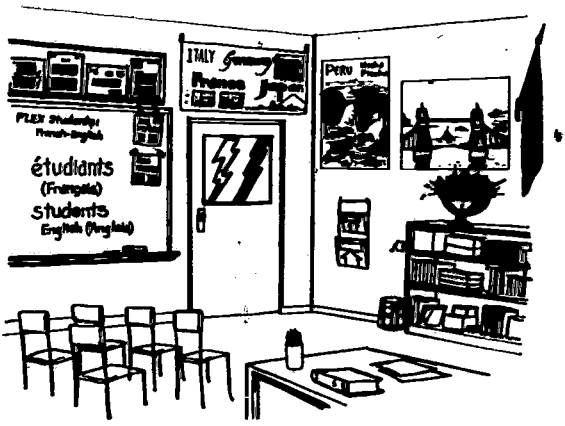

Insight into FLEX

Foreign Language Experience (FLEX) programs are designed to introduce elementary school students to words, phrases, and simple conversations in a foreign language on an informal basis. This approach has two key objectives: (a) to develop careful listening skills to form a firm foundation for subsequent language study, and (b) to enrich the elementary school curriculum by giving students an opportunity to acquire a cultural understanding of the people whose language they are learning. The goals of FLEX expect the least foreign language proficiency of the foreign language programs popular today. Fluency in the target language is clearly not an objective, and parents should be told this at the outset. However, because of the limited objectives of FLEX, students can be introduced to more than one language during a school year. It is believed this varied experience gives students a strong basis for choosing which language to study in the future.

The FLEX Instructor

Qualified FLEX instructors do not have to be completely fluent in a foreign language. In fact, in some school districts, FLEX instructors with limited foreign language study learn the foreign language right along with the students. This is possible because the program strives only to introduce foreign languages and to make the initial learning experience pleasurable. Again, the program does not aim for student fluency but for an enthusiastic response to language learning in general together with the mastery of a limited body of material.

The key qualification for FLEX instructors is a positive, enthusiastic attitude toward foreign language teaching. And, because a high level of proficiency in a foreign language is not required, FLEX can be

taught by the regular classroom teacher, producing a significant monetary savings. In many school districts, FLEX is taught by high school or college students, parents, or other community members who have a background in foreign language and who will often volunteer their services. Usually, instructors and prospective instructors need attend only a short training program.

The success of any FLEX program, nevertheless, depends on the instructor and guidelines like those put forth in the following suggestions offered by language coordinators in the Anne Arundel County (MD) public school system, where FLEX has been well received. Each suggestion is worth careful consideration, and each is important to making the most of the FLEX learning experience.

Those planning the program should

1. prepare the youngsters so they will be ready and eager for foreign language instruction by tying the idea of foreign languages to familiar subjects.

2. plan ways to correlate the foreign language experience and other subjects, such as social studies, art, music, and language arts.

In the classroom, the instructor should

1. encourage youngsters to bring in foreign language picture books from the library.

2. have students look in newspapers and magazines for foreign words that have become part of the English language (e.g., sombrero, château).

3. have a bulletin board devoted to topics related to the foreign language: current events, pictures, labels, advertisements, and so forth.

4. encourage gifted and talented students to explore the language and culture in greater depth and plan extra projects for students to work on. Perhaps students can help teach a unit to the class.

Clearly, individual teaching styles will emerge with experience, but certain elements of methodology have proved particularly successful in FLEX classes. One successful method is to limit conversations in the foreign language to simple discussions based on home, school, and daily activities. These are significant aspects of each student's life, and they are easy to call to mind and comprehend.

Another proven method is one that elicits varied class responses. Depending on the objective of the lesson, the teacher can call for the class to respond in unison or ask for separate responses from each of several groups into which the class is divided. Other options are individual responses, in which a question is asked and one student is selected to answer, or a chain response in which one student asks a question, another answers, and then questions and answers proceed around the class.

Varying class responses helps to maintain a lively pace and keeps students alert, involved, and interested in what they are learning.

Characteristically, elementary school students' attention spans are short, and successful instructors always include variety. It is also important to combine previously learned material with new vocabulary, for example, introducing colors along with already-known words for clothing.

A Few Suggestions

First-time FLEX instructors who lack foreign language proficiency should not feel overwhelmed by the challenge ahead. The key is to start out in a small way and gradually work up confidence. A good way to begin is to tie the idea of foreign languages to a familiar subject, such as social studies. Instructors can transform the ordinary classroom into a stimulating learning environment by hanging brightly colored posters from foreign airlines or embassies. Students can bring in photographs and picture postcards from their parents' or families' travels abroad, and these can be posted on a special bulletin board. If several of the parents are foreign-born, they can be invited to visit the class to share their heritage and their native language. Steps such as these help ease teacher and students into a natural discussion of other cultures and foreign languages. From there it's simply a matter of starting with basic topics in the target language: greetings, weather, clothing, parts of the body, and so on. Teachers who clearly understand the objectives of FLEX and who set their goals accordingly will find the FLEX experience truly rewarding.

Classroom teachers and volunteers alike must always keep in mind the children's retention ability. Instructors must not become discouraged if the concept taught in one lesson is forgotten by the following week. It's much like learning how to play a musical instrument; practice does make perfect, and review is essential.

It is important to concentrate on listening and speaking skills from the outset and to make use of simple dialogues that reinforce those skills. Reading and writing skills should be secondary, particularly in FLEX instruction for the younger grades.

Finding Time for FLEX

FLEX programs offer several scheduling options, such as mini-courses, informal instruction integrated into the regular class period, and 15-minute periods twice a week. The goals of FLEX, because they are modest, can be met with relatively few and short class periods. This, in turn, simplifies scheduling and other administrative aspects.

Many school principals may find FLEX the most attractive foreign language program today. The use of existing personnel or community

volunteers means the program can be included with little or no additional cost. Creative staff can develop their own classroom materials, keeping these costs to a minimum as well.

Learning Can Be Fun!

Games are an important part of the FLEX program. They are fun, and they help to change the pace of a class. At the same time, well-thought-out games help review and reinforce material. Some games for FLEX programs are listed in the next section. They can be adapted to any foreign language the students may be studying and can be used in all types of foreign language programs.

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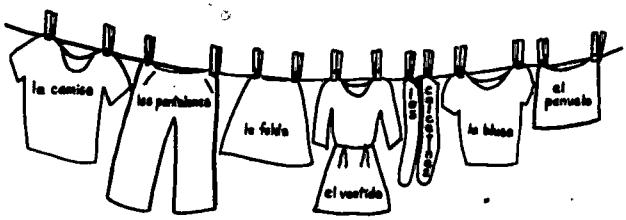


Foreign Language Activities--In the Classroom, Beyond the Classroom

The students in elementary school programs will have most of their foreign language experience in the classroom. In the first part of this section, some sample classroom activities are described that are appropriate to the goals of the various programs.

Sample Classroom Activities

Bilingual Dictionaries

One special activity is to have students create their own bilingual dictionaries and, as the class progresses, include the new words they learn in the foreign language. Students illustrate their dictionaries, and are encouraged to keep adding new words during their free time. This activity, which is an excellent way to reinforce new vocabulary, is particularly appropriate for second and third graders.

Read Around the World

"Read Around the World" is an activity for immersion and advanced FLES students that encourages them to read in the foreign language. A large map of the world is placed on a bulletin board, and a journey is marked with string. The journey begins in the school's hometown, goes through many of the states, and then to a country in which the target language is spoken.

All students have their names attached to a pushpin, and when each student completes a book, his or her pin is moved further along on the map toward the final destination. The name of each book and the number of pages are recorded in a "passport." When the students reach the

United States border, they receive an official certificate, and a visa is stamped on their passport. Both are required before they can continue on toward their destination.

With some imagination, this activity can develop into quite an adventure. Students can be encouraged by the promise of a party that will be held once every student has arrived in the target country.

Student's Own Booklet

First graders in Culver City, California's, immersion program enjoy an assignment in which they make a booklet about themselves. The instructor writes the general text of the book on the chalkboard, and students copy it in the book and fill in appropriate information about themselves. The students then illustrate the booklet with drawings.

For example, the text for one page reads, in the foreign language, "This is a picture of my family. There are ____ persons. I have ____ brother(s) and ____ sister(s)." The students copy the text, fill in the blanks, and draw a picture of their family. The booklet is a way of developing vocabulary that is particularly geared to first graders.

Student's Own Bulletin Board

In another special activity, the teacher covers a bulletin board with bright paper and divides it with colored yarn into as many sections as there are students in the class. Each square then becomes one student's bulletin board, and each student's school picture is placed in the corner of his or her square. Students are then encouraged to place in their square schoolwork in the foreign language of which they are especially proud. This activity can be used with any elementary school grade.

Mail Pouch

In this activity for advanced FLES or immersion students, each participant is called on by the leader to draw from a container the name of a classmate. The student is then asked to write a letter or postcard to the one whose name was drawn. The message must be limited to about 10 lines and should be based on a subject that has been previously discussed (a visit to the movie theater, an excursion, a picnic, etc.). After the letters have been received through the mail, they are brought to class where the participants reads their messages aloud. Questions should be encouraged and necessary corrections made at this time. The group is asked to choose the best letter by vote, judging both content and style. The winner's letter is displayed on the bulletin board for everyone to see.

Curiosity Shop

In Curiosity Shop, students bring to class various objects, which they place on a table. The greater the variety of objects the better. Then, everyone views the display. The leader points to each item and asks the group to name it in the foreign language. The owners repeat after the leader, saying, for example, "This is my hat." After sufficient time has been allowed for viewing the display, students return to their places. The Curiosity Shop is then removed or covered, and each participant is asked to jot down on a sheet of paper all items he or she can recall. The student with the highest number of correct answers, properly spelled, is the winner.

The Menu, Please!

Making up a menu can be a lot of fun. This is done after names for meals, vegetables, fruits, meats, and so on, have been introduced. Each member of the group is asked to list the dishes he or she has had for breakfast or lunch, and the items are arranged as a menu. Each day, a new menu is displayed in the room. A short role-play enacting a table conversation among several guests and the waiter adds to the fun.

Stretch It

The instructor starts this game by saying one word in the foreign language. Each participant must add one more word (noun, adjective, or

verb) to make a sentence. When no one can add a word, the person who added the last word starts the game again.

Colorama

After the group has learned the different words for color (azul, verde, etc.), a student is asked to stand in front of the group. He or she has small flash cards of different colors, and holding them up one by one in a random order, addresses the group with, "¿De qué color es?" The student whose turn it is to answer must quickly point to an object in the room having the same color, and reply in a complete sentence: "Este lapiz es verde." If the student fails to give an answer at once, it is his or her turn to ask the question. At an appropriate point, the instructor may introduce the two adjectives "claro" and "obscuro" to enable the group to have more color variations. The game also provides a splendid opportunity to practice demonstrative adjectives and pronouns.

In the Basket

A basket is passed around the class, and the children choose pictures or actual articles and place them in the basket. The first child to pass the basket says, "In the basket, I am putting a _____." The basket is then passed to the second child who then says, "In the basket there is a [whatever the first child put in] and I am putting in a _____." The game continues until each child has had an opportunity to add to the basket.

Simon Says

In Simon Says, students stand by their desks facing the leader. The leader then calls out commands, instructing students, in the foreign language, to put their hands on various parts of their body. The students are to follow the instructions only if Simon says to follow them; otherwise they are to remain in the last position Simon called for. This is a particularly good game to use after learning parts of the body.

Buzz

The children count by any series of numbers in order except that they say "buzz" (or the target language equivalent for "buzz") for any multiple of five. The teacher sets the pace. The children begin the game standing, and then have to sit down if they call out a wrong number or a multiple of five.

I Spy

One child leaves the classroom. In the child's absence, the class chooses a vocabulary word. When the child is called back into the room, the class says, "We have chosen a [fruit, vegetable, or whatever category]." The child then asks questions in the foreign language in an effort to guess the chosen vocabulary word.

Bingo

This version is played with cards, just as is the popular game, and is a good way to practice numbers. The instructor calls the numbers in the foreign language as students attempt to get "Bingo."

Foreign language learning that takes place outside classroom walls provides an added dimension. When children are exposed to real-life opportunities to use what they have learned, they often rise to the situation and strive even harder for perfection. Once any initial shyness is overcome, they are eager to "test their wings." Parents and teachers who recognize this will also see that real-life experiences drive home the relevance of classroom learning. For that reason, outside experiences that supplement classroom activites are particularly important. We describe some of these in the three final sections.

A Firsthand Experience

Clearly, the most intensive and realistic exposure to real-life language use occurs when children can visit the country in which the target language is spoken. There they can see firsthand the culture that goes with the language and can come to know the people who speak the language.

One immensely successful program is the San Diego, California, school district's. San Diego city schools sponsor field trips to Tijuana, Mexico, for their elementary school Spanish immersion students. The program grew out of a 1972 Board of Education policy statement. At that time, the board was seeking to increase the relevance, significance, and practicality of the Spanish courses offered in the district school

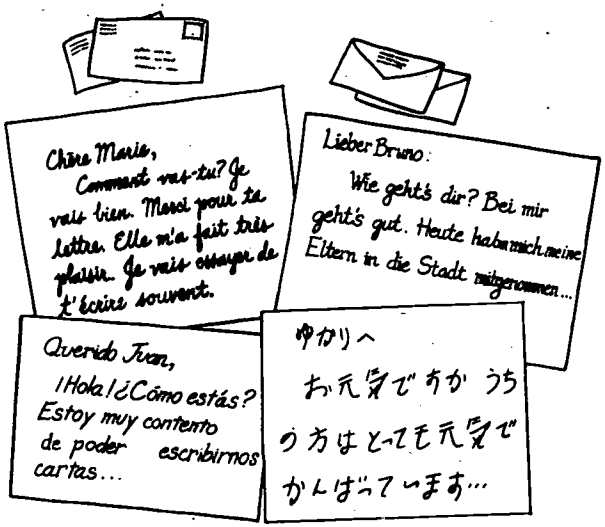
system. In 1973, the district sponsored its first program in Mexico--a two-week study trip for junior high school students in their third yea of Spanish. The program was judged to be extremely successful. In 1974, it became a regular part of the district's co-curricular learning experience.

In 1975, a new program, Homestays in Mexico, was begun and offered to high school students who had completed three years of Spanish. In this program, each student lives for two weeks with a Mexican family and attends school with a Mexican youngster. One-day trips to Tijuana are also offered by the San Diego school district for 4th and 5th graders, and two-day trips to Ensenada are offered to 6th graders. The school district has received an overwhelmingly positive response from parents and students for these exchanges because of the added cultural and social benefits to the language program.

Of course, San Diego has an advantage over most schools in the United States in that it is located relatively close to Mexico. As a result, the costs of participating in exchange programs and field trips are kept to a minimum. The same is true for American schools close to the Canadian border, but teachers and administrators at less geographically advantaged schools must be more creative in providing real-life exposures.

Can't Get to the Border?

Many schools participate in "pen pal" programs, which are letter-writing programs that link U.S. students with students from all over the world. For most students, it is a thrill to get letters from someone in a foreign country. As they correspond, pen pals come to know each other



as good friends, even though they are separated geographically and culturally. In time, they become familiar with the language and customs of their fellow correspondent, and some pen pals eventually are able to visit.

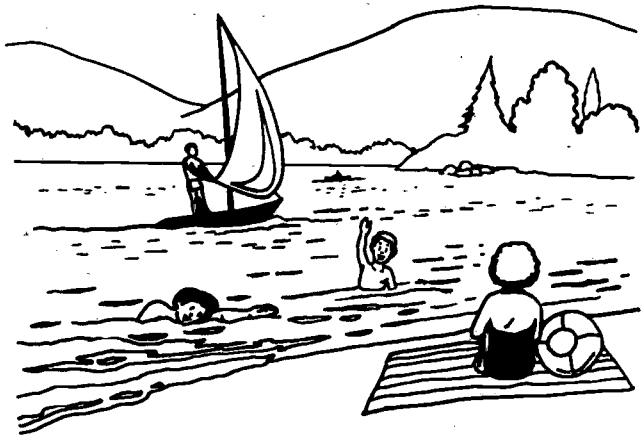
Several U.S. organizations have been established to help set up pen pal opportunities. Those who desire more information can contact Pen Pals, Dept. E, International Friendship League, 22 Batterymarch, Boston, MA 02109; (617) 523-4273.

The International Friendship League arranges pen pals for students and adults ages 7 to 70 from more than 100 foreign countries. Children are matched with pen pals who are the same age and who have similar interests. Interested persons should send a self-addressed, stamped envelope to receive an application and brochure. Requests by teachers are also welcome. The application fee is $3.00 ($5.00 for those 19 and older). The fee is to be submitted with the application.

Another organization, World Pen Pals, International Institute of Minnesota, 1690 Como Ave., St. Paul, MN 55108; (612) 647-0191, assists students between the ages of 12 and 20. Interested students can send for an application form to obtain a pen pal from one of 175 countries. Along with the name and address of a pen pal, students receive a suggestion sheet for writing letters and a pen pal newspaper. The application fee is $2.00, which is to be submitted with the application and a self-addressed, stamped business-size envelope ($1.75 each for groups of 6 or more).

A Different Experience

In the summer of 1961, 72 young people gathered at a lakeside camp in Minnesota to speak German intensively and to participate in typical



German cultural activities. That successful program, sponsored by Concordia College, has grown so that in the summer of 1982, more than 2,220 students from 42 states participated in Concordia's International Villages, where eight languages are spoken.

Language camps are generally foreign language immersion events held outside the classroom. Although the events may be called institutes, live-ins, or villages (as in the case of Concordia) they all (a) take place in a setting where the foreign language is spoken almost exclusively and is used in everyday activities, (b) provide the opportunity for participants to engage in foreign culture-related activities that are not traditionally part of the classroom curriculum, (c) involve participants under the age of 18, (d) are nonprofit, and (e) are held in the United States.

By far the most common type of language camp is the weekend language immersion event held during the academic year. Weekend camps often involve the participation of people from the local community--native speakers, members of ethnic groups, skilled dancers or artisans, foreign cuisine experts, and so forth.

More information can be obtained in CAL's publication, A Guide to Language Camps in the U.S.: 2 (1983), by Lois Vines. It may be purchased from the Center for Applied Linguistics, P.O. Box 4866, Hampden Station, Baltimore, MD 21211. The new guide describes 47 camps in 25 states and provides many suggestions for establishing and running camps.

8

Summary

In the preceding chapters, foreign language instruction in the elementary school has been examined in some detail. Programs, objectives, and methods have been outlined, and the roles of parents, teachers, and school administrators have been reviewed. Foreign language programs add a great deal to many elementary school curricula across the United States. Whether the objective is functional fluency or limited exposure to a second language, learning another language and about other cultures helps prepare children for the world in which they live--a world in which knowledge and understanding of other peoples and other languages is essential to survival.

The study conducted by the Center for Applied Linguistics has found that foreign language in the elementary school is on the comeback. In many parts of the country, parents, teachers, and school administrators who recognize the importance of learning a second language are getting together to establish program objectives and to assist as needed in program development. Through their joint efforts, our elementary schools are turning out better prepared children with broadened horizons and the opportunity for a more productive and rewarding future.

9

Program Specifics

One of the best ways to find out more about current programs is to talk directly with the people involved. What follows is information about specific immersion, FLES, and FLEX programs and the names of people to contact for more information, in tabular form.

The table of immersion programs on pages 42-45 is comprehensive (as far as can be told from CAL's study) of all such programs in the United States. It lists the elementary school immersion and partial immersion programs with information on contact person; starting date; number of schools, pupils, teachers, and aides in each program; immersion language; and funding source (if information was available).

For more information about specific programs, contact the person listed in the school district.

Because of the large number of FLES programs across the U.S., it was not feasible to compile a comprehensive national list. Included here is a sample of six programs that represent different types of sponsorship. These represent programs offered by (a) a county department of community education, (b) a school system's citywide magnet program, (c) a statewide council for the development of French, (d) a small town's school system, and (e) a private language school.

The FLEX programs are also just a small sample of the programs nationwide. The three in the table represent different program sponsorships and different types of instructors. One program was originated at the state level and is taught by classroom teachers who may have limited command of the foreign language. Another program was organized by the county school system and is taught after school by high school students, classroom teachers, school administrators, and adult volunteers. The third program is administered by volunteers and taught by bilingual adults in the community.

The particular FLES and FLEX programs described have been selected to give an idea of the various program models that can develop from different sponsorships. They do not necessarily represent the full range of program models.

School District/City	Comments	No. of Schools	No. of Pupils
Alpine (UT) School District	-Started 1978 -Total immersion -Local funding only -Grades 1-5	1	104
Baton Rouge, LA LEA	-Started 1980 -Total immersion	1	60
Cincinnati (OH) Public Schools	-Started 1974 -Partial immersion -Total immers. in K -Local funding only -Articulation w/junior and senior high	4 Spanish 3 French 1 German 1 Middle Sch. 9 total	900 Spanish 480 French 580 German 430 Middle Sch. 2390 total
Culver City, CA	-Started 1972 -Total immersion -Magnet school -Local funding only	1	149 total
Holliston, MA	-Started 1979 -Total immersion -Grades K-4 -Spanish partial immersion offered in middle school	1	99
Milwaukee (WI) Public Schools	-Started 1977 -Magnet schools -Begins with 4-yr old kinder. -Total immersion -Articulation w/junior and senior high	2 total German K-6 French K-5 Spanish K-3	174 German 199 French 190 Spanish 30 Jr. High 593 total
Montgomery County (MD) Public Schools	-French total immersion started at Four Corners Elementary and now continuing at Oak View -Small outside funding -Articulation with junior high: one subject course per year for former immersion pupils	1 French	172
	-Spanish total immersion -Magnet school -Local funding only	1 Spanish	45-50

PROGRAMS IN U.S. ELEMENTARY SCHOOLS

No. of Teachers	Languages	No. of Aides	Contacts
4	Spanish		Janet G. Spencer, Principal Cherry Hill Elementary School 250 East 1650 South Orem, UT 84057 801/225-3387
4	Spanish French		Mrs. Ben Peabody, Sr. Principal La Belle Aire Elementary 12255 Tams Drive Baton Rouge, LA 70815 504/275-7480
80 (approx. total)	Spanish French German	German - 1 Spanish - 1/2	Mimi Met Supervisor Cincinnati Public Schools 230 East 9th Street Cincinnati, OH 45202 513/369-4937
5 (full-time)	Spanish	Some parent volunteers	Eugene Ziff, Principal La Ballona Elementary School 10915 Washington Boulevard Culver City, CA 90230 213/839-4361 Ext. 229
3	French	1 full-time 1 part-time	James Palladino, Principal Miller Elementary School Woodland Street Holliston, MA 01746 617/429-1601
20	German French Spanish	10	Helena Anderson Foreign Language Curriculum Specialist Milwaukee Public Schools P.O. Drawer 10K Milwaukee, WI 53201 414/475-8305
7	French	1 position (college volunteers, occasionally parents), high school interns	Gabriel Jacobs, Principal Oak View Elementary School 400 East Wayne Avenue Silver Spring, MD 20901 301/589-0020
2 (Grades 1,2,3) (Grades 4,5,6)	Spanish		Louise Rosenberg, Principal Rock Creek Elementary School 8330 Grubb Road Chevy Chase, MD 20815 301/589-0005

School District/City	Comments	No. of Schools	No. of Pupils
Rochester, NY	-Started 1981 -Total immersion (except for English reading) -Grades 1-2 -Local funding only	2	48
San Diego (CA) City Schools	-Started 1977 -Total immersion for students who begin in grades K-2, partial for those who begin in grades 3-6 -Partial immersion for grades 7-12 -Magnet schools -Special funding in initial years; regular funding now	5 (includes two secondary schools)	850 total
Tulsa (OK) Public Schools, Independent School District #1	-Started 1981 -Total immersion	1	26
Washington, DC	-Started 1966 -Independent -Partial immersion, -English/French, English/Spanish -Nursery through grade 12 -Pupils 85 nationalities; staff 35 nationalities -International baccalaureate	1	550
Washington, DC	-Started 1971 -Partial immersion -Local funding only	1	330

No. of Teachers	Languages	No. of Aides	Contacts
2	Spanish		Alessio Evangelista Director, Foreign Language Dept. City School District 131 W. Broad Street Rochester, NY 14608 716/325-4560 Ext. 2315
35 total	French Spanish	35 (native speakers)	Harold B. Wingard Curriculum Specialist, Second Language Education San Diego City Schools Linda Vista Elementary, B-8 2772 Ulric Street San Diego, CA 92111 714/569-9640
1	Spanish	1	Jack Griffin Tulsa Public Schools Assoc. Supervisor for Instruction P.O. Box #45208 Tulsa, OK 74145 918/743-3381 Ext. 485
60 full-time equivalents	French Spanish		Dorothy Bruchholz Goodman, Director Washington International School 3100 Macomb Street, N.W. Washington, DC 20008 202/966-8510
11 Spanish 11 English	Spanish	1 (Pre-K)	Frank Miele, Principal Oyster Elementary School 29th and Calvert Streets, NW Washington, DC 20008 202/673-7277

School System	Program Sponsorship	Comments	Number of Schools	Number of Pupils and Grades
1. State of Indiana	State Dept. of Public Instruction under a grant from NEH, and local schools	-Started 1980 -Local option as to scheduling of instruction -Use materials developed by State Department of Public Instruction -Basic introduction to foreign sounds, words, phrases, and conversation as well as to aspects of the culture through 4 units in each language: Introduction, Body/Clothing, Numbers, Colors -All 3 languages may be introduced to a class in one year	Materials have been disseminated to approx. 400 classroom teachers throughout Indiana	K-3
2. Anne Arundel County (MD) Public Schools	School System	-Started 1978 -Classes after school -Once a week for 30 minutes -Use curiculum material developed by county -Basic introduction to foreign words, phrases, and conversation as well as to aspects of the culture	51 (of 74 schools in county volunteered for FLEX)	4,172 3-6
3. Orange County, FL	ADDitions School Volunteer Program	-Started 1977 -Classes during school -For 20-40 minutes, depending on grade -Use teaching manual developed by county school volunteer program -Basic introduction to Spanish conversation with songs, games, and puppets	26 (of 67 schools requested program) (60 classes)	K-6

Note. The curricula used by these programs are all available through the ERIC system. See Section 10 for ordering information.

EXPERIENCE (FLEX) PROGRAMS (1988)

Number and description of Teachers	Languages	Contacts
Regular classroom teachers teach FLEX classes; some have only limited knowledge of foreign language and learn language along with students with aid of audiotapes that accompany material	Spanish German French	Walter H. Bartz State Foreign Language Consultant Department of Public Instruction Division of Curriculum Room 229 State House Indianapolis, IN 46204 317/927-0111
18 classroom teachers 131 high school students 33 adult volunteers 1 principal	Spanish German French Latin Italian Japanese Portuguese Russian Hindi	Gladys Lipton Coordinator, Foreign Languages and ESOL Anne Arundel County Public Schools 2644 Riva Road Annapolis, MD 21401 301/224-1694
Volunteers fluent in Spanish and English; participate in workshop to learn teaching techniques and how to use manual	Spanish	Eleanor Fisher Program Coordinator, ADDitions School Volunteers Orange County Public Schools 410 Woods Avenue Orlando, FL 32805 (305) 422-5817

School System	Program Sponsorship	Comments	No. of Schools	No. of Pupils and Grades
Fairfax County (VA) Public Schools	County Department of Community Education	-Started 1975 -Classes before and after school -2 times/week for 45 minutes or once a week for an hour -Parents pay tuition covering salaries and materials -Emphasis on oral communication and cultural appreciation	70	3,500 grades K-6
St. Louis (MO) Public Schools	School system (City-wide magnets school)	-Started 1976 -Daily classes during school day -Emphasis on oral communication, pronunciation, basic vocabulary, and cultural appreciation	1	240 grades K-8
Baton Rouge (LA)	Louisiana Department of Education, Council for Development of French in Louisiana (CODOFIL), and Cordell Hull	-Started 1971 -Daily classes during school day for 30 minutes -State funding -Governments of France, Belgium, Quebec, Mexico, and Hungary supply teachers and materials	33 parishes (school districts) have classes	grades K-6
Lexington (MA)	School system	-Started 1957 -3 to 4 times a week for 30 minutes -Emphasis on oral communication and cultural appreciation	7	grades 4-6
Seattle (WA)	Seattle Language School	-Started 1979 -Classes before school -2 times/week for 45 minutes -Emphasis on oral communication and cultural appreciation -Parents pay tuition -Private Language School administers program at local public and private schools	3 or more, depending on demand	grades 1-6
				CURRICULUM-INTEGRATED
Chicago (IL)	Public Schools	-Started 1978 -Magnet schools -Curriculum-integrated	6	2000

THE ELEMENTARY SCHOOL (FLES) PROGRAMS (1986)

No. and description of Teachers	Languages	Contacts
195 -Many native speakers -Teacher certification not required	Spanish French German Latin American Sign Language	Judy Vance Walnut Hills School (Elementary For. Lang. Area Coord.) 7423 Camp Alger Avenue Falls Church, VA 22042 703/698-0400
3	Spanish French German	Susan Walker Wilkinson School FLES 7212 Arsenal Street St. Louis, MO 63143 314/645-1202
Itinerant language teachers a) from foreign countries and b) Louisiana state certified teachers	French Spanish Hungarian	Homer Dyess Bureau of Academic Support Foreign Languages and Bilingual Education Division State Department of Education P.O. Box 44064 Baton Rouge, LA 70804 504/342-3453
-Full-time language specialists -Have degrees in French or are native speakers	French	Tony Bent Coordinator of Foreign Languages Lexington Public Schools 251 Waltham Street Lexington, MA 02173 617/862-7500
Teacher requirements: -foreign language fluency -ability to work with children -enthusiasm -willingness to travel to teach just for 45 minutes	Spanish French Japanese	Ulrike Criminale The Language School YMCA Building 909 Fourth Avenue Seattle, WA 98104 206/682-6985

APPROACH TO FLES

22	French German Italian Spanish Japanese Modern Greek Russian Polish	Edwin Cudecki, Director Bureau of Foreign Languages Chicago Board of Education 228 N. LaSalle Street, Room 868 Chicago, IL 60601 312/641-4048

10

For Further Reading

The following lists of resources are divided into sections for immersion, FLES, and FLEX. Included are sample curriculum guides, texts, books of classroom ideas, and program descriptions.

Many of the resources listed are identified by an ED number (e.g., ED 209 940). These may be read on microfiche at an ERIC library collection or ordered in paper copy from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210. Those identified with an FL number are forthcoming in the ERIC collection. For the location of the ERIC collection nearest you, contact the ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 3520 Prospect St., NW, Washington, DC 20007; (202) 298-9292. Ordering information for the few ED-numbered documents described as not available directly through the ERIC system can be found in the ERIC monthly abstract journal, Resources in Education.

Resources identified by an EJ number are journal articles. Summaries of these articles can be read in the ERIC publication Current Index to Journals in Education, and the journals themselves can be found in university libraries.

A general bibliography is included for background information on foreign language in the elementary school. Also included is a specific bibliography on evaluating immersion, FLES, and FLEX programs.

Sample Curriculum Guides, Texts, Classroom Ideas, and Program Descriptions

FOR IMMERSION PROGRAMS

Canadian Parents for French. 1980. How to be an Immersion Parent (free pamphlet). Available from: Canadian Parents for French, Terminal P.O. Box 8470, Ottawa, Ontario K1G 3H6 Canada.

Cincinnati Public Schools. 1975. Bilingual Programs: Curriculum French-Spanish: Volume I. ED 204 999.

-----. 1978. French Bilingual Program: Level III.

-----. 1978. Spanish Bilingual Program Curriculum Guide (Elementary Schools): Level I. Second Revision. ED 205 000.

-----. 1978. Spanish Bilingual Program: Level II. Second Revision. ED 205 001.

-----. 1978. Spanish Bilingual Program: Program Description.

-----. 1979. Spanish Bilingual Program: Samples from Levels III and IV. ED 205 002.

Gradisnik, Anthony, comp. 1980. Helping Parents Learn a Second Language with Their Children: French. Milwaukee Public Schools. ED 208 653.

-----, comp. 1980. Helping Parents Learn a Second Language with Their Children: German. Milwaukee Public Schools. ED 208 654.

----- and Helena Anderson. 1978. Multi-Language School: A Teacher's Guide. Milwaukee Public Schools. ED 191 256.

Lapkin, Sharon and Jill Kamin (Eds.). A Survey of French Immersion Materials (K-6). Toronto, Ont.: Ontario Institute for Studies in Education. (available for $5.95 from OISE) ED 180 198. (Not available from EDRS) (Presents an annotated list of material used at each grade level for French immersion programs.)

Meyer, Gertrud E. 1978. A German Language Continuum: Kindergarten through Grade 5. Milwaukee Public Schools. ED 191 257.

Milkwaukee Public Schools. 1980. A Resource Kit of Foreign Language Immersion Materials from the Milwaukee Public Schools. ED 191 279.

-----. 1982. A Resource Kit of French Immersion Materials from the Milwaukee Public Schools. FL 013 257.

-----. 1982. A Resource Kit of German Immersion Materials from the Milwaukee Public Schools. FL 013 256.

-----. [1982] A Second Grade Language Arts Curriculum. German Immersion Program. FL 013 258.

Oberst, Sheila and Fini Wraith. 1980. Planning for Immersion Oral Language. San Diego (CA) City Schools. (Unpublished)

Reading in Two Languages/Lectura en Dos Idiomas. 1977. Northvale, NJ: Santillana Publishing Co.

SCDC Reading Program. Spanish Curricula Development Center. Crane Publishers. (Used by San Diego immersion program and Dade County, FL, FLES program.)

Schmitt, Conrad J. A Cada Paso: Lengua, Lectura, y Cultura. 1978. New York: Webster Division, McGraw-Hill Book Company. (Elementary school texts designed for Spanish speakers in bilingual programs that provide Spanish language development and basic social studies concepts.)

FOR FLES PROGRAMS

Bishop, Russell H. 1980. "The Integrated Story: Helping to Take the Foreignness out of Language Learning." In Hispania, 61(1), 93-95. EJ 224 011. (Suggests ways of making dialog learning in a FLES class easier.)

Bonjour Line. Part I Teaching Guide; Première partie, leçons 1 à 13, Livre de L'élève; Cahier de L'élève. Centre de Recherche et d'étude pour la Diffusion du Français. Boston, MA: Heinle & Heinle Publishers. (Tapes and complete set available; used in Baton Rouge, LA, and other programs.)

British Columbia Department of Education (Curriculum Development Branch, Victoria). 1976. Elementary French Program Guide. ED 176 550. (Contains a rationale for offering

French at the elementary level and an indication of the skills and attitudes pupils might acquire.)

British Columbia Department of Education (Curriculum Development Branch, Victoria). 1976. Elementary French Resource Book. ED 176 551. (Provides teachers with invaluable assistance in selecting appropriate FLES resources--books, tapes, kits, films, and commercial programs--and includes extensive evaluations of each.)

Eckles, Larry E., Jr. and Christiane Bouffier Sweeney. 1980. Guide to French Videocassette Program for Elementary Schools, Grade 1 to 6. Fairmount State College, Fairmont, WV. FL 013 105.

Fairfax County Public Schools (Division of Adult Services). 1978. Elementary Foreign Language Teacher: PTA Liaison Handbook. FL 013 3241.

-----, 1980. Elementary Foreign Language Guide to Resources. FL 013 240.

Frère Jacques I, II (Audiovisual material used in grades K-5 in Baton Rouge, LA.)

Hola Amigos! McMillan. (Junior high level, but first half of book can be used for elementary students.) (Lots of pictures; used by Mercer Island, WA, FLES program.)

Hubp, Loretta B. Let's Play Games in Spanish, Book 1. Skokie, IL: National Textbook Company. (Includes conversational and vocabulary-building activities to help teach basic conversation to grades K-8.) (School price $6.94)

Jeannot Lapin (Song and game approach designed to sensitize children to the French language and culture--used in K-1 in Baton Rouge, LA.)

Lexington (Massachusetts) Public Schools. 1982. Foreign Language Curriculum Guide. (Unpublished)

Medlin, Dorothy. 1979. A FLES Handbook: French, Spanish, German, Grades K-6. Third edition revised. Winthrop College, Rock Hill, SC. ED 209 942.

Mohrman, Alice. Asi Escribimos, Ya Escribimos, A Escribir! Skokie, IL: National Textbook Company. (Three workbook series contains writing exercises to help pupils reinforce and develop knowledge of the structure of the Spanish language.) (School price $2.96 each)

Ontario Institute for Studies in Education

a) Balchunas, Martha and Rebecca Ullmann. 1979. Le Hockey [Hockey]. Teacher's Guide. ED 180 255. (Includes teacher's guide and tape transcript for module aimed at elementary or secondary school students with goal of teaching basic hockey vocabulary and understanding hockey games broadcast with French commentary.) ($3.30 teacher's guide)

b) Elsass, Raymond and Joan Howard. 1972. Les Papillons [The Butterflies]. Teacher's Guide. ED 180 258. (Includes resource kit for teaching French at the beginning primary level; module centers around a children's story, divided into 41 short episodes.) ($3.30 teacher's guide, $32.50 complete module)

c) Elsass, Raymond, et al. 1973. La Mateo [The Weather Report]. Teacher's Guide. ED 180 257. (Includes resource kit for teaching French at the intermediate level with aim of introducing elementary or secondary school students to terminology used in French radio broadcasts, and especially in weather reports.) ($3.30 teacher's guide, $28.00 complete module)

d) Ullmann, Rebecca and Joyce Scane. La Fête de la Ste-Catherine: Guide. 1981. ED 209 915. (Presents a teacher's French-English guide to a cultural module that provides introductory reading materials for elementary school French students.)

e) Ullmann, Rebecca; et al. 1978. Le Temps des sucres [Sugaring-Off Time]. Teacher's Guide. ED 180 248. (A resource kit for teaching of listening comprehension in French at the beginning elementary level--includes teacher's guide with sample activities and lesson plans and handbook entitled, "The Maple Sugar Industry.") ($3.30 teacher's guide, $29.00 for complete module)

Note. Related audiovisual and print material for OISE modules available from: Publications Division, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario M5S 1V6 Canada.

Schmitt, Conrad J. Let's Speak Spanish Series. New York, NY: McGraw-Hill Book Company. (All audiolingual with tapes). (Used in Dade County, FL, FLES programs.)

Snyder, Barbara. Lotería, Creative Vocabulary/Verb Bingo Games for Student Mastery and Review. Skokie, IL: National Textbook Company. (Set of 32 games aid in building and reinforcing vocabulary--$8.25; set of 32 duplicating masters includes games to review tenses singly and in combination--$8.25.)

-----. Lotería. Spanish Vocabulary. Creative Bingo Games for Student. Mastery & Review, Level II Spanish. Skokie, IL.: National Textbook Company. (Supplementary material and ditto masters.) (Used by Mercer Island, WA, FLES.)

Teaching Materials for French. 1980. London, England: Centre for Information on Language Teaching and Research.

Texas Education Agency. 1981. Spanish K-Grade 2: A Guide for Teachers. Austin, TX. ED 203 666.

Vive le Français! 1978. Addison-Wesley Publishers, Don Mills, Ontario, Canada (French text used in many programs, including Lexington, Massachusetts'.)

Weinrib, Alice. 1976. "Some Recent French Courses: Kindergarten to Grade 3." In ORBIT, 34 (October). (Reviews French teaching material used in "core" [FLES] classes.)

FOR FLEX PROGRAMS

Anne Arundel County (MD) Public Schools. 1980. Foreign Language Experience in the Elementary School: French. FL 013 101. (Program guide includes objectives, teaching guidelines for classroom teachers and volunteers, and a 9-unit curriculum.)

-----. 1980. Foreign Language Experience in the Elementary School: German. FL 013 099. (Program guide includes objectives, teaching guidelines for classroom teachers and volunteers, and a 9-unit curriculum.)

-----. 1980. Foreign Language Experience in the Elementary School: Spanish. FL 013 100. (Program guide includes objectives, teaching guidelines for classroom teachers and volunteers, and a 9-unit curriculum.)

Chicago (IL) Board of Education. 1980. Sounds of Language. FL 013 106. (Describes a course that provides students with a greater understanding of how language works and introduces them to the variations of sound and structure of many languages.)

Dates, Michael D. 1980. "A Non-Intensive FLES Program in French." In French Review, v54 n4, 507-513. EJ 221 825. (Describes a one semester FLEX class taught by undergraduates that includes basic vocabulary, skits, songs, and a "parents' night.")

Green, Janice. 1979. "Hello, World!" In Instructor, (October), 91-94.

Indiana Department of Public Instruction (Division of Curriculum). 1981. Introduction to French: Numbers, Colors, and Body/Clothing. ED 207 342. (Introductory French materials intended for experiential or enrichment component of primary grades curriculum.)

-----. 1981. Introduction to German: Numbers, Colors, and Body/Clothing. ED 207 344. (Introductory German materials intended for experiential or enrichment component of primary grades curriculum.)

-----. 1981. Introduction to Spanish: Numbers, Colors, and Body/Clothing. ED 207 343. (Introductory Spanish materials intended for experiential or enrichment component of primary grades curriculum.)

Mabry, Margaret Morgan. 1977. Un Poquito de Español. A "Point of Departure" Outline for Volunteer Spanish Teachers in the Elementary School. Orange County, FL: The ADDitions School Volunteer Services. FL 013 103. (A manual used by volunteer teachers to teach conversational Spanish).

Andersson, Theodora. 1981. A Guide to Family Reading in Two Languages: The Preschool Years. Rosslyn, VA: National Clearinghouse for Bilingual Education. ED 215 560.

-----. 1963. Foreign Languages in the Elementary School: A Struggle against Mediocrity. Austin, TX: University of Texas Press. ED 038 064. (Not available from EDRS)

Donoghue, Mildred R. and John F. Kunkle. 1979. Second Languages in Primary Education. Rowley, MA: Newbury House Publishers. ED 187 098. (Not available from EDRS)

Genesse, Fred. 1978. "Is There an Optimal Age for Starting Second Language Instruction?" In McGill Journal of Education, 13(2), 145-54. ED 182 992.

Krashen, Stephen D., Robin C. Scarcella, and Michael Long (Eds.). 1982. Child-Adult Differences in Second Language Acquisition. Rowley, MA: Newbury House Publishers.

Lambert, Wallace E. and G. Richard Tucker. 1972. Bilingual Education of Children: The St. Lambert Experiment. Rowley, MA: Newbury House Publishers. ED 082 573. (Not available from EDRS)

Massey, D. A. and Joy Potter. 1979. A Bibliography of Articles and Books on Bilingualism in Education. Ontario: Canadian Parents for French.

McLaughlin, Barry. 1982. Children's Second Language Learning. Language in Education: Theory and Practice, No. 47. Washington, DC: ERIC Clearinghouse on Languages and Linguistics. FL 012 964.

Met, Myriam. 1980. "Foreign Language and the Elementary School Curriculum: An Integrated Approach." (Unpublished)

Mlacak, Beth and Elaine Isabelle (Eds.). 1979. So You Want Your Children to Learn French?: A Handbook for Parents. Ontario: Canadian Parents for French. ED 213 248.

Perkins, James A., et al. 1979. Strength through Wisdom: A Critique of U.S. Capability. A Report to the President from the President's Commission on Foreign Language and International Studies. Washington, DC: President's Commission on Foreign Language and International Studies. ED 176 599.

Pimsleur, Paul. 1980. How to Learn a Foreign Language. The Foreign & Second Language Educator Series. Boston, MA: Heinle & Heinle Publishers, Inc. ED 200 038. (Not available from EDRS)

Rhodes, Nancy C. 1981. "Foreign Language in the Elementary School: A Status Report." In ERIC/CLL News Bulletin, 5 (September).

Rhodes, Nancy C., G. Richard Tucker, and John L. D. Clark. 1981. Elementary School Foreign Language Instruction in the United States: Innovative Approaches for the 1980s. Final Report. Washington, DC: Center for Applied Linguistics. ED 209 940.

Simon, Paul. 1980. The Tongue-Tied American: Confronting the Foreign Language Crisis. New York, NY: Continuum Publishing Corporation. FL 012 492.

Smythe, P. C., R. G. Stennet, and R. C. Gardner. 1975. "The Best Age for Foreign-Language Training: Issues, Options and Facts." In The Canadian Modern Language Review, 32(1), 10-23.

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EVALUATIONS OF FLES, FLEX, AND IMMERSION PROGRAMS

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