THE ERIC Review

Volume 6 • Issue 1 • Fall 1998

K-12 Foreign Language Education

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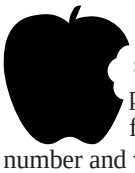

This is a very exciting time in the field of foreign language education in the United States. A recent survey by the Center for Applied Linguistics indicated that 31 percent of elementary schools and 86 percent of secondary schools currently offer foreign language classes. A new set of national standards for K–12 foreign language education is guiding instruction, assessment, and teacher preparation. The number and variety of foreign language immersion programs are growing, giving students new opportunities to obtain high levels of proficiency. For example, two-way immersion programs, designed initially to help English-language learners, provide a unique opportunity for native English speakers to learn another language from the students in their school who speak it natively.

Increasing numbers of students from other countries bring rich language and cultural knowledge to language classes, adding an interesting new dimension to the ways these classes are taught. Current acceptance of American Sign Language as a foreign language in many programs and the teaching of less commonly taught languages (such as Arabic, Armenian, Chinese, Greek, Hebrew, Japanese, and Polish) also add richness and diversity to foreign language offerings.

This issue of *The ERIC Review* focuses on foreign language education in the United States in grades K–12. It describes the current status of K–12 foreign language education and highlights the importance and benefits—both for individuals and for society—of knowing more than one language. This issue does not discuss foreign language education at the postsecondary level, which presents a different set of issues and structures and warrants a journal issue of its own.

Because many of the "foreign" languages taught in U.S. schools are actually native languages for many U.S. residents, the term *second language* is used by many programs in place of *foreign language*. In this issue, we use the terms interchangeably; however, "second language" in this instance does *not* include the teaching and learning of English as a second language (ESL). Although the teaching of ESL has much in common with the teaching of other languages, it is a field with its own theoretical orientations, research base, implementation structures, materials, and challenges. We hope to address this complex and important topic in a future issue of *The ERIC Review*.

Lead articles by Kathleen Marcos and Renate Schulz provide an overview of the benefits of second language learning and of the current trends and challenges in the field of foreign language education. Other pieces discuss such topics as program models, national standards, student assessment, professional development of teachers, uses of technology for foreign language learning, and job opportunities for foreign language speakers. Guidelines are provided for establishing and maintaining a foreign language program, and lists of resource organizations and tips for searching the ERIC database on foreign language topics are also included. It is important to note that any attempt to compile lists of resources such as these runs the risk of including outdated information. All information was last updated as of early summer 1998.

A wealth of information about foreign language education at all levels, ESL, bilingual education, and linguistics can be obtained by contacting the ERIC Clearinghouse on Languages and Linguistics at the following address:

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Second Language Learning: Everyone Can Benefit

Kathleen M. Marcos

The 1990s have been a decade of renewed interest in language learning. As always, political and economic concerns play a major role in the nation's perception of the value of learning a second language (Met and Galloway, 1992). In addition, there is now a growing appreciation of the role that multilingual individuals can play in an increasingly diverse society, and there is also a greater understanding of the academic and cognitive benefits that may accrue from learning other languages. During the past five years in particular, researchers, policymakers, educators, employers, parents, and the media have reexamined the advantages of foreign language learning.

In 1989, a presidential resolution declaring the 1990s the "decade of the brain" was announced. An increased level of research on brain development has been under way throughout the 1990s. Some of this research has analyzed the effect of language acquisition on the brain. The results of these studies have generated media interest in how early learning experiences—including first and second language acquisition—promote cognitive development. *Newsweek* magazine, for example, devoted a special edition to the critical first three years of a child's life and indicated that there is a window of opportunity for second language learning that begins when a child is one year of age (Lach, 1997).

A recent article in *Time* magazine suggested that foreign languages should be taught to children as early as possible (Nash, 1997). And the television newsmagazine *Dateline NBC* aired a segment on first and second language acquisition in November 1997.

This article summarizes findings from numerous sources on the benefits of studying second languages and offers suggestions to parents and educators for encouraging language learning at home and at school. (A detailed list of ways to foster a language-proficient society appears in "Putting It All Together: Fostering a Language-Proficient Society" on page 70 of this issue.)

Benefits of Second Language Learning

Personal Benefits

An obvious advantage of knowing more than one language is having expanded access to people and resources. Individuals who speak and read more than one language have the ability to communicate with more people, read more literature, and benefit more fully from travel to other countries. Introducing students to alternative ways of expressing themselves and to different cultures gives greater depth to their understanding of human experience by fostering

an appreciation for the customs and achievements of people beyond their own communities. Ultimately, knowing a second language can also give people a competitive advantage in the work force by opening up additional job opportunities (Villano, 1996).

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Is Earlier Always Better?

Although people can learn languages at any age, some studies suggest that children who learn a language before adolescence are more likely than older learners to attain native-like pronunciation (Harley, 1986; Patkowski, 1990). A number of researchers have found that children have an innate ability to acquire the rules of any language, and that this ability diminishes by adulthood (Curtiss, 1995; Johnson and Newport, 1989).

Older language students should take heart, however, in the results of other studies that report that although young children acquire pronunciation easily, they are not particularly efficient learners of vocabulary or other aspects of language structure (Genesee, 1978; Swain and Lapkin, 1989). Of course, the more years devoted to learning a language and the more opportunities available to use it in everyday situations, the greater the proficiency achieved (Curtain, 1997).

Cognitive Benefits

Some research suggests that students who receive second language instruction are more creative and better at solving complex problems than those who do not (Bamford and Mizokawa, 1991). Other studies suggest that persons with full proficiency in more than one language (*bilinguals*) outperform similar monolingual persons on both verbal and nonverbal tests of intelligence, which raises the question of whether ability in more than one language enables individuals to achieve greater intellectual flexibility (Bruck, Lambert, and Tucker, 1974; Hakuta, 1986; Weatherford, 1986).

Academic Benefits

Parents and educators sometimes express concern that learning a second language will have a detrimental effect on students' reading and verbal abilities in English. However, several studies suggest the opposite. For example, a recent study of the reading ability of 134 four- and five-year-old children found that bilingual children understood better than monolingual children the general symbolic representation of print (Bialystok, 1997). Another study analyzed achievement test data of students in Fairfax County, Virginia, who had participated for five years in immersion—the most intensive type of foreign language program. The study concluded that those students scored as well as or better than all comparison groups on achievement tests and that they remained high academic achievers throughout their schooling (Thomas, Collier, and Abbott, 1993). Finally, a study conducted in Louisiana in the 1980s showed that regardless of race, sex, or academic level, students who received daily instruction in a foreign language (taught as a separate subject rather than through immersion) outperformed those who did not receive such instruction on the third-, fourth-, and fifth-grade language arts sections of Louisiana's Basic Skills Tests (Rafferty, 1986). Numerous other studies have also shown a positive relationship between foreign language study and English language arts achievement (Barik and Swain, 1975; Genesee, 1987; Swain, 1981). All of these results suggest that second language study helps enhance English and other academic skills.

Some studies have found that students who learn foreign languages score statistically higher on standardized college entrance exams than those who do not. For example, the College Entrance Examination Board reported that students who had averaged four or more years of foreign language study scored higher on the verbal section of the Scholastic Aptitude Test (SAT) than those who had studied four or more years of any other subject (College Entrance Examination Board, 1992; Cooper, 1987). These findings, which were consistent with College Board profiles for previous years (College Entrance Examination Board, 1982; Solomon, 1984) and with the work of Eddy (1981), suggest that studying a second language for a number of years may contribute to higher SAT scores.[1]

Societal Benefits

Bilingualism and multilingualism have many benefits to society. Americans who are fluent in more than one language can enhance America's economic competitiveness abroad, maintain its political and security interests, and work to promote an understanding of cultural diversity within the United States. For example, international trade specialists, overseas media correspondents, diplomats, airline employees, and national security personnel need to be familiar with other languages and cultures to do their jobs well. Teachers, healthcare providers, customer service representatives, and law enforcement personnel also serve their constituencies more effectively when they can reach across languages and cultures. Developing the language abilities of the students now in school will improve the effectiveness of the work force later.

Getting Started

At School

Parents who are interested in enrolling their children in elementary school foreign language programs should first inquire about existing programs in the school district. If the neighborhood school does not offer foreign language instruction, it is possible that immersion programs or language-focused schools exist elsewhere in the school district. Enrollment information will be available at individual schools or at district administrative offices. If there are no foreign language schools or programs offered in the school district, then private language classes may be the only option.

Although second language classes are not always readily available, many

Second Language Learning and Children With Special Needs

The accompanying article points out the many benefits of studying a second language. Parents and teachers of children with learning disabilities or giftedness may have a special interest in how their children acquire a second language.

Learning Disabilities. Generally speaking, students with learning disabilities can learn a second language and enjoy the many personal benefits of familiarity with a second language and culture (Baker, 1995). One important study of learning-disabled children taking a foreign language reported that students of average and below-average IQ performed as well as students of above-average IQ on oral production and interpersonal communication tasks (Genesee, 1976). Special multisensory techniques that emphasize the direct and explicit teaching of speech sounds through drill cards and reading, writing, and speaking exercises can facilitate the language learning of special student populations (Schneider, 1996; Sparks and others, 1991).

Some speech pathologists and pediatricians may discourage early foreign language learning, particularly when a child is diagnosed with dyslexia, aphasia, or a hearing impairment or scores low on tests of intelligence (Baker, 1995). A language specialist should be consulted before a child with a severe learning disability begins a second language program, but many students with learning disabilities can and do benefit from second language learning experiences.

Giftedness. Because linguistically gifted students are particularly good candidates for attaining native or near-native proficiency in other languages, some educators have advocated offering foreign language instruction early in childhood to fully develop that potential (Brickman, 1988). Typically highly verbal and with advanced vocabularies, these students ideally should be taught using curricula specially geared to their innate strengths, such as strong language, conceptualization, socialization, and productivity traits (Allen, 1992). Early exposure to second languages and cultures will help parents and teachers identify those children likely to exhibit strong language aptitude.

resources exist to help parents and educators establish a program in their school or school district.[2] Some helpful hints can be found in the box titled "Starting a Foreign Language Program" on page 23.

At Home

Long before their children begin school, parents can begin to facilitate second language learning. Children can learn elements of a second language from a babysitter, a nanny, a family member, or a friend; they can also attend a multilingual preschool or a preschool with a language program. If a child has a number of positive experiences with another language, he or she can become quite receptive to learning other languages.

Throughout the school years, parents can show their children that the ability to speak a second language is valued by encouraging an interest in other languages and cultures. Parents can show their respect for other cultures and ways of speaking by inviting people who speak other languages into their homes and by attending cultural events featuring music, dance, or food from other countries. They can also provide their children with books, videos, and similar materials in other languages, and they can send their children to foreign language camps.

To supplement language classes, parents of older children might also wish to explore the possibility of enrolling them in international exchange programs. Students normally live abroad with a host family, which provides them with a safe and sheltered environment where they can practice their language skills. These experiences offer valuable opportunities to complement second language study with firsthand exploration of a different culture.

Conclusion

Research has shown that second language study offers many benefits to students in terms of improved communicative ability, cognitive development, cultural awareness, and job opportunities. Society as a whole also profits economically, politically, and socially when its citizens can communicate with and appreciate people from other countries and cultures. Parents and educators would be wise to take advantage of the many available opportunities and resources for second language learning for the benefit of children coming of age in the 21st century.

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Notes

[1] Although the College Board studies show a *correlation* between studying a foreign language and achieving higher scores on the SAT, it is difficult to prove *causality*. It may be that the SAT scores of students who take several years of a foreign language are also influenced by other variables, such as their socioeconomic class, the educational level of their parents, or the resources available in their secondary school.

[2] Suggestions on advocating for second language study, developing a coherent rationale, and establishing a school program can be found in Curtain and Pesola (1994); de Lopez, Lawrence, and Montalvo (1990); and Lipton (1995).

Foreign Language Education in the United States: Trends and Challenges

Renate A. Schulz

Presidential commissions, politicians, business leaders, and educators have long expressed concern about the lack of foreign language competence among U.S. citizens (Strength Through Wisdom, 1979; Simon, 1980). Compared to other countries, the United States has a weak language policy, and foreign language curricular guidelines and systematic outcome assessments are practically nonexistent. The United States may be the only nation in the world where it is possible to complete secondary *and* postsecondary education without any foreign language study whatsoever. The prevalent practice of offering (or even requiring) one or two years of foreign language study for high school or college graduation is simply inadequate for giving students meaningful competence in foreign languages.

There are many advantages that come with the ability to communicate with individuals of different language communities and to understand and appreciate their media, literature, and other cultural, scientific, and artistic accomplishments. For example, research has shown that studying a language other than one's native tongue can enhance problem-solving skills, creativity, and general cognitive development and may even aid in sharpening native language skills. The often-cited studies by Cooper (1987) and the College Entrance Examination Board (1992) have found significant, positive correlations between high verbal SAT scores and extended (four years or more) foreign language study. An infrequently recognized benefit is that study of any foreign language enhances success in future language learning if the need to learn a new language arises.

> Studying a language other than one's native tongue can enhance problem-solving skills, creativity, and general cognitive development.

Significant changes have occurred in the field of foreign language education in the past two decades. This article provides a brief overview of the field today. It discusses trends in student enrollment, the instructional approach of communicative language teaching, standards and assessments, scheduling and instructional options, and characteristics of effective programs. It also considers the challenge of providing a well-articulated sequence of foreign language instruction from the elementary school grades through high school and on to college, and it highlights several aspects of foreign language teacher education and professional development. Many of these themes are further developed in other articles in this issue of *The ERIC Review*.

Student Enrollment Trends

U.S. foreign language enrollment trends show frequent ups and downs. The popularity of individual languages also varies over time. For instance, German was the most popular foreign language studied in the early part of the century, and French was the second-most popular language in the early part of the century, but now the most popular language is Spanish.

A survey of foreign language enrollments in public secondary schools during the fall of 1994, conducted by the American Council on the Teaching of Foreign Languages (ACTFL) (Draper and Hicks, 1996), indicated that 6,095,668 students (33 percent) in grades 7 through 12 were studying a language other than English. This represented a noteworthy 3.8 percent increase in enrollments since 1990. Almost two-thirds (64.5 percent) of all high school foreign language enrollments were for Spanish classes, followed by 22.3 percent for French, 6.1 percent for German, and 3.5 percent for Latin. Although Japanese enrollments almost doubled between

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1990 and 1994, Japanese still accounted for less than 1 percent of all foreign language enrollments, as did enrollments for all other languages offered at the secondary school level.

A disturbing finding of the ACTFL survey was a high attrition rate among students enrolled in foreign language courses between grades 9 and 12. In Spanish classes, for instance, the attrition rate between the first and second year of study (grades 9 and 10) was about 29 percent; between the second and third year, about 63 percent; and between the third and fourth year, another 67 percent. In other words, of the 869,271 students who took first-year Spanish in ninth grade, only 74,684 (8.6 percent) were still taking that language four years later. Similar attrition rates, although not quite as dramatic, are evident for other languages.

A more recent survey conducted by the Center for Applied Linguistics (Branaman and Rhodes, 1998) shows a nearly 10 percent increase in the number of elementary schools offering foreign language programs since 1987. Almost one-third of all responding elementary schools reported that they offer some form of foreign language instruction (mostly Spanish), involving approximately 4 million elementary school students (out of a total of 27.1 million). However, the vast majority of these programs appear to offer only an introductory exposure to languages. They are not conceived as a foundation for long-term, sequential, well-articulated programs that lead to overall proficiency in a language.

At the secondary school level, the survey reports that the number of schools offering foreign language instruction has remained fairly stable over the past 10 years: 87 percent in 1987 and 86 percent in 1996. Ten million secondary school students (out of a total of 21.7 million) are enrolled in foreign language classes. The survey also reports a 4 percent increase in the number of advanced placement foreign language classes offered since 1987; still, they are offered by only 16 percent of high schools.

The Move Toward Communicative Language Teaching

In the past two decades, foreign language instruction has moved away from an almost exclusive focus on the components of language—grammar, vocabulary, and pronunciation—to a focus on the development of *communicative proficiency*—the ability to communicate in the target language (language being studied) in real-life contexts. Communicative language teaching builds on the understanding that language use is governed not only by phonological and grammatical rules, but also by sociolinguistic and discourse rules (Canale and Swain, 1980). In other words, natural language use is a complex, creative activity that takes different forms depending on a variety of factors, including the context in which the interaction occurs, the characteristics of the speaker or writer (for example, age, gender, social status, level of education, and geographic origin), the characteristics of the listener or reader, and the purpose of the interaction (Hymes, 1972).

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Whereas previous foreign language teaching methods—such as the grammar translation and audiolingual methods—focused predominantly on grammatical form within a sentence-level context (or sometimes without *any* meaningful context), communicative language teaching focuses on the meaning of a message within a given situation, realizing that different cultures may have different ways to perform different speech acts in different contexts. It is the context that determines what is said, how it is said, to whom it is said, and why it is said. Thus communicative language teaching often uses language functions or speech acts (for example, asking questions, apologizing, complimenting, reporting, giving directions, and making requests), rather than specific grammatical structures, as its organizing principles.

With the communicative language teaching approach, teachers and students use the target language extensively, if not exclusively. Students are given information-exchange tasks that they can complete by working in pairs or small groups. This interactive, situational language practice requires learners "to interpret, express, and negotiate meaning in the new language" (Lee and VanPatten, 1995, p. 1).

Communicative language teaching also advocates the use of culturally authentic texts written by native speakers for native speakers instead of simplified or edited texts developed expressly for foreign language learners. Effective use of authentic texts includes having the learners perform interesting and level-appropriate tasks after or while seeing, hearing, or viewing culturally authentic materials. For example, it would be inappropriate to give beginning learners a newspaper editorial and ask them to translate or summarize its content. However, even beginning learners can find dates and names of persons or places and can often get the general sense of what is being said.

Although discrete-point grammar instruction, mechanical pattern practice, and instant and direct error correction—which dominated foreign language instruction in the past—are frowned upon in the communicative classroom, attention to grammatical patterns continues to play an important role. This is true particularly for adolescent and adult learners, who are often intrigued by—and find it helpful to understand—structural differences between their own and the target

language. The role of grammar is to support the exchange of meaning, the informational contents, and the communicative purposes dealt with in the classroom.

Foreign Language Standards and Assessments

The far-reaching influence of communicative language teaching is apparent both in the new foreign language standards and in the latest assessments for students. The foreign language standards set out in *Standards for Foreign Language Learning: Preparing for the 21st Century* (National Standards in Foreign Language Education Project, 1996) were developed by ACTFL in collaboration with the American Association of Teachers of French, the American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese. They define what students should know and be able to do in a K–12 sequence of foreign language instruction. The standards address communication, cultures, connections, comparisons, and communities.

Although the standards do not dictate curricula, instructional methods, or assessment—which are to be determined on a local level—they are expected to have a major influence on all of these aspects of language learning. "National Standards: Preparing for the Future" (see page 24) describes the specific goals of the national standards and provides a sample scenario that shows how the standards can be incorporated into classroom instruction.

As the focus of foreign language instruction has moved away from the discrete language skills of grammar, vocabulary, and pronunciation toward the development of communicative proficiency, so has the focus of language testing moved away from discrete-point tests toward measures of actual performance (Bachman, 1990). Students used to be asked to fill in the blanks with appropriate verb conjugations, rewrite present-tense sentences in the appropriate past tense, provide correct adjective endings, and select case endings in a multiple-choice format. Now, their progress is more likely to be assessed through oral interviews (live or simulated with a tape recorder or computer), portfolios, journals, and class projects. These authentic assessments provide insight into the process of students' learning and also measure learning outcomes.

> It is essential that each teacher and each program implement some evaluation procedures that measure learners' ability to use the target language creatively in real communicative situations.

Authentic assessment procedures are high in face validity and communicative authenticity, but they offer challenges in the areas of reliability and practicality. Many require teachers to have specific training to administer and score these types of tests, and most require more time from teachers than traditional paper-and-pencil tests. Because of these factors, it is likely that multiple-choice formats and other predictable, easily scorable formats will continue to be used in many circumstances. It is, however, essential that each teacher and each program implement some evaluation procedures that measure learners' ability to use the target language creatively in real communicative situations.

ACTFL's *Proficiency Guidelines* (1986) can provide a framework for assessment. Developed in the mid-1980s as a milestone in the movement to increase students' foreign language proficiency, the *Guidelines* define four main levels of proficiency—from Novice to Superior—that are further divided into nine subcategories. They describe specific communicative tasks that individuals should be able to carry out at each level. Teachers can use an assessment known as the Oral Proficiency Interview (OPI) to evaluate students' oral proficiency according to the *Guidelines*. New guidelines, designed specifically for use with learners in grades K–12, are scheduled for release in late 1998.

The *Guidelines* have also had a considerable effect on curriculum and materials development and on approaches to teaching and testing (Omaggio-Hadley, 1993). For a more detailed description of the influence of the proficiency movement on the assessment of foreign language learners, see "Current Trends in Foreign Language Assessment" on page 27.

Foreign Language Scheduling and Instructional Options

Foreign languages are most often taught as separate academic subjects in elementary and secondary schools; however, there are other scheduling and instructional options that may lead to increased proficiency. This section provides an overview of these options; for more details about traditional, exploratory, and immersion programs, see "Many Ways To Learn: Elementary School Foreign Language Program Models" on page 14.

Traditional Scheduling

A daily class period of 40 to 55 minutes is still the most common option for foreign language instruction in secondary schools across the United States. Although students in traditional programs have less exposure to the target language and fewer opportunities to use it than students in intensive or immersion programs (described below), they still benefit from continuous daily exposure to the language, which is especially important during the first two years of study.

Block Scheduling

Block scheduling allows for classroom periods longer than the traditional 40 to 55 minutes. It can offer exciting opportunities for learners and teachers at the higher levels of language study once students are able to comprehend the language and work with a variety of texts (oral, visual, and written) and communicative activities.

Block scheduling comes in many complex variations. Examples include four-block schedules (90-minute classes in four subjects offered on alternate days during the school year) or trimester plans (three- or four-hour blocks in two subjects for 13 weeks, followed by similar blocks in other subjects for two additional 13-week periods) (Canady and Rettig, 1995). If a block-scheduling framework is used for foreign language instruction, however, it is important that the instruction not be interrupted for lengthy periods (such as in a semester-on, semester-off schedule), or language loss is likely to occur. But students at very advanced levels of language study do not necessarily need daily class meetings or five hours of instruction every week to retain their skills.

Successful block scheduling requires fundamental changes in instruction. To make the transition from traditional to block scheduling, teachers need training to expand their repertoire of strategies. Staff development might include such areas as curriculum, assessment, team teaching, and uses of technology (*Foreign Language on the Block*, 1996; Wisconsin Association of Foreign Language Teachers, 1995).

Intensive Programs

Intensive instruction is any formal instructional program that provides more than one hour per day of classroom exposure to the language (Benseler and Schulz, 1979). A general rule in foreign language learning is that the more opportunities that learners have to be exposed to and use the language, the faster they will acquire it and the more proficient they will become. This positive correlation between time spent using the language and increased language proficiency has been demonstrated repeatedly in intensive instruction programs, as well as in immersion instruction and study-abroad programs.

The more opportunities that learners have to be exposed to and use the language, the faster they will acquire it and the more proficient they will become.

Immersion Programs

Immersion may be defined as "a program that offers more than four hours of content instruction in the target language in at least one grade level, and educates a largely (at least 75 percent) majority group English-speaking student body" (Fortune and Jorstad, 1996, p. 165). Quite popular in Canada, immersion programs are also increasing in popularity in the United States. Such programs range from total immersion—where 100 percent of all subject matter instruction is conducted in the target language—to partial immersion—where the language is used for at least 50 percent of the school day. Most immersion programs in the United States are found at the elementary school level, although many school districts have developed continuation programs at the secondary level to accommodate children coming from elementary immersion programs.

Because immersion programs aim to teach most of the curriculum in a language other than English, they can closely replicate the natural language environment that children experience when learning their mother tongue. But even communities without immersion schools can offer language immersion camps or other special immersion programs during the summer, which can greatly enhance language learning, ensure language maintenance, and help learners reach higher levels of proficiency.

Study Abroad

Few formal educational experiences have the potential to foster academic and emotional growth and maturation as much as a study-abroad experience. Foreign language teachers should be encouraged and supported by school administrators to create student exchanges with members of the target language culture(s) and to provide guided travel and study-abroad opportunities for their students.

Multilevel Classes

For practical reasons (for example, scheduling conflicts, teacher shortages, or low enrollments at the advanced levels or in less commonly taught languages), it may occasionally be necessary to combine students at different instructional levels in a single classroom. Although experienced teachers learn to survive these assignments by rotating materials, using split-period approaches (in which the teacher spends part of the class time with each group while the other group works independently), individualizing instruction, or using bilingual paraprofessionals (where available) to help out, even the most experienced and dedicated teachers may find that multilevel classes present burdensome overloads for them and often present far-from-optimum learning experiences for students. At the advanced levels of instruction (fourth year and above), after students have the ability to deal with authentic texts fairly independently, it may be possible to

teach two levels as a single entity by using different instructional materials in alternate years and by adjusting outcome goals for students at the two levels. At the lower levels of instruction, however, combined classes should be avoided whenever possible, particularly such combinations as first- and fourth-year students or other nonsequential combinations.

Characteristics of Effective Programs

It is well known that almost all young children acquire their native language naturally in the course of normal development and that they can acquire a second language simultaneously if their second language environment is similar to that of their native language environment. In an ideal educational scenario, children would begin foreign language study in an elementary school immersion setting where several subjects are taught in the target language, but often this is not possible. Fortunately, unless native or near-native pronunciation is a high priority, this early start in language learning is not absolutely essential. In fact, numerous research studies have shown that adolescents and young adults can be quite efficient language learners (again with the exception of acquiring native-like pronunciation) in situations in which exposure to the language is limited to a classroom setting. As Swain and Lapkin (1989, p. 150) point out, "Older learners may not only exhibit as much success in learning certain aspects of a second language as younger learners, but they can also accomplish this learning in a shorter period of time."

What *is* essential for the development of a lasting and usable competence in a foreign language is a lengthy, well-articulated, high-quality instructional sequence. This means that if language proficiency is the major goal of instruction, then the length of formal language study needs to be four years or more. Instruction must be well-articulated in a continuous, sequentially planned and executed curriculum through which students progress without interruption from the beginning of their foreign language study to high school graduation.

> A lengthy, well-articulated, high-quality instructional sequence is essential for the development of a lasting and usable competence in a foreign language.

Articulation and Sequencing

All too often, students who begin studying a foreign language in elementary or middle school have to interrupt their study at some point. There may be a scheduling conflict with a required course, or perhaps no qualified teacher is available. Study may resume in high school, where students usually start at the beginning level again. After students take the usual one or two years of foreign language study in high school, they are frequently assigned to first-year foreign language classes at colleges and universities. Unfortunately, many school districts do not have an articulated sequence of language instruction that takes learners from the beginning stages in elementary, middle, or junior high to more accomplished levels of language competence in high school. Even most colleges and universities express their entrance or graduation requirements in terms of classroom seat time (for example, two years) rather than in terms of measurable knowledge or competencies. The lack of common goals and expected outcomes results in a tremendous waste of educational resources. Again, it does not really matter *when* students start foreign language study, but they must have lengthy, well-articulated sequences of instruction available to them once they start.

Numerous state and local efforts are currently under way to develop models and procedures for articulating language learning and teaching across instructional levels. Examples of these include Ohio's Collaborative Articulation and Assessment Project (see Corl et al., 1996), Arizona's Partnership Across Languages Project, and Minnesota's Articulation and Assessment Project.

High-Quality Instruction

What constitutes high-quality instruction is a somewhat more complex issue. Second-language-acquisition theorists do not fully agree on the conditions that are necessary for students to acquire a second language, particularly if the students' exposure to the language is limited to the classroom. Most theorists agree, however, that instruction must include two factors:

- Extensive, age- and level-appropriate, comprehensible input (provided by the teacher, texts, instructional media, the Internet, and native speakers of the language).
- Frequent opportunities to use the language in real human interaction for communicative purposes such as exchanging information, having fun with friends, and learning.

To provide comprehensible input and opportunities for interaction, foreign language teachers must be highly fluent in the language and be able to use it confidently and with reasonable accuracy to fulfill everyday communicative needs. Also, teachers must motivate learners to use their language skills and to slowly hone them to a high level of accuracy. Small classes are more supportive of communicative learning than large ones.

Teacher Preparation and Competencies

The majority of foreign language teachers are well prepared in language and cultural studies as well as in pedagogical strategies for effective language instruction. If, however, a

Other Recent Developments in Foreign Language Education

The emphases on communicative competence, standards, and authentic assessments have had a significant effect on foreign language curricula in recent years, as have such general instructional trends as a move toward more learner-centered instruction and experiential, task-based learning. Other noteworthy developments include the following:

Technology-Assisted Language Learning. Foreign language learning is enhanced by a large amount of meaningful input, including direct insights into the culture of the target language area that can be obtained through current news, cultural or other informational programs, advertising, authentic texts (written, oral, and pictorial), and direct interaction with native speakers. Learners can now use such technologies as e-mail; the Internet; and interactive, multimedia software programs to access multiple resources such as picture files, dictionaries, and grammars. These technologies can help learners use the language for real communicative purposes and in real-world contexts (see "Using the Internet for Foreign Language Learning" on page 60).

Content-Based Instruction. Content-based foreign language instruction incorporates themes and objectives from the regular academic curriculum and uses them to teach foreign language skills (Met, 1991). The success of immersion programs—in which many or all subjects are taught entirely in the target language—has stimulated interest in using content-based instruction in other types of foreign language programs that have typically been organized around grammar and vocabulary. Incorporating subject content into language instruction puts language into a larger, more meaningful context and provides situations that require real language use.

Languages for Special Purposes. Languages for special purposes (for example, Spanish for marketing or law enforcement and German for business or tourism) represent a form of content-based instruction that has traditionally been in the purview of postsecondary institutions. There is no reason, however, that school districts that offer lengthy instructional sequences in a foreign language cannot, at the advanced levels, focus such instruction on language skills needed in specific professions or vocations. For example, some courses are now targeted to health and human services professionals attempting to meet the needs of their clients in their first languages.

Programs for Heritage Learners. Historically, the United States has aimed to assimilate newcomers linguistically without making any effort to retain their home languages as potential national resources. In other words, the U.S. educational system encourages the loss of the heritage language and then puts learners in foreign language classes to start all over again. However, introductory foreign language classes are not the optimum place for those learners who have already acquired basic communicative skills in the language of their home environment. "Heritage Language Students: A Valuable Language Resource" (see page 38) describes some of the efforts currently under way to develop curricula for heritage language learners to enable them to retain their native languages and to increase their language proficiency and functional levels.

survey conducted by the American Association of Teachers of German (Schulz, 1993) can be generalized to other languages, then foreign language teachers often have only a partial assignment in teaching the language and must also teach other subjects. Many teachers have only a minor in the language they are teaching and often lack the communicative confidence to use the language as a means of classroom communication. Additionally, many foreign language teachers face isolation at school. If lucky, the Spanish teacher has at least a German teacher to talk to, but in many schools a lone Spanish teacher does not even have the luxury of a colleague in another language. The growing use of the Internet in the classroom also exerts professional development demands on teachers, many of whom received no training in the classroom use of this technology during their undergraduate study.

Foreign language teachers have a continuing need for professional development that provides opportunities to improve their target language competence and their teaching skills. This is particularly crucial for elementary school teachers, most of whom have no special training or certification to teach languages at that level.

In most states, teachers are required to continue earning academic credits to maintain their teaching licenses. Many foreign language teachers take evening or summer courses or participate in workshops and seminars offered by universities or professional associations. The federal government provides funding for a number of continuing education programs for foreign language teachers; for more information about these programs, see "Professional Development for Foreign Language Teachers" on page 31 and "Federal Support for Foreign Language Education" on page 42.

Many teachers also take advantage of informal opportunities to improve and maintain their language skills and their understanding of the target language culture(s). They travel abroad, either

on their own or with a formal program; they participate in locally organized immersion weekends or monthly dinners at which current events are discussed in the target language; and they read literature and watch movies in the target language.

Those in charge of hiring must ensure that potential foreign language teachers have the language and cultural knowledge, the language proficiency, and the pedagogical competence required for effective teaching. It is a sad fact that entry-level teaching credentials do not always guarantee high subject-matter competence. Few university language departments assume the responsibility of formally testing and certifying students in the competencies of their majors before awarding degrees, and only a few states require formal documentation of foreign language proficiency before granting teaching licenses. Because learners need exposure to the target language (comprehensible input) and interaction opportunities in the language, the teacher's communicative ability is of crucial importance in a proficiency-oriented program. A rating of Advanced on the ACTFL OPI is generally considered the minimum level for effective communication in an instructional context (see "Professional Development for Foreign Language Teachers" on page 31 and "Current Trends in Foreign Language Assessment" on page 27). School districts that do not have inhouse expertise to help them with the hiring process should not hesitate to require a formal proficiency rating (either through ACTFL or the Center for Applied Linguistics) from applicants for foreign language teaching positions.

Most languages taught in the schools are supported by professional organizations that actively assist in the professional development of teachers and in the development of curricula and materials. (A list of these organizations can be found on page 46.) The National Board for Professional Teaching Standards has also included foreign languages among the 33 fields and levels for which it will offer National Board certification for accomplished teachers, and a committee has been appointed to develop foreign language standards and procedures for evaluating the performance of teachers.

Conclusion

Foreign language education has received considerable attention in recent years. Foreign languages have been recognized among the core subjects in the Goals 2000: Educate America Act, and *Standards for Foreign Language Learning* has received positive reviews in the education community. The recent growth in elementary school foreign language programs demonstrates an increased understanding of the value of an early start in foreign language study. The growth in the number of advanced placement foreign language courses is a quality indicator for those schools that offer them and shows an increased understanding that instructional sequences of four years and longer are needed if practical, useful language proficiency is to be achieved. The many state and local efforts under way to develop articulated sequences that will ensure a seamless transition for students from elementary school through junior high school, high school, and even college provide evidence that language educators want to be accountable and want to facilitate the transitions through the various instructional levels. It will be up to the school districts to support these efforts; to ensure that long-term, well-articulated, high-quality foreign language programs are in place; and to ensure that enlightened teachers, counselors, and administrators make it possible for learners to reach high levels of proficiency.

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A National Survey of K–12 Foreign Language Education

Lucinda Branaman, Nancy Rhodes, and Jeanne Rennie

The Center for Applied Linguistics (CAL), through funding from the U.S. Department of Education, conducted a survey of elementary and secondary schools in 1997 to gain a greater understanding of current patterns and shifts in foreign language enrollment, languages and programs offered, curricula, teaching methodologies, and teacher qualifications and training and to determine the schools' reactions to national reform issues.[1] The survey was designed to replicate CAL's 1987 survey so that trends over the 10-year period from 1987 to 1997 could be analyzed.

Survey Highlights

- In the past decade, the number of U.S. elementary schools offering foreign language instruction increased by nearly 10 percent, from 22 percent to 31 percent of all elementary schools.
- The percentage of secondary schools offering foreign language instruction remained fairly stable: 87 percent in 1987 and 86 percent in 1997.
- In 1997, the percentage of students enrolled in foreign language classes was as follows: more than 14 percent of elementary school students, about 36 percent of middle school and junior high school students, and almost 52 percent of high school students.
- Spanish instruction increased significantly—from being included in 68 percent of elementary school foreign language programs in 1987 to 79 percent in 1997 and from 86 percent of secondary school programs in 1987 to 93 percent in 1997. Spanish is currently the most commonly taught foreign language in school.
- French was the second most commonly offered language at all school levels, but the number of schools offering French decreased significantly at the elementary level (from 41 percent in 1987 to 27 percent in 1997) and slightly at the secondary level (from 66 percent to 64 percent).
- Offerings in certain other languages have also increased from 1987 to 1997. On the elementary level, increases were recorded in Spanish for Spanish speakers (from 1 percent to 8 percent), Japanese (from 0 percent to 3 percent), Italian (from less than 1 percent to 2 percent), and American Sign Language (from less than 1 percent to 2 percent). At the secondary level, instruction increased in Spanish for Spanish speakers (from 1 percent to 9 percent), Japanese (from 1 percent to 7 percent), and Russian (from 2 percent to 3 percent).
- The percentage of secondary school foreign language programs offering advanced placement classes increased significantly—from 12 percent in 1987 to 16 percent in 1997.
- The primary goal of most elementary school foreign language programs is to provide introductory exposure to the students. Only 21 percent of the schools offer programs where language proficiency is a goal.
- Well-articulated K–12 foreign language programs aimed at producing students who have high levels of proficiency are still uncommon. In 26 percent of the responding school districts, secondary school students who studied a foreign language in elementary school were placed in Level I classes with students who had no prior exposure to the language.
- The most frequently cited problems facing elementary school foreign language programs were funding shortages, inadequate inservice teacher training, inadequate transitioning from elementary to secondary school classes, and a high ratio of students to teachers.

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- In addition to the problems cited by elementary schools, the most frequently cited problems facing secondary school foreign language programs were teacher shortages, lack of quality materials, and poor academic counseling for students.

For information about the availability of the full survey report, visit CAL's Web site at http://www.cal.org or contact Lucinda Branaman or Nancy Rhodes by phone at 202–429–9292 or by e-mail at survey@cal.org.

Note

[1] The 1997 survey was sent to a randomly selected sample of principals at approximately 6 percent of all public and private elementary and secondary schools in the United States. The surveys were completed by principals and foreign language teachers at 1,534 elementary schools and 1,650 secondary schools (a 56 percent response rate). The respondents represented public and private schools, preschool through 12th grade, and all 50 states and the District of Columbia. Survey results provide information about foreign language education at elementary and secondary school levels both nationally and on a state-by-state basis.

Many Ways To Learn: Elementary School Foreign Language Program Models

Lucinda Branaman and Jeanne Rennie

Three major types of foreign language programs are available in elementary schools in the United States: traditional foreign language in the elementary school (FLES) programs, foreign language exploratory programs (FLEX), and language immersion programs (Curtain and Pesola, 1994). A fourth program model, which is a variation of the immersion model, is called two-way immersion.

FLES Programs

FLES programs are the most frequently offered foreign language programs in U.S. elementary schools. These programs present a second language as a distinct subject—much like science or social studies—that is typically taught three to five times per week, with classes lasting anywhere from 20 to 50 minutes. Most FLES programs focus on teaching the four communication skills—listening, speaking, reading, and writing—along with culture. Some programs, called *content-based* or *content-enriched* programs, incorporate themes and objectives from the regular academic curriculum as a vehicle for developing foreign language skills. Depending on the frequency of the classes and the opportunities provided for practicing the language, children in long-sequence FLES programs may attain substantial second language proficiency (Curtain and Pesola, 1994).

FLEX Programs

FLEX programs introduce students to other cultures and to language as a general concept, typically in classes taught once or twice per week, with classes lasting from 20 to 30 minutes. Students learn about one or more languages, but the emphasis is not on attaining proficiency in a particular language. Although some proficiency may be attained with a once- or twice-a-week program that emphasizes the use of a specific language (Lipton, 1995), parents should not expect their children to attain fluency in a FLEX program. These programs can, however, provide a basis for later learning in a long-term, sequential foreign language program.

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There is some discussion in the foreign language teaching community about the value of programs whose main focus is familiarizing students with a second language or languages, rather than aiming for full proficiency. Although some educators believe that some exposure to second languages, however limited, is better than none (Lipton, 1995), others believe it is better to have no program at all instead of one that does not emphasize the development of proficiency.

Immersion Programs

Immersion programs allow English-speaking children to spend part or all of the school day learning in a second language. In full (total) immersion programs, children learn all of their subjects—including math, social studies, and science—in the second language. Partial immersion programs operate on the same principle, but only a portion of the curriculum is presented in the second language. In partial immersion programs, which are more prevalent than full immersion programs in the United States, a child may learn social studies and science in Spanish or French in the morning and mathematics and language arts in English in the afternoon. In both full and partial immersion, the second language is the *medium* for content instruction rather than the *subject* of instruction (Met, 1993). Children enrolled in immersion programs work toward full proficiency in the second language and usually reach a higher level of competence than those participating in other types of language programs (Curtain and Pesola, 1994).

Two-Way Immersion Programs

In two-way immersion programs in the United States, native English speakers and native speakers of another language (usually Spanish) are enrolled in the same class, preferably in roughly equal numbers. Content instruction is provided in both languages, but only one language is used in the classroom at any given time. Some content areas are taught in English; others are taught in the second language, which is normally used at least 50 percent of the time. Typical goals for two-way programs include the development of high levels of proficiency in the students' first and second languages; performance at or above grade level in academic areas in both languages; and the development of positive cross-cultural attitudes and behaviors and high self-esteem.

Program Profiles

To provide a better picture of the goals, practices, and outcomes of the types of foreign language programs described previously in this article, one example of each type—FLES, FLEX, total immersion, and two-way immersion—is profiled below. Each program has been in operation for several years and has a demonstrated record of success. Each of the four profiles includes an overview of the program and its context, program goals, program features, student outcomes, and contact information.

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FLES Program

Glastonbury Public School District, Glastonbury, Connecticut

Overview

In 1997, the Glastonbury Public School District celebrated its 40th anniversary of providing a long sequence of foreign language instruction for students in the elementary grades through the end of high school. Foreign language instruction is required for all elementary and middle school students (grades 1 through 8) and may be continued as an elective at the high school level (grades 9 through 12).

Glastonbury is considered an average, middle-class community with a population of approximately 28,000. Of the 5,393 students enrolled in Glastonbury's eight schools (six elementary schools, one junior high school, and one high school), 88 percent are Caucasian, 4 percent are Hispanic American, 4 percent are Asian American, and 3 percent are African American. The average class size is 21, and the average expenditure per pupil is $6,423. Only 1 percent of the students are identified as gifted and talented.

All eight schools in the district provide foreign language instruction. In grades 1 through 8, 100 percent of the students are studying a foreign language; in grades 9 through 12, 86 percent of the students are doing so. At the junior high and high school levels, between 13 percent and 15 percent of the students are studying two foreign languages—usually Spanish or French and Russian.

Program Goals

The four goals of the Glastonbury foreign language program parallel national and state standards and feature benchmarks at grades 4, 8, and 12:

- To teach all students to communicate beyond their native languages so they can participate effectively in the world.
- To enable students to recognize that which is common to all human experience and to accept that which is different.
- To enhance students' abilities to analyze, compare and contrast, synthesize, improvise, and examine cultures through a language and a perspective other than their own.

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FLEX Program

Iowa City Community School District, Iowa City, Iowa

Overview

The Iowa City Community School District offers a district-wide FLEX program designed for all students in grades 4 through 6 that provides one year of foreign language instruction in each of three languages: French, German, and Spanish.[1] The program began for grade 6 in the fall of 1985. Instruction was added for grade 5 in 1986 and for grade 4 in 1987.

Iowa City is considered a mid-sized central city. Of the approximately 10,625 students in the school district, 85 percent are Caucasian, 5 percent are African American, 5 percent are Asian American, 3 percent are Hispanic American, and 1 percent are Native American. The school district has 17 elementary schools (kindergarten through grade 6), two junior high schools (grades 7 through 8), two high schools (grades 9 through 12), and one secondary school (grades 7 through 12). All of the elementary schools participate in the FLEX program. The foreign languages being offered rotate from school to school; in 1997–98, approximately one-third of the elementary schools offered French, one-third offered German, and one-third offered Spanish. The typical foreign language class size is 25.

Although foreign language study is optional in junior high and high school, the enrollment rates are high: 60 to 65 percent of students in grades 7 through 12. Since the first group of elementary school students in the program entered junior high, foreign language enrollments at the junior high level have increased by 29 percent.

Program Goals

Although Iowa City's FLEX program was developed more than 10 years ago, its goals reflect several of the 1996 National Standards' Five Cs for Foreign Language Learning—

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[1] Iowa City's FLEX program recently lost its funding; there will be no foreign language instruction at the elementary school level beginning with the 1998–99 school year. The FLEX program has been included in this article, however, as a model for what is possible under this type of program. Those involved with the Iowa City FLEX program will continue to serve as resource persons for other interested parties.

Total Immersion Program

Prince George's County Public Schools, Capitol Heights, Maryland

Overview

The French total immersion program in the Prince George's County Schools began in the 1986–87 school year. It is designed for students in kindergarten through grade 8 and is offered as a magnet program at two elementary schools. A continuity program is offered at two middle schools and one high school for students who wish to continue their immersion experience.

There are 181 schools in the Prince George's County Public Schools district, which is located on the urban fringe of Washington, D.C. Of the approximately 125,200 students in the district, 70 percent are African American, 20 percent are Caucasian, 5 percent are Hispanic American, and 4 percent are Asian American.

Admission to the immersion program is through magnet school registration on a space-available basis in accordance with the county's desegregation guidelines. Students eligible to begin kindergarten may apply. Enrollment from outside the regular attendance area of the schools is generally limited to 30 kindergarten students at each school, with a balance of 20 percent African-American and 80 percent non-African-American students; waiting lists and a lottery method are used to determine which students may enroll.

The immersion program currently enrolls approximately 900 students, approximately 700 of whom are in kindergarten through grade 7 and approximately 200 of whom are in grades 8 through 11. There is a high retention rate at the elementary school level, with 95 to 96 percent of the students staying in the K–6 program from year to year.

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Two-Way Immersion Program

San Jose Unified School District, San Jose, California (River Glen Elementary School)

Overview

The two-way Spanish immersion program in the San Jose Unified School District began in 1986 as a magnet program at River Glen Elementary School. All two-way immersion students (both native English and native Spanish speakers) in kindergarten through grade 7 are learning in English and Spanish. The program provides an immersion model for the native English speakers and a maintenance bilingual model for the native Spanish speakers.

The San Jose Unified School District is an urban district located in Santa Clara County. River Glen Elementary is in the center of San Jose and acts as a magnet program to assist with desegregation. The district has 42 schools and 32,000 students. Of these students, 49 percent are Hispanic American, 32 percent are Caucasian, 13 percent are Asian American, 3 percent are African American, and 2 percent are Native American. At River Glen Elementary, there are 470 students in kindergarten through grade 7; 66 percent are Hispanic American, 30 percent are Caucasian, 3 percent are Asian American, and 1 percent are African American. The average class size is 20 in kindergarten through grade 3 and 27 in grades 4 through 7.

Students who participate in the two-way program, along with other bilingual students, may continue the two-way immersion program on the River Glen campus in grades 6 and 7. By the 1998–99 school year, students in grade 8 (who currently must leave River Glen to continue their study of Spanish literature at John Muir Middle School) will be able to complete the two-way immersion program at River Glen Elementary. At the high school level, most former River Glen students test out of fourth-year Spanish and must wait until college to continue more advanced study of Spanish.

Approximately half of the students in the program are native English speakers and approximately half are native Spanish

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FLES Program from page 16

- To have every student begin language study as early as possible in an interdisciplinary environment.

Program Features

A key feature of the Glastonbury foreign language program, which is considered essential for its continued success, is the long sequence of study beginning in the elementary grades, with classes that meet every day at all levels (with the exception of grade 1, when classes meet twice per week). A long sequence of study and frequent exposure to the second language allow students to acquire the proficiency they need to communicate in the language during their school years and beyond.

All students study Spanish in grades 1 through 5; they may continue in grades 6 through 12 if they choose. They may also choose to study French (in grades 6 through 12), Russian (in grades 7 through 12), and Latin (in grades 9 through 12). In addition, Japanese is offered from kindergarten through grade 6 at a magnet school in East Hartford and at Glastonbury High School through two-way interactive television with other area high schools and the Manchester Community-Technical College.

Another important feature of the program is a foreign language curriculum director who oversees the curriculum in all schools in the district from grades 1 through 12. Having a curriculum director who is involved at all levels and in all schools allows for a highly coordinated program at all levels and across disciplines. Language teachers from elementary, junior high, and high schools meet monthly to discuss districtwide program concerns, and they work as a team with administrators and classroom teachers from other disciplines to review the curriculum, select textbooks, write departmental exams (for grades 5 through 12), and ensure that the curriculum meets national, state, and local guidelines. In addition, the curriculum directors of social studies and foreign languages have worked together to integrate the curricula for the two disciplines. The themes and topics presented in the foreign language curriculum are coordinated with those being covered in social studies, providing reinforcement in the learning of both subject areas throughout the year.

Excellent teaching is a strong point of the Glastonbury program. All of the elementary school foreign language teachers are prepared for both elementary school teaching and for foreign language teaching. The foreign language is used in the classroom almost exclusively. All of the teachers in the program are certified foreign language teachers, and most of those working at the elementary school level have elementary foreign language teaching certification. A considerable number of the teachers are native speakers of the languages they teach. Foreign language teachers are hired based on their competence in the language and their understanding of the broader elementary school curriculum, which allows them to form good relationships with other teachers and to serve as resources of the broader curriculum.

Another important component of the Glastonbury program is community and parent support. Momentum to maintain and expand the program has come from the community because former students have returned, sharing stories about how the program opened doors for them by providing tremendous preparation in thinking, reading, writing, and speaking in another language. Many parents serve as representatives on curriculum committees and help develop school policies; others help prepare for student exchange programs or are involved in hosting students from other countries.

A special feature of the program is that Glastonbury students have the opportunity to participate in international exchange programs. For example, some students spend three weeks in Russia, accompanied by their Russian teacher and teachers from other disciplines, through programs sponsored by the United States Information Agency and the state of Connecticut.

Student Outcomes

The Connecticut Assessment of Educational Progress in Foreign Languages was administered to 26,000 students throughout Connecticut. One thousand Glastonbury students, 80 percent of whom had begun foreign language study in the early elementary grades, were among those tested. The scores of students who had begun foreign language study prior to grade 4 were statistically higher than those of students who had started foreign language study in grade 7 or 9.

In addition, 10 years of surveys of Glastonbury High School graduates reveal that many of them place into third-year language courses as college freshmen, and some place out of the undergraduate sequence completely. FLES program graduates report that their foreign language study has helped them gain entry into the careers of their choice, including diplomacy, intelligence, the armed services, and international business.

Glastonbury High School graduates also report increased self-confidence, open-mindedness, and respect for diversity as a result of their participation in the FLES program. They are comfortable in their interactions abroad with individuals who speak other languages and who have cultural backgrounds different from their own. In short, they are comfortable as members of the world community.

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Information for this program description was gleaned from interviews with the contact person and from the following resources:

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Brown, C. Winter 1997. "A Case for Foreign Languages: The Glastonbury Language Program." *Learning Languages* 2 (2).

FLEX Program from page 16

Communication, Cultures, Connections, Comparisons, and Communities (see "National Standards: Preparing for the Future" on page 24):

- To provide an introduction to and basic instruction in foreign languages.
- To foster appreciation and respect for other peoples and cultures.
- To create a foundation for later language learning.
- To develop positive attitudes toward other languages.
- To begin to develop listening, speaking, and communication skills.
- To give insight for wise choices in future language studies.
- To enrich other curricular areas.

Program Features

The Iowa City foreign language program is called exploratory largely because of the limited time available for instruction, and therefore, the limited level of language proficiency that can be expected. All students in grades 4 through 6 receive foreign language instruction on the same schedule as physical education and music classes—twice per week for 25 minutes. The focus of the instruction is language and learning to communicate in a rich cultural context. A broad base of experience is provided in each language.

Exploratory programs are usually not part of an integrated K–12 sequence. After one year of instruction in French, German, and Spanish, students may choose to continue the study of one of these languages in grades 7 and 8; students in grade 8 may also study Japanese for a trimester in the district's two junior high schools. Foreign language classes for grade 7 meet 45 minutes every other day (two to three times per week in a six-day cycle); classes for grade 8 meet every day for 45 minutes. Students who complete two years of foreign language instruction in junior high are eligible to register for Level II language classes when they begin high school. In high school, classes are offered in Levels I through IV in French, German, Japanese, and Spanish.

An important feature of the program is coordination at the district and school levels. The school district's foreign language coordinator and teachers from all levels meet once each month. They review the program, develop the curriculum, select materials, and share in decision making. In addition to providing a strong, organized curriculum, this coordination has helped improve sequencing and articulation from elementary to secondary school levels.

Well-prepared foreign language teachers are an extremely important component of the program. The majority of the elementary school foreign language teachers are certified in foreign language education. Most were originally certified at the secondary school level, later becoming certified at the elementary school level. Now, planning and sequencing from one level to the next is enhanced by the many dual-certified teachers teaching at both levels, who are able to build on the preparation of the elementary students. Secondary school teaching has also improved as teachers have completed elementary school certification. Teachers now use more active and fun learning activities at all levels, providing visual, auditory, and other clues that lead to more effective language learning. This has also led to higher retention rates of students in the foreign language program.

Another important feature is the integration of foreign language instruction with the regular school curriculum. For example, when a regular grade 4 class studied a unit on insects, the foreign language class for grade 4 focused on colors and numbers by counting legs and spots on insects and by identifying insect colors. When students in the language arts class were reading fables, the foreign language class focused on animals in fables. The vocal music teacher also works with foreign language teachers to present concerts incorporating songs in the foreign languages.

Because classes for grades 4 through 6 meet twice per week for limited amounts of time, most foreign language teachers are part-time and travel from school to school, going into the regular classrooms to teach. Although formal communication between regular and foreign language classroom teachers is limited, many opportunities exist for informal communication. The regular classroom teacher may sit in on the foreign language lesson, which makes it possible to reinforce what the students learned in the lesson during the regular classroom instruction.

Parental involvement and support have been crucial to the success of the Iowa City program. In fact, it was the parents who originated the program through the Parent Teacher Association, offering foreign language classes outside the school day. The school district continued the program during the school day, originally through a state grant and then through district funding. Parents have been very supportive and involved in decision making through participation at board meetings.

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The Iowa City FLEX curriculum is being emulated by a large number of schools. Although it was developed specifically for Iowa City by teachers in the school district, it is available to the public for a fee and has already been distributed to more than 50 school districts in the United States. It includes lesson plans for a full year of curricula, which vary in theme and method of presentation by language. It is also designed to be flexible, allowing teachers to integrate it with their regular school curriculum.

Student Outcomes

Because of their nature and goals, FLEX programs typically do not conduct formal assessments of students' language proficiency. It is clear, however, that students in the Iowa City program are gaining a basic knowledge of foreign languages and an appreciation and respect for other peoples and cultures. Their knowledge of the content in other curricular areas is enhanced and built on by their foreign language instruction. They are developing positive attitudes toward learning other languages and are building a foundation for later language learning.

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Total Immersion Program from page 17

Program Goals

There are two primary objectives of the immersion program, the first of which is set by the school system and the second by the foreign language program:

- Students will be taught the regular school curriculum through the French language according to objectives for each curriculum content area, and they will achieve high academic standards.
- Students will become bilingual in French and English. Their language skills and abilities will approximate those of native French speakers at their respective age and grade levels as they progress through the program. At the end of grade 6, students' French language proficiency will approximate that of native French speakers of the same age.

Program Features

In kindergarten through grade 6, all academic subjects (mathematics, science, social studies, and French language arts) are taught in French except English language arts (reading and spelling), which is introduced in grade 2. As in all other elementary schools, the focus is on learning the subject matter of the regular curriculum; the difference is that it is taught in French, providing an opportunity for students to learn the regular curriculum while becoming fluent in another language.

Kindergarten students participate in a full-day program. Students in grade 1 learn to read in French before reading in English. In grades 2 through 6, students have one class period of English language arts, and the rest of the subjects are taught in French. After completion of grade 6, students have a strong academic background and are bilingual in French and English. One teacher commented, "Children as early as second grade possess the language in a way they wouldn't if they waited until high school to study French. They can speak on the phone, make jokes. . . . French is their language."

In grades 7 and 8, the middle school immersion program includes two consecutive periods per day in French (French language arts and world studies) with the rest of the instruction in English. In addition to their immersion coursework, students in grade 7 have a one-semester foreign language exploratory course that provides two to four weeks of instruction in several languages and cultures, plus a one-semester introduction to one particular language. The languages and cultures offered for study vary slightly from school to school and include German, Japanese, Latin, Senegalese culture, Spanish, and Swahili, plus a one-semester introduction to Japanese or Russian. Students in grade 8 complete a one-year Level I language course in German, Japanese, Latin, Russian, or Spanish in addition to their French immersion courses.

At the high school level, immersion students may take two consecutive immersion classes—French language and civilization and French language and literature—that are part of a pre-International Baccalaureate program. They may also opt to take just one of these classes and continue the third or fourth language that they began at the middle school level. They may also take International Baccalaureate preparation courses for English, history, science, chemistry, and calculus.

Two important features of the program are coordination and communication at the district and school levels. In addition to a foreign language supervisor at the district level who monitors the program and works closely with the school principals to determine future directions, foreign language coordinators at each of the participating schools coordinate day-to-day operation of the program. Additionally, a team of immersion teachers and the foreign language supervisor work together to ensure a strong academic curriculum, translating and adapting the regular school curriculum into French. Cooperation and communication among the supervisor, coordinators, and teachers ensure a well-run, well-articulated, successful program.

Staff diversity, as well as the diversity of students in the program, helps children to develop global attitudes as they are exposed to many different cultures and have opportunities to interact with native French speakers. Teachers in the immersion program come from a variety of French-speaking countries, including Belgium, Canada, Egypt, France, Guadeloupe, the Ivory Coast, Martinique, Morocco, and Senegal. In addition, parents and students represent a broad spectrum of diverse cultures.

Strong teaching skills and a high level of teacher proficiency in the foreign language are extremely important to the success of the program. All of the foreign language teachers work full-time. They are bilingual and highly proficient in French. In fact, the majority (77 percent) of immersion teachers in Prince George's County consider themselves native French speakers. Most are either certified for teaching in Maryland or are working toward certification. Those without certification have been hired provisionally because of their extensive teaching experience and excellent language skills; they are required to complete six credits toward the certification process during their first year to continue teaching in the program.

As is true of other successful foreign language programs, the total immersion program in Prince George's County enjoys a high degree of support and commitment from parents, teachers, staff, and administrators.

Student Outcomes

A variety of tests and assessments are used to measure student progress in French and English. Although students complete tests at each grade level, test score data are collected only for grades 3, 5, and 6. The results listed below are from 35 immersion students in grade 6 at Rogers Heights Elementary School for the 1996–97 school year.

Scores on Maryland state exams show that immersion students are performing as well as or better than non-immersion students in English and mathematics throughout the state. On the Maryland Functional Reading Test, 30 of 35 students (85 percent) scored above the passing level (a score of 340 or higher), 3 scored between 300 and 339, 1 scored lower than 300, and 1 student was absent on the day of the test. On the Maryland Functional Math Test, 6 students (17 percent) scored above the passing level (340), 23 students (66 percent) scored at the passing level, and 6 students (17 percent) scored below the passing level.

On the Maryland School Performance Assessment Test, which measures hands-on problem solving in reading, writing, language usage, mathematics, science, and social studies, immersion students performed at or above average for their grade level during the 1996–97 academic year. Eighty-two percent of the students scored at the satisfactory or excellent level in mathematics, 71 percent in science, 62 percent in reading, 52 percent in writing, 59 percent in language usage, and 59 percent in social studies.

On the Prince George's County criterion-referenced test of content knowledge in English language arts, 13 of the 35 French immersion students (37 percent) performed above grade level, 14 students (40 percent) performed at grade level, and 8 students (23 percent) performed slightly below grade level. In mathematics, 14 students (40 percent) performed above grade level, 17 students (48.5 percent) performed at grade level, and 4 students (11 percent) performed below grade level.

To measure immersion students' abilities in French, a criterion-referenced test developed by the district is used, as well as quarterly tests that are part of the assessment package for the French reading series used by the program. Results of the criterion-referenced French test show that French immersion students are approximating native speakers of the same age in various classroom tasks, including mastering similar tenses, readings, and writings. Of the 35 grade 6 students tested, 8 students (23 percent) performed above grade level, 22 students (63 percent) performed at grade level, and 5 students (14 percent) performed below grade level.

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Information for this program description was gleaned from interviews with the contact person and from the following resource:

Barfield, S., and E. Lorenz. 1997. *Formative Evaluation Study of the French Immersion Magnet Program of Prince George's County, MD*. Washington, DC: Center for Applied Linguistics.

speakers. Most of the native Spanish speakers enter the program with limited English proficiency. Grouping native-English-speaking and native-Spanish-speaking students together provides meaningful opportunities for them to interact and learn from one another.

There are no special criteria for enrollment in kindergarten and grade 1. However, there is a long waiting list each year. Native-English-speaking students can enroll only in kindergarten and grade 1 unless they are transferring from another immersion or bilingual program. Participation in the two-way program is entirely voluntary.

Program Goals

The program outlines three major goals:

- Students will become bilingual and biliterate (in Spanish and English) by the end of seven years in the program.
- Students will experience academic success as demonstrated by achievement at or above grade level in all subject areas.
- Students will acquire an appreciation and understanding of other cultures while developing positive attitudes toward themselves and their academic abilities.

Program Features

The River Glen program follows the 90/10 two-way immersion model: kindergarten and grade 1 students spend 90 percent of the instructional day learning regular subjects in Spanish and 10 percent in English. In kindergarten, English is used only for English oral language development. Beginning in grade 1, English is also used to teach other subject areas. In grades 2 and 3, 80 to 85 percent of the day's instruction is in Spanish and 15 to 20 percent is in English. By grades 4 and 5, the ratio is 60 percent instruction in Spanish to 40 percent in English. At grade 6, the ratio is 50 percent instruction in Spanish to 50 percent in English.

Students who begin the program at the elementary school level may continue it in grades 7 and 8. Although some students want to continue learning subject matter in Spanish at the high school level, there are currently no opportunities for them to do so. Some students decide to begin studying another language, such as French. It is hoped that an advanced credit course will be available in the near future for high school students who were in the two-way immersion program.

Coordination and teamwork are important components of the River Glen program. The program has grown and flourished because of excellent teaching, strong program design, and teacher and parental commitment.

Teachers in the program are highly trained and proficient in both Spanish and English. Most are either bilingual teachers from California, Mexico, Chile, Argentina, or Cuba or are bilingually credentialed teachers with native-like fluency in Spanish. Two-way immersion teachers work full-time, and the majority have California certification in bilingual education with a K–8 (elementary) credential. Some also have a bilingual cross-cultural credential that allows them to teach in grades K–12.

As a magnet program, River Glen is supported by families in the neighborhood and throughout the school district. Parents are very involved through an advisory committee; school visits; classroom assistance; and a nonprofit booster club that organizes fund-raising events to buy computers, books, music, and other materials. The school board is also very supportive of the program and views the school as one of the few that meets the desegregation goals of being truly integrated and providing an environment where all students can learn and achieve academic success.

A Title VII Academic Excellence grant awarded in 1995 allows the school to disseminate information about the two-way program and to provide technical assistance and training to other interested schools.

Student Outcomes

Students' proficiency in Spanish and English is measured using the Student Oral Language Observation Matrix (SOLOM) and the Language Assessment Scales (LAS). At the end of the 1994–95 school year, Spanish SOLOM scores were very high for native Spanish speakers across grade levels. The Spanish scores for native English speakers generally increased from one grade level to the next. At least half of the English speakers were rated fluent in Spanish by grade 1; almost all of them were rated fluent by grade 4. Among native Spanish speakers, the percentage designated as fluent in English (as demonstrated on the LAS) increased from 50 percent in grade 1 to 74 percent in grade 2, 95 percent in grade 3, and 100 percent in grades 4 through 6.

Students' academic achievement was measured in Spanish on *La Prueba Riverside de Realización en Español*. At all grade levels, students performed at or above average in reading, writing, mathematics, social studies, and science. Academic achievement in English was measured on the Comprehensive Test of Basic Skills. Average percentiles for all students increased from grades 3 through 7 in reading and language[1]—from the 34th to the 51st percentile in reading and from the 27th to the 52nd percentile in language. Mathematics achievement in English increased from the 47th percentile in grade 3 to the 63rd in grade 7.

River Glen's resource teacher, Linda Luporini-Hakmi, expressed student outcomes this way:

[1] Students did not begin reading instruction in English until grade 3.

When the teacher is using Spanish exclusively and the native-English-speaking and native-Spanish-speaking students are grouped together, a little miracle occurs. For the Spanish speakers, their self-esteem goes up because they know the language of instruction and start translating new information into English for the English speakers. This creates a meaningful need for the Spanish speakers to learn English, and for both native Spanish and native English speakers to share each others' language.

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Information for this program description was gleaned from interviews with the contact persons and from the following resources:

Christian, D., C. L. Montone, K. J. Lindholm, and I. Carranza. 1997. *Profiles in Two-Way Immersion Education*. Washington, DC, and Chicago, IL: Center for Applied Linguistics and Delta Systems.

Directory of Two-Way Bilingual Programs. http://www.cal.org/org/db/2way/

Montone, C., and D. Christian. 1997. *Directory of Two-Way Bilingual Programs in the United States*. Washington, DC: Center for Applied Linguistics.

Starting a Foreign Language Program

Kathleen M. Marcos

The first step in starting a foreign language program in a school is to form a steering committee consisting of parents and foreign language teachers, other classroom teachers, and school administrators—from both elementary and secondary schools. Business and community members may also be part of the steering committee.

The following action plan for the committee is based in part on an *ERIC Digest* titled "Guidelines for Starting an Elementary School Foreign Language Program" (Rosenbusch, 1995):

- Evaluate the school district's current foreign language program (if one exists) and work with existing curricula and teachers if possible.
- Develop a rationale for establishing the program.
- Inform teachers, school administrators, parents, and the community about the importance of learning second languages.
- Determine which language(s) to offer. Consider the following criteria: (1) Will the language help students communicate in the international marketplace? (2) Will the language further the national interest? (3) Will the language enable students to live in a multiethnic society? (4) Are appropriate instructional materials and qualified teachers available to teach the language? (Met, 1989).
- Read the professional literature, consult with language professionals, and visit existing programs in other schools to become familiar with various program models.
- Become familiar with current curricula and instructional strategies. (Languages are now taught in different ways than adults may remember from their own school days.)
- Define a logical sequence of study from elementary to high school so that students may continue to study the foreign language(s) without interruption. This articulation allows students to build on prior knowledge so they can attain optimal fluency (Met and Rhodes, 1990).
- Propose the most suitable program for the school or school district based on all the knowledge gathered.
- Identify qualified teachers and appropriate instructional materials. Select foreign language curricula and materials that include suggestions for continued learning and practice to encourage learners to maintain their skills beyond the classroom (Oxford, 1988).

The knowledge gained through exposure to a second language must be reinforced throughout the school years and beyond in order to be retained. Students who begin learning a second language in school at a young age and who have opportunities to continue learning and using it both in and out of school have a better chance of becoming proficient than those who study the language in school only sporadically.

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Oxford, R. 1988. "Learning Strategies." In J. B. Gleason, ed., *You Can Take It With You: Helping Students Maintain Foreign Language Skills Beyond the Classroom.* Washington, DC: ERIC Clearinghouse on Languages and Linguistics and the Center for Applied Linguistics. ERIC Document Reproduction Service No. ED 299 813.

Rosenbusch, M. H. 1995. "Guidelines for Starting an Elementary School Foreign Language Program." *ERIC Digest.* Washington, DC: ERIC Clearinghouse on Languages and Linguistics. ERIC Document Reproduction Service No. ED 383 227.

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National Standards: Preparing for the Future

Vickie Lewelling and Jeanne Rennie

In 1993, the American Council on the Teaching of Foreign Languages (ACTFL), in collaboration with the American Association of Teachers of French, the American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese, received federal Goals 2000 funding to develop standards for foreign language education from kindergarten through grade 12. An 11-member task force that represented a variety of languages, levels of instruction, program models, and geographic areas was appointed to define content standards—that is, what students should know and be able to do in a foreign language.

The standards are not a curriculum guide, and they do not prescribe specific course content or a sequence of study. They are to be used in conjunction with state and local standards and curriculum frameworks to determine the best approaches for students in individual districts and schools. The standards recommend types of curricular experiences that students need to have, and they support the ideal of extended sequences of study that begin in elementary school and continue through high school and beyond.

The Implications of the Standards

The National Standards in Foreign Language Education Project (1996) describes the implications of the standards this way:

> The development of standards has galvanized the field of foreign language education. The degree of involvement, and of consensus, among educators at all levels has been unprecedented. In some respects, foreign language education was better prepared than other disciplines to undertake standards development. More than a decade of work on defining competency-based teaching and assessment focused language educators on preparing students who can use the language in meaningful ways, in real life situations. Furthermore, that work generated a dynamic discussion on a compelling rationale for language education for all students.
>
> At the same time, the emphasis on immediate needs often resulted in a curriculum that lacked richness and depth and failed to provide a broad range of experience and knowledge. Standards preparation is forcing attention to the broader view of second language study and competence: what should students know and be able to do—and how well? Clearly, the foreign language standards provide the broader, more complete rationale for foreign language education that we have sought for decades but never managed to capture in words or in concept until now.
>
> Even as the national standards project draws to a close, the impact is being felt in states and local districts. Standards that build on the national project are currently in preparation in more than a dozen states, and many local districts are

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considering the implication of standards for revised curricula and curriculum guides. But this is only a beginning.

National standards establish a new context that defines the central role of foreign language in the learning career of every student. Change will continue to be incremental, but it will accelerate if we succeed in addressing the central issue that sets the stage for the future: the preparation of new teachers of all languages at all levels within our schools. Professional development for practicing teachers will also be crucial, and the message of standards must permeate those learning experiences as well.

Standards have defined the agenda for the next decade—and beyond (page 15).

Incorporating the Standards Into Classroom Practice

The standards are organized into five goal areas, each of which includes two or three content standards that describe the knowledge and skills students should acquire by the end of their high school education. (See box for the complete list of goals and content standards.) For each content standard, there are sample progress indicators for grades 4, 8, and 12. These progress indicators are to be used by teachers and curriculum developers to shape classroom practice.

Standards for Foreign Language Learning: Preparing for the 21st Century (National Standards in

Standards for Foreign Language Learning

Communication

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

Connect With Other Disciplines and Acquire Information

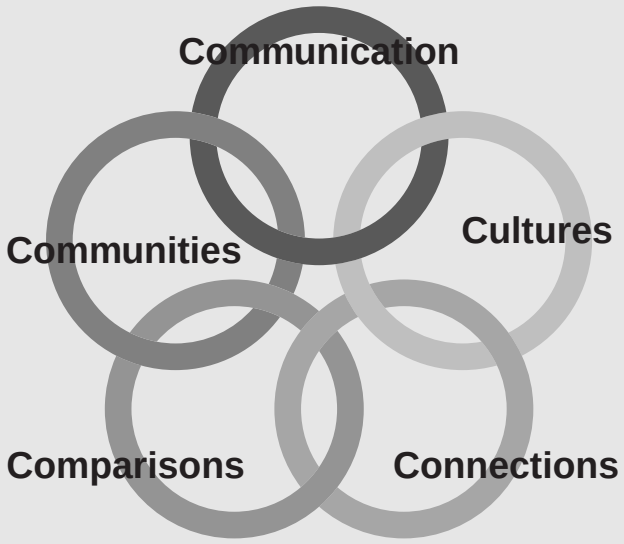
Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.

Comparisons

Develop Insight Into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.



Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Foreign Language Education Project, 1996) presents several learning scenarios that show how the standards can be incorporated into teaching and learning. Each scenario lists the targeted standards, provides a short description of the activity and the classroom in which it was used, and includes a reflection on how the scenario addresses the standards. Most of the scenarios are based on real classroom activities and are intended to help teachers make the transition to standards-oriented instruction. Suggestions for modifying the scenarios for different classroom situations are also provided. One of these scenarios is reproduced here.

More information about the standards is available from the American Council on the Teaching of Foreign Languages (see "Foreign Language Resource Organizations" on page 46).

To obtain *Standards for Foreign Language Learning: Preparing for the 21st Century*, which discusses the five organizing principles of the standards—the five Cs—and offers detailed learning scenarios along with questions and answers, contact:

National Standards Report
P.O. Box 1897
Lawrence, KS 66044
Phone: 913–843–1221
Fax: 913–843–1274

The price for 1 to 9 copies is $20 per copy; for 10 or more copies, the price is $15 per copy. The price includes shipping. To order by credit card or purchase order (United States and Canada only), call 1–800–627–0629.

Chinese Calendar

Targeted Standards

1.2: Interpretive Communication

2.2: Products of Culture

4.2: Cultural Comparisons

In Ms. Chen-Lin's Chinese class in West Hartford, Connecticut, eighth graders are learning about the Chinese calendar. Students listen to the folkloric tale of how an animal race gave the years their names, which the teacher explains by using story cards. The students then use artistic expression to recall the details of the story by making posters that advertise the race of the 12 animals in the story. They are encouraged to include on their posters the date, time, location, and prize in Chinese. The next day, the class explores the importance of calendars in the students' own cultures and in others. The students discuss the differences found in the Chinese and American calendars. They then make calendars with Chinese characters to be used in their homes. The students include birthdays, family celebrations, school activities, and other special events on their calendars.

Reflection

1.2: Students comprehend the story about the Chinese calendar.

2.2: Students read about and discuss expressive products of the culture.

4.2: Students compare and contrast calendars from the two cultures.

In this activity, the students understand the calendar explanation more easily because the teacher accompanies the explanation with visuals. The use of artistic expression to check for their understanding allows students with various learning styles to successfully show what they understood from the story. The followup discussion helps students reflect on the importance of a calendar within a culture and the role that the calendar plays in American culture.

(National Standards in Foreign Language Education Project, 1996, page 70)

Current Trends in Foreign Language Assessment

Jeanne Rennie

In any educational field, there is a close relationship between assessment and instruction. In the current educational climate, policymakers and national organizations often initiate new trends in standards and assessment to bring about changes in instructional objectives and approaches at the classroom level. As these instructional objectives and approaches change, updated assessment practices are needed to reflect the changes. This interactive relationship between assessment and instruction, in which each influences the other, has characterized the foreign language field during the past decade.

Since the early 1980s, the focus of foreign language instruction has moved away from the mastery of discrete language skills, such as grammar, vocabulary, and pronunciation, to the development of communicative proficiency—that is, the ability to communicate about real-world topics with native speakers of the target language. Widely termed the "proficiency movement," this change has developed in tandem with changes in how students' foreign language skills are assessed.

The traditional assessment tools of earlier decades—usually discrete-point tests that focused on individual skills, such as knowledge of vocabulary and grammatical accuracy—evaluated students' knowledge *about* the language, not what they could *do with* the language. Although discrete-point tests are still used in many circumstances, particularly for large-scale standardized assessments, many of the newer assessment measures and techniques are performance based; that is, they require students to demonstrate knowledge and skills by carrying out challenging tasks. This enables teachers to measure what the students can actually do in various communicative contexts using the target language.

Changes in foreign language assessment in recent years can be divided into two main categories based on their catalysts. National assessment initiatives have widely influenced classroom instruction in a "top-down" approach; local assessment initiatives, which have appeared in response to curricular and instructional changes, may be seen as "bottom-up" initiatives. Examples from each of these categories are discussed below.

An Influential National Initiative: The ACTFL *Proficiency Guidelines*

In the 1980s, the American Council on the Teaching of Foreign Languages (ACTFL), the Educational Testing Service (ETS), and the Interagency Language Roundtable (ILR) revised and adapted for use in academic settings a language proficiency rating scale and oral interview procedure that had been in use by federal government agencies since the 1950s. This technique was originally designed to measure how well individual foreign service officers would be able to carry out the specific language-related tasks they were likely to encounter in their overseas assignments (Clark and Clifford, 1988). The rating scale consisted of five levels of speaking performance that ranged from survival competence (Level 1) to native-like

proficiency (Level 5).[1] To assign an appropriate rating, a specially trained examiner would lead a carefully structured, face-to-face interview—the oral proficiency interview (OPI)—with the examinee (Clark and Clifford, 1988).

The collaboration among ACTFL, ETS, and ILR eventually led to the development of what are now known as the ACTFL *Proficiency Guidelines*[2] (American Council on the Teaching of Foreign Languages, 1986). The *Guidelines* define four main levels

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of proficiency: Novice, Intermediate, Advanced, and Superior. The first two levels each have subcategories of Low, Mid, and High, and the Advanced level includes Advanced and Advanced High, for a total of nine subcategories in the scale (see box for the characteristics of the four main levels).

According to the *Guidelines*, the Intermediate Low level is the first level of true proficiency—that is, the ability to use the language to express personal meaning. As such, this level has become an outcome goal set by policymakers in several states and an entrance requirement for many universities.

The ACTFL scale differs from the original federal government scale primarily in the subdivision of the two lowest levels (which correspond to Levels 0 and 1 on the government scale) and in the collapse of the government's three upper levels (3, 4, and 5) into a single level (Superior). These changes reflect the generally lower proficiency levels of secondary school and university students compared with those of government officials. In other words, because the proficiency of most students in academia is at the lower end of the scale, more subdivisions were needed at that end and fewer were needed at the upper end.

The *Guidelines* have been widely disseminated in the foreign language field, often in conjunction with training provided by ACTFL. In addition, ACTFL has trained hundreds of foreign language educators in the OPI procedure and is now offering modified OPI training to meet the needs of secondary school teachers. The Center for Applied Linguistics also uses the ACTFL scale in its work with the Simulated OPI (a tape-mediated speaking test rated using the ACTFL *Guidelines*), training workshops, and self-instructional rater training kits.

Although the ACTFL *Proficiency Guidelines* and the oral interview procedure have captured a great deal of attention since their development, they are not without their share of critics in the field. The *Guidelines* have been characterized as tautological; true by definition; lacking a theoretical basis; and not supported by research, particularly by the findings of second language acquisition research (Bachman, 1988; Lantolf and Frawley, 1985). Nevertheless, the *Guidelines* have been found to be a useful tool in foreign language education, and their influence is likely to continue. They are currently being revised by an ACTFL task force, which is scheduled to present revised *Guidelines* to the field at the end of 1998. A second task force is developing guidelines for use in grades K–12; these guidelines are also scheduled for presentation to the field in 1998.

The development of the *Guidelines* and the dissemination of the OPI have not eliminated the use of standardized tests in foreign language assessment. A number of national standardized language exams remain in use, primarily at the high school level for college-bound students. These include the SAT II tests for Chinese, French, German, Italian, Japanese, Latin, Modern Hebrew, and Spanish and the Advanced Placement tests in French, German, Latin, and Spanish.[3] A careful examination of these tests indicates some degree of influence from the proficiency movement.

Characteristics of Speaking Proficiency According to the ACTFL *Proficiency Guidelines*

Novice (Novice Low, Novice Mid, and Novice High): Speakers can communicate only in common, highly predictable daily situations using memorized and formulaic speech. They may be difficult to understand, even by those accustomed to interacting with nonnative speakers.

Intermediate (Intermediate Low, Intermediate Mid, and Intermediate High): Speakers can ask and answer simple questions and can maintain simple conversations on familiar topics using sentences and strings of sentences. They can usually be understood by those accustomed to nonnative speakers, although some repetition may be needed.

Advanced (Advanced and Advanced High): Speakers can converse fluently and discuss topics of personal and public interest. They can describe and narrate events in the past, present, and future using paragraph-like discourse. They can be understood without difficulty, even by those unaccustomed to nonnative speakers.

Superior: Speakers can participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. They can explain in detail, hypothesize, and support their opinions. At this level, errors virtually never interfere with communication.

—American Council on the Teaching of Foreign Languages, 1986

Local Initiatives: Alternative Assessments

As foreign language classroom practices have changed and the performance-based OPI has influenced instruction, a call for new approaches to classroom assessments is being heard. These approaches may be termed "alternative assessments" to distinguish them from more traditional standardized assessment techniques. Alternative assessments include techniques and procedures such as portfolios, demonstrations, journals, self-assessments, oral proficiency measures, and other measures of actual performance. These

A Summary of Traditional and Alternative Assessment Methods

	Traditional Assessment	Alternative Assessment
Characteristics	■ Discrete points are assessed. ■ Students are assigned scores based on number or percentage correct. ■ Tests are scored easily and quickly. ■ Items are often multiple-choice, matching, or true/false. ■ Items test passive knowledge. (Students are merely required to recognize the correct answer, not to produce it.) ■ Assessments have typically been evaluated for statistical validity and reliability.	■ Emphasis is on the process of learning as well as the product. ■ Assessment tasks involve the application and integration of instructional content. Tasks are often open ended, offer students a wide range of choice and input, and culminate in individual or group performances. ■ Language is assessed holistically. Scoring requires judgment and use of scoring criteria (for example, rubrics). ■ Assessments often involve multistep production tasks or require multiple observations and thus require extended time to complete. ■ Tasks require students to demonstrate knowledge actively through problem solving, inferencing, and other complex cognitive skills. ■ Tasks are situation based or based in the real-world context. ■ Assessments often have not been evaluated for validity or reliability.
Use	■ To assess learning outcomes. ■ To allow comparisons across populations.	■ To assess: — learning outcomes. — learning processes. — instructional processes. — instructional objectives. ■ To encourage: — student involvement and ownership of assessment. — collaboration between students and teachers. ■ To plan effective instruction.
Common Formats	■ Multiple-choice response tests ■ Discrete-point tests	■ Portfolios ■ Journals ■ Demonstrations ■ Conferences ■ Observations

Based on information in Baker (1990); Herman, Aschbacher, and Winters (1992); and Lewis (1992).

Preliminary Assessment Checklist

1. What are the instructional goals?
2. What is the purpose of this assessment?
3. What needs to be known about the students?
4. How will the results be used?
5. Does the process or instrument under consideration match the purpose for which students are being assessed? For example, will it help to determine progress in a particular lesson, mastery of a certain topic, or placement or exit eligibility? Will it be used to evaluate the effectiveness of the program?
6. Is the level or grade for which this process or instrument was developed appropriate for the students who are being assessed?
7. Does the process or instrument measure the language skills that need to be assessed (for example, speaking, listening, reading, or writing)?
8. Is the process or instrument designed for a program similar to the one in which the students are enrolled? If not, can it be adapted for use in the program?
9. If the process or instrument was not designed specifically for the language being assessed, can it be adapted easily?
10. Will the results of this assessment help in making the decisions that need to be made?

techniques typically encompass multiple skills, emphasize the processes as well as the products of learning, involve ongoing interaction between students and teachers, and engage students in planning for and interpreting the results of assessment.[4] Such alternative assessments integrate instruction and assessment in such a way that "teaching for the test" promotes good instruction, and good instructional practice is effectively evaluated by assessment outcomes. The table on page 29 summarizes the characteristics and uses of alternative and traditional assessment (which includes standardized tests) and lists common formats for each.

Alternative assessment techniques may be used to assess progress in any discipline and can be creatively adapted for use in foreign language education. For example, portfolios in a foreign language class may include audio- or videotapes demonstrating students' oral proficiency and listening comprehension in the target language. Students may also keep journals in which they can demonstrate their language skills by using the target language to record their learning activities and reflect on their progress.

At times, foreign language instructors may need to select an appropriate assessment instrument or process, keeping in mind the integration of instruction and assessment. A preliminary assessment checklist (adapted with permission from Thompson, 1997) can be used to help determine if a particular approach is worth considering in a particular instructional context (see box).

Conclusion

Top-down and bottom-up influences on foreign language assessment will undoubtedly continue. The publication of the national foreign language standards (National Standards in Foreign Language Education Project, 1996) means that attainment of these standards will need to be assessed. The best way to face the challenge of assessing attainment of these national goals may be by using alternative assessments that are developed in specific instructional contexts. However, educators must remember, as Genesee and Upshur (1996) stress, that there is "no right way" to assess second-language proficiency in a given context. Given the wide variation among foreign language students, teachers, courses, and contexts, an assessment tool or procedure that works well in one situation may be totally inappropriate in another. To evaluate students' progress and proficiency effectively, teachers need to learn about and gain competence in the use of a variety of assessment measures and procedures to discover what works best for them in each of the changing contexts in which they teach and with the full range of students in their classes.

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Notes

[1] Level 0 (no ability to communicate in the target language) was subsequently added to the scale.

[2] The ACTFL *Proficiency Guidelines* include guidelines for listening, reading, and writing as well as speaking.

[3] See Rhodes, Rosenbusch, and Thompson, 1997, for a brief description of these testing programs.

[4] See Genesee and Upshur, 1996, for a discussion of the use of alternative assessments.

Professional Development for Foreign Language Teachers

Joy Kreeft Peyton

Due to a rapidly changing student population, nationwide education reform, and the development of national standards in foreign language education, many new demands are being placed on foreign language teachers. Curtain and Pesola (1994) claim that foreign language teachers today "require a combination of competencies and background that may be unprecedented in the preparation of language teachers" (p. 241). Both they and Tedick and Walker (1996) list a number of factors that make the teaching of foreign languages especially challenging, and strong professional development critical.

- Second language teachers in all settings are working with student populations that are culturally, socioeconomically, linguistically, and academically diverse. Some of these students—heritage language students—speak the target language at home or have some familiarity with it; as a result, these students have very different proficiencies and needs than the monolingual English speakers that foreign language teachers are accustomed to working with (Campbell, 1996; Valdés, 1995).
- Students want to learn foreign languages for many different reasons, and they have many different ways of learning. Therefore, foreign language curricula and instruction must address a wide range of student goals and learning styles.
- The current emphasis on the exclusive use of the target language in the classroom requires teachers to have strong language skills.
- The emphasis on thematic learning requires teachers to be knowledgeable about and have a strong vocabulary in the thematic areas being explored; to be responsive to student interests in various topics; and to be able to work in teams with content-area teachers.
- The emphasis on collaborative learning and student self-directed learning requires teachers to be able to act as facilitators, guides, counselors, and resources in addition to serving as language experts.
- Teachers may be called upon to teach at more grade levels than they have in the past. For example, in July 1989, the North Carolina Board of Education approved a new certification standard that requires all foreign language teachers entering the profession to be certified in K–12, rather than in K–6 or 7–12 as had previously been the case (Curtain and Pesola, 1994).
- Teachers need to be able to use a variety of new technologies and need to know what technologies are available and how they can be used to support instruction.

What Teachers Need To Know

When foreign language teachers enter the profession, they need to have

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strong language proficiency and background knowledge, and they need to improve their skills and knowledge throughout their careers. They need a thorough grounding in the liberal arts and academic content areas as well as in the linguistic and cultural areas of the language(s) they teach. They need to be able to use the second language for speaking, listening, reading, and writing in real-life contexts for both social and professional purposes. In many cases, they will need to teach academic content in the second language (Guntermann, 1992). Teachers must be able to comprehend contemporary media—both oral and written—and to interact effectively with native speakers in the United States and abroad (Phillips, 1991).

Regardless of the language proficiency that foreign language teachers possess when they begin teaching, the maintenance and improvement of their language skills must be an ongoing process. Teachers continuously encounter new communicative tasks, but their proficiency may not automatically improve if their use of the language is restricted to the classroom. Therefore, teachers need to talk with native or fluent speakers of the target language about a wide range of topics and to read extensively in the target language to maintain and expand their vocabulary, language proficiency, and cultural awareness.

Teachers also need to understand the social, political, historical, and economic realities of the regions where the language they teach is spoken. Pedagogical knowledge and skills are also essential, including knowledge about human growth and development, learning theory, second language acquisition theory, and a repertoire of strategies for developing proficiency and cultural understanding in all students, not just the academically gifted ones (Guntermann, 1992). Finally, teachers need to know how to integrate various technologies into their lesson plans.

Some states have developed lists of the competencies that foreign language teachers should have, the experiences they need to develop those competencies (such as studying abroad), and the resources that are available to aid in their professional development. One such resource for elementary and middle school teachers is the *Elementary School (K–8) Foreign Language Teacher Education Curriculum*, developed by the North Carolina Department of Public Instruction and the Center for Applied Linguistics (1992).[1]

How Teachers' Knowledge and Skills Are Developed

In most states, teachers must continue to accumulate academic credits to keep their teaching licenses current. This can be done by taking evening courses or by attending summer seminars, lectures, or workshops offered by professional associations or universities. Phillips (1991) outlines a number of formal and informal ways that teachers can improve their language proficiency and cultural knowledge. Formal opportunities include study- and travel-abroad programs, summer institutes, and seminars; informal opportunities, which can be arranged locally, include immersion weekends or monthly dinners where current events and other issues are discussed in the target language. Tedick and Tischer (1996) describe a summer language immersion program that helps preservice and inservice teachers of French, German, and Spanish to develop language proficiency and knowledge about current topics in the target culture and to enrich their pedagogical knowledge. Glisan and Phillips (1988) describe a program that prepares teachers to teach content using the foreign language in immersion or partial immersion schools.[2]

The federal government offers a variety of programs that support teachers' continuing education, including summer postsecondary courses funded by the National Endowment for the Humanities and projects in curriculum and materials development sponsored by the Fund for the Improvement of Postsecondary Education (FIPSE). The National Foreign Language Resource Centers, funded under Title VI of the Higher Education Act and managed by the U.S. Department of Education's Center for International Education, provide for the continuing education of teachers on university campuses across the country. These centers create opportunities for K–12 and postsecondary teachers to collaborate with and learn from one another throughout the school year and in summer programs. Recent federal initiatives in foreign language education are described on page 42.

How Teachers' Knowledge and Skills Are Measured

As in all areas of education, there is a great deal of interest among foreign language educators in measuring and documenting teachers' skills for entry-level and ongoing certification and licensure. A number of efforts to develop teacher standards and proficiency measures are under way. For example, the American Council on the Teaching of Foreign Languages (ACTFL, 1988) developed guidelines for teacher education programs. These guidelines recommend that teachers entering the field attain proficiency in listening, speaking, and reading equivalent to the Advanced High level on the ACTFL rating scale, and proficiency in writing equivalent to the Advanced level.[3] These guidelines have been endorsed and adopted by the American Association of Teachers of Spanish and Portuguese (1990) and the American Association of Teachers of German (1993). The American Association of Teachers of French (1989) developed its own guidelines.

Other efforts are also under way. The Council of Chief State School Officers (CCSSO) is coordinating the establishment of state-developed standards for the licensing of beginning teachers (including foreign language teachers) through a project called the Interstate

New Teacher Assessment and Support Consortium (CCSSO, 1995; Heining-Boynton, 1996; Zimmer-Loew, 1996). In addition, the Educational Testing Service is revising the National Teachers Examination, which includes assessment of foreign language ability. Finally, the National Board for Professional Teaching Standards (1990) is creating a voluntary national system to develop advanced teacher standards and to certify expert teachers at all levels (in other words, teachers of children, adolescents, and adults) and in all subjects, including foreign languages. Certifications have been approved for eight subject areas, and more than 100 teachers have been named National Board certified teachers. The National Board plans to develop guidelines in 1998 for the awarding of certificates to foreign language teachers, with the first certificates to be awarded in the year 2000 (Heining-Boynton, 1996; Zimmer-Loew, 1996).

Some educators propose that states establish requirements for teacher certification and license renewal that encourage teachers to continue their professional development. Several states are developing standards and tests of language proficiency for licensure; at this point, however, information regarding these efforts is incomplete. The Joint National Committee for Languages (JNCL, 1994, 1995, and 1997) and the National Council of State Supervisors of Foreign Languages conducted state surveys on standards and professional development for foreign language teachers. They found that many states were still in the planning stages regarding credentialing requirements and standards for licensure. In 1997, only slightly more than half of the states that responded to the survey (21 out of 40) had a strategic plan for the professional development of teachers; of those, 19 said that foreign language teachers were included in the plan. Also in 1997, the Center for Applied Linguistics conducted a comprehensive national survey of foreign language programs that included questions about elementary and secondary school teacher competencies. The results of this survey will be available in 1998 and will give a broad picture of requirements across the states. (See "A National Survey of K–12 Foreign Language Education" on page 13 for a summary of the findings.)

Recommendations for Teacher Education

Even with all of these efforts, there remains a great deal to be done to ensure high-quality teaching of foreign languages in the United States. Lange (1991), Phillips and Lafayette (1996), and Tedick and Walker (1996) make a number of recommendations for teacher preparation programs and describe some initiatives that are currently under way.

- Teacher education must shift from a focus on solely preservice training to one on lifelong professional development.
- Language teacher preparation should not be separated into different departments—English as a second language (ESL), foreign language, bilingual, and immersion—but should focus on preparing teachers to teach in more than one second-language context (for example, in both ESL and foreign language classes or in both elementary and secondary school foreign language classes). This is already occurring in some preservice teacher preparation programs and graduate school inservice courses. For example, in the preservice teacher education program at the University of Minnesota, students can seek certification in two areas; most choose ESL and a foreign language. They begin their study by examining issues of language learning and teaching that are universal across second-language-learning contexts, and they observe classroom instruction and do their student teaching in a variety of settings.
- Rather than beginning with academic coursework and educational theory and moving later to classroom practice, teacher education programs must integrate theory and practice from the start. At the University of Minnesota, for example, preservice teachers are involved in schools from the beginning of their academic study, and they do their student teaching while they continue studying at the university.
- Teacher preparation programs need to expand their criteria for graduation beyond language proficiency and academic achievement to include experience with different cultures (both in the United States and abroad), the ability to work with diverse learners from many educational backgrounds and in a variety of educational settings, and the ability to use state-of-the-art technologies in instruction.
- High enrollments, teacher retirement, and teacher attrition have led to widespread teacher shortages, a trend that is expected to continue for the next several decades (Guntermann, 1992). Of the 40 states that responded to JNCL's 1997 survey, 34 said they were experiencing teacher shortages. As a result, many states are granting emergency teacher certification to individuals who meet certain criteria (for example, a college degree, proficiency in the language, teaching experience, and pedagogy coursework). As a short-term solution, states need to make available professional development activities such as university courses and summer workshops to facilitate the

recertification or relicensure of inservice teachers who have a foreign language background. In the long term, higher education programs need to encourage teachers to obtain dual certification as elementary, middle, or high school teachers *and* as language teachers who meet certain proficiency requirements (Curtain and Pesola, 1994). Also, persons of color must be actively recruited by schools and university departments as teachers of foreign languages, a long-overdue change that has many other benefits in addition to addressing teacher shortages.[4]

- Teachers of ESL, bilingual, and foreign language classes need to form strong partnerships that allow for the sharing of information, curricula, strategies, and support across disciplines, departments, schools, and levels. Partnerships also need to be formed among institutions. Schools, professional organizations, universities, community colleges, and local and state leaders all need to collaborate to enhance the quality of second language education in the United States.

Conclusion

This is an exciting time for language teachers, but it is also a challenging one. Teachers cannot and will not face the needed changes alone. Rather, the schools that employ them and the institutions that educate them need to be as involved as the teachers themselves in building their knowledge and skills throughout their careers. Therefore, "it is incumbent on foreign language education programs to provide teachers with the decision-making, reflective, and evaluative skills necessary to respond to the needs of the learners of the ever-changing classrooms of the twenty-first century" (F. Zéphir, quoted in Phillips and Lafayette, 1996, page 201). Phillips adds, "The bottom line is power." Teachers need not only knowledge and skills, but also the power to pursue their goals and to make decisions that will lead to better education for their students.

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Notes

[1] See also American Council on the Teaching of Foreign Languages, 1988; Curtain and Pesola, 1994, pp. 245–250; and Glisan, 1996, pp. 73–75, for detailed lists of necessary teacher competencies.

[2] See also Glisan, 1996, page 70, for other descriptions of inservice professional development opportunities.

[3] See ACTFL, 1986, or the article "Current Trends in Foreign Language Assessment" on page 27, for descriptions of these proficiency levels.

[4] See Lange, 1991, for discussion.

Less Commonly Taught Languages

Dora Johnson

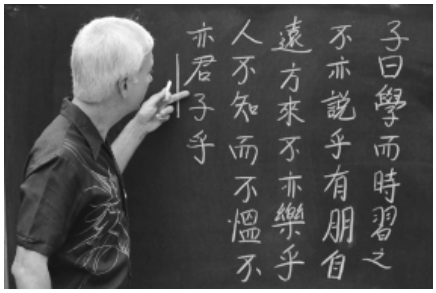
In the United States, the most widely taught foreign languages in K–12 classrooms are Spanish, French, German, and Latin.[1] However, in recent years there has been a steady increase of offerings in the less commonly taught languages (LCTLs)—usually defined as all modern languages except French, German, Italian, Portuguese, and Spanish. Although none of the LCTLs are widely taught, their increasing availability reflects both global events (for example, the change in U.S. relations with the former Soviet Union and the increased influence of the Japanese economy on global markets) and an increase in the number of students who come to school speaking a language other than English.

The Status of LCTL Teaching

The teaching of LCTLs is much more widespread at the postsecondary level, mostly due to the support from the U.S. government under Title VI of the Higher Education Act and from the U.S. Department of State and various agencies of the U.S. Department of Defense. Outside of the postsecondary realm, LCTLs have generally been taught in private schools and in heritage language schools (in other words, in classes organized and offered by the community of native speakers of the language). In addition, instruction in languages such as Arabic, Armenian, Chinese, Greek, Hebrew, and Polish has been available in large immigrant or religious communities. However, some LCTLs are now moving out of the domain of these selective schools and into the regular curriculum of the public school district. Cantonese for Cantonese speakers is one such course, as is Korean for Korean speakers. These courses require a different approach to language teaching from that used in typical foreign language classes (see "Heritage Language Students: A Valuable Language Resource" on page 38). Swahili is also being taught occasionally because it provides historical enrichment, particularly in districts with a large population of African Americans.

In the public education system, some bilingual programs have been instrumental in introducing indigenous languages to a fair number of communities. This is particularly evident where Native American, Eskimo, and Hawaiian communities exist. Two-way bilingual programs—where teachers divide instructional time between two different languages and the class includes native speakers of both languages—have also been instrumental in introducing children to some LCTLs (Christian, 1994).

A good source of information about the teaching of LCTLs in kindergarten through 12th grade is the American Council on the Teaching of Foreign Languages (ACTFL); another good source is the Center for Applied Linguistics. These institutions have done surveys and can provide a fairly good picture of the foreign languages being taught in the United States (see Branaman and Rhodes, 1998; Draper and Hicks, 1996).



Materials for the Study of LCTLs

Finding instructional materials for the LCTLs is frequently a problem. For the lower grade levels in particular, there are almost no textbooks, grammar books, or dictionaries available. However, more materials have begun to appear, especially for the Arabic, Chinese, and Japanese languages. Oxford University Press has published picture dictionaries for several languages. Other picture dictionaries,

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formerly known as the Renyi dictionaries, are available from Langenscheidt's. Although developed for children learning English, these dictionaries are quite useful for English-speaking children learning a foreign language. In addition, teaching materials are available for Chinese, Japanese, Russian, and Arabic and other Middle Eastern languages from such publishers as the National Textbook Company in Lincolnwood, Illinois; China Books & Periodicals in San Francisco; and the International Book Centre in Troy, Michigan. (See the Resources section at the end of this article.)

An extremely good source of LCTL materials is the ERIC database, which contains the world's largest collection of LCTL materials. Among the materials in the database are Vietnamese, Korean, and Hmong language materials developed by the state of California and by other states with large concentrations of students whose native language is not English. Other database resources include LCTL materials developed in Canada. Although these ERIC database materials are not designed as foreign language materials, they can be adapted for use in foreign language classrooms.

The Language Materials Project at the University of California at Los Angeles is also an excellent source of LCTL materials. This online database—which contains more than 4,000 citations covering 40 languages—includes references to grammars, dictionaries, and textbooks. In addition, each language is accompanied by a detailed linguistic profile that contains a map showing where the language is spoken and a description of its key dialects, grammatical features, and historical background.

Additional sources of information include the National Network for Early Language Learning (which focuses specifically on K–12 instruction) and the National Language Resource Center at the University of Minnesota (which maintains a list of places where LCTLs are taught and moderates listservs for individuals interested in specific languages, such as Norwegian and Dutch). However, the best source of teaching materials for a particular LCTL is the teachers' association for that language or language group—for example, the Association of Teachers of Japanese or the American Council of Teachers of Russian. The National Council of Organizations of Less Commonly Taught Languages is a good source for the most up-to-date addresses and phone numbers of LCTL teacher associations. (See "Foreign Language Resource Organizations" on page 46 for more information about these and other organizations.)

Information about LCTL materials is also available through the Internet, although many of these materials are oriented toward adult language learners. Some schools are using the Internet to create authentic teaching and learning environments for their LCTL students by promoting online interactions with students from other countries and by downloading news and information through such programs as the SCOLA Satellite Network in McClelland, Iowa.

As more school systems begin to teach LCTLs, more complete information about them will become available.

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Draper, J. B., and J. H. Hicks. September 1996. *Foreign Language Enrollments in Public Secondary Schools, Fall 1994*. Yonkers, NY: American Council on the Teaching of Foreign Languages.

Resources

China Books & Periodicals, Inc.
2929 24th Street
San Francisco, CA 94110
Phone: 415–282–2994
Fax: 415–282–0994
Web: http://www.chinabooks.com/

International Book Centre
2007 Laurel Drive
Troy, MI 48098
Phone: 810–879–8436
E-mail: ibc@ibcbooks.com
Web: http://www.ibcbooks.com/

Langenscheidt's
4635 54th Road
Maspeth, NY 11378
Toll Free: 800–432–MAPS (6277)

Language Materials Project
University of California, Los Angeles
Suite 1841
1100 Glendon Avenue
Los Angeles, CA 90024
Phone: 310–825–0634
Fax: 310–825–9747
E-mail: vijitha@ucla.edu
Web: http://www.lmp.ucla.edu

National Textbook Company
4255 West Touhy Avenue
Lincolnwood, IL 60646–1975
Toll Free: 800–323–4900
Fax: 708–679–2494

Oxford University Press
Order Department
2001 Evans Road
Cary, NC 27513
Toll Free: 800–451–7556
Fax: 919–677–1303
Web: http://www.oup-usa.org/site/

SCOLA Satellite Network
P.O. Box 619
McClelland, IA 51548
Phone: 712–566–2202
Fax: 712–566–2502
E-mail: scola@scola.org
Web: http://www.scola.org/

Note

[1] The role of Latin as a foreign language is a topic of much discussion. Although it is not a modern language, and despite perceptions about its decline, it continues to be the fourth most popular foreign language taught in U.S. schools.

Heritage Language Students: A Valuable Language Resource

Russell Campbell and Joy Kreeft Peyton

In recent years, educators and researchers in the foreign language field have turned their attention to the language education of heritage language students. Often referred to as *language minority students*, heritage language students speak a language other than English as their first or native language, either because they were born in another country or because their families speak a language other than English at home (Campbell, 1996). Interest in this student population has been triggered by major demographic changes in this country. For example, the foreign-born population was 24.6 million in 1996, up from 19.8 million recorded in the 1990 census (Current Population Survey, 1997). Thirteen percent of the school-age population speak a language other than English at home (National Center for Education Statistics, 1997). Most heritage language speakers (43 percent) are Hispanic Americans (Spanish-speaking immigrants and Americans of Hispanic descent). This group is now the fastest growing and most diverse population group in the United States and includes Mexican Americans, Puerto Ricans, Cubans, and Central and South Americans. Other heritage language groups include Chinese Americans, Japanese Americans, and Korean Americans.

Heritage language students come from many different countries and cultural backgrounds and have varied levels of proficiency in their native language. They can be third- or fourth-generation immigrants who speak predominantly English and understand and speak only a few words and phrases in their heritage language (which they learned from their parents and grandparents) or more recent immigrants or U.S.-born students who are fluent in their heritage language but have little or no formal education in it and little or no ability to read or write it.[1] Although these students' oral vocabulary can be extensive, it may be restricted to home and community topics and may not extend to academic subjects. Their speech may also deviate considerably from the standard form of the language that is taught in school.

Until recently, little attention has been given to developing and coordinating well-designed and carefully articulated foreign language programs for heritage language students. Most foreign language courses are designed for monolingual speakers of English, who generally begin their foreign language study with no competence in the foreign language and with minimal knowledge about the people who speak it and the cultures involved. However, an increasing number of heritage language students are entering foreign language classes in K–12 programs and in colleges and universities (Valdés, 1995).

A number of school systems and postsecondary institutions have begun to address the needs of heritage language students by developing separate programs specifically designed to meet their needs. These programs are usually called Spanish for Spanish speakers, Korean for Korean speakers, and so forth. Courses in Spanish for Spanish speakers are the most prevalent, a development led by Valdés (1981) in California. Schools that are currently providing specialized instruction to heritage language speakers include Montgomery County Public Schools in Maryland; Fairfax County Public Schools in Virginia; the University of California at Davis and at Los Angeles; Stanford University; and New Mexico State University, which hosts a summer institute on Spanish for Spanish speakers. Chinese heritage community language schools—which usually hold sessions after school, on weekends, or during the summer—are also widespread and are an integral part of the Chinese community in many cities (Chao, 1997).

Schools face a number of challenges as they seek to provide appropriate instruction for heritage language students.[2] One challenge concerns assessment—determining the proficiency level and needs of individual students in order to place them in appropriate classes and to measure their progress. Needs assessments and progress assessment instruments and procedures need to be developed for all language groups. Another challenge concerns developing appropriate instruction that addresses a

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range of needs, including the need for age-appropriate literacy instruction for students who are orally fluent but nonliterate in their native language and the need for instruction in the standard language for students who speak a nonstandard dialect of it.[3]

Another challenge that schools face involves identifying and developing appropriate instructional materials. The field of Spanish for Spanish speakers leads the way, with a number of textbooks (for example, *Ahora Sí: Expresión Comunitaria Para Hispanohablantes*, *Dime*, and *¡Ven Conmigo!*) and literature from various groups (for example, Mexican, Cuban, and Puerto Rican) available for classroom use. However, Spanish materials are still scanty, and materials in many other heritage languages taught in school are nearly nonexistent. Schools may need to add special courses for heritage language speakers to their foreign language offerings and to hire additional teachers to teach those courses. If these courses cannot be added, schools can provide special training for teachers who have heritage language speakers in their traditional foreign language classes. Finally, school staff need to be aware of, and have respect for, the heritage language dialects spoken in the school, whether or not these dialects represent the standard language traditionally valued in education and public life.

The linguistic and cultural knowledge that heritage language speakers possess is a valuable resource—both for the students themselves, as a strong base on which they can build their linguistic competence, and for this country, as the basis for developing competent professionals with high-level language skills who can work in such areas as international business, diplomacy, and academics. Preserving the language skills and cultural knowledge of heritage language students while helping the students become fully proficient in English and another language is an important educational priority in an increasingly global marketplace.

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¡Ven Conmigo! 1996. Austin, TX: Holt, Rhinehart, and Winston.

Notes

[1] See Campbell, 1996, and Rodríguez Pino and Villa, 1994, for descriptions of the range of proficiencies that students may have in their heritage language.

[2] Roca (1992) reviews these challenges, with suggestions for addressing some of them. Although she focuses on Spanish-speaking students in higher education, the challenges described apply across languages and instructional levels.

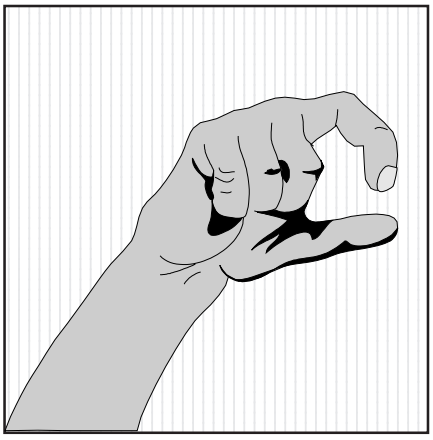
[3] Rodríguez Pino (1997) describes a number of instructional activities that can develop the language abilities of heritage language speakers (see also Colombi and Alarcón, 1997; and Merino, Trueba, and Samaniego, 1993).

ASL As a Foreign Language

Joy Kreeft Peyton

In recent years, a number of states have passed legislation recognizing American Sign Language (ASL) as a foreign language and permitting high schools, colleges, and universities to accept it in fulfillment of foreign language requirements for hearing students as well as deaf students. As of July 1997, 28 states had passed such legislation, and several community colleges and universities (including Brown, Georgetown, Harvard, and the Massachusetts Institute of Technology) accept ASL as a foreign language for academic or elective credit.

ASL is a visual/gestural language that is distinct from English and other spoken languages, from sign languages used in other countries, and from English-based sign systems (such as Manually Coded English Systems) used in the United States. Although the precise number of ASL users is difficult to determine, ASL is the predominant language—in other words, the language used most frequently for face-to-face communication, learned either as a first or second language—of an estimated 100,000 to 500,000 Americans (Padden, 1987), including Deaf native signers, hearing children of Deaf parents, and adult Deaf signers who have learned ASL from other Deaf individuals.[1]



As schools have decided to grant foreign language credit for ASL, they have had to address a number of questions, including those listed below. (See also Wilcox, 1989b and n.d., for more detailed discussion.)

- *Is ASL a language?* ASL is a fully developed language—one of hundreds of naturally occurring signed languages in the world—with a complex grammatical structure (see, for example, Klima and Bellugi, 1979; Valli and Lucas, 1993).
- *If ASL is used in the United States, how can it be considered a "foreign" language?* ASL is indigenous to the United States and parts of Canada. At most universities, however, a language's place of origin has little to do with its status as a foreign language. For example, American Indian languages—such as Navajo—are accepted in fulfillment of foreign language requirements at some universities. Because many native speakers of the "foreign languages" studied in U.S. schools live in the United States and were even born here, many programs are beginning to refer to themselves as second language programs rather than foreign language programs.
- *Are ASL users in this country part of a different culture?* Although ASL users in the United States are members of the U.S. culture, they also participate in a rich and vibrant Deaf culture that has its own history, arts (including dance, theater, and poetry), and customs (Padden and Humphries, 1988; Wilcox, 1989a).
- *Is there a body of literature in ASL?* There are writing systems for ASL, but none are widely used to record ASL literature. However, there is a large body of ASL literature available in movies, videotapes, and CD–ROMs from companies such as Dawn Sign Press and Sign Enhancers, Inc., and from Gallaudet University's bookstore in Washington, D.C. In addition, Gannon (1981) is an excellent source of information about the heritage and folklore of Deaf people.
- *Is ASL easier to learn than other foreign languages?* Because ASL developed as a visual/gestural language, its grammar differs from that of English and other languages that developed as oral/aural languages. Many aspects of ASL grammar are more complex than English grammar; as a result, some students of ASL believe that ASL is more difficult to learn than oral languages.

Designers of ASL school programs need to consider issues related to curriculum and materials, teacher qualifications, and evaluation of students' proficiency. ASL classes should be taught by teachers who have a formal background in second language pedagogy, have experience in teaching ASL, and are verifiably proficient in ASL. Ideally, the teacher or co-teacher would be a native ASL user, and some schools require that teachers be certified by the American Sign Language Teachers Association. Students learning ASL need to develop

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both expressive and receptive fluency in the language, to have opportunities to interact with Deaf individuals and attend events in the Deaf community, and to have access to the rich body of ASL literature. Additionally, students learning ASL need to be evaluated according to proficiency guidelines in the same way as students learning spoken languages. An ASL proficiency test, the Sign Communication Proficiency Interview (SCPI), has been developed by William Newell and Frank Caccamise (Caccamise and Newell, 1997; Newell and Caccamise, 1997), based on the widely used oral proficiency interview. Although developed for use with adults, the principles and techniques of the SCPI may be adapted for use with students in K–12 programs. See the Resources section at the end of this article for contact information concerning the use and adaptation of these materials and training workshops.

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Wilcox, S. n.d. *American Sign Language as a Foreign Language: Fact Sheet*. [Available on the Internet at http://www.unm.edu/~wilcox/ASLFL/asl_fl.html.]

Resources

American Sign Language Teachers Association (ASLTA)
814 Thayer Avenue
Silver Spring, MD 20910–4500
Phone: 301–587–1788
TTY: 301–587–1789
Web: http://www.isc.rit.edu/~asltawww/
http://www.nad.org

Dawn Sign Press
6130 Nancy Ridge Drive
San Diego, CA 92121–3223
Toll Free: 800–549–5350
Phone and TTY: 619–549–5330

Gallaudet University Press
800 Florida Avenue, NE
Washington, DC 20002–3695
Toll Free: 800–621–2736 (for orders)
Toll Free TTY: 888–630–9347
Phone: 202–651–5488
Fax: 800–621–8476 (for orders)
Web: http://gupress.gallaudet.edu/

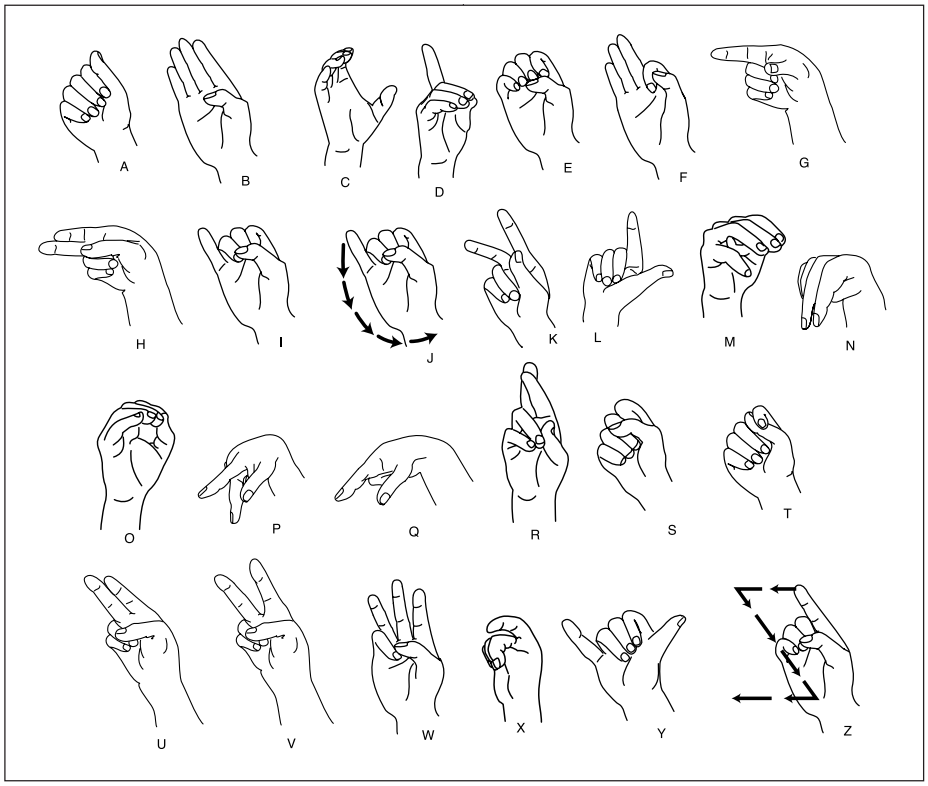
National Association of the Deaf (NAD)
814 Thayer Avenue
Silver Spring, MD 20910–4500
Phone: 301–587–1788
TTY: 301–587–1789
Web: http://www.nad.org

Sign Communication Proficiency Interview (SCPI)
National Technical Institute for the Deaf
Rochester Institute of Technology
52 Lomb Memorial Drive
Rochester, NY 14623–5604
Contact: Frank Caccamise
Phone and TTY: 716–475–6420
Fax: 716–475–6500
E-mail: fccncr@rit.edu

Sign Enhancers, Inc.
1320 Edgewater, NW
Suite B10, Room C–1
Salem, OR 97304
Phone and TTY: 800–76–SIGN–1 (800–767–4461)

Note

[1] Following standard practice among most researchers and educators, capitalized *Deaf* is used to refer to the culture of Deaf people. Lowercase *deaf* refers to the audiological condition of deafness.



Federal Support for Foreign Language Education

Carol Boston

The federal government signaled strong support for K–12 foreign language education by including foreign languages among the academic subjects identified in the National Education Goals and by providing funds for the development of foreign language standards. The U.S. Department of Education funds seven national foreign language resource centers to improve and enrich foreign language education across the country. One center—the National K–12 Foreign Language Resource Center—specifically addresses K–12 instructional issues (see "Foreign Language Resource Organizations" on page 46).

The Department also offers grants for model programs and for advanced teacher training. Specifically, the Department's Office of Bilingual Education and Minority Languages Affairs administers the Foreign Language Assistance Program to help state and local education agencies establish and improve foreign language instruction in elementary and secondary schools. For fiscal year 1998, $5 million was appropriated. In addition, the Department's Office of Postsecondary Education supports foreign language teacher development in several ways:

- Foreign language and area studies fellowships are available from more than 100 colleges and universities to support the training of language and culture experts. Applicants can apply directly to institutions of higher education for summer or academic-year programs.
- Fulbright-Hays programs include funding for K–12 teachers to participate in seminars abroad and fellowships for graduate students to conduct dissertation research in foreign languages abroad.
- The Fund for the Improvement of Postsecondary Education (FIPSE) conducts a yearly grant program to support innovative educational reform projects that can serve as national models. FIPSE has funded projects to improve the preparation of foreign language teachers and to support the articulation of student learning and assessment between high school and college.

The Department also hosts the Federal Resources for Educational Excellence Web site (http://www.ed.gov/free), a gateway to hundreds of federally funded, Internet-based education resources compiled by more than 35 federal agencies. Among the foreign language resources offered are language activities from the Peace Corps and cultural awareness activities from the U.S. Postal Service.

The National Endowment for the Humanities (NEH)—which provides funding to support scholarships in history, languages, and culture—funds intensive summer institutes for K–12 language teachers as well as collaborative research projects and curriculum/materials development. NEH also maintains a Web site of online lesson plans for teaching foreign languages, English, history, and art history at http://edsitement.neh.gov.

Federal agencies involved in intelligence and defense work have also made a significant investment in foreign language education. Some of their materials are available to the public online and in print, audio, and video formats. For example, the Center for the Advancement of Language Learning—established to improve the quality and cost-effectiveness of the Central Intelligence Agency's foreign language teaching and testing—offers some materials for those outside of the U.S. government on its Web site (http://www.call.gov); the site also contains links to other resources. Another useful resource is LingNet (http://lingnet.army.mil), hosted by the Defense Language Institute Foreign Language Center in Monterey, California. Additionally, the National Technical Information Service (NTIS) offers a free catalog that describes 60 foreign language audio and video courses produced by the federal government. Audio cassettes and videotapes for coursework in dozens of languages may be purchased from NTIS.

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Resources

National Endowment for the Humanities
Grants, Division of Research and Education
Public Information Office, Room 402
1100 Pennsylvania Avenue, NW
Washington, DC 20506
Phone: 202–606–8400
Web: http://www.neh.gov

National Technical Information Service
Technology Administration
U.S. Department of Commerce
5285 Port Royal Road
Springfield, VA 22161
Toll Free: 800–553–6847
Fax: 703–321–8547
Web: http://www.ntis.gov

U.S. Department of Education
International Education and Graduate Programs Service
Fulbright-Hays Programs
600 Independence Avenue, SW
Washington, DC 20202–5332
Phone: 202–401–9798
Fax: 202–205–9489
Web: http://www.ed.gov/offices/OPE/OHEP

U.S. Department of Education
Office of Bilingual Education and Minority Languages Affairs
Foreign Language Assistance Program
330 C Street, SW, Fifth Floor
Washington, DC 20202–6510
Phone: 202–205–5463
Fax: 202–205–8737
Web: http://www.ed.gov/offices/OBEMLA

U.S. Department of Education
Office of Postsecondary Education
Fund for the Improvement of Postsecondary Education
Regional Office Building 3
Seventh and D Streets, SW
Washington, DC 20202
Phone: 202–708–5750
Web: http://www.ed.gov/offices/OPE/FIPSE

State Initiatives for Foreign Language Instruction

Vickie Lewelling and Jeanne Rennie

The inclusion of foreign languages in the National Education Goals and the development of national standards for foreign language learning have brought national attention to the importance of foreign language education. As a result, many initiatives have been put forth at state and local levels by individual state legislatures or state boards of education, and educators and parents alike have worked to encourage support for foreign language education. Several states have passed legislative mandates requiring school districts to implement elementary school foreign language programs, and others are requiring foreign language study at the secondary level. In a 1994 survey of the states (Inman and LaBouve, 1994), the Joint National Committee for Languages and the National Council of State Supervisors of Foreign Languages (NCSSFL) collected information about the status of state education reform and where foreign languages fit into the reform process. They learned the following information:

- Forty states had some kind of second language mandate (for example, requiring schools to offer at least two years of a foreign language to all students). Some of these states required second language study only for advanced or honors diplomas or for college-bound students.
- Despite 40 states having a second language mandate, foreign language supervisors in only 27 states described foreign languages as being part of their state's core curricula—that is, having equal status with the other major disciplines.
- Only nine states—Arizona, Arkansas, Florida, Louisiana, Montana, New York, North Carolina, Oklahoma, and Oregon—included second language study in their core curricula at the elementary school level.
- Of the 49 states (all but Pennsylvania) that had developed or were developing academic content standards, 40 included content standards or competencies for foreign languages.
- Of the 39 states that had developed or were developing academic performance standards, 19 included foreign languages in their standards.
- Of the 47 states that offered statewide assessments, only 7—

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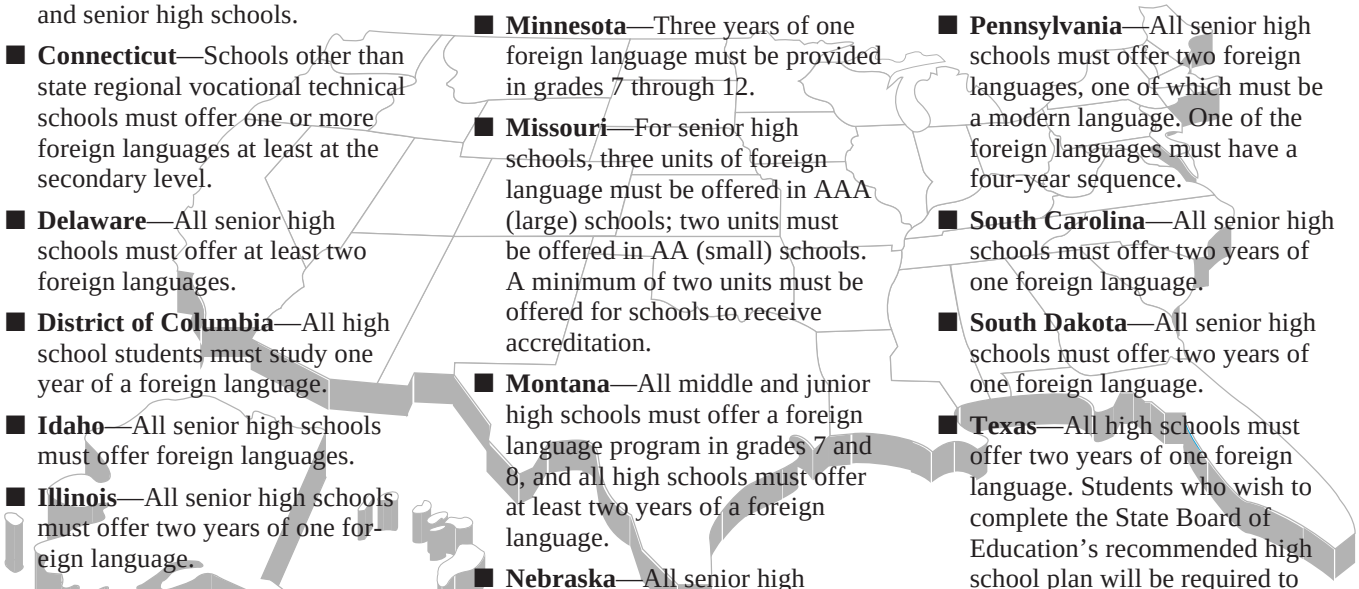
States With Secondary School Foreign Language Mandates



- **Arizona**—By 1998, all middle and junior high schools must offer foreign language instruction through grade 8.
- **Arkansas**—All middle and junior high schools are strongly encouraged to offer foreign language instruction, and all high schools must offer two years of one foreign language.
- **California**—Foreign languages must be offered in grades 7 through 12 at all middle, junior, and senior high schools.
- **Connecticut**—Schools other than state regional vocational technical schools must offer one or more foreign languages at least at the secondary level.
- **Delaware**—All senior high schools must offer at least two foreign languages.
- **District of Columbia**—All high school students must study one year of a foreign language.
- **Idaho**—All senior high schools must offer foreign languages.
- **Illinois**—All senior high schools must offer two years of one foreign language.
- **Indiana**—All senior high schools must offer two years of one foreign language.
- **Iowa**—Middle and junior high schools are encouraged to offer foreign language instruction, and all high schools must offer four years of one foreign language.
- **Kansas**—All senior high schools must offer two years of one foreign language.
- **Kentucky**—All senior high schools must offer three years of one foreign language.
- **Louisiana**—All academically able students are required to study a foreign language in grades 4 through 8.
- **Maine**—All senior high schools must offer two years of one foreign language.
- **Maryland**—Two years of foreign language study are required for high school graduation for most students.
- **Michigan**—To receive extra funding, school districts are required to provide an uninterrupted sequence of foreign language study from elementary school to high school.
- **Minnesota**—Three years of one foreign language must be provided in grades 7 through 12.
- **Missouri**—For senior high schools, three units of foreign language must be offered in AAA (large) schools; two units must be offered in AA (small) schools. A minimum of two units must be offered for schools to receive accreditation.
- **Montana**—All middle and junior high schools must offer a foreign language program in grades 7 and 8, and all high schools must offer at least two years of a foreign language.
- **Nebraska**—All senior high schools must offer two years of one foreign language.
- **New Hampshire**—All high schools must offer three years of one foreign language and two years of a second foreign language. Schools with fewer than 300 students must offer four years of one foreign language.
- **New York**—One foreign language must be offered in grades 8 through 12, and all high school students must study a foreign language for two years.
- **North Carolina**—Foreign language study is required to be available to all middle, junior high, and high school students (grades 6 through 12).
- **Ohio**—All high schools must offer three years of one foreign language or two years of two foreign languages.
- **Oklahoma**—All middle and junior high schools must offer sequential foreign language courses that build on elementary coursework (see page 46).
- **Oregon**—Beginning in 2002, foreign language study will be a graduation requirement for all high school students.
- **Pennsylvania**—All senior high schools must offer two foreign languages, one of which must be a modern language. One of the foreign languages must have a four-year sequence.
- **South Carolina**—All senior high schools must offer two years of one foreign language.
- **South Dakota**—All senior high schools must offer two years of one foreign language.
- **Texas**—All high schools must offer two years of one foreign language. Students who wish to complete the State Board of Education's recommended high school plan will be required to complete three credits of the same foreign language or to demonstrate equivalent proficiency.
- **Utah**—Foreign language instruction must be offered in all senior high schools.
- **Vermont**—All high schools must offer at least three years of one foreign language.
- **Virginia**—Foreign language instruction must be offered in grade 8. All high schools must offer three years of one foreign language.
- **West Virginia**—All high schools must offer at least two years of one foreign language.
- **Wisconsin**—All high schools must offer foreign language instruction in grades 9 through 12.

States With Elementary School Foreign Language Mandates

- **Arizona**—By the 1998–99 school year, all elementary schools are required to offer foreign language instruction in grades 5 through 8.
- **Arkansas**—Foreign languages are to be part of the core curriculum.
- **Louisiana**—Foreign language instruction is required in grades 4 through 8.
- **Montana**—By 1999, all elementary schools must offer a foreign language program.
- **North Carolina**—All elementary schools are required to offer foreign languages.
- **Oklahoma**—All districts must implement a program of at least one language other than English at the elementary school level.

California, Colorado, Connecticut, Delaware, New York, North Carolina, and Texas—had developed assessments for foreign languages, and most of the assessments were voluntary.

A 1995 update of the survey (McMillan, 1995) requested additional information from the states regarding their actual or proposed foreign language standards and the relationship of these standards to the national standards. Of the 27 states that responded, 14 reported that they had developed standards simultaneously with the national foreign language standards. This suggests that national standards are an important focus of educational reform and will continue to shape state and local curricula.

State foreign language mandates differ in what they require. The boxes on this page and on page 44 provide a brief description of what individual states with secondary school mandates require of their schools (NCSSFL, 1994).

Descriptions of Selected State Initiatives

Although some states have mandates that require foreign language instruction, other states are actively working without a mandate to improve and promote foreign language offerings. There is interesting variation in how individual states support foreign language education. Descriptions of several state activities are included below.

Focus on Elementary Schools

- **Delaware**—Although Delaware has no mandate for foreign language at the elementary school level, there is substantial interest in improving foreign language instruction and encouraging elementary school foreign language programs. Local support for elementary school foreign language instruction has led to the establishment of several foreign language magnet schools and Spanish partial immersion programs.
- **Florida**—Foreign language instruction in prekindergarten through grade 5 is part of the sequential, progressive foreign language program envisioned and outlined in Florida's state standards. As a result of state standards and increasingly vocal parental support, many Florida school districts have implemented pilot, magnet, or dual language programs or are considering ways to offer foreign languages in some form in the near future. In addition, the Florida Department of Education has issued calls for proposals for elementary foreign language materials, including instructional materials for classes in Spanish for Spanish speakers.

- **Hawaii**—In 1986, the Hawaii State Board of Education passed a motion to incorporate second language instruction into the curriculum for grades 3 through 6. Although all elementary schools are expected to comply with this ruling, implementation has been voluntary and there are no consequences for failing to implement the programs. As a result, approximately 86 of 180 elementary schools now have some type of foreign language program.
- **Louisiana**—In 1984, the Louisiana Board of Elementary and Secondary Education mandated that a foreign language be taught to all "academically able" students in grades 4 through 8. Each parish school system selects the language or languages to be taught. A foreign language must be taught for a minimum of 30 minutes per day throughout the entire school year in grades 4, 5, and 6. In grades 7 and 8, foreign languages must be scheduled for 150 minutes per week during the entire school year. FLES programs must be used; rotating or exploratory programs may not be used to meet the mandate.

Focus on K–12 Schools

- **Montana**—Since 1992, all secondary schools have been required to offer two years of a foreign language, and since 1994, schools have been required to offer foreign languages in grades 7 and 8. By 1999, all elementary schools will also be required to offer second language study.
- **North Carolina**—Foreign language instruction is mandated in kindergarten through grade 12 as part

of the Basic Education Program. Some of the most successful programs have been those that integrate language instruction with instruction in a content area. In addition, a number of school systems are developing foreign language assessment tools to ease grade-to-grade transitions as well as transitions between school levels.

- **Oklahoma**—According to a language mandate in the state education reform bill, all school districts must implement a study program in at least one language other than English. In kindergarten through grade 3, language awareness is encouraged through programs where children learn about other languages. The programs emphasize enrichment rather than language proficiency. In grades 4 through 6, a sequential language program is implemented so that students can begin to develop actual communication skills in a particular language. In grades 7 through 12, continuing sequences of instruction must be provided to help students develop indepth language competence.

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McMillan, C. 1995. *Language Education at the State Level: An Update of Activities*. Washington, DC: Joint National Committee for Languages. ERIC Document Reproduction Service No. ED 392 253.

National Council of State Supervisors of Foreign Languages. 1994. "State Requirements for Foreign Language Instruction." *Foreign Language Annals* 27: 63–68.

Foreign Language Resource Organizations

Laurel Winston and Lynn Fischer

Teacher Associations

African Language Teachers Association (ALTA)
University of Wisconsin at Madison
Department of African Languages and Literature
c/o Antonia Folarin Schleicher, President
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Phone: 608–262–2487
Fax: 608–265–4151
E-mail: ayschlei@facstaff.wisc.edu
Web: http://african.lss.wisc.edu/yoruba

ALTA is dedicated to the teaching and learning of African languages. Its mission is to develop a forum where members can share common interests and concerns; to develop new learning materials and resources for each African language at all levels; to provide training on pedagogy, computer use, and language program design; and to link the efforts of teachers and researchers in Africa with those outside Africa. ALTA holds conferences and workshops and publishes an annual newsletter (*LUCHA*) and an annual journal (*JALTA*).

American Association of Teachers of Arabic (AATA)
Brigham Young University
Department of Asian and Near Eastern Languages
c/o Kirk Belnap, Executive Director
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Phone: 801–378–6531
Fax: 801–378–5866
E-mail: aata@byu.edu
Web: http://humanities.byu.edu/aata/aata_homepage.html

AATA seeks to facilitate communication and cooperation among teachers of Arabic and to promote study, criticism, research, and instruction in the fields of Arabic language pedagogy, linguistics, and literature. AATA publishes a newsletter three times a year, an annual journal (*Al-ᶜArabiyya*), and a monograph series.

American Association of Teachers of French (AATF)
Southern Illinois University
c/o Jayne Abrate, Executive Director
Mailcode 4510
Carbondale, IL 62901–4510
Phone: 618–536–5571
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AATF encourages the dissemination of information concerning all aspects of the culture and civilization of France and French-speaking peoples and supports projects that promote French

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Lynn Fischer is an Administrative and Editorial Assistant at CAL in Washington, D.C., and has taught English as a second language.

language and literature. AATF publishes a quarterly journal (*French Review*) and a bimonthly newsletter (*AATF National Bulletin*) and holds an annual conference.

American Association of Teachers of German (AATG)
c/o Helene Zimmer-Loew, Executive Director
112 Haddontowne Court, #104
Cherry Hill, NJ 08034–3668
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Fax: 609–795–9398
E-mail: AATG@compuserve.com
Web: http://www.aatg.org/

AATG works toward advancing and improving the teaching of the language, literature, and culture of German-speaking countries. AATG's services include teacher inservice training, homestay programs, and the operation of a materials center. Its publications include the *AATG Newsletter* and two journals, *Die Unterrichtspraxis* and *The German Quarterly*. AATG also operates an electronic listserv and holds an annual convention.

American Association of Teachers of Italian (AATI)
Brock University
Faculty of Education
c/o Anthony Mollica, President
St. Catherines, Ontario L3B 2S1
Canada
Phone/Fax: 905–788–2674
E-mail: mollica@ed.brocku.ca
Web: http://www.sunysb.edu/cis/aati/

AATI fosters the study of Italy's language, literature, and culture. Its publications include the *AATI Newsletter* and the quarterly journal *Italica*.

American Association of Teachers of Slavic and East European Languages (AATSEEL)
c/o Gerard L. Ervin, Executive Director
1933 North Fountain Park Drive
Tucson, AZ 85715
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E-mail: 76703.2063@compuserve.com
Web: http://clover.slavic.pitt.edu/~djb/aatseel.html

AATSEEL exists to advance the study of and promote the teaching of Slavic and East European languages, literatures, and cultures at all levels. Its publications include the quarterly *Slavic and East European Journal* and the bimonthly *AATSEEL Newsletter*. AATSEEL also holds an annual conference.

American Association of Teachers of Spanish and Portuguese (AATSP)
University of Northern Colorado
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Fax: 970–351–1095
E-mail: lsandste@bentley.univnorthco.edu
Web: http://www.aatsp.org/

AATSP promotes the study and teaching of Hispanic, Luso-Brazilian, and other related languages, literatures, and cultures at all levels. Its services include cultural curriculum units for teachers, an outreach program, pedagogical consulting, and an annual convention. AATSP publishes *Hispania* (a quarterly journal) and *Enlace* (a newsletter published three times a year).

The American Classical League (ACL)
Miami University
c/o Glenn Knudvig, President
Oxford, OH 45056–1694
Phone: 513–529–7741
Fax: 513–529–7742
E-mail: a.c.l@umich.edu
Web: http://www.umich.edu/~acleague/

ACL was founded in 1919 to foster the study of Greek and Latin in the United States and Canada. It maintains a teaching materials and resource center and a national placement service for teachers of classical languages. ACL awards annual grants and conducts an annual institute as well as workshops. Its publications include the journal *Classical Outlook*, a newsletter published three times per year, and a directory of classical associations and journals.

American Council of Teachers of Russian (ACTR)
1776 Massachusetts Avenue, NW, Suite 700
Washington, DC 20036
Phone: 202–833–7522
Fax: 202–833–7523
E-mail: general@actr.org
Web: http://www.actr.org/

ACTR is devoted to improving education, professional training, and research in Russian-speaking countries. The organization also disseminates information about Russian-speaking countries and the many non-Russian cultures thriving in central and eastern Europe and Eurasia. ACTR has worked to advance research, training, and materials development in both the Russian and English languages and to strengthen communication between scholars and educators in language, literature, and area studies in the United States and the former Soviet Union. Its publications include four seasonal issues of the *ACTR Letter*.

American Council on the Teaching of Foreign Languages (ACTFL)
c/o C. Edward Scebold, Executive Director
6 Executive Plaza
Yonkers, NY 10701–6801
Phone: 914–963–8830
Fax: 914–963–1275
E-mail: actflhq@aol.com
Web: http://www.actfl.org

From the development of the *Proficiency Guidelines* to its leadership role in the creation of national standards for foreign language learning, ACTFL focuses on issues that are critical to the growth of both the foreign language teaching profession and the individual teacher. ACTFL is the only national organization that represents teachers of all languages at all educational levels. It conducts instructional and Oral Proficiency Interview workshops; sponsors an annual convention; maintains an online resource directory; and publishes the quarterly journal *Foreign Language Annals*, the quarterly *ACTFL Newsletter*, and the *ACTFL Series in Foreign Language Education*.

American Sign Language Teachers Association (ASLTA)
Gallaudet University
c/o E. Lynn Jacobowitz, President
Dawes House
800 Florida Avenue, NE
Washington, DC 20002
Phone: 202–651–5721 (TTY)
Fax: 202–651–5741
E-mail: eljacobowitz@gallua.gallaudet.edu
Web: http://www.nad.org/aslta.htm

ASLTA seeks to advance the recognition of American Sign Language (ASL) in schools and state boards of education and to provide a closer relationship between ASL instructors and the National Association of the Deaf (NAD). It also certifies ASL teachers and programs, develops standards for accreditation, and provides an effective avenue for the exchange of information about methods and materials for ASL instruction. ASLTA holds a biennial conference.

Association of Teachers of Japanese (ATJ)
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Campus Box 279, McKenna 16
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Phone: 303–492–5487
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E-mail: atj@colorado.edu
Web: http://www.Colorado.EDU/ealld/atj

ATJ is an international organization dedicated to teaching and scholarship in the fields of Japanese language, linguistics, literature, film, and other aspects of Japanese culture. ATJ seeks to foster contact and information exchange among teachers and other professionals at all levels of education, government, and business. It holds an annual meeting in conjunction with the Association for Asian Studies. ATJ publishes the semiannual *Journal of the Association of Teachers of Japanese* and the quarterly *ATJ Newsletter*.

The Canadian Association of Second Language Teachers (CASLT)
c/o Shannon McFarlane, Administrative Assistant
369 Montrose Street
Winnipeg, Manitoba R3M 3M1
Canada
Phone: 204–488–0858
Fax: 204–488–1285
E-mail: caslt@istar.ca
Web: http://www2.tvo.org/education/caslt/

CASLT promotes the advancement of second language education throughout Canada by creating opportunities for professional development, encouraging research, and facilitating the sharing of information and the exchange of ideas among second language teachers. Its products include the quarterly newsletter *Réflexions*, three video series, teaching kits, and student assessment materials. CASLT also holds an annual conference.

Chinese Language Teachers Association (CLTA)
Kalamazoo College
Division of Foreign Languages
c/o Madeline Chu, Executive Director
1200 Academy Street
Kalamazoo, MI 49006–3295
Phone: 616–337–7325
Fax: 616–337–7521
E-mail: chu@kzoo.edu

CLTA seeks to advance and improve the teaching of Chinese. It holds an annual convention and publishes the *Journal of the Chinese Language Teachers Association*, the *CLTA Newsletter*, and a monograph series.

Computer Assisted Language Instruction Consortium (CALICO)
Southwest Texas State University
c/o Robert Fischer, Executive Director
317 Liberal Arts Building
San Marcos, TX 78666–4616
Phone: 512–245–2360
Fax: 512–245–8298
E-mail: execdir@calico.org
Web: http://calico.org

CALICO is a professional organization dedicated to excellence in computer-assisted language learning and teaching. CALICO provides a forum for exchanging ideas and information about technology and languages. CALICO holds an annual international symposium. CALICO's publications include the *CALICO Resource Guide for Computing and Language Learning* and the quarterly *CALICO Journal*.

Council of Teachers of Southeast Asian Languages (COTSEAL)
University of Wisconsin at Madison
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COTSEAL seeks to promote cohesion in the teaching of Southeast Asian languages, to increase professionalism in the field, and to promote teacher training and competency-based curricula.

International Association for Language Learning Technology (IALL)
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IALL is dedicated to promoting effective uses of media centers for language teaching, learning, and research. The *IALL Journal of Language Learning Technologies* is published three times a year. IALL also publishes monographs and a management manual and produces videotapes.

National Association of District Supervisors of Foreign Languages (NADSFL)
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E-mail: adteel@smsd.k12.ks.us

NADSFL is an organization of foreign language supervisors who meet both nationally and regionally to explore issues and trends that affect the

students and districts they represent. The supervisors seek new information regarding the effective teaching of foreign languages, deal with issues of advocacy, conduct research, aid in the development of efficient and effective supervisory practices, and network with colleagues. NADSFL holds an annual meeting in conjunction with the American Council on the Teaching of Foreign Languages convention (see page 47). Its publications include a curriculum resource list, a newsletter, and various compilations of materials of interest to district foreign language supervisors.

National Council of Organizations of Less Commonly Taught Languages (NCOLCTL)
University of Wisconsin at Madison
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Web: http://www.councilnet.org

The council's mission is to raise the awareness of the importance of less commonly taught languages (LCTLs) and to build a framework for the development of professions focusing on the teaching and learning of these languages. NCOLCTL was established to be an alliance of LCTL organizations in the United States. It holds an annual conference, organizes teacher training seminars, guides efforts to collect data, and supports member organizations.

National Network for Early Language Learning (NNELL)
Center for Applied Linguistics
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Web: http://www.educ.iastate.edu/nnell

NNELL seeks to facilitate communication among foreign language teachers and to improve public awareness and support for early language learning. NNELL's mission is (1) to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own and (2) to coordinate the efforts of all persons involved in early language education. Its publications include *FLES News* (1987–1995) and *Learning Languages: The Journal of the National Network for Early Language Learning*.

Pacific Northwest Council for Languages (PNCFL)
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Web: http://www.usd.edu/selecta/membership.html

PNCFL is a nonprofit organization of language professionals dedicated to improving opportunities for learning foreign languages in the United States and Canada. PNCFL's subject areas are applied linguistics, foreign languages and literatures, and foreign cultures. Its publications include a newsletter published three times a year; *SELECTA*, an annual journal; and *Hands on Language*. Its primary conference is held each April.

Research and Resource Organizations

Alliance Française
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22 East 60th Street
New York, NY 10022
Phone: 212–355–6100
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E-mail: frinst1@metgate.metro.org
Web: http://www.fiaf.org/

The Alliance Française is a private, nonprofit organization that offers French language courses for adults, an all-French library, and cultural and performing arts programs. The main office is located in New York, but there are regional branches in other U.S. cities; call the above number for more information.

Center for Advanced Research on Language Acquisition (CARLA)[1]
University of Minnesota
Institute of International Studies and Programs
c/o Andrew D. Cohen, Director
1313 Fifth Street, SE, Suite 111
Minneapolis, MN 55414
Phone: 612–627–1870
Fax: 612–627–1875
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Web: http://carla.acad.umn.edu

The mission of CARLA is to study multilingualism and multiculturalism; to develop knowledge about second language acquisition; and to advance the quality of second language teaching, learning, and assessment. The center is conducting projects in four areas: (1) language in cultural contexts; (2) less commonly taught languages; (3) immersion teachers networks; and (4) computer-adaptive tests for French, German, and Spanish. CARLA offers summer institutes for second language teachers, national and international conferences, and state and local workshops. The CARLA online bibliography contains a list of books, journal articles, and presentations by faculty and students.

Center for Applied Linguistics (CAL)
c/o Donna Christian, President
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E-mail: info@cal.org
Web: http://www.cal.org/

CAL is a private, nonprofit organization that works to promote and improve the teaching and learning of languages and also serves as a resource for information about languages and culture. CAL conducts research, operates information clearinghouses (including the ERIC Clearinghouse on Languages and Linguistics), develops instructional materials and assessment instruments,

provides technical assistance and teacher training, convenes conferences and symposia, and seeks to affect language policy formation. Its publications include the *CAL Reporter* and the monograph series *Language in Education: Theory and Practice*.

Center for Language Education and Research (CLEAR)[1]
Michigan State University
c/o Susan M. Gass and Patricia R. Paulsell, Co-Directors
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East Lansing, MI 48814–1027
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Fax: 517–532–0473
E-mail: clear@pilot.msu.edu
Web: http://polyglot.cal.msu.edu/clear/home.html

The primary objective of CLEAR is to promote collaboration in foreign language research and teacher education among colleges and universities and across departments within those institutions. Its projects focus on research on learning and teaching, methods and materials, second language assessment, linking to teachers and schools, and collaboration with Michigan State University's College of Education. CLEAR's Web site hosts the electronic, refereed journal *Language Learning & Technology*.

Centre for Information on Language Teaching and Research (CILT)
c/o A. Moys, Director
20 Bedfordbury
London WC2N 4LB
United Kingdom
Phone: 0171–379–5101 or 0171–379–5110 (resource library)
Fax: 0171–379–5082
E-mail: library@cilt.org.uk
Web: http://www.cilt.org.uk/

CILT's prime objectives are to promote foreign language skills on a national scale and to support the work of all those concerned with language teaching and learning. CILT answers inquiries, offers information sheets on language teaching, gives professional advice, organizes courses, and maintains an extensive library. CILT offers national and regional conferences and training programs. Its publications relate to all areas of language teaching. A CILT publications catalog is available; to receive a copy of the catalog, call the above number or send e-mail to publications@cilt.org.uk.

Council for the Development of French in Louisiana (CODOFIL)
217 Rue Principale Quest
Lafayette, LA 70501–5810
Phone: 318–262–5810
Fax: 318–262–5812

CODOFIL supports and promotes the French language and culture in Louisiana. The council offers translation services, scholarship programs, and a resource center.

Council on International Educational Exchange (CIEE)
205 East 412nd Street
New York, NY 10017–5707
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E-mail: info@ciee.org
Web: http://www.ciee.org/

CIEE is a nonprofit, nongovernmental organization dedicated to helping people gain understanding, acquire knowledge, and develop skills for living in a globally interdependent and culturally diverse world. CIEE works in six major areas: college and university programs, secondary school programs, English language development, work exchanges, voluntary services, and travel services. CIEE holds an annual conference and publishes the biannual *Journal of Studies in International Education*.

ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL)
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ERIC/CLL provides a wide range of services and materials for language educators, including two-page information digests, short bibliographies, a biannual newsletter, a monograph series, and an online question-answering service (eric@cal.org). Its publications focus on current issues in foreign language education, English as a second language, bilingual education, and applied linguistics. The clearinghouse also helps to build and maintain the ERIC database by abstracting and indexing journal articles, conference papers, research reports, classroom materials, and other educational documents in its scope.

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E-mail: program@goethe-newyork.org
Web: http://www.goethe.de/uk/ney/enindex.htm

The Goethe-Institut New York promotes the study of German language and cultures and international cultural cooperation. The Institut has 173 branches in more than 70 countries, which enable it to maintain a comprehensive network of contacts to departments of education, associations of teachers of German, universities, and so forth. The Institut offers seminars; workshops; cultural events; many resources for German teachers, including an online German resources catalog; and *Infobrief*, the Institut's biannual newsletter.

Language Acquisition Resource Center (LARC)[1]
San Diego State University
c/o Gail Robinson-Stuart, Director
5500 Campanile Drive
San Diego, CA 92182–7703
Phone: 619–594–6177
Fax: 619–594–5293
E-mail: nlrcsd@mail.sdsu.edu
Web: http://ssrl.sdsu.edu/larcnet/home.html

LARC's activities are aligned with San Diego State University's efforts

to internationalize its curriculum. The center's focus is on research, development, and training to improve language testing, increase understanding of other cultures, and improve language performance—all through innovative uses of technology. Its projects include developing advanced language skills in the marketplace based on the skills required by the North American Free Trade Agreement; building on the series of video oral communication instruments; and integrating technology into the language curriculum, which includes a summer institute on oral testing. LARC produces research reports, texts for Chinese and Portuguese classes, videos, and interactive multimedia and hypermedia programs.

National Association of Self-Instructional Language Programs (NASILP)
Temple University
Center for Critical Languages
c/o John B. Means, Executive Director
TU 022–38
Philadelphia, PA 19122–6090
Phone: 215–204–1715
Fax: 215–204–1642
E-mail: 71324.1312@compuserve.com

NASILP fosters self-instructional academic programs in foreign language skills acquisition. It also provides ongoing assistance in materials selection and utilization, testing standardization, program design and operation, and multimedia orientation for coordinating self-instructional methods for second language learning.

National Capital Language Resource Center (NCLRC)[1]
James E. Alatis, Director
2600 Virginia Avenue, Suite 105
Washington, DC 20037–1905
Phone: 202–739–0607
Fax: 202–739–0609
E-mail: nclrc@cal.org or nclrc@nicom.com
Web: http://www.cal.org/nclrc

NCLRC is a joint project of Georgetown University, The George Washington University, and the Center for Applied Linguistics. Its focus is on the training of teachers and prospective teachers in the use of effective teaching strategies and foreign language performance tests. NCLRC projects are in the areas of training (workshops and summer institutes), research, materials development, and information dissemination. NCLRC has published a substantial number of research reports and materials.

National Foreign Language Center (NFLC) at The Johns Hopkins University
c/o David Maxwell, Director
1619 Massachusetts Avenue, NW
Washington, DC 20036
Phone: 202–667–8100
Fax: 202–667–6907
E-mail: fengland@mail.jhuwash.jhu.edu
Web: http://www.cais.com/nflc/

NFLC is a research and policy institute located at The Johns Hopkins University School of Advanced International Studies in Washington, D.C. NFLC is committed to research, policy development, and programs and projects that contribute to improving the capability of the United States to meet critical needs for competency in languages other than English. NFLC's forums, publications, presentations, consultations, and research fellowship programs provide essential connections between the center's research and the external world of policy formulation and diversified practice.

National Foreign Language Resource Center (NFLRC)[1]
University of Hawaii
c/o Richard Schmidt, Director
East-West Road, Building 1, Room 6A
Honolulu, HI 96822
Phone: 808–956–9424
Fax: 808–956–5983
E-mail: nflrc@hawaii.edu
Web: http://www.lll.hawaii.edu/nflrc

NFLRC at the University of Hawaii concentrates on research in three areas: effective teaching strategies; foreign language performance assessment; and materials, methods, and teacher training. The center sponsors a summer institute and has sponsored fellowship and internship programs. Its major concentration is on languages of the Pacific Rim. It publishes a variety of technical reports, research notes, and language teaching materials and also produces videos. It also makes available NET WORKS, publications that are downloadable free of charge. This center and the Center for Language Education and Research at Michigan State University (see page 50) recently launched their first refereed journal on the World Wide Web, *Language Learning and Technology*, for second and foreign language educators (http://polyglot.cal.msu.edu/llt).

National K–12 Foreign Language Resource Center[1]
Iowa State University
c/o Marcia H. Rosenbusch, Director
300 Pearson Hall
Ames, IA 50011
Phone: 515–294–6699
Fax: 515–294–2776
E-mail: nflrc@iastate.edu
Web: http://www.educ.iastate.edu/currinst/nflrc/nflrc.html

This center is the only NFLRC to focus strictly on the improvement of student learning in kindergarten through 12th grade. Three initiatives guide the center's work: the use of effective teaching strategies, the administration and interpretation of foreign language performance assessments, and the use of new technologies in foreign language classrooms. Emphasis is placed on the implementation of the national student standards for foreign language learning. The center runs summer institutes based on each of the three initiatives. Ongoing projects include the Culture and Children's Literature Institute: France and Mexico; the Student Oral Proficiency Assessment Validity and Reliability Study; and a Teacher Partnership Institute. The center makes available teacher-prepared papers and has published papers in journals and monographs.

National Languages and Literacy Institute of Australia (NLLIA)
c/o Ann Latchford
GPO Box 372f
Melbourne 3001, Victoria
Australia
Phone: 613–9614–0255
Fax: 613–9629–4708
E-mail: ddickson@lingua.cltr.uq.oz.au (for a hard copy of the NLLIA catalog)
Web: http://www.cltr.uq.oz.au:8000/nllia/vicoffice/

NLLIA seeks to improve the quality and relevance of language education in keeping with the goals and principles of the National Policy on Languages and with the economic, social, and cultural needs of Australia. NLLIA's services include an adult literacy network, language testing, and publication services with an online catalog. Its catalog lists adult language and literature courses, language and literacy research, institutions, language and literature professionals, scholarships, and a bibliography.

Ohio State University National Foreign Language Resource Center (OSU NFLRC)[1]
Ohio State University
c/o Diane W. Birckbichler, Director
276 Cunz Hall
1841 Millikin Road
Columbus, OH 43210–1229
Phone: 614–292–4361
Fax: 614–292–2682
E-mail: osunflrc@osu.edu
Web: http://www.cohums.ohio-state.edu/flc/

OSU NFLRC explores ways to enable foreign language learners to develop and maintain advanced language skills. Its activities focus on research, program evaluation, teacher training, networked programs and materials, and information dissemination. The center publishes the *Pathways to Advanced Skills* pedagogy series, which includes volumes that address teaching and learning African languages, Arabic, Chinese, and other less commonly taught languages. Its publications catalog is available online at its home page.

Regional Foreign Language Conferences

Central States Conference (CSC) on the Teaching of Foreign Languages
c/o Rosalie Cheatham, Executive Director
2801 South University
Little Rock, AR 72204
Phone: 501–569–8159
Fax: 501–569–8157
E-mail: rmcheatham@ualr.edu
Web: http://www.iupui.edu/~cscfl/

The CSC is held each spring and includes 120 sessions by foreign language teachers at all levels of instruction. The organization covers 17 states: Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Tennessee, and Wisconsin. The annual conference attendance is approximately 1,800 people.

Northeast Conference on the Teaching of Foreign Languages
Dickinson College
c/o Rebecca R. Kline, Executive Director
P.O. Box 1773
Carlisle, PA 17013–2896
Phone: 717–245–1977
Fax: 717–245–1976
E-mail: neconf@dickinson.edu
Web: http://www.dickinson.edu/nectfl

The Northeast Conference is dedicated to promoting excellence in the teaching and learning of world languages, literatures, and cultures by providing information, leadership, and professional development opportunities for language professionals and the general public. The conference assists language teachers at all academic levels and seeks to enhance the status of languages in the eyes of the American public. In addition to the District of Columbia, 13 states are in the Northeast Conference region: Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Virginia, Vermont, and West Virginia. The annual conference is held in April.

Southern Conference on Language Teaching (SCOLT)
c/o Lynne McClendon, Executive Director
165 Lazy Laurel Chase
Roswell, GA 30076
Phone: 770–992–1256
E-mail: lynnemcc@mindspring.com
Web: http://www.valdosta.edu/scolt/

SCOLT seeks to advance the study of foreign languages, such as French, German, Latin, and Spanish. Thirteen states are in the SCOLT region: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia. SCOLT publishes *SCOLTalk* (a semiannual newsletter with information about upcoming conferences), *Dimension* (the selected, edited proceedings of the annual conference), *Research Within Reach*, and *Managing the Foreign Language Department.*

Advocacy Groups

Advocates for Language Learning (ALL)
c/o Tom Horn, President
5530 Oak Street
Kansas City, MO 64113
Phone/Fax: 310–313–3333
E-mail: SenorTom@aol.com

ALL networks with and provides support and advocacy for parents and educators interested in promoting early second language learning. It holds an annual conference in October and publishes a quarterly newsletter.

Canadian Parents for French (CPF)
176 Gloucester Street, Suite 310
Ottawa, Ontario K2P0A6
Canada
Phone: 613–235–1481
Fax: 613–230–5940
E-mail: cpf@cpf.ca
Web: http://www.cpf.ca

CPF is an organization of individuals and families interested in creating and promoting opportunities for young people throughout Canada to learn French as a second language. CPF recognizes and supports English and French as Canada's two official languages and works with teachers and school officials to ensure that all students have the opportunity to become bilingual in these languages. It publishes *The CPF Immersion Registry,* a unique annual directory of all French immersion programs in Canada and the United States.

Joint National Committee for Languages (JNCL)
c/o J. David Edwards, Executive Director
4646 40th Street, NW
Washington, DC 20016–1859
Phone: 202–966–8477
Fax: 202–966–8310
E-mail: info@languagepolicy.org
Web: http://www.languagepolicy.org/jncl.html

JNCL provides a forum for cooperation and discussion among language professionals. What began as an informal coalition of eight national language teaching associations now brings together representatives of more than 60 organizations encompassing all areas of the language profession. JNCL is a point of reference for planning national language policies and identifying national language needs. The committee endeavors to promote public awareness of the issue of language education and thereby to create a national constituency for its promotion.

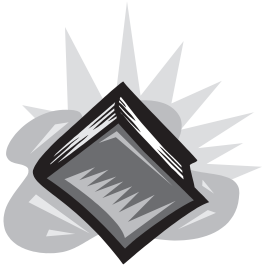
Web Site for State and Local Foreign Language Organizations

http://agoralang.com/agora/orgs/state/index.html

This site contains a list of hyperlinks to state and local foreign language organizations.

Note

[1] This is one of seven National Foreign Language Resource Centers funded by the U.S. Department of Education to improve foreign language teaching and learning. Although all of the centers share this mission, each has developed its own specific approach and focus.



Books

Laurel Winston and Craig Packard

Collaborations: Meeting New Goals, New Realities. June K. Phillips, editor, 1997, 232 pp.

This combination of project reports is in three formats—book, video, and video guide—that focus on the five goals of the national standards for foreign language learning: communication, cultures, connections, comparisons, and communities. These goals are discussed in the book and are demonstrated in classroom scenarios on the video:

- *Communication:* Making Meaning Through a Whole Language Approach
- *Cultures:* Using Video To Explore Perspectives, Practices, and Products of Guatemalan Culture
- *Connections:* Making New Connections Through Interdisciplinary Lessons
- *Comparisons:* Using Linguistics and Cultural Comparisons To Help Students Succeed in Learning
- *Communities:* Using a Foreign Language To Connect With the Community.

The video guide is intended to encourage reflection on the classroom scenarios and suggests ways to share ideas with colleagues. $18.95 (book only); $10 (video and video guide). The book is available from the National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL 60646–1975; 800–323–4900. The accompanying video and video guide are available from the Northeast Conference on the Teaching of Foreign Languages, Dickinson College, P.O. Box 1773, Carlisle, PA 17013–2896; 717–245–1977.

An Early Start: A Resource Book for Elementary School Foreign Language. Helena Curtain, 1993, 88 pp.

This resource book addresses many of the factors involved in establishing and maintaining an elementary school foreign language program. It discusses program models and such issues as language choice and teacher preparation. The author includes an overview of national and state initiatives and

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Craig Packard is User Services Coordinator for the ERIC Clearinghouse on Languages and Linguistics at CAL in Washington, D.C. He speaks Russian, SerboCroatian, French, Spanish, and Romanian. He can also read Bulgarian.

devotes extensive space to lists of resources and materials, publishers of materials, professional organizations, and language-oriented conferences. An appendix contains sources for networking, a list of immersion programs in U.S. elementary schools, and a working bibliography of research about foreign language in elementary schools. $20.40. ERIC Document Reproduction Service No. ED 353 849. ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153–2852; 800–443–3742.

Foreign Language Assessment in Grades K–8: An Annotated Bibliography of Assessment Instruments. Lynn Thompson, 1997, 215 pp.

This bibliography describes foreign language assessment instruments that are currently being used by elementary and middle schools across the country. Each entry includes information about instrument availability; current users of the instrument; the type of program the instrument is used in; the intended grade level; the intended test use (for example, placement or achievement); skills tested; the test authors; test materials; the scoring method; and the publication date, cost, length, and format of the instrument. This book also provides a wealth of resources related to foreign language assessment, including books, articles, Internet resources, and guidelines and resources from Australia. $14.95. Delta Systems Company, Inc., 1400 Miller Parkway, McHenry, IL 60050; 800–323–8270.

Foreign Language Education: Issues and Strategies. Amado M. Padilla, editor, 1990, 256 pp.

This 15-chapter book is divided into four sections that address political and historical perspectives on foreign language education; research perspectives on immersion and foreign language education; immersion education through design, implementation, and evaluation; and content-based instruction and foreign language education. $79.40. Available through Books on Demand, UMI, 300 North Zeeb Road, P.O. Box 1346, Ann Arbor, MI 48106–1346; 800–521–0600.

Foreign Language Learning: The Journey of a Lifetime. Richard Donato and Robert M. Terry, 1995, 194 pp.

This book discusses foreign language learners in elementary schools; immersion programs (issues, strategies, and research) in middle schools; foreign language instruction in middle schools in the coming century; the future shape of language learning in the new environment of global communication; the reinvention of second language instruction; and efforts to bring coherence to foreign language education as it faces new challenges. $21.25. National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL 60646–1975; 800–323–4900.

Handbook of Classroom Assessment: Learning, Achievement, and Adjustment. Gary D. Phye, 1997, 545 pp.

This book includes a chapter called "Foreign Languages: Instruments, Techniques, and Standards," which offers a historical overview of assessment, sample instruments, and a discussion of national standards and future directions. $79.95. Academic Press, Inc., 525 B Street, Suite 1900, San Diego, CA 92101–4495; 800–321–5068.

How Languages Are Learned. Patsy M. Lightbown and Nina Spada, 1994, 144 pp.

This book for foreign/second language teachers explains how young children acquire their first and second languages. It discusses several major theoretical models and theories and addresses how learner characteristics and learning contexts affect success. $11.25. Oxford University Press, 200 Madison Avenue, New York, NY 10016; 212–679–7300.

Languages and Children: Making the Match: Foreign Language Instruction for an Early Start, Grades K–8. Second Edition. Helena Curtain and Carol Ann Bjornstad Pesola, 1994, 494 pp.

This book was designed as both a methods text and a practical guide for school districts and teachers involved in K–8 foreign language instruction. Its primary focus is on beginning-level classes for native English speakers. It discusses the rationale and history of various foreign language program models, theoretical foundations for early instruction, curriculum planning, assessment (of both students and programs), teacher preparation, and administrative concerns. $35.68. Addison Wesley, Order Department, 1 Jacob Way, Reading, MA 01867; 800–447–2226.

Languages in Elementary Schools. Kurt E. Muller, editor, 1989, 232 pp.

This book covers perspectives, practices, and promises of elementary school language programs; an approach to the integrated curriculum for the 1990s; children's ages and stages of learning (as they affect foreign language learning); learning language through content; creating environments conducive to language learning; school district perspectives; testing; why children should learn a second language; the participation of low achievers and students with disabilities in foreign language classes; and policy and curricular implications. $7.50 + $4 shipping. The American Forum, 45 John Street, Suite 1200, New York, NY 10038; 212–624–1300 ext. 347.

Languages for a Multicultural World in Transition. Heidi Byrnes, editor, 1992, 204 pp.

This book offers a comprehensive view of the role of languages in a multicultural world. Chapters discuss societal multilingualism; the role of the foreign language teaching profession in maintaining the viability of non-English languages in the United States; area studies for a multicultural world in transition; ways of approaching a cultural reading of authentic texts; the changing goals of language instruction; and the implications of technology on second language learning. $13.50. National Textbook Company, 4255 West Touhy Avenue,

Lincolnwood, IL 60646–1975; 800–323–4900.

Life in Language Immersion Classrooms. Elizabeth B. Bernhardt, editor, 1992, 192 pp.

This book focuses on the ways in which teachers and administrators carry on the daily operations of immersion schooling. It chronicles a two-year research project that involved the staff and principals of two midwestern immersion schools working in collaboration with specialists in both second language and language arts teaching. $69. Multilingual Matters, Frankfurt Lodge, Clevedon Hall, Victoria Road, Clevedon BS21 7NN, England.

Memory, Meaning, & Method: A View of Language Teaching. Second Edition. Earl W. Stevick, 1996, 295 pp.

This revised edition explores the literature of research on memory, creation of meaning in language learning, and second language teaching methodology and incorporates the results of recent work in these areas. $22.95. Heinle & Heinle Publishers, International Thomson Book Distribution Center, 7625 Empire Drive, Florence, KY 41042; 800–354–9706.

National Standards: A Catalyst for Reform. Robert C. Lafayette, editor, 1996, 320 pp.

This discussion of the national foreign language standards by a group of language educators focuses on major aspects of the topic, which are as follows: using standards to improve education, the standards' contribution to professional policy, the influence of the standards on foreign language teacher education and professional development, new learners and new environments, the role of technology, programmatic implications of the standards, assessments, and implications for a new professional structure. $15.95. National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL 60646–1975; 800–323–4900.

Practical Handbook to Elementary Foreign Language Programs, Including FLES, FLEX, and Immersion Programs. Gladys C. Lipton, 1988, 288 pp.

Designed for teachers, supervisors, administrators, and community advocates, this book provides practical advice on how to establish, maintain, and improve foreign language programs at the elementary and middle school levels. $15.95. National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL 60646–1975; 800–323–4900.

Profiles in Two-Way Immersion Education. Donna Christian, Christopher Montone, Kathryn J. Lindholm, and Isolda Carranza, 1997, 127 pp.

This book contains an introduction to two-way immersion education (also referred to as two-way bilingual education) and profiles of three programs that are implementing different variations of the two-way model. The authors describe each program's evolution, current operation, and results. A final chapter provides comparisons across the programs. $15.95. Delta Systems, Inc., 1400 Miller Parkway, McHenry, IL 60050; 800–323–8270.

Standards for Foreign Language Learning: Preparing for the 21st Century. National Standards in Foreign Language Education Project, 1996, 109 pp.

This book resulted from the work of the K–12 Student Standards Task Force on developing national standards for foreign language learning. It offers a statement of philosophy and clear articulation of recommended national standards. Discussion of the implications and implementation of this collaborative effort, in which several organizations participated (including ACTFL, AATF, AATSP, and AATG), follows the initial statements. The book concludes with many sample learning scenarios and answers to frequently asked questions. $20. ERIC Document Reproduction Service No. ED 394 279. National Standards Report, P.O. Box 1897, Lawrence, KS 66044; 800–627–0629.

Technology-Enhanced Language Learning. Michael D. Bush, editor, and Robert M. Terry, associate editor, 1997, 378 pp.

This book introduces teachers to language learning technology and describes ways to implement it in the classroom. Chapters focus on using various media and combinations of media (such as books, videos, CD-ROMs, and so forth) for language learning; using technology to teach listening; using hypermedia technology to teach reading; using computer-mediated communication to improve speaking and writing; using language laboratories to unite teachers, learners, and machines; and using Internet technologies to learn language and culture. $16.90. National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL 60646–1975; 800–323–4900.

Visions and Reality in Foreign Language Teaching: Where We Are, Where We Are Going. Selected papers from the Annual Central States Conference on the Teaching of Foreign Languages (Des Moines, IA, March 1993). William N. Hatfield, editor, and others, 1993, 157 pp.

This special commemorative issue of the *CSC Reports* celebrates the 25th anniversary of the Central States Conference on the Teaching of Foreign Languages. Included in this issue are selected papers from the 1993 conference on the following topics: why many students avoid foreign language study, student beliefs about language learning, the effectiveness of computer-assisted instruction, the use of music to teach languages, foreign languages in elementary schools, foreign language program models used in middle schools, the social context of second language acquisition, and the Iowa Critical Languages Program. $13.50. ERIC Document Reproduction Service No. ED 378 814. National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL 60646–1975; 800–323–4900.

Journals and Newsletters

Craig Packard and Lynn Fischer

Athelstan Newsletter on Technology & Language Learning
Athelstan
2476 Bolsover, #464
Houston, TX 77005–2518
Toll Free: 800–598–3880
Phone: 713–523–2837
Fax: 713–523–6543
E-mail: orders@athel.com
Web: http://www.athel.com

This quarterly newsletter focuses on the combination of technology and language learning. It includes information about software and materials that are available in electronic and multimedia formats and provides reviews of software, CD-ROMs, and videos along with suggestions for their use. Cost of subscription: $10 per year for individuals (free for teachers and researchers associated with an educational institution in the United States).

CALICO Journal
Computer Assisted Language Instruction Consortium (CALICO)
Duke University
014 Language Center
P.O. Box 90267
Durham, NC 27708–0267
Phone: 919–660–3180
Fax: 919–660–3183
E-mail: CALICO@acpub.duke.edu
Web: http://www.calico.org/

Published quarterly, *CALICO Journal* serves as the primary means of information distribution for CALICO, which has been recognized as the international clearinghouse for the application of high technology to the teaching and learning of languages. Cost of subscription: $26 per year for individuals, $40 per year for institutions.

Canadian Modern Language Review
University of Toronto Press
Journals Division
5201 Dufferin Street
North York, Ontario M3H 5T8
Canada
Phone: 416–667–7869
Fax: 416–667–7881
E-mail: cmlr@utpress.utoronto.ca

This quarterly journal includes articles on research and practice in most aspects of language teaching and learning. Cost of subscription: $26 per year for individuals, $50 per year for institutions.

East Asian Connection* and *East Asian Newsletter
East Asian Studies Center
Indiana University
Memorial Hall West 207
Bloomington, IN 47405–6701
Toll Free: 800–441–3272
Phone: 812–855–3765
Fax: 812–855–7762
E-mail: easc@indiana.edu
Web: http://www.easc.indiana.edu

Focusing on East Asian studies in the United States, both of these newsletters present information about lectures, books, programs, and activities. *East Asian Connection* is primarily intended for K–12 teachers, and *East Asian Newsletter* is intended for collegiate educators. Cost of subscription: Free.

ERIC/CLL News Bulletin
ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL)
4646 40th Street, NW
Washington, DC 20016–1859
Toll Free: 800–276–9834
Phone: 202–429–9292
E-mail: eric@cal.org
Web: http://www.cal.org/ericcll/

Published twice a year (spring and autumn), this eight-page bulletin usually features two articles on topics of current interest in languages and linguistics. It also includes news items about the ERIC system, ERIC Partners, and the ERIC Clearinghouse on Languages and Linguistics as well as a list of the latest ERIC/CLL products. Cost of subscription: Free.

Foreign Language Annals
American Council on the Teaching of Foreign Languages
6 Executive Boulevard, Upper Level
Yonkers, NY 10701
Phone: 914–963–8830
E-mail: actflhq@aol.com
Web: http://www.actfl.org

This quarterly journal contains articles about all areas of the foreign language teaching profession, including teacher training, research methodology and materials, and program administration. Cost of subscription: $60 per year for domestic, $70 per year for international.

French Review
American Association of Teachers of French
57 East Armory Avenue
Champaign, IL 61820
Phone: 217–333–2842
Web: http://aatf.utsa.edu/

The *French Review* features articles of interest to teachers of French. The articles cover such areas as literary analysis, pedagogy, methodology, and materials. Cost of subscription: $45 per year for 6 issues.

Hispania
American Association of Teachers of Spanish and Portuguese
University of Northern Colorado
Butler-Hancock, Room 210
Greeley, CO 80639

Craig Packard is User Services Coordinator for the ERIC Clearinghouse on Languages and Linguistics at the Center for Applied Linguistics (CAL) in Washington, D.C. He speaks Russian, SerboCroatian, French, Spanish, and Romanian. He can also read Bulgarian.

Lynn Fischer is an Administrative and Editorial Assistant at CAL in Washington, D.C., and has taught English as a second language.

Phone: 970–351–1090
Fax: 970–351–1095
E-mail: lsandstet@bentley.univnorthco.edu
Web: http://www.aatsp.org/

This quarterly journal features articles of interest to teachers of Spanish and Portuguese. Each issue includes the following sections: Articles on Language and Literature, Applied Linguistics, Media/Computers, Pedagogy, and Theoretical Linguistics. Cost of subscription: $30 per year, $15 per year for students.

Italica
Ohio State University
Department of French and Italian
1841 Millikin Road
Columbus, OH 43210
Phone: 614–292–9888
Fax: 614–292–3927

This quarterly journal contains articles on the subjects of Italian language, language teaching, literature, and culture. Cost of subscription: $35 per year for individuals, $50 per year for institutions.

Language International
John Benjamins North America
P.O. Box 27519
Philadelphia, PA 19118–0519
Toll Free: 800–562–5666
E-mail: service@benjamins.com
Web: http://www.language-international.com

With a largely European perspective, this magazine discusses the practical issues of the language teaching profession and issues related to computers, technology, translation, and employment. Cost of subscription: $76 per year for 6 issues.

Latin American Studies Center News
4205 Jimenez Hall
College Park, MD 20742
Phone: 301–405–6459
Fax: 301–405–3665
E-mail: al68@umail.umd.edu

Published twice a year by the Latin American Studies Center (part of the University of Maryland), this newsletter includes news about Latin American studies in the United States, such as meetings, publications, and events. Newsletter subscriptions are available to anyone, not just people affiliated with the University of Maryland. Cost of subscription: Free.

Learning Languages: The Journal of the National Network for Early Language Learning
National Network for Early Language Learning (NNELL)
Center for Applied Linguistics
Nancy Rhodes, Executive Secretary
4646 40th Street, NW
Washington, DC 20016–1859
Phone: 202–429–9292
E-mail: nnell@cal.org
Web: http://www.educ.iastate.edu/currinst/nflrc/NNELL/nnell.html

Published three times per year, this journal for members of NNELL offers a medium for the sharing of ideas about promoting early language learning. Cost of membership: $20 in the United States, $25 international.

Modern Language Journal
Modern Language Journal Business Office
University of Wisconsin Press
2537 Daniels Street
Madison, WI 53718
Phone: 608–224–3880
Fax: 608–224–3883
E-mail: mlj@lss.wisc.edu
Web: http://polyglot.lss.wisc.edu/mlj/

This quarterly journal is devoted to research and education about the learning and teaching of foreign and second languages. Cost of subscription: $25 per year for individuals, $47 per year for institutions.

NABE: The Journal for the National Association for Bilingual Education* and *NABE News
National Association for Bilingual Education (NABE)
1220 L Street, NW, Suite 605
Washington, DC 20005
Phone: 202–898–1829
Fax: 202–789–2866
E-mail: NABE@nabe.org
Web: http://www.nabe.org

These two publications are available for members of NABE. The *NABE Journal*, published quarterly, includes articles on pedagogy, programs, and other issues related to bilingual education. *NABE News*, published eight times per year, offers brief news articles and items of interest to bilingual educators and second language teachers. Cost of membership: $48 for individuals, $100 for affiliates, $125 for organizations.

Northeast Conference Review
Dickinson College
P.O. Box 1773
Carlisle, PA 17013–2896
Phone: 717–245–1977

Published twice per year, this newsletter is intended for practitioners and for persons interested in language acquisition and language teaching. It includes substantive articles, film and video reviews, and news of conferences and meetings. Cost of subscription: Free.

Ohio Slavic and East European Newsletter
Center for Slavic and East European Studies
Ohio State University
303 Oxley Hall
1712 Neil Avenue
Columbus, OH 43210–1219
Phone: 614–292–8770
Fax: 614–292–4273

Published four to six times per year, this newsletter reports on activities in the field of Slavic and East European affairs—primarily in Ohio, although there is frequent inclusion of items of national scope. Cost of subscription: Free.

Die Unterrichtspraxis
American Association of Teachers of German
112 Haddontowne Court, #104
Cherry Hill, NJ 08034–3662
Phone: 609–795–5553
E-mail: aatg@compuserve.com
Web: http://www.aatg.org/

Die Unterrichtspraxis is published twice yearly and includes articles for teachers of German. Topics include foreign language pedagogy and methodology; German news, literature, and culture; and book reviews and discussions. Cost of subscription: $35 per year.

Tips for Searching the ERIC Database on Foreign Language Topics

Vickie Lewelling and Jeanne Rennie

The ERIC database—the largest education database in the world—can be a great resource for anyone who wants information about foreign language teaching and learning. ERIC offers abstracts of nearly 1 million journal articles, research reports, curriculum and teaching guides, and conference papers dating from 1966 to the present. You can search the ERIC database on the Internet (http://www.aspensys.com/eric) or through print indexes, CD-ROMs, or online services at hundreds of libraries, campuses, and state and district education offices.

The result of your search will be an annotated bibliography of documents and journal literature on your topic. You can review the bibliography to determine which listings are of interest to you. Then select the relevant listings to get an abstract of each document.[1] To get the full text of a journal article (shown as EJ followed by six digits), you can go to a university library, research library, or large public library or contact a journal article reprint service such as The Uncover Company (1–800–787–7979), University Microfilms International (1–800–248–0360), or the Institute for Scientific Information (1–800–336–4474). To get the full text of a document (shown as ED followed by six digits), you can read or print it from microfiche at more than 1,000 libraries around the world; you can also order a print copy from the ERIC Document Reproduction Service (1–800–443–3742) or from a third party. Additionally, many documents published after 1992 may be ordered and delivered via the Internet (http://edrs.com).

All journal articles and documents in the ERIC database have been indexed with key words, called *descriptors*, to describe their most important concepts. Although it is possible to search the database using common terminology, your search results will be more effective if you use ERIC terminology.

When searching the database for documents on foreign language education, the most important factor to keep in mind is that ERIC uses "second language" rather than "foreign language." The following items are the most commonly used second language descriptors:

- *Second Language Instruction* (focus is on teaching)
- *Second Language Learning* (focus is on the learner)
- *Second Language Programs* (focus is on the program)
- *Second Languages* (focus is on the language)

Other descriptors commonly used may also be helpful when searching the ERIC database (see box on next page). Other ERIC indexing practices that are useful to remember when conducting a search include the following:

- All documents that discuss languages other than English, French, German, Italian, Portuguese, or Spanish are indexed with the term *Uncommonly Taught Languages* in addition to descriptors for the specific language(s) involved.
- ERIC terminology does not make the usual distinction between "translation" (for the written word) and "interpretation" (for the spoken word). The descriptor *Translation* is used for both translation and interpretation, and the descriptor *Interpreters* is used for both interpreters and translators.
- The descriptor *Language Acquisition* is used only for native language acquisition. For documents on foreign language acquisition, use the descriptor *Second Language Learning.*
- Sometimes two descriptors are combined to index a particular concept, as in these examples:
  - Documents on foreign language teachers are indexed with the

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terms *Language Teachers* and *Second Language Instruction*.

— Documents on computer-assisted language learning are indexed with *Computer Assisted Instruction* and *Second Language Learning* (or *Second Language Instruction*, depending on the focus of the document).

One final tip to help you locate documents that are as closely related to your topic as possible: Use the descriptor that is most specific to your topic. For example, if you are looking for information on foreign language immersion programs, use the descriptor *Immersion Programs*, not the broader term *Second Language Programs*. If you are looking for documents on French and Spanish, use the descriptors *French* and *Spanish*, not the broader term *Romance Languages*.

If you need assistance with searching the ERIC database on a foreign language topic, call the User Services Coordinator at 1–800–276–9834. If you will be doing extensive searching, you may also find the *Thesaurus of ERIC Descriptors* helpful. The *Thesaurus* is available at most places that offer access to the ERIC database and also directly from The ORYX Press at 1–800–279–ORYX (6799). For general information about accessing the database or for a free copy of *All About ERIC*, call ACCESS ERIC at 1–800–LET–ERIC (538–3742).

Note

[1] If you are searching the ERIC database using the Internet, CD-ROMs, or online services, you can click on the listing and it will connect you to the abstract.

Other Descriptors Commonly Used in Searching the ERIC Database

Applied Linguistics
Code Switching (Language)
Communicative Competence (Languages)
Content Area Teaching
Conversational Language Courses
Cultural Awareness
Cultural Differences
Cultural Education
Error Analysis (Language)
Exchange Programs
FLES
Foreign Countries
Foreign Culture
Foreign Language Books
Foreign Language Films
Foreign Language Periodicals
Grammar
Grammar Translation Method
Grammatical Acceptability
Immersion Programs
Intensive Language Courses
Intercultural Communication
International Educational Exchange
Language Across the Curriculum
Language Aptitude
Language Attitudes
Language Enrichment
Language Enrollment
Language Fluency
Language Laboratories
Language Patterns
Language Processing
Language Proficiency
Language Research
Language Skill Attrition
Language Skills
Language Styles
Language Tests
Language Variation
Languages for Special Purposes
Linguistic Input
Multilevel Classes (Second Language Instruction)
Neurolinguistics
Pattern Drills (Language)
Psycholinguistics
Study Abroad
Tenses (Grammar)

Using the Internet for Foreign Language Learning

Jean W. LeLoup and Robert Ponterio

With the focus on language, communication, and culture in the national standards (National Standards in Foreign Language Education Project, 1996), foreign language teachers are continually searching for easier and better ways to access authentic materials and provide real-life experiences that will improve their students' language skills and increase their cultural knowledge. As the Internet transforms the way we communicate with the world, it is only natural that this technology should play a major role in the foreign language classroom.

Foreign language teachers used to strive to simulate the target language atmosphere in their classrooms; now they can connect directly to target language countries, cultures, and speakers by using the Internet. Their students can readily see and comprehend that the language they study is a viable means of communication for millions of native speakers the world over, not just another subject to be studied in the confines of the classroom. Use of the target language takes on a real practicality when a student is attempting to converse with a native speaker over the Internet or is trying to find information that is available only on a local Internet site in a target language country thousands of miles away.

Teachers appreciate the Internet's ability to provide authentic materials and cultural information that would otherwise be difficult, or even impossible, to find. In addition, many foreign language teachers who are alone in their school districts, and therefore isolated from their colleagues, have found a camaraderie, a support system, and many opportunities for professional development via the Internet. This article provides an introduction to the following basic Internet applications for foreign language teachers: electronic mail (e-mail); electronic discussion lists; chat, audio, and video communication; streaming audio and video; the World Wide Web; and electronic journals. Those interested in specific Internet-based classroom activities will find *Virtual Connections*, edited by Mark Warschauer (1995), an excellent resource (see References section at the end of this article).

Electronic Mail (E-mail)

E-mail is probably the most common and well-known Internet application. Newer software facilitates e-mail use for foreign language purposes by making it possible to work with diacritics—for example, accent marks, tildes, and umlauts—and non-Western character sets. With even a single e-mail account, foreign language teachers can integrate e-mail-based activities into their curriculum (LeLoup, 1997). International keypal—that is, electronic pen pal—projects are easily implemented when students have the necessary Internet access, equipment, and foreign contacts (Knight, 1994; Shelley, 1996). Distance learning is another curricular area in which e-mail is being used to support communication between and among geographically dispersed teachers and students (Ponterio, 1996). Of course, teachers can also use e-mail to connect with one another and to request information and resources.

Foreign language teachers should insist on access to the Internet and software that fully supports diacritics.

Electronic Discussion Lists

Electronic discussion groups, such as listservs, exist on the Internet to provide a forum where people with similar interests can engage in dialog and share resources. Hundreds of lists of interest to foreign language teachers are available on the Internet.[1] Two practice-focused lists are of particular interest:

- Language Learning and Technology International (http://starfire.dartmouth.edu/lrcd)—This list distributes information about all aspects of the technology used in language teaching.
- Intercultural E-Mail Classroom Connections K–12 (http://www.stolaf.edu/network/iecc/)—This list helps foreign language teachers find partner classrooms for international and cross-cultural e-mail exchanges.

The Foreign Language Teaching Forum (FLTEACH) is a good example of a list that cuts across language lines to discuss methodology, instructional

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innovation, professional articulation, and enhanced student learning, among other topics.[2] The FLTEACH home page also lists numerous resources, including collections of Internet addresses in specific languages. Other lists are language-specific and address topics as narrow or broad as their memberships warrant.

Participation in electronic discussion lists can be a useful tool for professional development, particularly for foreign language educators who are isolated geographically or are working alone in their school districts (LeLoup and Ponterio, 1995a, 1995b). New subscribers to any list should read its welcome message and follow appropriate guidelines and protocols (netiquette) before posting messages.

Chat, Audio, and Video Communication

Real-time communication takes place via several different types of chat, audio, and video communication programs. One such application is Internet Relay Chat (IRC), which enables synchronous "conversation" among participants anywhere in the world. Students choose a channel and "talk" by typing messages to all of the other people on that channel; everything that is typed is seen instantly by everyone. Hundreds of channels exist, with names usually reflecting the topics and languages discussed (for example, *français*). Private, closed channels can also be created for use in the foreign language classroom. To participate in IRC, users need client software that is compatible with their computer system. Several IRC software programs are available on the Internet as shareware or freeware, and some Internet browser programs come equipped with their own chat function (for example, Netscape Chat). IRC client software comes with documentation that outlines basic IRC commands and explains how to use them. For example, the "list" command displays all the channels currently available and active on the server.

Audio and video communication programs, such as CUSeeMe and MS NetMeeting, also allow foreign language students to engage in synchronous conversation. Using the proper software, students can see and talk directly to one another. These applications take a large amount of bandwidth and depend on a clear and direct Internet connection—the faster the better. Network traffic also affects the results. Although only in the initial phases of development, these powerful new technologies have the potential to greatly affect the ability of foreign language students to communicate directly with native speakers in target language environments.

Multiuser domains (MUDs), as well as MUDs/object-oriented (MOOs) and multiuser shared hallucinations (MUSHes), are text-based virtual environments that allow users to connect to the same place at the same time and interact with one another. Users can "talk" by typing and "listen" by reading; these applications are much like IRC. But MOOs differ in that they create a virtual environment—such as a café, a library, or a home—and the users manipulate cyber-objects using words that assist in their conversations, self-definitions, and the creation of the virtual environment itself. Many MOOs exist in which target language speakers and learners can interact regularly—for example, the Spanish MundoHispano (telnet europa.syr.edu 8888); the French Le MOO Français (telnet moo.syr.edu 7777); the EFL/ESL schMOOze University (telnet schmooze.hunter.cuny.edu 8888); and the Portuguese MOOsaico (telnet moo.di.uminho.pt 7777). To join a MOO, you can either telnet to the MOO's address or use MOO/MUD client software and enter the address where indicated.

Streaming Audio and Video

One way to connect second language students with native speakers and authentic materials is by using streaming audio and video technologies that virtually transport the target language environment to the classroom without wasting time downloading huge files. Students can hear live or prerecorded broadcasts of music, news, sports, and weather from countries around the world transmitted to their computers in real time. Although this technology is in its infancy, it is developing rapidly. An Internet search can keep foreign language teachers up to date on the latest free streaming media software that places target language audio and video files a click away.

The World Wide Web

The World Wide Web (WWW or Web) is an interlinked network of pages or sites—often combining images and text and created by private individuals or organizations—that are made available via the Internet. The defining element of the Web is its hypertext links, which allow words or icons on one Web page to link to words or icons on another page anywhere in the world with a simple click of the mouse.

Many Web pages focus on foreign language learning (see box on next page). The multimedia nature of the WWW and the use of the Web page as an interface to other services have greatly expanded the power of the Internet by making it possible to display information using a combination of formats (Fidelman, 1996). This is essential for the delivery of authentic materials in the form of texts, images, sound recordings, video clips, and even virtual reality worlds. New, more sophisticated programming functions, such as JavaScript, can turn a Web page into a multimedia environment. This allows students to interact in interesting ways with the authentic materials found, for example, on a target language Web page.

Electronic Journals

Several electronic journals target foreign language professionals and

Useful Internet Resources To Help Users Start Exploring

A Communications Technology Module for the Foreign Language Methods Course:
http://www.cortland.edu/flteach/methods/

FLTEACH WWW page:
http://www.cortland.edu/flteach/

Less Commonly Taught Languages Project:
http://carla.acad.umn.edu/lctl/lctl.html

MediaINFO Links Online Media Directory:
http://www.mediainfo.com/ephome/npaper/nphtm/online.htm

MIT List of Radio Stations on the Internet:
http://wmbr.mit.edu/stations/list.html

Red Científica Peruana (Peru home page):
http://ekeko.rcp.net.pe/index2.htm

TennesseeBob's Famous French Links!:
http://www.utm.edu/departments/french/french.html

VCU Trail Guide to International Sites and Language Resources:
http://128.172.170.24/

their concerns. Generally, these journals have free subscriptions, are published quarterly, and do not exist in paper form. The hypermedia nature of Web-based journals allows articles to include links to related background information located elsewhere on the Web. The dissemination of journals via the Web is a practical way for Internet-focused publications to illustrate the applications of the technology they advocate. Of particular interest to foreign language teachers is *Language Learning & Technology* (*LL&T*), first published in the summer of 1997. The primary mission of *LL&T* (http://polyglot.cal.msu.edu/llt/) is to disseminate research about issues related to technology and language education. Improvements in Web software have led some organizations—such as the Summer Institute of Linguistics, University of North Dakota Session (http://www.und.nodak.edu/dept/linguistics/wp/1997.htm)—to publish their working papers exclusively on their Web sites, with print versions available on a very limited basis.

Conclusion

Computer technology has much to offer foreign language teachers who can integrate new tools into the curriculum in a meaningful way—for example, by setting up international keypals for their students or by locating and printing authentic materials from the World Wide Web. The Internet can also help foreign language teachers further their professional development by keeping them abreast of theoretical, pedagogical, and technical developments in the field. Internet use clearly supports the national standards for foreign language learning in the areas of communication, authentic language use, cultural connections and comparisons, and extensions into communities.

Clearly, target language communication and culture are well within reach via current and emerging technologies, and information about using these technologies is readily available online. The intrepid and creative foreign language teacher will venture into this virtual realm, find authentic resources, and use them to make the foreign language classroom a marvelous place to learn.

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Ponterio, R. 1996. "Internet Resources for a French Civilization Course at SUNY Cortland: A Pilot Project." *NYSAFLT Annual Meeting Series* 11: 43–50.

Shelley, J. O. 1996. "Minneapolis and Brittany: Children Bridge Geographical and Social Differences Through Technology." *Learning Languages* 2 (1): 3–11.

Warschauer, M., Ed. 1995. *Virtual Connections: Online Activities and Projects for Networking Language Learners*. Honolulu, HI: University of Hawaii Press.

Notes

[1] See http://alabanza.com/kabacoff/Inter-Links/listserv.html to search for information on scholarly electronic lists.

[2] To subscribe to this list, see the FLTEACH home page at http://www.cortland.edu/flteach/.

More Than Just the Internet: Other Technology for Language Teaching

Samantha Earp

At a time when many people and institutions associate technology-enhanced learning with Internet-based applications, such as the World Wide Web, it is important to remember that non-Internet technologies remain very useful aids for language students and teachers. This article discusses several of these non-Internet technologies.

Language software for personal computers or lab networks is becoming more flexible and powerful, both in the types of media it can include and in the design features it offers. A single CD-ROM can offer comprehensive reference materials, such as dictionaries, encyclopedias, and atlases. Commercial language instruction programs use interactive games and conversations to teach words and basic phrases and use speech recognition technology to allow users to record their speech and compare it with a model of how it should sound.

Authoring programs—software that allows teachers to modify or develop language-learning materials—are becoming increasingly more sophisticated. They incorporate multiple media resources, flexible feedback mechanisms, and, in many cases, a database system for tracking user performance. Teachers and students of grammar, stylistics, and translation may find a concordancer program helpful in searching for occurrences of particular vocabulary and grammar usage in texts. For example, a Spanish-language news article downloaded from the Internet could be analyzed with a concordancer to display every occurrence of the word "hasta" to give examples of the word's usage in context.

Language lab systems make audio, video, and digital resources available to students at workstations. They are being upgraded to allow the incorporation of multiple media resources—such as audio, satellite, and video—into the lab. These systems have the potential to support several groups of users simultaneously. They may also be adapted to include computer stations at some or all lab locations.

Smart classrooms, which are set up to display video, videodisc, and computer output to a roomful of students, allow faculty members not only to "take their office to the classroom," but also to "take the lab to their classroom" because they can demonstrate networked lab resources and incorporate them into their regular instruction.

Efforts are under way in many states to offer *distance-learning* language courses. In this type of technology, live or "real-time" instruction is beamed via satellite to one or more remote sites. The most common form involves the use of two-way video and audio. Special distance-learning classrooms have been set up in many institutions, where video cameras allow instructors and participants at remote locations to see, hear, and interact with one another. Distance-learning courses are often further supported by Internet applications such as electronic mail (to allow question-and-answer interaction and let instructors set up electronic office hours) and the World Wide Web (for the distribution of course materials and information).

Although much emphasis is placed on new applications of the Internet for language teaching, other technologies continue to advance as well. These innovations are an important part of the technological toolbox for language learners and teachers alike.

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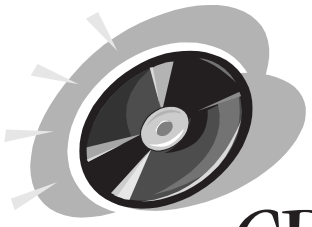

Sources for Videos, CD-ROMs, and Multimedia

Craig Packard

Athelstan
2476 Bolsover, #464
Houston, TX 77005–2518
Toll Free: 800–598–3880
Phone: 713–523–2837
Fax: 713–523–6543
E-mail: info@athel.com
Web: http://www.athel.com

Athelstan offers CD-ROMs, videos, and software for both ESL and foreign language learning.

Creative Computer Visions SoftWareHouse (CCV)
P.O. Box 6724
Charleston, WV 25362
Toll Free: 800–541–6078 or 800–843–5576 (to order software)
Phone: 304–346–4292
Fax: 800–321–4297
E-mail: swh@ccvsoftware.com
Web: http://www.ccvsoftware.com/

CCV offers a variety of educational software and accessories for both IBM and Macintosh platforms.

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Web: http://www.gessler.com/gessler/

Gessler sells videos, software, reference books, testing materials, and realia (everyday items printed in the foreign language).

Insight Media
2162 Broadway
New York, NY 10024
Phone: 212–721–6316
Fax: 212–799–5309

Insight Media offers videos on foreign language and culture.

International Film Bureau, Inc. (IFB)
332 South Michigan Avenue
Chicago, IL 60604–4382
Phone: 312–427–4545

IFB has films and videos in French, German, Italian, and Spanish for both sale and rental.

The Kiosk
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Fax: 408–996–1226

The Kiosk sells games, realia, books, and posters.

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Phone: 212–498–9022
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Multilingual Ed. Tech sells a multilingual guide to Spanish/English software.

National Textbook Company (NTC)
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Phone: 847–679–5500
Fax: 847–679–2494
E-mail: NTCPUB2@aol.com

NTC is a major publisher of foreign language learning and teaching tools, including textbooks, dictionaries, software, and professional reference books.

Project for International Communication Studies (PICS)
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Publications Order Department
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Iowa City, IA 52242–1602
Toll Free: 800–373–PICS (7427)
Fax: 319–384–3806
E-mail: pics@uiowa.edu

PICS sells videodisks, videotapes, and language learning software.

Syracuse Language Systems (SLS)
5790 Widewaters Parkway
Syracuse, NY 13214–2845
Toll Free: 800–797–5264
Web: http://www.syrlang.com/

SLS is a developer and publisher of multimedia foreign language instruction programs and materials for home, school, and business use. Its Web site offers online language courses and access to its multimedia store.

Teacher's Discovery
2741 Paldan Drive
Auburn Hill, MI 48326
Toll Free: 800–832–2437
Fax: 810–340–7212

Teacher's Discovery offers a large selection of videos, software, realia, and posters.

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Web Sites/Electronic Resources

Craig Packard and Lynn Fischer

Agora Language Marketplace
http://agoralang.com/

An online index of companies offering language-related publications, products, and services, Agora Language Marketplace serves as an information source for foreign language professionals. It features a newsletter; directories of publishers and distributors, language schools, jobs, conferences, and more; and links to other information resources.

American Council on the Teaching of Foreign Languages (ACTFL)
http://www.actfl.org

This site provides information about ACTFL's professional development programs and contains a downloadable library of frequently requested ACTFL publications. It also offers an educational resource directory; information on national standards for foreign language education; a classified section; and a link navigator to affiliated organizations, resources, and standards implementations.

AskERIC Electronic Question-Answering Service
askeric@askeric.org

AskERIC provides education information via e-mail through a personalized question-answering service. Responses draw on electronic resources, such as searches of the ERIC database, ERIC Digests, and listservs, and include references to newspaper, magazine, and journal articles as well as referrals to relevant professional organizations.

AskERIC Web Site
http://askeric.org

The AskERIC Web site, managed by the ERIC Clearinghouse on Information & Technology, provides free access to the ERIC database and to a virtual library of more than 900 lesson plans, 20 listserv archives, and more than 100 infoguides (see next entry).

AskERIC Infoguides
http://askeric.org/Virtual/InfoGuides/

Infoguides are available in print and electronic formats on a wide variety of educational topics for students, teachers, and administrators.

Athelstan ONLINE
http://www.athel.com

Athelstan publishes and distributes products related to technology and second language learning, including CD-ROMs; software; videos; and reference materials, such as the *Technology and Language Learning Yearbook* and the *Athelstan Newsletter*, which is sent free to teachers in the United States.

Center for Applied Linguistics (CAL)
http://www.cal.org

The CAL site provides access to two of the ERIC Clearinghouses (Adult ESL Literacy and Languages and Linguistics); three databases with information about immersion programs and foreign language tests; and a wide range of topic areas containing information about bilingual education, dialects, foreign language learning and teaching, language testing, refugee concerns, and literacy. The site also contains news of activities at the Center for Applied Linguistics.

Center for the Advancement of Language Learning
http://www.call.gov/

Foreign language learning resources and links—especially those related to authentic materials (such as foreign language newspapers) and to less commonly taught languages—are collected here for foreign language teachers and learners. The site includes references to multimedia language programs, instructional materials, multilingual browsing information, and goals in foreign language education.

ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL)
http://www.cal.org/ericcll/

The ERIC/CLL Web page provides information about the clearinghouse and its activities; access to full-text versions of ERIC Digests, minibibliographies, and newsletters; news of clearinghouse publications and products; information about submitting documents for inclusion in the ERIC database; and links to other components of the ERIC system.

FLTEACH Web Site
http://www.cortland.edu/www_root/flteach/flteach.html

FLTEACH is an integrated service for foreign language teachers that consists of a Web site, a listserv (see next entry), and two listserv archives. It focuses on foreign language teaching methods, including school and college articulation, the training of student teachers, classroom activities, curricula, and syllabus design. The FLTEACH Web site contains an index to foreign language resources on the Internet and provides access to specific teaching materials, such as handouts, lesson plans, syllabi, and software.

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FLTEACH Listserv
FLTEACH@listserv.acsu.buffalo.edu

The FLTEACH listserv is a forum for discussion among foreign language teachers, students in teacher training, administrators, and other foreign language professionals. FLTEACH aims to foster a community in which colleagues at all levels can seek information, resolve problems, and share ideas.

Foreign Language Resources on the Web
http://www.itp.berkeley.edu/~thorne/HumanResources.html

This resource list offers starting points for searching the Web for foreign language and culture-specific resources. Currently available languages include Arabic, Chinese, Czech, French, German, Hebrew, Italian, Latin, Portuguese, Russian, Scandinavian languages, South Asian languages, Spanish, Swahili, Tagalog, Turkish, and Yiddish. The site also offers downloadable fonts for the languages featured.

GlobeGate
http://globegate.utm.edu/

This site is the primary host for the GlobeGate Project, a nonprofit organization created to provide a centralized Internet resource for students and teachers of foreign languages. GlobeGate has indexed several thousand Web pages in various foreign languages and is organizing volunteers to index additional Web pages.

Instant Access Treasure Chest
http://www.fln.vcu.edu/ld/ld.html

Subtitled "The Foreign Language Teacher's Guide to Learning Disabilities," this site offers information about assistive technology, attention deficit disorder, auditory deficits, dyslexia, government resources, learning styles, teaching students with disabilities, and more.

International Association of Learning Laboratories (IALL) Foreign Language Software Database
http://eleazar.dartmouth.edu/fldb/

This foreign language software database allows users to browse alphabetically by product name; search by product name, language, platform publication medium, contact name, company, or any combination of these rubrics; submit new entries and announcements of new products; and review products.

Language Learning & Technology
http://polyglot.cal.msu.edu/llt/

This is an electronic, refereed journal that was first published in July 1997. The journal seeks to disseminate research results to foreign and second language educators in the United States and around the world on issues related to technology and language education.

Less Commonly Taught Languages (LCTL) Course Offerings
http://carla.acad.umn.edu/lctl/LangIndex.html

This index lists colleges and universities in North America that teach a variety of languages. Whenever possible, the entries include the name, phone number, and address of a contact person.

Less Commonly Taught Languages (LCTL) Organizations
http://carla.acad.umn.edu/lctl/orgs.html

This site lists organizations for specific languages and for LCTL teaching in general. Users can scroll through the entire list or use the index (see previous entry) to go directly to the language or language group of interest.

List of Language Lists
http://www.indigo.ie/egt/langlist.html

This site lists bulletin boards devoted primarily to the linguistic study of individual languages and groups of languages but also includes some other bulletin boards aimed specifically at language learners.

Multilingual Links
http://www.multilinguals.com.au/links.html

This site provides links to resource sites for many languages, including ESL. It also contains a search engine that connects users to Alta Vista, a digital Internet search service.

Ñandutí
http://www.cal.org/earlylang

The foreign language initiative at the Northeast and Islands Regional Educational Laboratory at Brown University created this resource Web site to provide up-to-date information about early-start/long-sequence foreign language programs to parents, teachers, and administrators. Ñandutí's focus is on foreign language learning in kindergarten through eighth grade.

Schoenhof's Foreign Books
http://schoenhofs.com/index.html

The publication titles of this large supplier of dictionaries, foreign language texts, readers, and textbooks can be searched at its "book search" page. The site includes a listing of children's books and literature in its original language.

Virtual CALL Library
http://www.sussex.ac.uk/langc/callothr.html

The Virtual CALL Library seeks to be a central point of access to the diverse collection of computer-aided language learning software scattered across the Internet and available for downloading.

World of Reading
http://www.wor.com/

This organization's Web site offers a wide range of foreign language and ESL books, audiotapes, videotapes, and software for children and adults.

Foreign Languages and Job Opportunities

Lucinda Branaman

In our increasingly global society, knowledge of other languages and cultures is crucial for students and professionals who work, or plan to work, in a wide range of fields, whether in the United States or abroad. Many opportunities exist in business, education, nonprofit organizations, associations, and government for individuals with backgrounds in foreign languages and linguistics, particularly when this knowledge is combined with expertise in another field.

Careers in international business and other professional and technical fields require extensive preparation. However, language study alone is usually not enough to prepare college graduates for entry into, or for graduate training in, these specialized fields. A much more promising route to international employment involves extensive coursework in a particular area of interest (for example, international studies, business, economics, or political science) combined with courses in foreign languages, computers, technical writing, and liberal arts and with participation in an international exchange or internship program. Many universities make second language study an entrance requirement to encourage participation at the high school level (Adelman, 1994).

Students who choose to study languages or international fields have an advantage if they enter college with a foundation in one or more foreign languages and cultures. Students entering technical or administrative training in fields such as medical services or office administration can also benefit from foreign language knowledge as they prepare for jobs such as nursing assistant, medical technician, bilingual secretary, or office manager. Early career exploration programs can provide elementary and secondary school students with firsthand examples and testimonials about how foreign language study can open doors for them as they proceed through college, enter the work force, and become active citizens in a global community.

Students should be aware that if they do a little planning and preparation, they will find that many exciting and rewarding careers await them in which they can use foreign language skills (see box). Within these fields, personnel with second language skills are needed at all levels. For example, it is not only the international business executives who need to know the languages and customs of the country with which they are doing business; their assistants, secretaries, and other office staff may also need second language skills.[1]

Fields in Which Foreign Language Skills Are an Asset

- Customs
- Diplomacy
- Foreign Service
- Immigration Services
- Intelligence
- International Banking/Finance
- International Business
- International Development
- International Import/Export/Trade
- International Law
- International Marketing/Sales
- Interpretation/Translation
- Military
- Peace Corps

For those interested in a career specifically focused on language, there are opportunities in the fields of translation, interpretation, and linguistic research. Careers in these fields generally require advanced study, certification, or specialized training. Information about specializations within linguistics, career opportunities, needed skills, and special training programs for translators and interpreters is available in publications from the Center for Applied Linguistics.[2]

Of course, there are also many career opportunities for those interested in teaching languages or in working with students who speak languages other than English (see box on next page). Public and private schools—both elementary and secondary—hire foreign language teachers and English as a second language (ESL) teachers. Bilingual teachers may also be hired to teach in bilingual education programs or in regular classes in which many students speak another language. Specific certification (varying by state) is usually required for public school teachers. Additionally, foreign language, ESL, and bilingual teachers may teach adults in commercial language schools, in nonprofit or community-based organizations, in

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Education-Related Jobs That Require Proficiency in a Second Language

Bilingual Classroom Aide

Elementary School Teacher (foreign language, ESL, bilingual)

Language Program Administrator

Language Trainer (workplace program or executive training program in businesses and industries)

Librarian

Overseas Instructor (English as a foreign language)

Secondary School Teacher (foreign language, ESL, bilingual)

Teacher Educator (training language teachers)

University or College Professor (foreign language, ESL, linguistics)

Other Fields in Which Second Language Skills May Be Useful

Advertising
Arts Administration
Career Counseling
Customer Service
Education Sales/Marketing
Engineering
Fire Fighting
Hospital Administration
Hotel and Catering Services
Information Technology
International Education Organizations
Journalism/News Media
Law
Law Enforcement
Library Services
Market Research
Medicine
Military
Missionary Work
Multimedia and Computer Game Design
Performing Arts
Politics
Public Health
Public Relations
Publishing
Restaurant Services
Sales/Marketing
Scientific Research
Social Services/Social Work/Counseling/Casework
Travel and Tourism
University/College Administration
Volunteer Organizations (for example, Red Cross and VISTA)

overseas businesses, or as consultants in workplace programs or executive training programs in large U.S. businesses and industries.[3]

Foreign language skills and knowledge may also prove useful in ways one might not immediately think of, such as working with international students as a college or university administrator, providing social services in a community with many nonnative English speakers, counseling refugees in their native language, memorizing a French opera for an upcoming stage performance, providing travel services for non-English-speaking clients, cataloging and referencing library books in other languages, working as an administrative assistant in an organization that serves a multilingual population, or translating multimedia CD-ROMs and computer games into other languages so that they can be used and enjoyed in other countries. Additional job and career areas in which second language skills may prove useful are shown in the box above.

The *Occupational Outlook Handbook* (Bureau of Labor Statistics, 1996) is an excellent source of information about occupations, salaries, and employment trends. For a more comprehensive list of careers that involve foreign languages, see *Opportunities for Foreign Language Careers* (Rivers, 1993).

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Voght, G. M., and R. Schaub. 1992. "Foreign Languages and International Business." *ERIC Digest*. Washington, DC: ERIC Clearinghouse on Languages and Linguistics. ERIC Document Reproduction Service No. ED 347 851.

Notes

[1] For more information about careers in international business, see Voght and Schaub (1992) and Carland and Trucano (1997). Resources on foreign languages and careers can be found in Packard (1996).

[2] See also Center for Applied Linguistics (1992) and Rennie (1983).

[3] For more information about foreign language, ESL, and bilingual teacher training programs, see Garshik (1995) and Grosse and Benseler (1991).

Putting It All Together: Fostering a Language-Proficient Society

Kathleen M. Marcos and Joy Kreeft Peyton

The articles in this publication highlight the need for everyone in the United States to know a language in addition to English. The articles also summarize current trends and initiatives in the field of foreign language education. The following action plan for parents, teachers, school administrators, policymakers, and business community members outlines specific tasks that can be performed to foster the development of a language-proficient society. Many of the ideas listed are discussed in more detail in Curtain and Pesola (1994) and Rosenbusch (1991).

What Can Parents Do?

- Expose your children to people from varied language and cultural backgrounds.
- Go to local events where language and cultural diversity are celebrated.
- If you speak a language other than English, use it with your children.
- Speak positively to your children about the value of learning another language.
- Provide videos, music, and books in other languages. Public libraries have many of these types of materials.
- Send your children to summer language camps. For older children, consider programs in which they can study languages abroad.
- Explore having an exchange student in your home.
- Investigate opportunities for language study for your children, beginning as early as preschool and extending through their high school years.
- Support your local Sister Cities program[1] or begin one if your community does not already have one.
- Reinforce existing language programs by expressing your support for them to local, state, and national representatives.
- If your child is participating in a language program, talk to the teacher about what you can do to reinforce the learning that takes place in the classroom.
- If your child's school does not have a language program, talk with other parents, PTA members, and the principal about the feasibility of getting one started.

What Can Teachers Do?

- Find out which languages are spoken by school staff, by students, and in the community at large. Speak with parents and administrators about options for using community resources to promote language and cultural awareness among students.
- Use resources from school and local libraries and from the Internet to enhance and enliven your foreign language lessons.
- Set up an in-class lending library with books, magazines, and videotapes for students and parents to use.
- Align your curriculum with the national standards for foreign language learning.
- Plan activities that encourage students to develop an awareness and appreciation of the linguistic and cultural diversity represented in your classroom.
- Give your students opportunities to use foreign languages outside your classroom (for example, within your school, at other schools, or at community events or agencies).
- Encourage parents who speak a language other than English to use it with their children.
- Talk to parents about activities and study habits that can improve their children's language learning.
- Invite community members who use foreign languages in their careers to discuss career opportunities with middle and high school students.

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- Collaborate with other foreign language, bilingual, and English as a second language (ESL) teachers to share resources and work together toward common goals.
- Pursue professional development activities (for example, attend conferences, read journals and newsletters, and take courses and seminars) to keep up to date on language learning research and on new approaches to language teaching.
- Travel periodically to a foreign country or countries to expand or update your knowledge of the language and culture.
- Keep up with advances in language learning technology and adopt new and stimulating approaches to teaching languages, such as promoting videoconferencing experiences and international "keypal" (penpal) projects on the Internet.

What Can School Administrators Do?

If a language program does not currently exist in your school or district:

- Develop a rationale for establishing a program by reading professional literature on the importance of second language learning and the cognitive benefits of developing second language proficiency.
- Work with school and district administrators or the school board to establish a steering committee made up of parents, foreign language and other teachers, school and district administrators at all levels, and business and community members to investigate the feasibility of establishing a program in your school or district.
- Learn about the different types of foreign language programs to determine the most appropriate program for your school or district.
- Take inventory of existing resources (staff and materials) to determine the type and size of program your school or district can realistically support.
- Generate community support at PTA meetings and teacher conferences. Hold districtwide planning meetings and invite community leaders, business representatives, language and other teachers, and administrators. Ensure ongoing communication among all groups that have a stake in the establishment and maintenance of language programs through regular meetings and updates.

If your school or district already has a language program:

- Ensure that all students have the opportunity to study foreign languages.
- Hire trained teachers who are skilled in foreign languages.
- Provide resources and professional development opportunities to foreign language teachers.
- Promote and provide opportunities for collaboration among all teachers involved in second language education. For example, establish a committee for second language teachers.
- Purchase foreign language materials for the school library.
- Promote and support the use of new technologies to enhance foreign language learning.
- Advocate for sufficient instructional time for students to achieve adequate proficiency. This instructional time should be a minimum of 75 minutes per week, but it can be as often as three to five classes per week lasting 45 to 60 minutes each. At the middle and high school levels, foreign language classes should meet as frequently as and for as long as other academic classes, such as math and science.
- Promote articulation of classes—the logical sequencing of courses in the curriculum to avoid unnecessary repetition—at the elementary, middle, and high school levels.
- For middle and high schools, hold career days to provide information about jobs that require foreign language skills.
- Use student and community resources to strengthen the program (for example, through tutoring, international fairs, cross-cultural exchanges, and guest speakers).

What Can Policymakers Do?

- Budget adequate financial resources to establish and improve second language programs in your school, district, or state.
- Support and fund professional development programs for second language teachers.
- Support and fund curriculum development projects carried out by second language teachers.
- Establish policies that promote the study of second languages at all levels by all students.
- Support research on the effectiveness of various models and practices for second language programs.
- Support the establishment of standards for and assessment of student and teacher performance at local, state, and national levels.
- Support policies that respect the diversity of students in your community or state.
- Establish Sister Cities and World Affairs Council relationships in the community.

What Can the Business Community Do?

- Make policymakers aware of the need for workers to be proficient in more than one language.
- Send company representatives to school career days to talk to students about the important role that foreign languages play in the workplace.

- Talk with teachers and administrators about how they can help prepare students to work in an increasingly global economy.
- Establish partnerships with schools, businesses, and communities to support activities such as student internships, tutoring, and mentoring.
- Ensure that jobs requiring language skills are filled by applicants who are truly proficient in the language(s) needed.
- Provide employees with opportunities to maintain and improve their language skills.
- Provide appropriate cultural training for employees who work in culturally diverse environments.
- Establish partnerships with school districts to provide financial support for starting or maintaining foreign language programs.

To develop a more globally effective workforce and a more knowledgeable and tolerant society, parents, teachers, school administrators, policymakers, and business leaders should work together to provide opportunities for all students to develop fluency in at least one foreign language.

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Note

[1] To find out about Sister Cities programs across the country and how to set one up in your community, contact Sister Cities International, 120 South Payne Street, Alexandria, VA 22314; call 703–836–3535; send e-mail to info@sister-cities.org; or visit the Web site at http://www.sister-cities.org.

The ERIC Review, published by ACCESS ERIC with support from the U.S. Department of Education's Office of Educational Research and Improvement (OERI), announces research results, publications, and new programs. It also contains information on the Educational Resources Information Center (ERIC), its subject-specific clearinghouses, and support components. The ideas and opinions expressed in this publication do not necessarily reflect the positions or policies of the Department of Education or OERI.

For more information about ERIC or a free subscription to *The ERIC Review*, call ACCESS ERIC toll free at 1–800–LET–ERIC (538–3742).

ACCESS ERIC Director: Lynn Smarte

Managing Editor: Carol Laseski Boston

Assistant Editor: Kevin Mitchell

Graphic Artist: Laura Garber

Copy Editor: Bonnie Speary Devore

ISSN 1065–1160

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E-mail: eric@inet.ed.gov
Web: http://www.ed.gov

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Web: http://ericacve.org

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1129 Shriver Hall
College Park, MD 20742
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Web: http://ericae.net

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3051 Moore Hall
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Los Angeles, CA 90095–1521
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Web: http://www.gseis.ucla.edu/ERIC/eric.html

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Greensboro, NC 27402–6171
Phone: (336) 334–4114; (800) 414–9769
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The Council for Exceptional Children
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TTY: (703) 264–9449
Web: http://www.cec.sped.org/ericec.htm

Educational Management
5207 University of Oregon
1787 Agate Street
Eugene, OR 97403–5207
Phone: (541) 346–1684; (800) 438–8841
Web: http://eric.uoregon.edu

Elementary and Early Childhood Education
University of Illinois at Urbana–Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820–7469
Phone: (217) 333–1386; (800) 583–4135
Web: http://ericeece.org
National Parent Information Network Web: http://npin.org

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One Dupont Circle, NW, Suite 630
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Phone: (202) 296–2597; (800) 773–ERIC (3742)
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4–194 Center for Science and Technology
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Phone: (315) 443–3640; (800) 464–9107
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AskERIC Web: http://www.askeric.org

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Phone: (812) 855–3838; (800) 266–3815
Web: http://www.indiana.edu/~ssdc/eric_chess.htm

Teaching and Teacher Education
American Association of Colleges for Teacher Education
1307 New York Avenue, NW, Suite 300
Washington, DC 20005–4701
Phone: (202) 293–2450; (800) 822–9229
Web: http://www.ericsp.org

Urban Education
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
New York, NY 10027–6696
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Web: http://eric-web.tc.columbia.edu

Adjunct Clearinghouses

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Clinical Schools
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National Institute for Consumer Education
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Eastern Michigan University
Ypsilanti, MI 48197
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Web: http://www.emich.edu/public/coe/nice

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National Council of Educational Opportunity Associations
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Web: http://www.trioprograms.org

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Ewing Marion Kauffman Foundation
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Web: http://www.celcee.edu

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Bloomington, IN 47408–2698
Phone: (812) 855–3838; (800) 266–3815

Law-Related Education
Social Studies Development Center
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Bloomington, IN 47408–2698
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Web: http://www.indiana.edu/~ssdc/lre.html

Service Learning
University of Minnesota
R–460 VoTech Building
1954 Buford Avenue
St. Paul, MN 55108
Phone: (612) 625–6276; (800) 808–SERVe (7378)
Web: http:// www.nicsl.coled.umn.edu

Test Collection
Educational Testing Service
Princeton, NJ 08541
Phone: (609) 734–5737
Web: http://ericae.net/testcol.htm

U.S.-Japan Studies
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