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Take Them Out for A Ballgame

Linda Vincent

Montgomery C. Smith Middle School
Hudson, NY

As a way of bringing Spanish into the real world of eighth graders, my colleague, Snookie Patterson, in the physical education department and I decided that the baseball Word Series could provide an interesting background for an interdisciplinary project. Our overall goal was to use newly acquired Spanish in an actual game of baseball complete with announcers and food vendors.

What follows is a summary of the five-week unit we developed for my five sections of eighth grade. Our classes meet 45 minutes every other day.

Objectives

By the completion of the unit students would be able to:

- purchase a ticket for a sporting event in Spanish
- purchase food at an event in Spanish
- respond to coaching commands
- report the score of a game in Spanish
- identify parts of the playing field and the stadium
- earn coupons redeemable for food on the day of the game
- teach coaching commands to the physical education teacher
- teach the Spanish teacher how to bat

Vocabulary Group 1

Bat, throw, catch, run, look, signal, stop, cheer, sit, stand,
The glove, the coach, the base, the ball
The commands were taught using TPR and TPRS

These commands were then reinforced when my students taught them to the physical education teacher during gym period. She then used her new Spanish vocabulary with all the students in her class. When I received a list of participants from my colleague, the "student teachers" received coupons for their efforts.

Vocabulary Group 2

The winner, the team, the score, ordinal numbers

The phys. ed. department posted scores from national baseball games so students could translate them into Spanish and earn more coupons.

Vocabulary Group 3

The ticket, the fan, the seat, the stadium, the locker rooms

The Spanish classroom was transformed into a mock stadium complete with labels for food stands, locker rooms, bathrooms, entrances and exits.

In class, students rehearsed dialogs centered on purchasing tickets and ordering food. We read articles about Hispanic baseball players. We even watched a videotaped Mets baseball game with Spanish commentators. We sang my translation of "Take Me Out To The Ballgame".

By this time the students were full of suggestions. At the insistence of a group of girls, a cheerleading section was created. They wrote cheers spelling out the names of the players. It was a great review of the Spanish alphabet. Once again, the physical education department was there to supervise safe jumps and creative movements.

The day was set for the game. Students volunteered for specific roles. We had players, coaches, scorekeepers, vendors, cheerleaders and spectators. The goals for the day were to converse only in Spanish and to play the best baseball possible.

My colleague supervised all the technical issues and acted as official. I listened to the Spanish being spoken and kept a watchful eye on the food being purchased with the coupons.

There were highlights just like in any sporting event. It was certainly enjoyable collaborate with another department. Most of the students found the two subject areas to be an unlikely pairing, but were swept up in our enthusiasm for the simulation. We found the students reported gym class activities to me and Spanish class activities to her. We were both surprised by the students who chose to teach commands in gym class. In many instances they were quiet and shy students who delighted in suddenly being the center of attention and the owners of the prized coupons.

During the actual game, I heard a reasonable amount of Spanish being spoken. The vendors knew what to say. The cheerleaders kept the spectators spelling and cheering. If we had MVP awards, the recipients would have been two of the "coaches". These two boys struggled with Spanish and voiced their dislike for the subject on many occasions. They emerged on the playing field focused on their job. Each command was executed with skill and confidence. It showed that comprehensible input works.

There were some errors. Trying to run this simulation in all five sections of eighth grade proved to be tiring. Next time we would aim for one larger and longer game. Also, after the dialogs for purchasing food concluded, it was difficult to keep the students speaking Spanish with a Checkpoint A vocabulary.

To me, the homerun came when the vocabulary from this unit appeared in students' writing and speaking throughout the year.

Snookie and I decided that the collaboration had more hits than fouls. The only real strike out was when I was up to bat. We are now working on an Olympics collaboration.

CALL FOR PAPERS

Our deadline for the next issue of the NYSAFLT Journal is Jan. 15, 2005. Please make a New Year's resolution to write up something to share with your colleagues and submit it to the Journal. The first issue of 2005 will not have a particular theme. We are anxious to receive material from our members that treats any topic related to the teaching and learning of foreign languages. Write up that great unit for which your students produced a fantastic project, tell us about the great class trip to took to France or Spain or Mexico or Montreal. Describe what you did, how you did it, and your students' reactions. Your colleagues are waiting to hear from YOU.

Making Connections LOTE and the 28 Standards

Nancy Ketz
Holland Patent High School

This presentation was the result of reading research indicating that adolescents need to see how their learning connects to their other learning and their lives, in combination with "listening" in the faculty room. Our art/graphic design teacher was talking about his favorite artist, Henri Matisse. One of the English teachers was doing a unit on haiku poetry style. The administration was looking for some positive P.R. during the week of the annual budget vote. Great minds came together, and the result was terrific. The art teacher taught my French IV class for two days about the life and style of Matisse, and provided us with art materials. The students created découpage projects à la Matisse. Then, using the poetic style they had learned in English class, they created original five-line French haiku poems. All work was displayed to the public at the vote.

This positive experience led me to explore other possibilities for interdisciplinary lessons or units. Although I have not yet worked with all of the subject areas, I have coordinated a unit on the French Revolution with Global Studies, and one on Front Page News with ELA.

Below I have listed the standards for LOTE and other subject areas and suggestions for making connections.

NYS STANDARDS FOR LANGUAGES OTHER THAN ENGLISH

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills and understandings.

THE CONNECTION:

Anything that can be done in any other discipline can be done in a Language other Than English.

NYS STANDARDS FOR THE ARTS

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Contributions of the Arts

Students will develop an understanding of the personal and cul-

tural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

CONNECTING LOTE TO THE ARTS:

Standard 1:

- Perform a song from their target country
- Perform a dance from their target country
- Perform in a scene from a play from their target country
- Create an example of visual art based on the study of an artist from their target country

Standard 2:

- Access music from their target country via the Internet for study
- Use the materials and resources necessary to reproduce an example of visual art from the target country

Standard 3:

- Respond to a work of art from their target country
- Connect a work of art from their target country to a similar American work

Standard 4:

- Develop an understanding of the impact on the art of the target country to the culture of its past and present society.

NYS STANDARDS FOR ENGLISH LANGUAGE ARTS

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

CONNECTING LOTE TO ELA

Standard 1:

• LOTE students will listen, speak, read, and write for information in the target language. They will collect data, facts, and ideas, and discover relationships, concepts, and generalizations in the target language. They will use the target language orally and in writing to acquire, interpret, apply, and transmit information.

- i.e.
- Writing a letter to acquire information
 - Interpreting a newspaper ad
 - Giving directions

Standard 2:

• LOTE students will read texts in the target language, and relate them to their own lives, develop an understanding of their target country's social, historical, and cultural dimensions. They will create self-expressive writings in the target language.

- i.e.
- Reading and relating to a nineteenth century poem
 - Reading and relating to a front-page news article

Standard 3:

• LOTE students will analyze ideas, information, and issues from realia, and use the target language orally and in writing to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues.

- i.e.
- Studying a menu from the target country and inferring generalizations about the culture
 - Examining beauty items from an advertisement and formulating a judgment

Standard 4:

• LOTE students will use their target language orally and in writing for social interaction, and to enrich their understanding of people and their perspectives.

- i.e.
- Writing an invitation to a party
 - Writing a thank you note

NYS STANDARDS FOR HEALTH, PHYSICAL EDUCATION, AND FAMILY AND CONSUMER SCIENCES

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

CONNECTING LOTE TO HEALTH, PHYSICAL EDUCATION, AND FAMILY AND CONSUMER SCIENCES

Standard 1:

- Follow a sports event from the target country, such as the Tour de France
- Listen to and participate in a TV exercise program from the target country

Standard 2:

- Read articles in the target language about health issues, such as smoking, drinking, drug abuse, nutrition, and exercise
- Create a poster in the target language promoting a health issue

Standard 3:

- Read about personal and community resources available in the target country, such as memberships to health clubs, hiking clubs, biking clubs, as well as International health organizations, such as *Medecins Sans Frontieres*.
- Compare and contrast the health resources available in their home towns and the target country.

NYS STANDARDS FOR MATHEMATICS, SCIENCE, AND TECHNOLOGY

Standard 1: Analysis, Inquiry, and design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose question, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

CONNECTING LOTE TO MATH, SCIENCE, AND TECHNOLOGY

Standard 1:

- Students will use analysis, inquiry, and design to pose questions, seek answers, and develop solutions, such as word problems and logic problems in the target language.

Standard 2:

- Students will conduct research via the target language Internet sites.
i.e. • Locate and select appropriate airline schedules at <http://www.airfrance.fr>
 - Create a PowerPoint slide show in the target language
 - Create a poster in the target language using the researched information

Standard 3:

- Students will apply math in target-language settings.
i.e. • Money conversion and metric system conversions

Standard 4:

- Students will understand scientific concepts related to their target country.
i.e. • The effects of topography and weather conditions to the culture
 - Scientific discoveries made by people of the target country
 - The effects of Jacques Cousteau's crusade to protect the environment

Standard 5:

- Students will evaluate products and systems.
i.e. • Research, compare, and contrast recycling systems in the target country
 - Compare cars and other modes of transportation in the target country

Standard 6:

- Students will connect themes from the domains of science, math, and technology to gain a better understanding of the culture of the target country.

Standard 7:

- Students will apply critical thinking skills to address real-life problems and make informed decisions.
i.e. • Generate a variety of possible solutions for the water problem in Costa Rica
 - Generate ideas for preventing mudslides in the Savoie
 - Design a road plan to alleviate the traffic problems in Barcelona

NYS STANDARDS FOR CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

CONNECTING LOTE TO CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

Standard 1:

- Students will read about careers in the target country through articles and help-wanted ads. They will search American newspapers (NY Times) to find job opportunities that recommend bilingual skills.

Standard 2:

- Students will research and present their findings, showing how the application of a language other than English can be used in a variety of careers.

Standard 3:

- Students will perform a variety of tasks using techniques of cooperative learning that resemble workplace skills, i.e.
 - Work on a group project, such as the compilation of a newspaper, in which each member of the group has a task that requires collaboration with the rest of the group.
 - Use peer-editing strategies during paragraph-writing activities.
 - Use think-pair-share activities to encourage collaboration.

NYS STANDARDS FOR SOCIAL STUDIES

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live---local, national, and global---including the distribution of people, places, and environments over the Earth's surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

CONNECTING LOTE TO SOCIAL STUDIES

Standard 1:

- Students will understand the contributions of people from the target country to the United States.
- For example: Lafayette, Von Steuben, Balboa, DeSoto, Champlain, etc.

Standard 2:

- Students will demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history from the perspective of their target country. i.e.
- Migrations: Why did the French leave France, then leave Acadia, and ultimately settle in Louisiana?
- Why does the French Constitution resemble the American Constitution?
- Why did democracies emerge from former monarchies?

Standard 3:

- Students will demonstrate an understanding of the distribution of the target country's people, land, and environment.
- Why is Monaco so densely populated?
- Why is the infant mortality rate so high in Mali?

Standard 4:

- Students will develop an understanding of cross-cultural economic issues.
 - i.e. • Money conversion
 - Compare and contrast gross national product, salaries, cost-of-living, taxes, etc.
 - Compare and contrast US capitalism with French socialism
 - Compare and contrast the cost of college tuition in the US and Spain

Standard 5:

- Students will develop a cross-cultural awareness of government systems.
 - i.e. • Compare and contrast the systems of presidential election in the US and Mexico
 - Compare and contrast the Constitutions of the US and France

EXAMPLES OF INTERDISCIPLINARY UNITS OF STUDY

Technology: Use the Internet to locate recipes for the ELA and LOTE lessons.

ELA: Read selections from a variety of cookbooks, and make appropriate selections for a menu.

HPEFCS: Evaluate the nutritional values of the selections made in the ELA lesson.

LOTE: Plan the 3 meals for a day, applying the target country's customs and practices. Role-play a scene in a restaurant between a customer and a waiter.

Home and careers: Prepare and serve a meal from the ELA or LOTE lesson.

Social studies: Research the agricultural resources of a region and its culinary specialties. Study the impact of the environment on the agriculture.

Math: Solve a problem, analyzing the cost effectiveness of making and selling a food item, ie cookies, to create the highest net profit.

Science: Generate a plan for the most effective use of land to plant a vegetable garden.

Arts: Select a work of art to represent this unit of study, ie a still life of a bowl of fruit.

Create a cookbook using representative examples from the entire interdisciplinary unit.

Community involvement: Invite members of the community to contribute to the cookbook. Use sales of the cookbook to fund a school project.

THE APPRENTICE

Technology: Internet research of the job market/ on-line placement services.

Science: Develop an awareness of the various careers in science, ie researcher, lab technician, medical professional, and the requirements of those careers.

Social studies: Research the qualifications and responsibilities of the various government careers, ie the requirements for presidency. Select one contemporary issue, develop your perspective on it, and create a campaign ad based on that platform.

LOTE: Read newspaper want ads in the target language. Write a letter in the target language to obtain additional information about one of the jobs.

ELA: Create a letter of application for a job, and your curricula vitae.

Arts: Create, perform, and record a role-play of a job interview.

Math/Home and careers: Design a plan for starting your own business, based on the theory of supply and demand, loans, collateral, net profit, inventory, overhead, employees, etc.

TEAMWORK

A study in cooperative learning (all tasks require group effort):

ELA: Create a class newspaper: each group is responsible for a different section, as well as the responsibilities of editor, proof-readers, type setters, photographers, reporters, cartoonists, etc.

HPEFCS: Participate in a basketball game.

LOTE: Select representative works by artists of the target country to display in an art exhibit. Each group is responsible for a different art style.

Science: Develop a variety of solutions to a fictional crime scene. Re-enact the investigation, including detectives, forensic scientists, witnesses, police officers, lawyers, judges, jury, and (of course) the guilty party.

Social Studies: (conducted with the science lesson) Demonstrate awareness of the judicial system in the courtroom scene.

Arts: Put on a play. Various roles would include actors and actresses, director, music director, costumer, makeup artists, props, scene artists, and understudies.

Technology: Create a web-page, reporting the various "team-work" projects.

An Administrator's Journey Back to the World of LOTE

Dr. Elvira Morse
Mepham High School
Bellmore, NY

Last spring a propitious confluence of events led to a decision to redirect my professional career path. After several years as a building and central office administrator, I decided to pursue my "original" passion as an educator- that is, teaching Italian and Spanish at the secondary level, utilizing my leadership skills to support the professional growth of fellow LOTE educators, and promoting the importance of LOTE study.

I had received a serendipitous e-mail message from a former teacher colleague who was an aspiring administrator. She and I exchanged a series of e-conversations about the importance of the role of a department chairperson in a secondary school setting. She sent me an article entitled "Leading from Any Chair" by Gretchen Flemings (http://www.principals.org/publications/pl/pl_any_chair_0504.cfm). In this article Ms. Flemings discussed her decision to return to the classroom after 15 years as an administrator. Like Ms. Flemings, I felt that my skills and strengths were not being utilized and that my true interests were not being fulfilled. She accurately expressed what I had been feeling: "I found my greatest joys as an administrator in transforming faculty meetings into learning situations, talking with teenagers about their successes; and sharing ideas with colleagues about research, new teaching strategies, and ways to increase student achievement. Unfortunately, I found I was able to spend very little time in areas that gave me great joy." I engaged in serious self-reflection and realized that it was essential for me to return to the world of LOTE.

Upon reaching my decision, I knew that I needed to refresh my language skills and to update my cultural knowledge. Fortunately my "window of opportunity" presented itself during the brief three-week period between jobs. I contacted Lingua Service Worldwide, Ltd. a Long Island, New York agency that specializes in matching adults interested in learning foreign languages with schools abroad. After several telephone consultations, I chose to study at the Centro Internazionale Dante Alighieri in Siena, Italy. Lingua Service Worldwide also arranged housing accommodations for me. I was thrilled! There is no better professional development opportunity for a LOTE educator than to live and study abroad!

My experience in Siena could not have been more professionally and personally rewarding and rejuvenating. I lived with a delightful retired couple who engaged me in stimulating conversations on a daily basis. From their well-situated apartment (30 minutes walking distance from the school), I explored the hilly streets of Siena, passing the *Basilica of San Domenico*, the *Piazza del Campo*, and the *Duomo* on my way to class. The school itself is located in the *contrada* known as *La Tartuca* which happened to win this year's *Palio*¹.

My classes were interesting, challenging, and truly enjoyable. It was a pleasure to spend my days with people of all ages and nationalities who shared a common goal: to hone their Italian language skills. My classmates hailed from Switzerland, Belgium, Australia, and Japan and ranged in age from 19 to 55. During our morning breaks, we communicated only in Italian. The school also offered various "cultural" activities (i.e., tour of Siena, movies, singing sessions, etc.) in the afternoons. All the students took advantage of these opportunities to further immerse ourselves in the language and culture of Italy.

As a LOTE educator, I carefully noted the instructional strategies that were employed by the professors. I had the good fortune to engage many professors in discussions about methodology and I came away with several new ideas for my own classes.

My most memorable linguistic learning experience occurred

during my two evenings of cooking classes. Under the energetic yet patient tutelage of our cooking instructor, I, together with five other students, prepared authentic four-course Tuscan meals. This was truly an interdisciplinary learning experience and one in which the five "C's" came alive! I hope to simulate this experience with my students and department colleagues during the school year!

Every LOTE educator needs to collect authentic realia for the classroom. During this trip I amassed a variety of "Italy 2004" realia: receipts, menus, train, bus, and airline schedules, magazines, postcards, supermarket advertisements, games, CD's, etc. The up-to-date realia will be shared with my students and colleagues.

My experience abroad certainly strengthened my linguistic knowledge and restored my self-confidence. I was able to communicate proficiently in a variety of situations and I knew that I was once again ready for the classroom.

This school year will bring many new challenges for me as a LOTE educator and leader. I plan to focus on establishing positive and constructive relationships with students, their families, and colleagues. I feel energized and rekindled just at the thought of being in a position that will enable me to demonstrate, promote, and hopefully inspire, high quality LOTE teaching and learning.

Information about Lingua Service Worldwide, Ltd. can be found at <http://www.linguaserviceworldwide.com> or 75 Prospect Street, Suite 4, Huntington, NY 11743 Tel: 1-800-394-LEARN.

¹The backbone of *Il Palio* are Siena's 17 *contrade*, which you can liken to city wards or administrative districts. These well-defined neighborhoods were designated in the Middle Ages, basically to aid the many military companies hired to defend Siena's fiercely-earned independence from Florence and other nearby city states. Over the centuries, the *contrada* has lost its administrative function and become an area held together by its residents' common emotions and devotions. Its role has broadened, so that every important event - baptisms, deaths, marriages, church holidays, victories, even wine or food festivals - was celebrated by, and only by, the *contrada*. See <http://www.premier.net/~Italy/palio.htm> for more information.

A New Resource

Help your students to explore questions like "Which areas of the US have the highest concentration of French speakers?" or "Where in the US is German spoken?" or "Which state has a higher concentration Spanish speakers, Illinois or Connecticut?" You can even find out where there are speakers of Serbo-Croatian or Mon-Khmer. The MLA Language Map provides an interactive resource with data based on the most recent US census.

You can find it at
http://www.mla.org/census_main

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Wenli Tsou & Fay Chen

National University of Tainan, Taiwan, R.O.C.

Introduction

Many studies on language learning strategies continue to be published each year, despite the massive volume and coverage accumulated to-date, reflecting researchers' fascination on this topic and the wide applicability of learning strategies. Rubin (1975) was one of the first researchers to observe that "good language learners" have something to teach us. Interest in learning strategy was triggered by Wenden & Rubin's (eds) *Learning Strategy in Language Learning* (1987). In 1990, O'Malley & Chamot and Oxford offered more elaborated and systematic discussions on this topic. In the last decade, discussions have begun to include cultural and individual differences (Cohen 1998; Ehrman et al 2003; Oxford 1996). With regard Chinese learners of English as a foreign language (EFL), an important study was conducted to understand strategy usage of university students in China (Huang & van Nasser 1987). Later, research on learners in Taiwan became available (Yang 1992, 1993, 1996, 2003; Lan & Oxford 2003; Lin 2001). However, information on strategy usage and training of Taiwan's primary school students remain limited. This study, therefore, focuses on the understanding of these young learners and develops a curriculum through incorporation of their other academic subjects in order to facilitate strategy and language learning.

This study considers the inclusion of students' other academic subjects in language training to EFL primary school students. Content from students' other textbooks -- mathematics, natural science, social studies and Chinese -- was used as supplements. Examples of the integration are as follows:

- Adjectives — *big, small, long, short, thick, thin* — were introduced through a picture science reader;
- Weather vocabulary was reinforced through weather reports in the local English newspapers;
- Names of household rooms were practiced by drawing a layout of students' homes;
- Location nouns were learned by drawing a map of the school vicinity.

The training program also used tables and graphs whenever possible since students only needed to understand the context (e.g. a weather report) and target words. Students only needed to know the adjectives in the *x*-axis (*long, short*) and the nouns in the *y*-axis (*neck, arms*) to understand and answer questions.

Purpose of the Study

Most research on learning strategies has focused on adults and teenagers; limited data are available on primary school students in the EFL environment. There is a need for the current study to be conducted. Specifically, this study 1) examined the perception and usage of learning strategies by upper primary school students (ages 10-11), 2) raised students' awareness of strategies, and 3) conducted strategy training with them through instruction, and 4) compared learners' use of learning strategies with that of test-taking strategies.

Methodology

The following describes how this research was conducted to help pupils develop learning strategies. This section is organized around participants, the teacher, the general design, and the instruction program.

PARTICIPANTS

This research included 42 students (two fifth-grade classes) in southern Taiwan. The students' English proficiency was represen-

tative of those other 5th graders in the metropolitan area in Taiwan. These two classes were selected because their homeroom teachers had agreed to participate in the study. These Taiwanese students had been studying English at their school since they were in the second grade, and some of them might have started English lessons earlier at private language schools. In addition to their regular English lessons, these students participated in this study — Learning Strategy Training Program — and spent two 40-minute sessions per week for six weeks learning from a teacher (not their school teacher) associated with this study.

THE TEACHER

The teacher regularly taught English as a volunteer during the school's early morning sessions. Before the onset of the study, the teacher received 12 hours of training on learning strategies. The research team met with the teacher on several sessions to discuss the research objectives and the lesson plans. A senior college student from a teachers college also attended the training program as a research assistant to observe and record the classroom teaching.

THE GENERAL DESIGN

Before the training began, the researchers surveyed students on learning strategies to understand their learning attitudes and behaviors. The survey was adapted from those developed by Oxford (1989) and Yang (1992, 2002). The survey consisted of 25 questions, including three open questions. Among the questions, six were related to Memory strategies, six Cognitive, five Compensation and five Socio-Affective strategies. For example, a Memory strategy question asked: When I learn English, I associate new material with what I already know. A Socio-Affective question asked: When I'm afraid of using English, I try to relax. The three open questions asked students to describe 1) other ways to learn English, 2) difficulties in learning English, and 3) their feelings toward learning English. A post-training survey was conducted after the six-week lessons. Both pre- and post-training surveys had the same format and questions.

Based on results from the pre-survey, the researchers developed the training program. The pre-survey showed that most students considered memorizing vocabulary very difficult. Thus the study addressed this need for additional vocabulary memorization skills, such as dividing long words, recognizing extended words, noticing combination words, and visualizing words. In addition, the curriculum included "indirect" learning skills, such as note taking, data collection, teamwork and self-motivation. While the training focused on learning strategies, the content of the lessons was based on materials from students' other academic subjects. These lessons included vocabulary that came from the students' English textbooks for the semester, but their content was adapted from their other textbooks of different subjects (mathematics, natural science, and social studies). The training program also included a lesson on language arts, in which students learned the similarities and differences between Chinese and English. After the six-week training program, students answered the same survey questions to help the researchers measure the effectiveness of training.

Toward the end of the program, the researchers asked students to take a vocabulary test, mainly to understand if students used strategies differently under regular classroom learning and

testing situation. They were asked to memorize 15 words in 15 minutes. These words were taken from a list of 1000 common words for primary school students published by Taiwan's Ministry of Education. This test consisted of words on different types of rooms, food, and buildings. After the test, students completed a questionnaire to describe the strategies they used in trying to learn the words.

THE INSTRUCTION PROGRAM

The topics for the six-week instruction are as follows.

	Strategy Training	Materials from Other Subjects
Week 1	Vocabulary categorization Note taking skills	Pre-training survey English-science curriculum
Week 2	Combination and extended words	English-social studies curriculum
Week 3	Understanding and making graphs	English-math curriculum
Week 4	Combination words and Chinese-English translation	English-Mandarin curriculum
Week 5	Drawing layouts and maps	English-Living curriculum
Week 6		Vocabulary test Post-training survey

Week One's lesson was adapted from Unit One of students' English textbooks, but the teacher also used an English reader on natural science—*The Tail Show*, published by East West Book Co.—a book describing the different shapes and functions of animals' tails. Through interactions, students learned the target vocabulary: *long, short, small, big, thick, thin, curly, and flat*. The science reader has many pictures of animals and vividly introduces different types of tails. In addition, the book offers songs and chants to reinforce the vocabulary learning. Toward the end of Week One's lesson, the teacher reads another science book—*The Baby Seal's Diary*, published by East & West Book Co.—to conclude this lesson and transition to Week Two's lesson.

Week Two's lesson involved using of visuals and graphics as a strategy. The content focused on weather description and Taiwan's climate, a topic found in the students' current social studies textbook. In addition to identifying the different weather patterns between northern and southern Taiwan, the students also read the weather report from *The Taipei Times*, a local English newspaper. On the weather map, students located Taiwan and obtained weather information of Asian cities—Seoul, Tokyo, Beijing, Shanghai, Manila and Singapore. After students were comfortable using the target weather vocabulary—*sun, wind, rain, snow*, the teacher led students to brainstorm on related words and students were able to think of *sunflower, windsurf, rainbow, snowman*, and etc. Afterward, the teacher explained that many English words are formed by combining words, and encouraged students to look for familiar component or try to subdivide a new word in guessing word meanings. At the end of Week Two, students were asked to identify activities they would do during a snowy day. They were encouraged to think creatively because it was unlikely that students would see snow at where they live. After collecting the results from the students—14 would watch TV and 8 would play in the snow, etc.—students tabulated the results and presented them in a graph or chart taken from Lesson 8 of their current mathematics textbook.

Week Three's lesson involved personalizing as a strategy. The content integrated the 3rd and 8th units from students' current

English and mathematics textbooks respectively. Through oral survey and graph making, students reinforced their recognition of vocabulary. This week's lesson focused on action verbs related to students' daily lives, such as watching TV, doing homework, playing a computer game, and riding a bike. The curriculum continued from Week Two's survey on what to do on a snowy day and extended the activity to include activities on sunny, windy, and rainy days, the objective being for students to think of as many action verbs as they can. After they identified many verbs such as sleep, take a walk, swim and play baseball, the teacher helped students to recognize that they already knew many words. Then, students conducted a class survey in which they asked at least three classmates what television show they liked the most, and made a graph based on the aggregate result of favorite television programs. When it appeared that students were more familiar with bar charts, the teacher began to demonstrate the making of and explained the functions of pie and line charts. Before this session ended, the teacher and students discussed the reasons for integrating mathematics materials in English lessons, and the students were reminded that English is a learning tool and not merely another academic subject that increases their workload.

During the fourth week, students also practiced personalizing as a strategy as they compared the similarities between the English and Chinese languages in terms of radicals, compound words, foreign words, and popular sayings. Students were encouraged to apply the ways they learned Chinese in their English lessons. Among students' target English vocabulary, few had prefixes or suffixes but there were many compound words. For example, *bedroom, bathroom, and living room* appear in Lesson Four of students' English textbook. The Chinese language also has many compound words. For example, combining two wood characters, one gets the character for the word *forest*; combining the characters for the two words *fish* and *sheep*, forms an adjective *fresh*. In addition, students brainstormed Chinese words that are adapted from English—*hamburger* (the character is formed according to the sound), *hot dog* (formed according to the meaning), and *coca-cola* (formed according to the sound). By building on their prior knowledge in Chinese, students may find it easier to memorize this group of words. Since the target vocabulary for this lesson was related to household rooms, students were asked to draw the layout of their apartments or houses and mark each room. The activity provided an opportunity for the teacher and students to brainstorm other related words such as *garage, balcony, garden, and storage rooms*.

Week Five's lesson again involves personalizing by focusing on student's community. The content was adapted from Unit Six of students' English textbook and focused on location nouns such as *bookstore, supermarket, post office, bank, and etc.* To practice using these words in a real context, the discussion centered on the community near students' school and each student drew a map of their school community. First, the teacher drew a map on the blackboard, and with students' help, added the familiar landmarks on the map. They identified banks, stores, McDonald's, and an entertainment center of electronic games. Then, students were asked to observe the streets and collect more store information after school while they waited for their parents at various corners near school. During the next teaching session, students asked for the English words *pharmacy, floral shop, and wedding photo shop*.

During Week Six, students took a vocabulary test and the post-training survey. Details and results are discussed below.

Results and Discussion

The following section consists of four parts: discussions about the pre-survey; the comparisons of pre- and post-surveys, using ANOVA; pupils' use of testing-taking strategies, and comments from the teacher as well as the research assistant.

DISCUSSIONS ABOUT PRE-SURVEY

The results of pre-survey (n=42) provide insights on students' applications of learning strategies. The section first focuses on the quantitative discussions of Questions 1 to 22, and then qualitative discussions of the open questions from Question 23 to 25. Pupils' responses indicated that they were aware of and sometimes used learning strategies. Of the four types of strategies, students utilized Socio-Affective strategies the most: 3.53. Specifically, the individual average score for each question shows that students: (SA4) when they were unable to follow a conversation, they would ask their interlocutors to slow down speech, repeat or explain: 3.74; (SA2) were willing to take risks in practicing English: 3.67, and (SA3) rewarded themselves for good results: 3.50.

Meanwhile, some strategies were reported to be used less frequently: Memory: 2.90, Cognitive: 2.94, and Compensation 3.0. The strategies that they used the least were (MEM2) flashcards for memorization: 2.17, (COM3) using gestures when they can't think of a word during a conversation in English: 2.50, and (COG4) avoiding word for word translation while speaking: 2.55. In sum, pre-survey results showed that pupils tended to use more Socio-Affective strategies and fewer Memory strategies. They liked to learn English under a social setting with their teacher or peers, and not under an independent learning situation where they have to study alone. They felt insecure when they had to work alone with flashcards for memorization or when they could not depend on Chinese translation.

The discussion continues with pupils' answers of the open questions. Since pupils were not required to answer questions in a specific way, some selected questions to give a single answer and some gave more than one answer for each question. On Question 23 (I also use the following techniques...), several students listed ways for memorizing vocabulary. They believe that memorization is important and that concentration is critical in order to get good results. To memorize words, they sometimes refer to visual illustrations for help during reading, and cover target words with hand to test themselves. Students also indicated how they practice pronunciation: using Chinese pronunciation to remember as well as the use of the computer for pronunciation. Lastly, several students included Meta-Cognitive and Socio-Affective strategies, such as asking question, and frequent practice including a variety of practice techniques such as practice with other English learners.

Interestingly, about 40% of the respondents said they could not think of any other ways. Although some of them were not very interested in learning English, considering it "difficult", "troublesome", "hateful", and "boring," many respondents were those who think learning English is interesting. The high percentage of "I don't know" suggests that students had not been taught to verbalize about what they did, but it is also possible that these young learners' strategy usage was limited.

Students' answers to Question 24 (To me, the most difficult area in learning English is....) show that, in learning English, memorizing vocabulary, grammar and sentence patterns are the most difficult aspects. While, in Question 23, students wrote that memorizing vocabulary was important, their answers to Question 24 appear to show that this is also the most challenging area for them. Combining with the result on Question 23 (I also use the following techniques....), the researchers suspect the reason could be that most students mistake rote memory as the only way in vocabulary acquisition. The beliefs of these primary students in Taiwan seem to parallel the results related to the college students in Yang's study (1993), which discovered that Taiwan's college students preferred formal and traditional ways of English learning.

Students' responses to Question 25 (To me, learning English is) show that their overall attitude on learning English was divided: from negative feelings of hating, difficult, disliking, and

bored; to neutral feelings of challenging; to positive feelings of having fun, easy, interesting. The difference in attitude is expected to be a challenge to the teacher.

THE COMPARISON OF PRE- AND POST-SURVEY RESULTS

In light of students' answer in Question 24 (the most difficult area), the pre-survey results, not surprisingly, indicate that students utilized memorization strategies the least often, scoring (2.90) among the four categories of learning strategies. The ANOVA results also indicate a significant difference among pupils usage of the four strategy categories ($p = .021$). The *post hoc* tests show a significant difference ($p = .044$) between the averages of Memory and Socio-Affective strategies. Before the training program, students applied more Socio-Affective strategies than Memory strategies.

However, after the training program, the differences among the categories disappear. There was no significant difference ($p = .074$) among different categories of learning strategies in the post survey. It seems that students utilized learning strategies from the four categories equally.

In addition, the difference between pre- and post-surveys shows a significant increase on students' application of the Compensation strategies ($t(4) = .015$), however, for other learning strategies, there was no significant increase. The ANOVA results for the post survey indicates a significant difference ($p = .025$) among the usage of the four categories and the *post hoc* test shows that the difference is in between the use of Compensation and Socio-Affective strategies ($p = .044$). In other words, after the training program, students greatly increased their use of the Compensation strategies. One explanation could be that as students studied materials from other subjects, they learned to refer to illustrations while reading. In addition, as students became more motivated during the training (see Research Assistant's comments later), they participated more in classroom discussions, and, as a result, increased usage of compensation skills such as using gesture and asking for help. Since the Socio-Affective strategies had already obtained the highest score, there was a possibility of a ceiling effect. However, since the maximum score for this category was 25, there was still enough room for improvement. Thus the results seem to suggest that students did not increase their use of Socio-Affective strategies after the training program. One explanation could be that it was difficult to implement and practice this category of learning strategies in the classroom setting of 35 to 40 students.

PUPILS' LEARNING AND TESTING STRATEGIES

After the training program, students took a vocabulary test on 15 new words and completed a questionnaire to describe their test-taking strategies. They had 15 minutes to memorize the 15 words before the test, and another 20 minutes to finish the questionnaire. The results of the questionnaire indicate that, while students were willing to apply new learning techniques in classroom, they tended to revert to rote memory when they knew they were going to be tested on the materials. This finding is paralleled with that of O'Malley (1987), who believes that when students know they are going to take a test, they fall back on familiar strategies. According to pupils' own descriptions, some would memorize from the first to the last word on the list; some would identify and group easy and difficult words before they memorized. Among the latter, some would begin from the easy word group; others the difficult group. One student wrote in his description, "First, I look for new or long words and begin to memorize them. After that, I move on to the easy words. Finally, I would practice writing the words." Another student said, "I begin with words I know; then I memorize new words using phonics." A student memorized words in the order of their difficulty: "I begin with the easiest, then difficult ones,

and the most difficult ones.” To memorize these words, students said they used rote memory: read and say each word, say and write each word, write and memorize. Some memorized one word at a time; others scanned the list and then tried to reproduce the list on the back of the paper.

Although most students used rote memory, a few indicated that they used other methods to prepare for the test. Two students used the K. K. phonetic system to memorize the word *cookie*; some used phonics to subdivide difficult words such as *hospital* or *pizza*. (Many Taiwanese learners use phonetic symbols developed by American linguists Kenyon and Knott (KK) to pronounce English words. The system is based on and very close to the IPA International Phonetic Association/Alphabet (IPA) system.) To memorize longer words such as *dining room* or *homework*, a student first identified a known component: *dine* in *dining room* and *cook* in *cookie*. A student also indicated that she looked for some special feature in each word; for example, *office* has two *fs*. This feedback suggests that while familiar strategies persist, some were able to use newly learned Memory strategies to prepare for tests.

Further, while students were preparing for the test, the research assistant noted that they also used Socio-Affective strategies. Some students practiced with others. Some pairs quizzed each other. Some tried to reduce anxiety or distractions by closing their eyes so they can concentrate on memorizing the words. These observations show that students also use Socio-Affective skills as testing strategies to manage pressure.

COMMENTS FROM THE TEACHER AND RESEARCH ASSISTANT

The teacher reported that she noted that initially the pupils were not receptive to the categorization idea because they felt that the grouping strategy would take too much time, so they would rather follow the list and memorize from the first to the last word. But when the teacher grouped the words by functions, students noticed that similar words share common features, e.g. *room* in *living room*, *bathroom*, and *bedroom*, and thus agreed to the benefits of memory training.

The research assistant's observations also provided valuable insights. She noted that the interactions between the teacher and students improved with time. Toward the beginning, students' attitudes were divided: “Some are unmotivated, while some are very motivated.” Beginning from the third week, as students understood and began to appreciate the training, they are more willing to participate in classroom discussions and take initiative in asking questions. Moreover, the research assistant reported that students enjoyed meaningful activities, such as, survey of favorite TV programs, drawing of students' home, mapping of the school vicinity, and etc. The following episode is taken from a session which includes review of the survey and tabulating activity on favorite television program and the activity of drawing the layout of one's home:

During the discussion (of favorite television programs), students are more enthusiastic than ever. More importantly, when the teacher asks students to draw the layout of their homes, students ask many questions to find out words such as balcony, alley, washing room, etc. Students are very interested in these everyday words. When students ask for English equivalents of Chinese household words, the teacher sometimes gives answers, sometimes invites students to guess; at times, the teacher also says the word and then asks students to spell it. Students appear to enjoy the process.

During the Fifth Week, the assistant noted that students' understanding of strategies improved a great deal:

Students are very motivated today and able to respond to

questions with ease. Specifically, more students raise their hands to answer questions; they're able to identify and give examples for different types of strategies.

In general, both the teacher and research assistant agreed that students became more aware of and more receptive to using new learning strategies in the training program. In addition, through the link between different learning contents and strategies, students' learning interests toward English increased. They participated in class more and had more interaction with the teacher and their classmates. Further, the teacher noted that materials from other academic subjects contribute to learning motivation. She observed that pupils browsed through the English newspapers and enjoyed the science readers—in fact, students borrowed these books to read at home. Their interests in these everyday, authentic materials show that incorporation of students' other academic subjects in ESL/EFL instruction provide a natural learning environment beneficial to disadvantaged and unmotivated learners.

Conclusions

The results of the study suggest that, through a careful design, even young children can learn some learning strategies. Most language learners in Taiwan tend to use rote memory strategy for vocabulary in English learning. However, rote memory strategies cannot effectively help learners to fulfill their goal of learning, for most of students still consider memorizing vocabulary a difficult task and big obstacle for language learning. Most of the students, nevertheless, would like to learn and apply techniques to their English learning, as indicated in the ANOVA results. Through the strategy-training program, students learn how and when to use different kinds of learning. Although most learners fell back to rote memory strategy in test-taking situations, some would still apply newly learnt strategies. The researchers of this study would like to suggest that familiar and new strategies need not be mutually exclusive and that maybe some strategies, such as rote memory, can facilitate short-term retention, while others are better for long-term retention. In other words, the purpose of the training is not to replace familiar strategies with new ones, but to enlarge students' memorization repertoire and teach them how and when to use these strategies.

This training program teaches students to subdivide a word by meanings (*ham_burger*) or syllables (*piz / za*), to visualize words in their mind or on paper, and to integrate layouts, maps, and graphs in learning application. No longer relying solely on rote memory, learners are able to use different strategies in learning. For example, the students subdivided or visualized words during practice, but grouped words in terms of difficulty before memorizing for a test in order to strengthen short-term memory. In other words, students use these strategies in a way that suits their needs so learning is stimulating and effective. Thus foreign language teachers need not ask students to give up their familiar habits, but encourage learners to practice and use more strategies.

The results of this study show that this type of training, which incorporates materials from other academic subjects, enables disadvantaged learners to employ their other knowledge to learn English. In addition, this type of instruction allows advanced English students to apply their English learning to other subjects because the authentic and useful materials of the training program enlarge the scope of classroom curriculum to include more than communicative practices or activities. Some teachers may not be confident about their ability to integrate academic subjects or their students' ability to learn from such programs. However, this type of instruction can be as simple as adding graphs, tables and statistical tabulations to students' English learning. English teachers need only incorporate subject materials that relate to the

target English vocabulary or sentence patterns. For examples, students learn adjectives through a natural science lesson on animals, or apply weather vocabulary through reading weather reports.

The benefit of incorporating other academic subjects extends beyond second-language training, this type of approach enables students to also learn a foreign language through language arts, prior knowledge, and socio-cultural instructions. This process is similar to the students' acquisition of their native language, in which their language abilities are enhanced even when they are studying other academic subjects. As a result, foreign language learning does not become another academic subject that takes up students' limited study time, but an effective and stimulating learning tool.

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Toyota International Teacher Program

New York state high school teachers are now eligible for the Toyota International Teacher Program, a fully-funded two-week study visit to Japan.

Since 1999, groups of American educators have journeyed annually to Japan to explore the country's history, educational system, environment and technology. They have returned with renewed commitment as teachers and with fresh ideas for sharing first hand experiences and international perspectives with their students, colleagues and communities. Past participants endorse the program:

"My eyes have been opened to the many differences and similarities between our two cultures. I will use the Toyota experience to better my students, my community and myself." (Daniel Bryant, TX)

"I applied for the Toyota program as an opportunity to bring something new to my teaching, to be able to make a difference in my students. What happened is far more than I ever hoped for or expected!" (Cindy Karraker, MO)

In sponsoring the program, Toyota Motor Sales, U.S.A., Inc. supports the involvement of today's educators in the critical arena of international study. Applications are now available. This professional development opportunity has been open to full-time educators in grades 9-12, from Alabama, California, Indiana, Kentucky, Michigan, Missouri, Texas, and West Virginia. This year, we are proud to open the program to New York and Washington, D.C.

While in Japan, participants learn first-hand about the education, culture, environment and technology of Japan and how these affect industry and society. An exciting addition to the June 2005 program includes a two-day visit to the 2005 World Expo in Aichi, Japan. The Expo focuses on how the global community is dealing with environmental issues, natural resources and energy.

The program will provide participants with the opportunity to enhance global skills and perspectives and enhance their high school curricula. After the trip, participants are asked to commit themselves to sharing what they have learned and experienced with their students, colleagues and schools.

Secondary teachers in grades 9-12 in the ten program states are encouraged to submit applications for the 2005 Toyota International Teacher Program. Interested individuals can APPLY ONLINE at our website <http://www.iie.org/programs/toyota> Hard copy applications can also be requested through the website, or by emailing toyotateach@iie.org or by calling the Institute of International Education at 1-877-TEACH-JP (877-832-2457).

The application deadline is January 10, 2005.

Joshua Beatty, Team Leader
Toyota International Teacher Program
Institute of International Education

Interpreting the Year of Languages

Abbe Spokane

National Capital Language Resource Center
Washington, DC

The United States Senate has officially declared 2005 to be the Year of Languages. Now what? What exactly does that mean, what sort of things will be going on, and how can you take advantage of this opportunity in your classroom and community?

For starters, the Year of Languages (YOL) was proposed and supported by the American Council for the Teaching of Foreign Languages (ACTFL) as a way to increase national, regional, and local visibility of language speakers, learners, and teachers, and to highlight their importance across the country. On the national level, ACTFL will sponsor press conferences, produce promotional materials, and offer guidance for regional and local organizations on how to involve their communities in promoting languages. The Year of Languages headquarters is housed on ACTFL's website at <http://www.yearoflanguages.org/i4a/pages/index.cfm?pageid=3408>, where they offer a participant kit including sample press releases, an overview of the initiative, a list of focus points, an official logo, and a power point presentation to help smaller organizations or schools spread the word and organize their efforts. Also included on the site is an article about the Year of Languages and its importance, a calendar of national events, a copy of the Senate resolution, and facts about the world's languages.

This all sounds great, but you might want to get started now, because once the school year starts, will you really be able to spend your day convincing your local media to cover the YOL? Luckily, you've got a few months until 2005, and now's the best time to start planning so that you and your students, parents, and other community members will be able to enjoy the fruits of your labor later in the year.

The Year of Languages is a great excuse to indulge in some fun projects while offering your students new opportunities to experience and experiment with languages:

- Contact the music and drama departments as soon as the school year starts and offer to **collaborate on a foreign-language chorus concert, opera, musical, or play**. This is a great way to get a large number of students involved, including those who don't necessarily speak a foreign language. You or some of your advanced students could offer diction training or translation services so that the performers know what they're singing about.
- Ask the literary magazine advisor to consider publishing **student poetry and short stories** in foreign languages and then help your students write their submissions. Older students don't often get a chance to express their creativity in writing, especially in a foreign language. The project could actually involve a whole team of students for editing, artwork, and promotion.
- Ask the school paper to publish foreign **language crossword puzzles, lunch menus, word finds**, or other fun, quick features using common foreign words that everyone can enjoy. Have students translate the daily menus and develop the puzzles. This is a fun way to help students realize how many foreign words they can already understand.
- Contact your elementary school or local public library and offer your upper-level students as volunteers for **bilingual storytelling**. Students could read from their own stories or from books. Another option is to hold a drive for foreign language book donations, or ask for donations from local bookstores.
- Get your high school students to dress up in wacky costumes and put together a short skit on what it's like to learn a foreign language, and how you can use it. Take your troupe to ele-

mentary schools. They'll be a hit, and the younger students get early encouragement to study language.

- Start a **service learning project where students can volunteer in the community** using their language skills. One idea is to go to a senior citizen's center in a community with a non-English speaking population and have your students play games, present their songs, plays, poetry, or stories, or just talk with people in the foreign language about what it was like to grow up in another country.
- Have a short meeting with guidance counselors and language teachers to discuss how to **promote language careers** and show the importance of knowing another language in the job market and higher education. Often, students don't realize how speaking another language can help with more than just study abroad. Some may need to see concrete examples of people who use language in their careers, so try to bring in speakers from the community.

If you're feeling more ambitious, this is where ACTFL can help. Take advantage of the materials in the Participant Kit to approach businesses and media and ask for their sponsorship. Find businesses to sponsor prizes for a poster contest, and then hang the entries around town. Have your students put together a short TV or radio spot to send to your local news or public stations to highlight events that the community may be interested in attending, like an international dinner, concert, or show.

Some states and other organizations are already making plans for the Year of Languages that you can get involved in. For example, the State of Virginia is developing a videotape that will feature language programs state-wide with an introduction by Governor Mark Warner outlining the importance of language learning for all children in the Commonwealth of Virginia. The video production, scheduled to be completed in February 2005, is funded by the Virginia Department of Education at the request of a member of the State Board of Education. For more information, contact Faye Rollings-Carter at rolling@mail.vak12ed.edu.

Here are some other sites with YOL initiatives or postings:

Alabama Association of Foreign Language Teachers:

<http://www.uab.edu/aafit>

Foreign Language Association of **Georgia**:

<http://www.flageorgia.org/YOL/yol.htm>

California Language Teachers Association:

<http://www.ctla.net/yol/>

Colorado Congress of Foreign Language Teachers:

<http://www.ccfilt.org/yearoflang.htm>

Foreign Language Association of **North Carolina**:

http://www.flanc.org/page.aspx?page_id=62

If you've already brainstormed about how you'll share your passion for languages this coming year, we'd love to include your ideas in upcoming reports on the Year of Languages. Please send us your plans, insights, and updates on ongoing activities at nclrc@gwu.edu.

This article was reprinted with permission from the National Capital Language Resource Center's newsletter, *The Language Resource*, September, 2004 issue. You can find the newsletter online at www.nclrc.org.

INFORMATION FOR THE YEAR OF LANGUAGES IS ALSO AVAILABLE AT THE NYSAFLT WEBSITE <http://www.nysaft.org>

Taking French into the Next Century: The Development, Production, and Dissemination of Multimedia Instructional and Promotional Materials

Eileen M. Angelini, Ph.D.
Philadelphia University

Steven Loughrin-Sacco, Ph.D.
San Diego State University

William J. Thompson
The University of Memphis

In 1999, the American Association of Teacher of French (AATF) received a three-year Title VI grant from the United States Department of Education to develop, produce, and disseminate state-of-the-art multimedia teaching and promotional materials. The projects described below were part of a major campaign by the AATF to increase primary, secondary and post-secondary French-language enrollments in the U.S. and were aimed at highlighting the importance of cross-cultural communication and professional/business language pedagogy. The AATF believes strongly that these projects will attract significant numbers of new students because of (1) the availability of state-of-the-art Internet and video materials on key cultural and business issues; and (2) the development and implementation of aggressive promotional campaign materials aimed at students, educators, administrators, legislators, and parents.

Eileen M. Angelini, Present Chair, and Steven Loughrin-Sacco, Immediate Past Chair, of the AATF National Commission on French for Business and Economic Purposes supervised the grant projects and William J. Thompson, Commission Member, conducted the final review of all grant projects. The project developers are among the most active, innovative, and competent professionals in the field of foreign language education. What follows are Thompson's evaluations of the grant projects.

La France Divisée (France Divided)

*Written, Directed and Produced by
Barbara P. Barnett and Eileen M. Angelini*

Most American students, although familiar with the Holocaust and the fate of the Jews in Europe during World War II, are unaware of what was going on in France during this period, especially as far as the fate of French Jews is concerned. This excellent and powerful video will be of tremendous benefit in educating students about the round-up and deportation of Jews in France during the war, and should be considered for use by any instructor of French interested in presenting these events to students. The video could easily be incorporated into the high school classroom, or be utilized in language and civilization courses at the university level.

The 37-minute video is composed primarily of testimonies of French citizens caught up in the events of this period, including hidden children, a deportee, and a resistance fighter. Two historians also discuss the role of the Catholic and Protestant churches as far as the Jews in France were concerned. The sensitive issue of the role that the French played in the deportation of Jewish French citizens and in resistance to the policies of the occupying forces continues to be discussed today, allowing this video to be not only a chronicle of past events, but a reflection of an on-going analysis of what actually happened in France during this period.

The testimonies demonstrate that there was indeed a division in France, not only geographically between the occupied and "free" zones, but also between those in France who helped the Jews and those who collaborated with the Germans or at the very least contributed to the hardships experienced by those Jews who remained in France. The recurrent theme in the testimonies is the fate of Jewish children who lost most if not all of their family members, and were often left alone to fend for themselves, to be hidden, or to be sent to the countryside. The experiences of those interviewed vary; some offer positive comments on how they were treated by their fellow citizens, while others speak of the mistreat-

ment they received because they were Jewish.

One of the strengths of the video is the fact that the interviewees include not only survivors, but also Lucie Aubrac, who was a *résistante* during the war, and who is well known as an author who has written extensively about the Résistance movement in France during the occupation. Her description of the fate of the headmistress at the school where she taught provides an excellent example of how the French were able to help those Jews who remained in France, but who lost their jobs or businesses, and were left with no means to support themselves. She recounts how she and the other teachers pooled their resources to help the headmistress when the latter lost her job because she was Jewish. Aubrac's comments on what it meant to resist (by actually fighting against the Germans or by simply helping to support the Jews who were without employment) are particularly striking.

The video ends with brief excerpts of statements given by Jacques Chirac in 1995, and by the bishop of Saint-Denis in 1997, apologizing respectively for the roles of the French government and the Catholic church in the fate of the Jews in France during World War II. These statements once again demonstrate that this is a subject that has not been left in the past; these events continue to have an impact on French society today. Finally, brief biographical up-dates are provided on each of the interviewees, bringing their experiences to the present.

The video is in French with English subtitles. Teachers interested in the video should also consider [Incorporating the Lessons of the Holocaust into French Classes: An Instructor's Resource Manual](#), also by Eileen M. Angelini and Barbara P. Barnett. Teachers may want to know that although the information provided is obviously serious in nature, there is no graphic footage that might be inappropriate for younger students.

Finally, the evaluator would like to point out that he has already shown this video to one of his classes with excellent results! The students were interested, and stated that this was an aspect of French history and World War II that they knew little about.

Please note that since Thompson wrote this evaluation of the *La France Divisée (France Divided)*, the authors have completed a study guide.

Incorporating the Lessons of The Holocaust into French Classes:

*An Instructor's Resource Manual
Eileen M. Angelini and Barbara P. Barnett*

The two authors, who have given numerous workshops on teaching the Holocaust, have compiled a valuable resource for those interested in incorporating materials on this tragic part of world history into the classroom. The manual is composed of a short chronology, a detailed and informative glossary of terms related to the Holocaust, an extensive bibliography, documents and speeches, an list of memorials in France, other resources, websites, as well as suggestions for classroom activities and projects. The breadth of the information provided will make this a useful tool for French instructors in the United States, both in terms of locating background information and identifying materials that may be utilized in the classroom.

The bibliography, by far the largest component of the manual, includes references to films (both documentary and feature), literature, memoirs, critical works and history. One will find in these

lists both well-known works concerning this period in history, as well as other works that may complement the reader's existing body of knowledge. Brief descriptions of individual entries will be of tremendous assistance in identifying appropriate materials. The section on history alone is of particular benefit, as it is divided by categories: Occupation and Vichy, Resistance, Holocaust, and Liberation. Later in the manual, the list of fifty websites pertaining to the Holocaust will also be useful to both instructors and students in locating additional information.

One of the more fascinating components of the manual is the section devoted to documents and speeches, which includes materials from the war period up to the recent present. Instructors will find these documents of particular interest for use in the classroom. And for anyone planning a personal trip or an organized trip with students to France, the listing of World War II memorials and museums in France, divided by region, might be considered a point of departure for a unique education experience. More than eighty sites are listed, twenty-two of them in Paris alone. Many of the entries are annotated, providing the reader with some idea of the significance of the individual sites.

Finally, the section on possible classroom activities and projects will be particularly beneficial to those who are not intimately familiar with the details of the Holocaust and World War II, especially as they relate to France, and who wish to incorporate these events into the classroom. Many of the activities will require additional preparation and organization on the part of the instructor, but they will undoubtedly prove to be both informative and rewarding for both teacher and student.

Angelini and Barnett's manual should be considered a required reference tool for anyone contemplating teaching about what was going on in France during World War II in their classrooms.

La France et l'Union Européenne: Entre Michelet et Michelin

Irene Finel-Honigman

No discussion of France in the 21st century can ignore the country's position within the context of the European Union. Whether the topic be business, economics, culture, language, or politics, the recent history of France is intricately linked with the developments which have shaped nearly an entire continent (as the recent call for the expansion of the EU demonstrates). The amount of material available is potentially overwhelming for the foreign language educator wishing to incorporate information on the European Union into a course. Many instructors are in need of a concise and basic overview of the history and institutions of the EU that can be of use both to teacher and student. The website "La France et l'Union Européenne: entre Michelet et Michelin" provides precisely this kind of information under seven headings, each of them providing a different angle on contemporary France and its relationship to the EU.

The first section, "Histoire politique," provides a concise overview of those events which have led to the creation of the European Union. One of the interesting features utilized to present the recent history of France and the EU is the inclusion of quotations from noted politicians and others involved in or witnesses to this history. These comments provide an understanding of the attitudes towards the development of the EU, as well as the impact that this has had in and on France.

Undoubtedly the two "chapters" that will be of greatest interest, and which fortunately are the most detailed, are those on the institutions of the European Union and on the French economy. The section on institutions (the parlement, conseil and commission in

particular) provides a clear explanation of the functioning of each, with links to their respective websites for further information. Perhaps the most informative section focuses on the French economy, but not only as it relates to the development of the EU. Extensive information and explanations are provided about the French banking system, nationalized companies (such as France Télécom and Air France), multinationals, and those sectors of French business that have achieved fame world-wide (such as dairy and beauty products). This component will definitely be of great interest and utility to students.

The final four sections, shorter in length than those just discussed, will serve as intriguing stepping-stones into more detailed discussion of the common currency, culture, education, language, and technology. Once again the use of quotations provides some insight into the importance of these topics to the French. Although these sections are less than informative than the first three, they demonstrate how, in France, the topics of politics, economics, culture, and language can be intricately interrelated.

The Disneyland Paris Case Study

Maureen McGuire-Lewis

Undoubtedly no American business venture in France has drawn greater attention and provoked more commentary than that of Disneyland Paris. Numerous articles and case studies already exist on the history of this controversial enterprise, and Maureen McGuire-Lewis's project is a welcome addition that will prove to be invaluable for use in the business French class. Presented both in English and French, this case study begins with the history of the Disney corporation in the United States, followed by the initial overseas venture in Japan, and then the conceptualization, development and implementation of the Disney amusement park outside Paris. Exploring how the Disney concept has been both a success and a failure around the world, and revealing the particularities of a unique corporate culture, the case study provides students with every facet of a company known world-wide as a creator of tourist destinations, yet one which confronted major problems when it sought to "conquer" France and Europe.

Teachers and students will certainly find the page "De l'agriculture à l'imaginaire: des hypothèses à gogo" of greatest interest, as it details how Disney encountered marketing and managerial nightmares during and after the construction of the park. The at-times stunning examples of poor or ill-conceived planning on the part of Disney include issues involving climate, pricing of the park and its hotels, the European concept of vacation, and the hiring and control of personnel. As is the case for all of the pages on the site, this section includes vocabulary that may not be familiar to many students, and pop-up boxes explaining highlighted vocabulary greatly facilitate and enhance reading of the text.

One of the attractive features of the case study is the inclusion of a wide range of exercises for students, all in French. Many of these could easily become the basis of classroom conversation, or be given as written assignments. While some focus on vocabulary and reading comprehension based on the case study, others allow students to expand on what they have read, and explore topics both directly and indirectly related to Disneyland Paris. Students may put themselves in the position of Disney executives and park employees, look at other amusement parks in France, apply for jobs at the park, or consider issues such as unemployment and transportation as they relate to what they have read in the case study.

This is a very well-designed and thorough project, one that provides a variety of possibilities for use in the classroom. Given the world-wide renown of Disney, this site will be of interest to instructors and students alike, and will prove to be one of the most wel-

come supplementary activities for the business language classroom [among others] in recent years.

Frost in France: An American Recycling Company Negotiates a Joint Venture in France *Maureen McGuire-Lewis*

Frost in France is an extremely detailed and ambitious project ideally suited for use in the advanced business French class or in any course incorporating discussion of cross-cultural communication and business negotiations. Written and intended for use in English, Frost and France has as its aim, as McGuire-Lewis herself states, "to encourage students to look at the process they use while negotiating with representatives from different cultures." The basic scenario of Frost in France involves three Americans travelling to France to set up a joint venture for Ellis Frost Electronics Recycling, Inc., an American company specializing in the recycling of computers and other electronic hardware. The three Americans meet with three representatives of the French government to negotiate the venture. Students act out the roles of the American and French participants, or serve as process observers, one for each team, who monitor the role-playing. The course instructor, or someone designated by the instructor, will serve as the facilitator.

Each participant receives the necessary background information to play out the various roles. All participants will read the background on France and the business situation which serves as the basis of the simulation. At the same time, for each role there is also a separate "role packet" containing information intended only for the student playing that specific role. The packets inform the participants about the personal history and characteristics of the individual whose role they are playing, and indicates the attitude with which the character is entering into the negotiation process.

This is a project that, given the advanced nature of the material and the amount of time that must be dedicated to the exercise, will be restricted in use to a limited number of classroom settings. Ideally, the simulation requires eight participants, although more students could participate as assistants to the major players. The fact that the project entails active engagement by all of the role players means that those participating must be prepared for an exercise requiring creative effort and dedication to the individual roles.

In the business French curriculum, knowledge of cross-cultural negotiations and communication are a vital component. [Frost in France](#) does provide a venue for exploring these two concepts, and will serve as a potentially fascinating exercise for the business French class. Although some might hesitate at the time that must be devoted to the simulation, and at the fact that it is to be conducted in English, the potential benefits should outweigh these perceived drawbacks. [Frost in France](#) will allow students, especially those in advanced business language classes, to put into practice negotiation skills of which they may only have a passive knowledge otherwise. Any instructor seeking to supplement the business French curriculum should consider this project for the classroom.

To Be Who We Are: Québec's Quest *Maureen McGuire-Lewis and Eileen M. Angelini*

While many teachers of French recognize the importance of Québec to French studies, given its geographic proximity to, and its economic relationship with the United States, many lack the basic background necessary for educating their students about this province. Québec's Quest will be an invaluable tool for those

teachers in search of an introduction to the political, cultural, and linguistic history of Québec.

Undoubtedly, the very presence of a large, French-speaking region “next door” will be the major motivation for any teacher to incorporate discussion of Québec into the classroom, and the information provided about the efforts devoted to the preservation of the French language by the Québec government is one of the strengths of this project. The numerous examples provided about the “language police” and the laws concerning the use of French in Québec are presented in a concise and interesting fashion, allowing the reader to obtain a solid introduction to this sensitive issue.

A brief outline of the geography and demographics of the province is of interest for two reasons. First, it succeeds in contextualizing Québec in terms of its physical size, and second, it alludes to the important phenomenon of the “allophones,” those Québécois whose native language is neither French or English. The mention of this group is particularly critical in light of the political and linguistic debates in Québec.

The largest part of the project is devoted to the history of Québec, from the arrival of Jacques Cartier through the Révolution Tranquille and the rise of the separatist movement, concluding with an examination of “Québec in the 21st century.” This latter part returns to the issue of the preservation of the French language in Québec, and demonstrates that although the question of sovereignty appears to be of lesser importance, the issues of cultural identity and language continue to be a preoccupation to the Québécois.

Those already familiar with Québec will probably not discover any new information about the province in this project, although some of the quotations related to the language issue will certainly be of interest. As was already stated, the importance of this project lies in its instructional value for those teachers with little or no background in the study of Québec, and above all for American students whose knowledge of “la belle province” is often limited to references to hockey and Céline Dion.

Teaching the Business French Course

Jo Ann Hinshaw

Undoubtedly the greatest fear that teaching Business French creates in the mind of French instructors is that of those business concepts with which they are generally unfamiliar [at least that is the case for most instructors who have had a traditional background in French studies]. The “Teaching the Business French Course” website will do much to dispel these fears, as it presents clear and concise explanations of the terminology and concepts of those components of business and economics which are the most “foreign” to foreign language educators. Nine headings are used to divide the concepts in a manner consistent with the approaches utilized in most business French textbooks: comptabilité, Banque de France, Incoterms, sociétés françaises, documents de transport, La Bourse, importations/exportations/douane, assurances, and système bancaire. The use of links to other sites, pop-up windows providing additional information or translations, and sample documents, greatly facilitates and enhances the comprehension of the myriad of concepts presented under each heading. As an added feature, there are also topics available in English explaining business terminology (accounting and transportation) and institutions (the Federal Reserve, corporate structure) in the United States, thus providing additional information for those with no background in business.

Although the site is described as primarily a resource for business French instructors (both those just beginning to teach the subject and those with experience doing so), it must be pointed out that students could also derive great benefit from the site, in particular if they are looking for additional or alternative presentations of the vocabulary they encounter in their business French course. The language utilized to explain the concepts is certainly accessible to students already proficient in French, and the presentation of the material is, as was previously stated, clear and concise.

Several of the categories contain information essential for virtually any business French class, in particular those on “sociétés françaises” and “système bancaire.” Others provide information that will be of interest to instructors with more advanced students or students with stronger backgrounds in business, such as “comptabilité” and “Incoterms.” All of the information provided, however, is relevant to an adequate understanding of the major concepts of doing business in French. This is definitely a resource that the reviewer would utilize in preparing to teach business French, and one which would be highly recommended to students.

Le Tour du Grand Concours

Eileen M. Angelini and Joanne S. Silver

This twenty-page guide to the National French Contest (Le Grand Concours) will be of interest to teachers currently participating in the contest, those contemplating doing so, and contest administrators in the individual chapters. The guide, apart from presenting general information about the contest, offers advice on encouraging and preparing students to participate, on scheduling the event, and on publicizing the event to students, parents, and school administrators. Le Tour du Grand Concours is a welcome supplement to the practical information provided on the AATF website, and to the information sent to teachers annually by contest administrators.

The first part of the guide covers the basic information about Le Grand Concours, including its history, how the contest is run, and how students are rewarded for their participation. This will be familiar material to those who are already involved in the contest. The sections of this first part that will undoubtedly be of most interest to teachers are those on awakening student interest and convincing students to participate. These two issues are among the greatest challenges for teachers wishing to be involved in the Concours, so the helpful suggestions provided in the guide can be of great benefit.

Another part of the guide follows up on these ideas by offering guidance on attracting students and preparing them for the contest, with both in-class and extra-curricular activities, including useful hints for practice sessions. Other valuable information is provided on administering the contest (whether this be at a central location for the chapter or in the individual schools), and working with the contest administrator.

Probably the component of the guide that will be most widely used is the section on publicity. Teachers and contest administrators can always benefit from suggestions on how to publicize the event, solicit prizes, and prepare news releases. The appendices include a sample letter to parents, and a sample memo to be sent to other teachers. These demonstrate the importance of the involvement not only of the teacher and students, but of the entire school and the student's family as well.

In conclusion, teachers wanting to ensure that Le Grand Concours will be a success at their school, and looking for as much information as possible to make sure that this happens, will find Le Tour du Grand Concours a useful and beneficial tool.

Forward with FLES*

Gladys Lipton and Lena Lucietto

It comes as no surprise to foreign language educators that the earlier a child begins learning a foreign language, the easier it is for the child to acquire the language, including the vocabulary, the grammatical concepts, and the accent. Consequently, the teaching of foreign language at the elementary school level (FLES*) has increasingly become a desirable, albeit difficult goal in school

systems across the United States. In order to help foreign language educators spread the word about the advantages of FLES*, the thirteen-minute video Forward with FLES*, and the brochure Why French FLES*?, present a wealth of reasons for encouraging such programs, especially those in French.

The Why French FLES*? brochure offers, under different headings, answers to the question posed in the title, as well as comments from parents, teachers, and school and government officials. The colorful and eye-catching brochure will be a useful tool for promoting such programs in schools and school systems around the country. Copies could conveniently be distributed at school, PTA, and school board meetings.

The video, Forward with FLES*, is composed primarily of statements in support of elementary-level foreign language, statements made not only by teachers and foreign language supervisors, but also by parents, school principals, a PTA president, a school board member, and even a mayor. Most importantly, perhaps, students themselves appear in the video, in particular high school students who came out of FLES* programs, and who discuss the advantage they gained in learning a foreign language earlier than most of their peers.

The rationale for learning a foreign language at an early age is obvious to those in the discipline, and the video does an excellent job of presenting a variety of reasons why FLES* is beneficial to children. The emphasis in the video is not only on the fact that younger children learn languages more easily, but also on other important factors, which go beyond mere language acquisition. Numerous statements are made about how much the children enjoy their language classes, how they can take what they learn home to their parents, and how they can even bring what they learn in the classroom to the community by engaging in cultural events. One particularly rewarding experience described involves children going to a senior citizens' home to speak French with the residents. The video also includes discussion of the importance of foreign language as part of a global education, the reinforcement of other subject skills, the inclusion of culture as part of the language class experience, the exposure of students to concepts they would not otherwise know, and the continuing relevance of French as a language of business and diplomacy. All of these are presented as vital reasons for encouraging elementary foreign language education.

There is no more convincing way to convey this message than to present children utilizing the language, and the most striking segment in the video is undoubtedly one in which a teacher is discussing colors with two of her students. One little boy's impeccable pronunciation of “rouge” would be the envy of any university instructor who has labored to instill correct pronunciation in his or her students! Forward with FLES* should be considered by anyone wanting or needing to convince parents, local and district school administrators, and others that there are many advantages to implementing French or any foreign language at as early an age as possible.

Those interested in obtaining copies of any of these nine projects should visit the AATF website: <http://www.frenchteachers.org>. They may also contact Jayne Abrate, Executive Director of the AATF at: abrate@siu.edu

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Deadline extended to December 15, 2004.

The New York State Association of Foreign Language Teachers is conducting a search for an Executive Director and an Administrative Assistant. Salary ranges are based on experience and qualifications - Executive Director, 20 – 25K, Administrative Assistant, 10 – 14K. If you are interested, please complete the following informational packet and mail to Mr. Al Martino by December 15, 2004. Please indicate which position you are seeking.

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1. A resume that should contain pertinent professional experience and involvement and technological skills and abilities.
2. Two letters of recommendation addressing organizational abilities, responsibility, interpersonal skills and flexibility.
3. A written response to the following two questions:
 1. What do you see as the strengths that you bring to the Executive Director/Administrative Assistant's position?
 2. Part of the role of the Executive Director and the Administrative Assistant is to encourage and increase membership in NYSAFLT. How do you envision doing this?

For further information or specific job descriptions, contact Mr. Al Martino at 518.435.9548.

Please return all materials by December 15, 2004

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Mr. Al Martino
821 Park Avenue
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