

Spanish Education	Question 1:	Question 2:	Question 3:	Interesting Facts:	New Questions:
Topic: Foreign Language in the Elementary School (Spanish)	What kinds of programs are there for elementary teachers to teach Spanish?	Why should foreign language be taught in the elementary school?	What are some strategies for teachers to advocate for FLES?		
What I Know:	Spanish as a distinct subject or teaching content in both Spanish and English	Countless benefits- study new cultures, increase English proficiency, communicate!	Inform parents and community members, involve many teachers	The earlier a child learns a second language the better	What kind of language program does a bilingual school have?
Source 1: ACTFL www.actfl.org/	FLES- Foreign Language in the Elementary School which is a sequential language learning experience for a degree of proficiency. FLEX- Foreign Language Experience or Exploratory- programs that provide limited exposure for presecondary students. Immersion: Partial or Full	Principle 1: "All students should learn or maintain at least one language in addition to English." "An early language learning experience generally results in the development of native or near-native pronunciation and intonation." Additional benefits include "strengthening of literacy in students' first language, raising standardized test scores in other subject areas, and developing comfort with cultural differences."	Offer language learning in "extended, well-articulated sequences that develop increasing levels of proficiency at each level of instruction." Teachers need to be "well qualified in language proficiency, cultural knowledge, and teaching skills."	Principle 2: "Learning languages should be a central part of the curriculum at all levels of instruction, from young learners through graduate school and adults (Pre-K through 20)." "The opportunity to learn any second language is more important than the specific language that is learned since research shows that generally learning a third or fourth language is facilitated after learning a second."	Where can foreign language teachers go for specific curriculum ideas? How do I know exactly what should be taught to my students?

<p>Source 2: Center for Applied Linguistics www.cal.org/</p>	<p>Total Immersion – All subjects taught in the lower grades (K-2) are taught in the foreign language; instruction in English usually increases in the upper grades (3-6) to 20%-50%. Partial Immersion – Up to 50% of subjects are taught in the foreign language; in some programs, the material taught in the foreign language is reinforced in English. Two-Way Immersion – Equal emphasis to English and a non-English language and one to two thirds of the students are native speakers of the non-English language, with the remainder being native speakers of English.</p>	<p>“In addition to developing a lifelong ability to communicate with people from other countries and backgrounds, other benefits include improved overall school performance and superior problem-solving skills...Students of foreign languages tend to score higher on standardized tests... Knowledge of a second language also seems to coincide with high academic achievement... Learning another language can enhance knowledge of English structures and vocabulary. Students of foreign languages may have better career opportunities.”</p>	<p>Foster children’s interest and aptitude in other languages. Read or speak to students in Spanish, if possible supply books, videos, and other materials in the language. Attend cultural events that feature music, dance, or food from Spanish-speaking countries. Start a summer program for Spanish study. Set up an in-class Spanish lending library, give students opportunities to use the language in and out of class, encourage parents who speak Spanish to use it with their children, and invite foreign exchange students to talk about their language and culture.</p>	<p>“When children have an early start to a long sequence of language instruction that continues through high school and college, they will be able to achieve levels of fluency that have not been possible in the past due to the late start of most language programs.”</p>	<p>How can I help bilingual Spanish students continue to develop both languages without a bilingual classroom? How do I go about starting a sequential Spanish program in a school where no other teachers speak Spanish?</p>
<p>Source 3: Redmond, M. L. “Attention! Are You Seeking A Position With Long-Term Benefits? Be An Advocate!” <u>Learning Languages</u> 4.1 (Fall 1998): 1-6.</p>	<p>Content-Based Instruction: integrating other content areas into Spanish instruction</p>	<p>“...Benefits include the development of critical thinking skills, acute listening skills, enhanced imagination and creativity, as well as better communication skills and greater opportunities for living and working in the 21st century.”</p>	<p>Inform parents, administrators, and the local community about the program and students’ accomplishments. Show parents and the community the skills attained and the purposes of the language learned in “real” ways. Invite guests in, network with colleagues, and thank supporters; use your state conference to organize advocacy efforts.</p>	<p>It is imperative to assess students’ progress both informally and formally and make parents aware of the results. Including a variety of products to show progress can be a positive public relations strategy and allow program evaluations.</p>	<p>What are some strategies to change the mindset of parents or administrators who don’t see the benefit of foreign language education?</p>

Summaries	The most common Spanish education programs in the elementary school include FLEX- exploratory programs possibly only in a few grades, and FLES- a sequential language learning experience.	The benefits of learning a foreign language include enhanced cognitive abilities, greater English proficiency, learning about another people and culture, and using language in the world of work.	Teachers need to inform parents, administrators, and the community of the program and students' achievements. Show the results and benefits of language learning!	These sources are wonderful tools for language educators and provide information on about every topic I could imagine. I will continue to search them and learn about early language learning.	Spanish education is a tremendous topic that I will continue to learn about as I teach Spanish in my classroom. For now, I can learn more about teaching strategies and curriculum materials.
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Annotated Bibliography
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(2006, May). *ACTFL board approved position statements*. Retrieved February 6, 2007, from American Council on the Teaching of Foreign Languages Web site: <http://www.actfl.org/i4a/pages/index.cfm?pageid=4368>

The American Council on the Teaching of Foreign Languages is one of the top professional organizations for teachers of foreign languages. The purpose of this specific part of their website is to inform those people interested in their organization of their particular position statements on foreign language education programs- goals, specific programs, when to start, establishing a program, etc. Their Web site contains general information about the organization, professional development resources, information about their publications, current language news, and more. There is no specific author for this Web page; the information I used was compiled by the executive officers of the organization. The Web site is published by ACTFL and provides content regarding nearly every aspect of foreign language education with coverage similar to other professional organizations such as the Center for Applied Linguistics or the National Network for Early Language Learning. I could not locate any information on awards that the Web site has won. However, I greatly enjoy using ACTFL's Web site because of its content coverage and ease of use. The categories and subheadings allow quick and functional links and there is a search finder for anything in the site. I am a student member of ACTFL and would highly recommend this site to any teachers interested in foreign language education. (214 words)

(2007). Resources: Publications: Informational brochures. Retrieved February 6, 2007, from Center for Applied Linguistics Web site: <http://www.cal.org/resources/pubs/brochures.html>

This Web site is published by the Center for Applied Linguistics- a private, nonprofit organization dedicated to research, communication, and education dealing with language and culture. The purpose of the informational brochures that I used as a source is to inform and educate parents, teachers, and school administrators of foreign language education. The content of these Web pages covers topics such as the benefits of learning a second language, programs available for language education, programs for native Spanish speakers, and how parents, teachers, and school administrators can become involved in foreign language education. The content coverage was impressive and very similar to that of other language learning organizations such as ACTFL or NNELL. I am not aware of any awards that this specific site has won. However, it is very accessible and easy to use because of the well-formatted Web design. The quick links and organized sub headings make navigating the Web page very user friendly. Overall, the Center for Applied Linguistics site is a wonderful educational tool with a wealth of information relating to communication, language, and research. I know I will use it in the future for further study. (191 words)

Redmond, M. L. (1998). Attention! Are you seeking a position with excellent long-term benefits? Be an advocate! *Learning Languages*, 4, Retrieved February 8, 2007, from <http://nnell.org/pdfs/journal/BeAnAdvocate.pdf>

This source is a journal article from a publication of the National Network for Early Language Learning. The author is Mary Lynn Redmond, a credible associate professor of education at Wake Forest University in North Carolina. The content of the article focuses on ten strategies for language educators to advocate for foreign language education programs. Strategies range from showing parents and the community the skills attained and the purposes of the language learned to networking with colleagues or using state conferences to organize advocacy efforts. The topics cover similar points that I have seen from educational organizations and the author cites many professional organizations in her work. I am unaware of any awards that Professor Redmond or this specific article has won. However, it is formatted in a very understandable and useable way. All the specific strategies along with meaningful quotes are highlighted in the text and stand out to the reader's eye. I easily found the link to the article on the publication page of NNELL's Web site- which is also organized and formatted in a user-friendly way. I would recommend this article and NNELL's Web site to other teachers, school administrators, or even parents for its usability in foreign language education. (203 words)