

VIDEO & NOTES

AUDIO

<p>Annenberg/WGBH Logos Graphic opening</p> <p><i>Teaching Foreign Languages K-12 Workshop Subjects Matter</i></p>	
<p>Lower Third: Martha G. Abbott Fairfax County VA Public Schools</p> <p>Lower Third: Richard Donato University of Pittsburgh</p>	<p>Abbott: One element of the standards, one goal area that really sets it apart is the connections goal because that really gets to the heart of what our content is.</p> <p>Donato: Teachers will often say “I can’t teach content. I’m not a content specialist. I’m here to teach Spanish. I’m here to teach German. I’m not here to teach astronomy. I’m not here to teach social studies.” And yet, what we see is that content becomes a vehicle for language learning and language becomes a vehicle for understanding content.</p>
<p>PANEL DISCUSSION – WIDE SHOT</p> <p>GRAPHIC: Content Language Form</p>	<p>Narrator: The fourth session of the Teaching Foreign Languages workshop, “Subjects Matter,” focuses on the connection standard. Researcher Patsy Lightbown, professor emeritus of Concordia University in Montreal, discusses the balance between language and meaning in a content-based instruction classroom. Patsy Lightbown is joined by University of Pittsburgh Professor Richard Donato, and teachers Jai Scott of Columbus, Ohio, and Yo Azama of Salinas, California. Together, they work to determine: what is the content of language instruction; how is language transparent or opaque; and as a teacher, how and when do you focus students on form?</p>

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<p>What is the content of language instruction?</p> <p>Lower Third: Patsy M. Lightbown Concordia University, Montreal</p>	<p>Lightbown: There are two different aspects to the connections, um, standard. One is giving students the opportunity to use the foreign language to reinforce or extend knowledge that they've already gained in a science class or a social studies class.</p> <p>STEPHANIE APPEL CLIP -Students, today we are going to do a review of the solar system. -And then we are going to continue to talk about our planet, the Earth, OK?</p> <p>Lightbown: But the other side of the connections standard is getting students to have opportunities to learn content that they wouldn't actually have encountered if they weren't studying the foreign language.</p> <p>MICHEL PASQUIER CLIP -Where is the Beast? -He is no more. It was I. -In Beauty's eyes, the Beast becomes a prince and -Avenant becomes a beast.</p> <p>Lightbown: There was a time when, in teaching a foreign language, we approached the task as a, from a skills-based perspective where we believed that we could teach students to use the language, teach them the language and its form and its structures, and when they reached a certain level of proficiency with that language, then we could begin to introduce them to interesting content.</p> <p>JOHN PEDINI CLIP -The arteries, when they have a lot of cholesterol...</p>
	<p>Pedini: I think it's important that we touch upon history, we touch upon</p>

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<p>Lower Third: John Pedini Brookline, MA Grade 8</p>	<p>science, math and all the other curriculum things to show that these things are done in this language, but when you put it in that kind of a context, basically the emphasis is not any more on trying to acquire the language; it's trying to do the math. And when they're doing it, they're acquiring the language at the same time.</p> <p>JOHN PEDINI CLIP -You're going to count in pairs from 0-10 by ones, from 10...</p>
<p>Lower Third: Ghislain Tulou McLean, VA Grades 9-12</p>	<p>Lightbown: Now, instead of getting students, uh, to learn language in order to talk about interesting things, we now talk about interesting things in order to get students to learn the language.</p> <p>PABLO MUIRHEAD CLIP -We know that the Spaniards went to Africa, and what did they do in Africa? -They stole. -They stole...people. Onama.</p> <p>Lightbown: But it's also essential to remember that every foreign language class must have both language and content objectives.</p> <p>GHISLAINE TULOUL CLIP - What did we talk about in the last class? - We talked about the community, right?</p> <p>Tulou: The theme of this unit is the community and the quality of life in the community. But the grammatical objective that I selected for this lesson was the conditional.</p> <p>GHISLAINE TULOUL CLIP -"I would like, I would like..."</p>

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WEB TAG

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Lower Third:

Jai Scott
 Columbus, OH
 Kindergarten

PANEL DISCUSSION

Lightbown: We really seek, in foreign language teaching, to get students involved in something that's useful and interesting to talk about at the time, not just teaching them the language so that someday they'll be able to use it to say something important, but so that they can begin already to use the language in meaningful and interesting and cognitively challenging environments.

Donato: For someone like you, in kindergarten and elementary school, the notion of content and language teaching is not a foreign concept. I mean, what are your major content areas that you do in kindergarten?

Scott: They're the math, science, reading and language arts, all on a kindergarten level, of course, almost a pre-K level because we're starting out in immersion. You know, the kids are starting out, most of them, with zero language.

Donato: They have zero language and you're teaching health, you're teaching nutrition, you're teaching science, you're teaching math. Isn't this crazy?

Scott: Well, they have no language but they have so much other prior knowledge that they can use the language or use their prior knowledge to kind of make those connections through the language and get the content and understand the content, reinforce it a lot of the time because they're using that prior knowledge and building on it a little bit sometimes.

JAI SCOTT CLIP

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Lower Third:
Yo Azama
Salinas, CA
Grades 10-12

Scott: [speaks in French sans subtitles]

Student: Arthur has chicken pox on his self. [English]

Scott: [speaks in French sans subtitles]

Donato: In your particular case, it's a little more unusual. And we generally divide instruction by Japanese 1, 2, 3, 4, and it's sometimes standards-based, but often with skills and textbook and materials, and it wouldn't contain topics like science or social studies or geography.

YO AZAMA CLIP

-Look at this. In Japan there are a lot of interesting places.

Azama: Without content, I cannot teach the language. I consciously put content into that, uh, um, unit. I real... I mean, otherwise I realize, "Oh, I have to introduce geography."

YO AZAMA CLIP

-Yes, Okinawa. Okinawa. Hang on, where is Okinawa?

-Eric, come up here and point to it with your finger, please.

-Where is Okinawa? Hmm, Okinawa.

-This is Okinawa.

Donato: So what do your kids like? What get, gets kids turned on in kindergarten? What would you choose? What wouldn't you choose?

Scott: I tend to always be on the search for songs that kind of reinforce different curricular things that we have to teach.

JAI SCOTT Classroom clip

-What a pity, I have the chicken pox.

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-I have spots from head to toe.

Scott: It somehow contextualizes it and they love song and they love movement.

-...a spot on my chin, a spot on my back...

-...a spot on my knee. Don't scratch it.

-If it itches, I can wiggle for just a second.

Donato: I like the way you kind of introduce that song. You really do it in steps. You really scaffold their participation...

Scott: Yeah.

Donato: ...in that song so nicely.

Scott: Uh, mm hmm. Sure.

Donato: First listening to the song...

Scott: Yeah.

Donato: ...and then you just sort of mouth the words...

Scott: Uh huh.

Donato: ...of the song, then you did the gestures to the song, then they participated, and little by little, they were... it's almost a metaphor for how we learn language. Little by little they were just taking it on.

Scott: And starting to participate, yeah.

Donato: Gaining in participation.

JAI SCOTT CLIP

-What a pity, I have the chicken pox.

-I have spots from head to toe.

-A spot on my nose, I shouldn't

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	<p><i>scratch it.</i></p> <p>Donato: What kind of content do you choose, Yo?</p> <p>YO: (#S7M1 14:46:49) My job is to create motivational outcome - something that they can do. Uh, they can use it in real life.</p> <p>RICK: And content helps you do that?</p> <p>YO: (#S7M1 14:47:16) Yes</p> <p>Student Home Video Footage [Students speak in Japanese]</p> <p>YO: I wanted them to create a video introducing their school, to Japanese students so they get to see the video beforehand, before they leave Japan, so they, "oh, that's what uh, your, North Salinas uh, school is going to be like."</p> <p>Student Home Video Footage [Students speak in Japanese]</p> <p>Lightbown: And while they're learning about what they're going to tell the Japanese students about their school, they're learning about Japanese schools that uh... and are able to make that comparison.</p> <p>Azama: Every activity has to be meaningful: why they are asking those questions, why they are presenting this thing, uh, for school. They had purpose.</p> <p>Donato: Is this easy to do, is content-based instruction easy? Is it... Patsy, what have been your experience with teachers? Is it easy? Is it something easy to begin to implement?</p>
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	<p>Lightbown: I don't think it's easy to begin to implement. I think it's very challenging, especially for teachers who have had the habit of a textbook-dependent structure, skills-based approach. Um, and the best way for them to begin to use it, I, I, I think, is for them to start by maybe choosing a theme. Muh, maybe, maybe they can stay close to their textbook but take a unit in the textbook where there is some kind of conversation or some kind of topic that's introduced and then sort of expand that or, or, or build on it...</p> <p>Donato: Into content.</p> <p>Lightbown: Um, into a larger content unit.</p> <p>MEGHAN ZINGLE CLIP -What you have are some references for the painting. -What I'd like you to do, is to read the selection. -It ends on page 199.</p>
<p>Lower Third: Voice of: Meghan Zingle Glastonbury, CT, Grade 10</p>	<p>Zingle: The book has led them nicely into talking about regions of Spain, and this sort of begins our history unit. And the biggest part of the text is actually the historical aspect.</p> <p>MEGHAN ZINGLE CLIP -Which of these questions can we answer? -For "when?" -Yes. -It says here 1936 to 1939.</p> <p>Azama: I do have a textbook but, um, I use it as a resource. Uh, I don't want to be used by the textbook; I want to be the one who uses the textbook effectively.</p>

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	<p>Donato: Well said.</p> <p>YO AZAMA CLIP</p> <p>-Go!</p> <p>-I'm going to Tokyo.</p> <p>-Why?</p> <p>-Why?</p> <p>-Tokyo is famous for Disneyland.</p> <p>-Mickey Mouse?</p> <p>-OK, there are lots of geishas in Tokyo.</p> <p>-Amazing! (<i>not heard</i>)</p> <p>-Amazing! (<i>not heard</i>)</p> <p>-Tokyo is expensive, so don't forget your money.</p> <p>Lightbown: By creating these content-based activities, you create a context in which there's a reason to learn the language, there's a reason to learn the grammar, there's a reason to learn the vocabulary. Um, and you're not putting the students in the position of waiting until they know the language well enough to be able to talk about something interesting.</p> <p>LORI LANGER DE RAMIREZ CLIP</p> <p>-Leader, would you summarize...</p> <p>-all the arguments in two or three sentences at most.</p> <p>-Just one minute maximum.</p> <p>-Sure. Your side asks, why do we need visas to go to Spain?</p> <p>-And I ask, why not?</p>
<p>How is language transparent or opaque?</p>	<p>MUSIC UP</p> <p>Lightbown: In content-based classroom instruction, the priority is almost always on language. You see moments where the students are so engaged in the content that language has become transparent. They simply see right through the language. They're not aware at the moment that they are working in a</p>

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foreign language. For these short periods of time, sometimes longer periods of time, they are so focused on the meaning that they just simply see right through the language as if the language were something that they used every day.

YO AZAMA CLIP

-OK. "Places." 10.

-**"Places." 10. "Places" for 10.**

"Places" for 10.

-OK, it's south of Chugoku.

-Yes?

-Where is Okinawa?

-"Where is Okinawa?" ...

-Wrong.

-Wrong.

-Wrong. OK. Next one.

Lightbown: They're just so engaged in the meaning that they're not thinking about language at that moment. So for that period of time, language is transparent, like a window: you see right through it and you see what's happening in, in the reality. But sometimes it turns out that you don't understand.

YVETTE HENO CLIP

-A pig? Not a pig.

Lightbown:, or maybe instead of your failing to understand, you realize that now you have to say something that you thought you understood because you just had a class in which you understood everything about it, and now suddenly it's up to you to say it, and you realize that you, in fact, don't know all the language.

YVETTE HENO CLIP

-Pig?

-Pig?

-No, not pig.

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Lightbown: You understood the meaning, and the language was present, but you didn't actually understand how the language made the meaning. So for that moment, language has to become opaque, and for that moment, instead of looking through the language to the meaning, you have to look at the language itself and say, "Now, how does the language make the meaning that I'm trying to make or that I'm trying to understand?"

GHISLAINE TULOU CLIP**-What's different?**

-It's the infinitive plus the ending of the imperfect tense.

-Very good, Ian. You have the infinitive and you add the ending.

Lightbown: And then, once that period of looking at the language itself has been accomplished, then you go back to looking through the language, uh, to the meaning, and, and, except that your window now is a little bit shinier and a little bit more, uh, rich in opportunities to understand meaning.

-For question number two, where would you choose to travel?

-I would go to Colorado, because I like the cold.

-I like to go skiing. I would go to Colorado as well.

-Good.

PANEL DISCUSSION

Donato: Tulou's class is really interesting, I think, because she is doing a content-based lesson. She says it's a larger unit on ecology, and she's starting it by looking at environments, by looking at McLean, Virginia, and looking at Hull.

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	<p>But embedded into that is some opaqueness of the language, the conditional.</p> <p>Lightbown: This is not the only example of, of a sort of Socratic teaching of, of grammar. You see it in the Chinese class on sports.</p> <p>JIE GAO CLIP -Hockey.</p> <p>Lightbown: The characters for football, baseball, basketball all share the ball.</p> <p>JIE GAO CLIP -Baseball. Basketball.</p> <p>Lightbown: And the teacher gets the students to notice that there's that commonality in the form.</p> <p>JIE GAO CLIP -Soccer. -Soccer. -Tennis.</p> <p>Lightbown: And certainly you see it here where the teacher says, "Well, what, what is the, the ending and what, what other form has this ending, and what does it mean?" And it... she makes the language opaque but she creates a reason for using the language.</p> <p>JIE GAO CLIP -Baseball, soccer, Ping- Pong, hockey. Jie Gao: What do you see? Anything in common? [English] Student: They all end the same way with qiu [English] -With <i>qiu</i>.</p>
	<p>Donato: ...Sa long time to learn a language. Do you have times when you</p>

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try to make the language opaque? I mean, is it easier in high school to kind of, at times, focus on a form in a content-based lesson, or, or make it important?

Lightbown: Is there a time when, when, when you decide that even though the students get the general meaning, that you really want them to see exactly how the language carries that meaning?

Azama: Yeah. I feel like I need to strengthen my... like, teaching grammar, uh, section, because I do not spend time, much time, on teaching grammar structures.

Scott: At this point, it's, it's more getting their ear comfortable to the language.

JAI SCOTT CLIP

-What's the problem with Arthur, Melissa?

-He had little red dots.

Scott: Once I knew a child knew how to say "red," I wouldn't accept them saying "red." I would demand that they say "rouge."

JAI SCOTT CLIP

-Does he have green spots?

-No, not green spots. What color...?

-Red.

-Red. Yes.

Scott: I don't want to block their acquisition of content by correcting their language, so I think you have to choose those moments and make opportunities of them.

JAI SCOTT CLIP

-Is he sad or happy. Ay'sha?

-Sad.

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-How is he?

-Sad.

-Yes, he's sad. Poor Arthur.

Lightbown: What exactly is the balance between form and content? When is it appropriate for students to forget that they're speaking a second language and that they... and the language is transparent to them and they're looking right through the language to the meaning, and when is it appropriate to say, "Stop just a minute here and let's just look at the language"?

MEGHAN ZINGLE CLIP

-You want the command for the plural "you."

-Yes.

-We need the subjunctive of the verb to make the command form.

-"Vengo?"

-Yes.

-"Vengan."

-Yes, "You come!"

Lightbown: The students know they're there to learn a language. That they're not... they're not... they know why they're there. And, and they want to do well in the language. And the reality is language learning is hard, and also when you are a learner, there's a great deal of language that you hear that you can generally understand but you simply do not hear all the little pieces. And it's the teacher's opportunity, as a guide, to say, you know, "Listen, this is what we're saying and let me write it on the board here and you'll realize that there's this little piece here that a lot of you are leaving out." And, and you don't have to go... and you don't assume from that that tomorrow everybody will do it right. All you know is that you have given them

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	<p>one more chance to see it. Uh, and they might not have seen it if you hadn't given them that one more chance.</p> <p>GHISLAINE TULOU CLIP <i>-Je choisirais</i> (I would choose). -Je choisir-ais. -Yes. -It's very easy with the conditional. you always hear which letter? "R."</p>
<p>Lower Third: Lori Langer de Ramirez New Hyde Park, NY Grade 12</p>	<p>MUSIC UP</p> <p>Lightbown: How do teachers figure out when it's right to draw students' attention to something? They figure it out, probably above all, through experience. After, after being with students for a certain period of time, they, they begin to know quite intuitively what kind of language features are going to trip students up, what kinds of things they find difficult, um, what kinds of errors get into their language and stay there for a very long time.</p> <p>LORI LANGER DE RAMIREZ CLIP -There is a mixture of artists right here from various countries. -And we could learn from everyone who is here. -Strong argument, isn't it? Class, "country," is it "el" or "la"? -"El." -"El país." Very good.</p> <p>LORI: One of the things I'm very hesitant to do is to correct students mid-sentence. I will do it if I feel it's been an error that's been repeated over and over again. So I, I'm more interested in having them communicate and then we work on the error correction but it's a bit delayed most of the time.</p>

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LORI LANGER DE RAMIREZ CLIP

-...they can't enjoy our art...

-Without accepting the Colombians.

-They can't enjoy our art. Very good.

Lightbown: It's those things that the teachers will, either briefly or in a more sustained way, draw students' attention to. And then things move on. What the research shows us is that if students continue to believe that getting the general meaning is learning the language, that they may, um, reach levels where they plateau and where they don't continue to make progress until the teacher draws their attention, um, and, and, and helps them to see where what they're saying is different from what they're trying to say.

GHISLAINE TULOU CLIP

-"I would go to the Island Theatre."

Why, Natalie.

-Because there are a lot of things to do here.

-There are a lot of things to do *there*.

OK?

Lightbown: But when students are doing a sort of final, culminating activity, listeners who are going to have to hear it as an example of correct language...

ASSESSMENT CLIP

-“I don't think it's a good idea to drink it, Corazana, “advised Gaitano.

Lightbown: Then it becomes important to stop and focus on accuracy as well as content.

GHISLAINE TULOU CLIP

Student: How come I can't use this expression? I kind of wanted to say “got wind of,” se olio.

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	<p>Tulou: “Se olio” means “he smelled himself.” Student: Oh, OK.</p>
<p>WEB TAG: Go to the Workshop Guide at <u>www.lea</u></p>	<p>PANEL DISCUSSION</p> <p>Donato: How do you make sure that your kids are understanding what you’re teaching them? How are you checking their comprehension? You’re speaking French the whole time.</p> <p>Scott: Yeah.</p> <p>Donato: How do you know that they’re understanding you?</p> <p>Scott: Umm, you just have to be constantly assessing. You have to constantly be checking in with the students and having them check back in with you. And a lot of the time you do find out that they’re not understanding.</p> <p>Donato: What do you do then?</p> <p>Scott: You go back and reteach in a different way, is what I have to do.</p> <p>Donato: Mm, interesting. How do you deal with error correction? Would you deal with error correction at all?</p> <p>Scott: Yes.</p> <p>Donato: You do, in kindergarten?</p> <p>Scott: I think... I think sometimes it’s necessary. Otherwise it does start to become concrete, because I have children... you know, they start to learn the colors and they hear that “t” at the end of (<i>speaks French</i>) and they want to put it there every single time and I... I don’t want them having to go the entire</p>

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year making that mistake.

Lightbown: Um, error correction is part of language teaching, but you cannot expect, and nor should you expect to draw students' attention to every error they make. You decide what the one, what the errors are that are within their level of ability. What are the things that you think are important to communication? What are the things that you think, um, are, are manageable within the content that you're trying to teach? And then you decide to focus on those and, and then you hope for the best.

Azama: I believe communication is first, has to come first, then, yes, they will still make mistakes, but maybe there are a few students who learn just by learning grammar, and the grammar is, is there. And then to usually...

Donato: It's not a problem, right? If they're using it, then there's not really a problem.

Azama: No, I don't think it's a problem but it becomes a problem if you focus on grammar the entire unit, I think...

Donato: And it does become a problem, right.

Azama: It's a problem, you know, just to use grammar.

Lightbown: You know, I don't want to, um, diminish the importance of skills-based instruction because it does still have a role in, in language learning, but where you dichotomize and you say on the one hand skills-based and on the other hand content-based instruction, we

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know that for reasons of motivation and for reasons of keeping it interesting not just for the students but for the teacher as well, that content-based instruction is a much more effective way of building motivation, of building confidence, of building strategies for interacting with authentic language. But in an absolute beginner level and with very young children, how do you prepare them for that?

Scott: First of all, always by modeling exactly what I think that... how they should be working, ideally, in their small group. And that's sort of a whole-group instruction.

JAI SCOTT CLIP

-This is...

-Knee.

Scott: And then the, with the repetition helps a lot, too, at the age, at the age group, um, in kindergarten, they kind of hold to the routine and that's a lot of the how they hold to the language.

JAI SCOTT CLIP

-Where is Patrick? Here is Patrick.

-Where is Destinae? Here is Destinae.

-Where is Ayanna? Here is Ayanna.

Scott: So, um, revisiting is okay. I don't know if it's popular or if that would be a popular method with high school. Um...

Azama: I've taught kindergarten for one year, and that was my first year teaching. Um, I learned so much from the kindergarten class: procedures, classroom management. And to have... all applicable to high school teaching. And high school teaching, once again, going back to planning, I plan the

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Lower Third:
Jai Scott
Columbus, OH
Kindergarten

Lower Third:
Yo Azama
Salinas, CA
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lessons, everything, and keep the activities short: uh ten minutes. Even the high school students, because they're older doesn't mean they have longer attention span. So... or I don't have maybe long...

(Laughter) I don't have long attention span maybe. So I keep the activities usually six or seven minutes. Uh that's including giving instruction.

Donato: So what advice would you give a new teacher who... what would you say to a brand-new teacher? You have a student teacher...

Scott: I would say communicate with, uh... communicate enough with your students and get to know the content that they're familiar with and the content that they're learning.

Donato: Oh, that's interesting. So build content from what your students...

Scott: Yeah.

Donato: ...from what your students bring to the, to the classroom.

Scott: And communicate to the other teachers as well to find out what it is that they're expecting and what it is they already know that their students know.

Donato: What advice would you give, Yo?

Azama: I take it as an, uh, opportunity for me to learn new content. I don't know everything about Japanese, is particularly teenage culture. So that's another opportunity for teachers to learn from them. And they love to teach you. They love teaching teachers.

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	<p>Donato: Sure, teachers can be learners.</p> <p>Scott: Yeah. And students can be the experts. I think I, if, you know, if you're teaching a unit on, on, on technology computer software or, I mean, I know nothing.</p> <p>Lightbown: If you're a teacher starting out to do your first project, content-based project, choose something you love. Choose something you're really interested in and that you have a lot of material to work with.</p> <p>Donato: You know, um, teachers don't always have to be intimidated by the content. If it's a content that they don't know, um, it could be something you want to know about and learn about or it could be a content you know a whole bunch about and are passionate about. And so don't let... if you're not involved in making academic connections in language instruction because you're afraid of content, you don't have to be.</p>
<p>Lower Third: Patsy M. Lightbown Concordia University, Montreal</p>	<p>MUSIC UP</p> <p>Lightbown: It's essential to remember that every foreign language class must have both language and content objectives because it's... it isn't, it isn't simply the case that you want the students to learn nutrition facts, it isn't simply the case that you want them to learn the geography of Japan; you want them to learn those things as well as to learn the language. And the, and the, and the big challenge for teachers in content-based instruction certainly is finding the balance between the meaning and the language that carries the meaning.</p>

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Lower Third: Richard Donato University of Pittsburgh	Donato: Perhaps teachers will see content-based instruction and by extension, directly addressing the connection standard, um, that, um, it's, it's a reality. It's feasible. It's possible. It's not something to, um, to fear and that it's something that can potentially excite their teacher...teaching, enliven their teaching, and maybe even make their teaching easier.
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