

*The Professional Journal of the National Network for Early Language Learning*

# LEARNING LANGUAGES

spring/summer 2015 volume 20 issue 2

developing  
21<sup>st</sup> century  
leaders  
through  
language  
instruction

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The theme of this issue of *Learning Languages*, Developing 21st Century Leaders Through Language Instruction, reflects the role language learning plays in cultivating our future leaders. Despite the progressive sci-fi movies depicting the future with flying cars and robots that do all of the housework, we are still a long way from this. On the other hand, thanks to their entrepreneurial endeavors, children are creating startup companies, developing apps, and achieving success at younger and younger ages. They are building social networks and becoming architects of their future. Do the education systems in place reflect what is to be the future for today's students? As we prepare students for jobs that quite possibly do not exist yet, it is necessary to cultivate leaders who can adapt and collaborate on a global level.

As I searched for words of wisdom to impart on my son as he graduated from high school, I came across the following quote:

*"The best way to predict the future is to create it."* - Peter Drucker (1909-2005)

According to the Drucker Institute, the Austrian-born language learner, writer, professor, management consultant and self-described "social ecologist," influenced a wide range of organizations from the U.S. to Japan. He coined the term, "knowledge worker" and pressed for a healthy balance; notably between the specific mission of individual organizations and the common good. An active Peter Drucker modeled lifelong learning as he continued to publish and consult well into his eighties with his method of asking more questions than giving answers approach and teaching his last class at the age of ninety-three. His example demonstrates the influence one can have in other cultures and countries besides one's own when learning other languages and about interculturality.

On the other hand, it can be challenging to sustain the vision of revolutionary change in a rapidly changing landscape of technology and innovation. Therefore, it would be wise to consider a leadership approach that reflects the need for lifelong learners. While creating paths for themselves to the unknown future that awaits them, emerging leaders need to be risk takers yet consider how their actions affect others from a variety of culture backgrounds. For that reason, the relationship between interculturality and leadership finds its way into the language classroom. As educators, we are poised to cultivate 21st century leaders from early on through language instruction that incorporates cultural aspects in order to help them collaborate more effectively with others. Learners should be allowed to make mistakes, negotiate meaning, and work towards improving proficiency in the language and culture through interpersonal exercises and intrapersonal reflection.

*"Follow effective action with quiet reflection. From the quiet reflection will come even more effective action."* -Peter Drucker

The process of learning a language includes difficulties and growing pains, much like the leadership

process. Two years ago, I entered the leadership role as Vice-President of NNELL. The same year, my daughter was born and my journey towards a doctoral degree in learning and leadership began. Although leadership can be thought of as championing change, the management aspect of my leadership journey includes timelines, coursework, and other functions related to the leadership process while juggling a toddler and a teenager. With so many ambitious and talented educators involved with early language learning, I am looking forward to joining forces to bolster advocacy efforts and empower emerging leaders. For me, NNELL is, and always has been an organization that cares. When seeking that healthy balance, between home, work, the doctoral journey, and my leadership role with NNELL, it helps to be surrounded by inspiring and thoughtful people. This year we welcomed back a committed leader, Nathan Lutz, to the executive board as President-Elect, and are grateful Diane DeNoon will continue as our Treasurer. Tammy Dann remains our

# President's Message

dedicated  
Membership  
Secretary,  
while  
Marcela

Summerville will continue as our energetic and passionate National Network Coordinator. Janine Erickson, our inspiring Advocacy Chair, amongst other duties, compiles articles and research with the help of a stellar advocacy committee. I ask, where would we be without Glastonbury? Rita Oleksak, our Past President, and Dorie Perugini, our Executive Secretary are invaluable with their keen eye for detail and support with the Summer Institute for three years in a row. I would also like to extend a special thank you to Ken Hughes for his behind the scenes work as our webmaster and to Stacie Berdan for her tireless advocacy efforts and representation of parents raising global citizens. We represent a variety of approaches to leadership, yet our mission is the same: Developing 21st century leaders.

As you read this issue of *Learning Languages*, consider how we can support and cultivate emerging leaders. Please do not hesitate to contact us and share your ideas. Read on and lead on!

Nadine Jacobsen-McLean  
NNELL President



# Letter from the editor

Dear NNELL Colleagues,

Welcome to the spring/summer 2015 edition of our *Learning Languages* journal. This summer's theme is "Developing 21st Century Leaders Through Language Instruction." One of the key areas of focus around the country right now is building college and career-ready students as part of Common Core and preparing students for global citizenship. It's never too early to start thinking about this very important topic.

The ability for students to make connections with the community within the school and the district, as well as the local community, helps to shape today's students and broadens their horizons at the local level. I think you will find these articles timely and of interest to you as you relax this summer. Greg Duncan talks to us about Nurturing Engaged & Empowered Leaders. Katherine Ousselin shares some tips and highlights of using Digital Tools, Listening, Speaking. Dorie Perugini, our executive secretary, shares with us more on the topic of intercultural competence, with her article, "Building Community in a Highly Successful Inner-City STARTALK Program." Ann Ferriter showcases the effect of community partnerships within a district in order to support a highly successful STARTALK elementary Chinese program. Finally, I am very pleased to share

with you an article by Emmett Hendershot, Ruby Costea, and Dr. Molly Stewart, whose program was featured in a recent *Chinese Early Language and Immersion Network* (CELIN) newsletter as a program profile on Paint Branch Elementary School: "Making Ice Cream Together: Chinese Language STEM Programs at Two Maryland Elementary Schools."

The theme of our fall/winter 2015 issue is "Exploring Creativity & Innovation through Language Learning." I encourage you to submit an article proposal on this subject which explores 21st century skills and delves more deeply into opportunities for student engagement through creativity and innovation. Proposals will be accepted through Sept. 15, 2015.

As I have transitioned into past-president, I am also working with the Board on a search for a new journal editor. This has been a tremendous growth experience for me and has allowed me the opportunity to connect with colleagues around the country and internationally. In this issue, you will see a page dedicated to our search for a journal editor. Please consider this professional opportunity as a way to share your expertise with a broader audience.

Enjoy the summer!

Rita

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## Seeking Editor for *Learning Languages*

The professional journal *Learning Languages* is the official peerreviewed journal of the National Network for Early Language Learning (NNELL) and is published two times a year.

### QUALIFICATIONS

The ideal candidate will have a background in Applied Linguistics, Second Language Acquisition and/or Foreign Language Education, an established scholarly record, familiarity with quantitative and qualitative research paradigms, and be open to an array of theoretical perspectives. Prior editorial experience and experience in carrying out research on L2 acquisition of languages other than English are not required but a definite plus. The editor of the NNELL *Learning Languages* journal must be a member of NNELL.

### DESCRIPTION

The Journal Editor reports to the President and works with the Executive Board and the Journal Editing Committee in order to organize and supervise the preparation, design, printing, and disbursement of the publication. The Journal Editor is responsible for the content with approval by the Executive Board of each publication, establishes deadlines, defines a process for and supervises the refereeing of articles. The Journal Editor shall be appointed by the President with approval by the Executive Board for a one time renewable three-year term and will be reviewed annually. This is a nonvoting position.

### RESPONSIBILITIES

The editor of the journal is a volunteer who:

- will be responsible for the content of each publication establishing themes and proactively solicit submissions for the journal;
- will establish deadlines for the spring/summer and fall/winter journals and define a process for and supervise the refereeing of articles;
- will write the editor's message for each issue with Board approval and work with authors on proofs and edits of their accepted articles (APA format);
- will supervise work of the guest editors, contributing editors, and the Journal Editing Committee receiving and acknowledging all correspondence and articles;
- will organize and supervise the journal budget including sponsor information in the preparation, design, and disbursement of the publication.

### APPLICATION PROCESS

Review of candidate materials will begin July 1, 2015, and will continue until the position is filled.

It is our hope to have a new editor in place as soon as possible so as to allow for sufficient time to prepare for upcoming publications.

Candidates should submit a letter of intent and CV to Nadine Jacobsen-McLean at [njacobsen@nnell.org](mailto:njacobsen@nnell.org).

# Creating a Global Classroom

By **Stacie Nevadomski Berdan**

By the time today's toddlers join the workforce, the ability to work globally and cross-culturally will be mandatory – not just the “nice to have” it was years ago. But are our teachers prepared to help raise global children?

While it's important for parents to help prepare their children for the global marketplace, educators play an equally important role in developing cross-cultural competency and knowledge. Teachers with global perspectives can help foster increased cultural understanding and support more young people to think, act and live as global citizens. All teachers should be properly trained and prepared to teach all subjects through a global lens, not just social studies and language, in order to help prepare students to compete and thrive in the global marketplace.

According to Global Teacher Education, a globally competent teacher is one “who possesses the competencies, attitudes, and habits of mind necessary for successful cross-cultural engagement at home and abroad.” Globally competent teachers demonstrate the following characteristics and guide their students to do the same:

- Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research;
- Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully;
- Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers; and
- Take action to improve conditions, viewing themselves as players in the

**Stacie Nevadomski Berdan** is a seasoned global executive and an expert on international careers. She is the author, most recently, of *Go Global! Launching an International Career Here or Abroad* and the upcoming book *Raising Global Children from Tots to Teens*.



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world and participating reflectively.

But global competence training is not part of the standard U.S. teacher training or certification process. So how can teachers who are already in the classroom acquire such skills?

Additional training and certification credits focused on global competency will certainly help, and districts should encourage teachers to pursue them. But in the meantime, teachers can start implementing some very practical steps right away. In my latest book, *Raising Global Children: Ways Parents Can Help Our Children Grow Up Ready to Succeed in a Multicultural Global Economy* (published by the American Council on the Teaching of Foreign Languages, 2013), readers learn how developing a global mindset is the first step – and it's relevant for adults as much as children. Creating a global classroom, a place that is inclusive where all children have an equal voice, doesn't have to take much extra time. Teaching materials should reflect the world's diversity, as should classroom visitors. A few examples of what a global classroom entails:

- Encourages creative representations of the world;
- Avoids stereotypes when selecting international images;
- Creates games using maps and globes;
- Plays music from a variety of cultures and take time to reflect on and discuss it;
- Creates a global bookshelf, including books written in other languages to show how books are physically read in other countries;
- Posts and refers to the alphabets of other world languages;
- Introduces world languages through online sources, such as the one used by the Peace Corps;
- Incorporates toys/items from around the world in teaching both a subject and cultural similarities and differences; and
- Posts and frequently uses a variety of maps.

Teachers can also incorporate cultural exchange into their core curricula through virtual international exchange

programs enabling students to have direct communication with kids their own age living under significantly different circumstances. Students have the opportunity to “travel” to another country without leaving their own school. The number of networks and organizations dedicated to connecting students and teachers around the world is growing. Although each organization does it a little differently, they all create an educational and cultural exchange that enriches the lives of students, teachers and administrators. Some of the many organizations include ePals, which provides project-based collaboration on a variety of topics and has classrooms in 200 countries

## Parent's Corner

and territories; Environment Online, a global virtual school and network for sustainable development based in Finland; Global Nomads Group delivers interactive education programs for students about global issues; iEARN is a project-based site that encourages teachers and students to take part in international collaborations, as well as offers professional development courses for teachers and administrators on how to integrate global collaboration projects into the curriculum; Project Explorer offers free multimedia content and lesson plans that improve students' global awareness and cross-cultural understanding; and World Wise Schools, a Peace Corps Program that matches U.S. students with Peace Corps volunteers around the world with the goal of infusing global issues and 21st-century skills into the classroom.

In addition to bringing the world into the classroom, many organizations offer creative opportunities for teacher exchanges and encounters abroad for them to then bring back to enhance their lessons inside the classroom. The following list of programs and awards are excellent



# 10 TIPS FOR Raising Global Children

1

Commit to helping children develop a global mindset

2

Encourage curiosity, open-mindedness, adaptability, empathy, resilience and self-reliance

3

Provide a solid grounding in our home culture

4

Make learning a second language a top priority as early as possible

5

Take advantage of the vast resources at libraries to bring the world into the classroom and home

6

Explore other cultures through food, music, movies, art, games, events and friends

7

Travel as a fun yet educational way to broaden children's minds

8

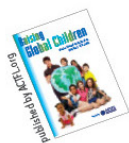
Encourage children to study, work and/or do an internship abroad at some point in their academic career

9

Host an exchange student or teacher

10

Advocate for increasing global awareness/education and foreign language learning in your school/district



**Stacie Nevadomski Berdan** is a seasoned global executive, an expert on international careers and an award-winning author of five books on the intersection of globalization and careers. Based on her work in more than 50 countries, Stacie counsels organizations on global issues and is a sought-after speaker for diverse organizations around the world.

[www.stacieberdan.com](http://www.stacieberdan.com)



the deadline is usually in March.

The Distinguished Fulbright Awards in Teaching Program recognizes and encourages excellence in teaching in the United States and abroad. U.S. and international teachers receive grants to study at a university, observe classes, and complete a project pertaining to their field of educational inquiry during their time abroad. The program, which is sponsored by the ECA, is open to teachers from the United States and other selected countries.

The Hanban Chinese Teacher Training Program is designed to provide trainees/teachers with systematic, professional knowledge in Chinese language teaching methods and Chinese culture promotion techniques based upon the established teaching practices of their home country. Applicants cannot be native Chinese speakers or citizens of China. The program is administered by the Ministry of China Education and Office of Chinese Language Council International (Hanban).

The Instituto Cervantes was founded in 1991 by the Spanish government to teach and promote the language and culture of Spain as well as the co-official languages of Spain and Spanish-speaking countries.

The Instituto Cervantes offers a comprehensive teacher training program designed to cater to the needs of teachers of Spanish as a second/foreign language in different stages of their careers.

If we are to raise global children, teachers must be cross-culturally competent as well.

opportunities for teachers to experience the cultural context of the subject or language they teach:

Teachers for Global Classrooms Program (TGC) provides a professional development opportunity for middle and high school teachers from the United States to participate in a program aimed at globalizing teaching and

learning in their classrooms. TGC is a program of the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) and administered by IREX, an international nonprofit organization providing thought leadership and innovative programs to promote positive lasting change globally. The applications for TGC are available on IREX's website;

By Ann Ferriter

This summer, Springfield Public Schools will host its seventh annual STARTALK Chinese Immersion Summer Camp for elementary school students. We who are intimately familiar with the behind-the-scenes preparation for, and task-heavy requirements of, this federally funded grant opportunity are nonetheless grateful as it enables us to supplement what is weak World Languages programming at this level as we continue to grapple with more budget cuts in our cash-strapped district. Currently, only one elementary school in Springfield offers Spanish instruction in a district that, in its pre-MCAS existence, provided K-12 programming in Chinese, French, and Spanish.

Our STARTALK family has grown over the years to include students from our district's elementary schools whose parents appreciate this free opportunity to help prepare their children to become culturally aware global citizens. Where space allows we invite other Springfield parents to enroll their youngsters, as well as families from neighboring communities. This is a unique opportunity for families from ethnically and socioeconomically diverse backgrounds and communities to come together, thrive, and find common ground.

All of our instructors are native speakers of Mandarin Chinese, and the immersion model we implement with fidelity includes copious authentic learning opportunities where students, and, indeed our entire community, might just as well find themselves in a classroom in Shanghai or Taipei! In addition, our other instructional focus is mathematics which is, in and of itself, a universal language. This year 95 students will reap the benefits of such learning experiences.

We added a Community Service component to our STARTALK curriculum two years ago and both campers and teachers have stepped up to the plate to help our program management team consider ways to expand our community outreach efforts. We listened intently to programmatic suggestions from key stakeholders resulting in one very successful project last summer. Our teachers and students decided to role play a restaurant experience beginning with classes learning how to make eggrolls, noodles, and bubble tea. Teachers then modeled being the chef, the waiters, and the customers. Students played all roles and, when playing the customers, they used yuan currency when paying for their food. We sold the meals to parents and staff on campus, and the proceeds were donated to



# Building Community in a Highly Successful Inner-City STARTALK Program



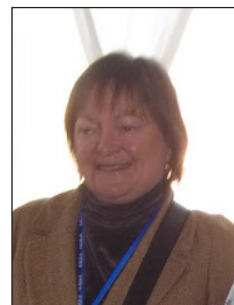
the Shriners Children's Hospital in Springfield. Students and teachers visited the hospital to deliver the check and meet with patients and staff. A lot of math concepts were reinforced through this activity but the most impressive outcome was found in the faces of our students and their peers who were patients at Shriners. It was a most meaningful experience for the youngsters who learned the value of community involvement.

We have parents emerging as leaders forming a committee to explore fundraising activities to supplement our federal funding in order to program activities throughout the school year. One specific goal on the group's horizon is funding a camp extension in the form of one Saturday per month of instruction. One Springfield principal has already offered to host!

We have high school students of Chinese from within the district and beyond clamoring to become volunteers in our STARTALK Camp every summer. To watch them interact with the young campers and apply their linguistic knowledge is to see great leadership in the making!

We refer to our camp as our "little gem" and take great pride in what we've created and sustained, and the examples of leadership-building we have witnessed year after year. Last summer Congressman Richard Neal paid us a visit and zeroed in on the importance of a strong relationship between the US and China. The Springfield STARTALK program will continue to instill respect for ethnic and cultural diversity as our overarching mission as we simultaneously promote the value of intra-lingual communication. We will take advantage of this opportunity to lead on this front locally as long as the government makes this program possible and will do so with great appreciation.

**Ann Ferriter** has been with the Springfield Public Schools since 1999 when she began a five-year career as a classroom teacher of high School Spanish. Since then Ann has managed several high profile, federally funded grants for the district and has served as the Director of Language Acquisition. She also oversees the Advance Placement Programming for the district as well as the International Baccalaureate Program.







**WE REFER TO  
OUR CAMP AS  
OUR "LITTLE  
GEM" AND  
TAKE GREAT  
PRIDE IN  
WHAT WE'VE  
CREATED AND  
SUSTAINED**



# Nurturing Engaged and Empowered Learners

*By Greg Duncan*

The 5<sup>th</sup> grade French students are all circled up, and the teacher has just finished telling them about her first visit to Versailles. The students heard about this incredible palace, about famous people who have lived there—and even lost their heads—and what the palace and grounds are like today. The teacher now wants to give the students the opportunity to show off what they understand. So she poses a series of questions to which she is met with lots of raised hands. A thrilling response for any teacher! She calls on as many students as possible in the short time that remains for the lesson and leaves the experience feeling

quite good about how well the students listened and showed their understanding.

It would be easy to see why a teacher would feel satisfied with the scenario above. Students sat quietly, they listened to the teacher, they enthusiastically wanted to respond to the teacher's questions, and those who were called upon correctly answered the questions. So what on earth could possibly be amiss in that scenario?

There are two fundamental questions that could be posed about the Versailles lesson: (1) How does the teacher *know* that the students were paying attention as she talked about her trip to the palace, and (2) how many people showed their understanding of

what they heard? Answers to these questions become critically important if we are to ensure that learning has happened, instead of assuming that it has.

The teacher might say that she knows that her students were paying attention because they were quiet, they weren't distracted, they watched her and they even provided facial evidence of following along. But is it safe to assume that these displays are evidence of paying attention? Sam Intrator (2004) writes about how students have learned to "do school" by producing all the outward signs of engagement while retreating behind a façade to attend to "things" deemed more interesting to them.



A supposed listener may nod and make eye contact but may be thinking about something totally unrelated to what is being said. It happens all the time. We are all guilty of it.

But what about all those raised hands? Didn't they indicate students had listened and were eager to answer? Not necessarily. Some students raise their hands to give the appearance of being prepared to answer because they know that they will not likely get called upon so they live much of their time beneath the radar. And what happens to the students who were willing and wanted to answer the questions but didn't get called upon? In the particular situation described above, the teacher was only calling on one student at a time.

Current thinking within education circles suggests that if students are not engaged they might not be learning. And if they are not learning, all of us—students and teachers—are wasting our time. The Teacher Effectiveness in Language Learning (TELL) Project spells out within its planning domain that teachers should plan lessons “that contain learning experiences designed to keep all learners engaged all the time.” Himmele and Himmele (2011) tell us that “unless you intentionally plan for and require students to demonstrate active participation and cognitive engagement . . . you have no way of knowing what students are learning until it's often too late to repair misunderstanding” (p.4). So, the very clear message seems to be that if the teacher cannot see that students are engaged, learning is questionable. And, as TELL reminds us, it's not one or two learners engaged but ALL learners and ALL the time.

Let's go back to the scenario about Versailles. The teacher has told a story that she feels students will likely be interested in. And she thinks the students understood it and were engaged because of their attentiveness. How can the teacher validate her hunches in a way that has all of her students engaged all of the time? In their well-known book, *Total Participation Techniques*, Himmele and Himmele suggest many ways that teachers can check for understanding and have all students engaged in the learning process. Here are a few of the strategies they discuss that could be used by our teacher during and following the account of her visit to Versailles.

**Turn and Talk** (during the story or as follow-up)

Before the teacher poses a question, she

announces that when she asks the question, she wants everyone to say nothing but to think about his or her response [this avoids the blurting out of the answer which can cut off thinking and provides everyone with the opportunity to think about their answer before being asked to give it]. Then, after ten seconds or so, the teacher directs students to turn to their elbow partner and share their thoughts.

**Whiteboards** (during the story or as follow-up)

Using individual whiteboards, students write their responses to questions posed by the teacher. When the teacher gives the signal, all students hold up their whiteboards (responses), which serves as an immediate check for understanding.

**Quick Draw** (during the story or as follow-up)

Students draw images of things they heard in the story. No words are necessary—students are just capturing what they heard. Then, as students share, the images spark the words they will use to describe what they heard.

**Quick Write** (follow-up)

Similar to Quick Draw, students write down everything they can remember from the teacher's story. These thoughts can be single words or phrases and don't have to be complete sentences. This strategy is about getting on paper all that you can remember.

Once time is called (no more than two minutes), the teacher can ask students to share their recollections with their elbow partner.

**Chalkboard Splash** (follow-up)

Using available board space and supplemental flip chart sheets taped to the wall, students are asked to choose a section of writing surface and to write down—using words or phrases—as much as they can remember about the story the teacher told. Once time is called, the teacher provides students with a handout that contains three columns labeled “Similarities,” “Differences,” and “Surprises,” and students are given five minutes to do a gallery walk during which they will make notes on their handout. Once completed, the teacher can instruct the students to pair or get into groups of three to share their observations.

In each of the strategies suggested above, every student is involved and that involvement is visible to the teacher. Students are not able to hide or be shielded by more eager students or, in the case of some, to be eclipsed by more aggressive students who do

not give the opportunity for quieter students to respond. Involved students are engaged students, and engaged students are learners. Harry and Rosemary Wong, in their book *The First Days of School*, which has emboldened many a beginning teacher, tell us “the person who is doing the work is the ONLY one who learns,” (p.204). Teachers must do the deep planning that is required to ensure that, during the learning experience, it is indeed the student who is working and who is learning. Engaged learners are also empowered learners. They have discovered the feeling of accomplishment that accompany learning, and they have gained valuable, life-long insights into its power and benefits.

Teachers see the future everyday in their classrooms. It is represented in the face of each student they encounter. Building a strong future means developing human beings who believe that learning is valuable and inherently interesting. For that to occur, students must experience learning that involves them, is worthy of their time, and captures their commitment, energy and enthusiasm. And that takes teachers who intentionally and skillfully plan to make such learning happen.

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**Greg Duncan**, president of InterPrep, Inc. and a foreign language educator for more than thirty-five years, is an independent consultant who serves K-12 schools, teacher preparation institutions, and other education organizations educationally focused entities throughout the United States and abroad. His work with schools includes professional development of teachers, curriculum and assessment design, and program evaluation, and he serves the professional organization community as an invited speaker at state, regional, national, and international language conferences.







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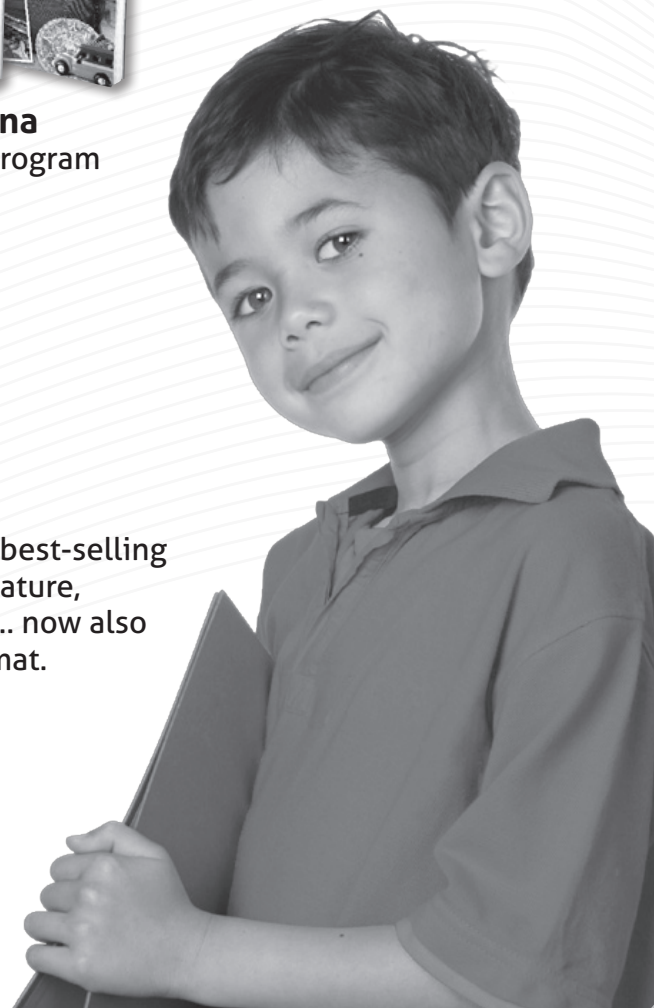


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# ENGAGING ASSESSMENTS FOR SPEAKING AND LISTENING

By Catherine Ousselin

This past year, I had the privilege of presenting my technology workshop, “Thinking About Syncing?” at four state World Language conferences and several district professional development in-services. As I met teachers from around the country, common threads appeared in each region: teachers who want to use more authentic listening, speaking, and reading resources that they have curated from the Internet, who have more digital devices to access these resources, but who lack training or information on synthesizing the resources and digital tools into easy-to-produce and pedagogically-meaningful activities. While my presentations have been geared toward the middle and high school levels, this does not preclude them from the early learners. With a few modifications for beginning readers and technology users, the same tools can be used to generate thoughtful experiences and assessments at any level. The digital tools presented in this article may be accessed by iOS devices, Chromebooks, laptops, or desktops. Even if you have only one mobile device in your classroom, you can create and evaluate engaging assessments for listening and speaking.

## WEB-BASED TOOLS

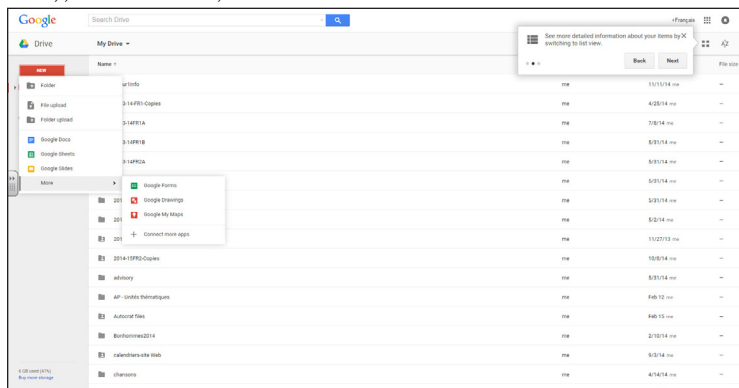
**Tool:** Google forms with embedded videos and images

**Theme:** Food and school lunches around the world

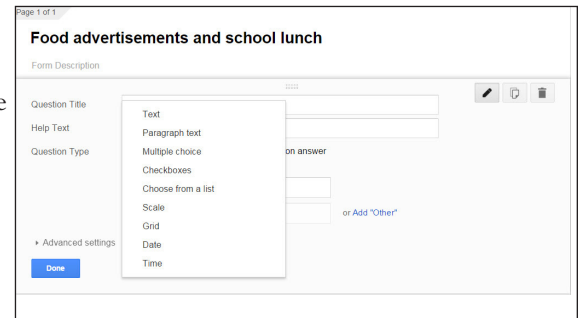
**Outcomes:** Students will demonstrate listening comprehension of food advertisements and will demonstrate reading comprehension of an authentic school lunch menu.

Using Google forms to create listening activities has become one of the first tech projects I recommend for new users. They are easy to produce, evaluate, and share with parents and administration. For this activity, students will watch a variety of television advertisements for food products and interpret a school lunch menu. I recommend choosing the resources before beginning the Google Form. Videos at this level should be no longer than one minute. When searching YouTube, conduct the search in the target language and use specific product names. For a search in French I use, “publicité Bonne Maman.” The same parameters should be used when searching for school lunch menus. Try using [Google.fr/.mx/.it](http://Google.fr/.mx/.it) and use the correct vocabulary for “school lunch menu.”

To begin a new Google Form, go to your Drive ([drive.google.com](http://drive.google.com)), choose “New,” and “Form.”

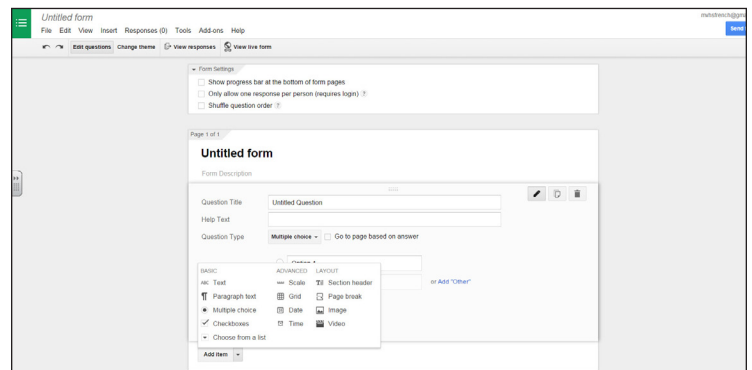


Title the project with a descriptive name and begin adding questions. You may choose from Text, Paragraph text, Multiple choice, and Checkboxes. There are more options, but these work best for assessment. I recommend making each question “Required” so students do not skip questions. This can become an issue if a student runs out of time because he cannot submit unless all of the questions have been answered. In this case, I tell the students write, “not finished” in the text boxes or to re-do the form on their own time. Be sure to include a “Text” question for student last name and one for first name for easier sorting in the answer spreadsheet.



To add a video, choose “Add item” and “Video” at the bottom of the question. The easiest way to add a video is by using the URL (address) of the video. You will find the best URL for a YouTube video in the “Share” option under the video. Copy and paste it in the URL section. For beginners, I suggest one question per video. However, if you want to use the same video for multiple questions, you may either add the video to each question or add more questions under the initial video. For younger learners, I would focus on one question: What food product is shown? What animal does this product come from? Who is eating this product?

Additionally, consider adding images that concentrate on reading comprehension. In this image, students identify cognates with a “Checkbox” question: What food products do you see on Monday? You may choose to provide the options in English (similar to an IPA assessment) or ask students to discriminate between days of the week. “Which day will the students eat beef?”



For beginners, three videos and one image will suffice for an engaging activity. Choose “View live form” to review your assessment. Text, video, and image sizes can be adjusted in the editing view.

Create a QR code for easy access to your form at [goo.gl](http://goo.gl) or add a direct link from your website or blog.

Students will need headphones and time! As I learned with my French I group, this is a new assessment style and they will want to watch the videos multiple times. After using Google Forms a few times, they will have learned how to manage their time in order to complete the form. The form answers will be compiled in a spreadsheet. If you want to compile the results in a Google document, look into the Autocrat script or search my name and Autocrat to find my blog post on this topic. Google forms are one of the easiest and least time-consuming ways to integrate technology into listening and reading assessments.

#### TOOL: BLUBBR.TV

**Themes:** Ecosystems and the environment or food names

**Outcomes:** Students will demonstrate comprehension of a short children's video about endangered animals or identifying foods from children's songs.

Blubbr.tv is a free site that allows users to choose YouTube videos and videos from other sites to create interactive listening comprehension activities. Importing a video using the URL (address) to the site is very similar to the Google Form process. What sets Blubbr apart from a Google Form is the limitation of one video per activity and the question types. Blubbr offers only multiple choice questions. Users choose where to insert the questions throughout the video which may range from absolute basics such as, "What color is the pineapple?" to more in-depth questions that require translation or cultural knowledge. The video will not progress until the question has been answered. There are three other tools that are similar to Blubbr: Zaption (paid subscription), EduCanon, and Adobe Voice. To view examples of these tools visit:

**EduCanon:** <http://goo.gl/PfqBLf> – Filomena Gomez

**Blubbr** – <http://goo.gl/dSv77p> – Catherine Ousselin

**Zaption** – <http://goo.gl/DrDAoF> – Nicole Naditz

#### TOOL: NARRABLE (LEARN.NARRABLE.COM)

**Themes:** Food preferences / healthy choices

**Outcomes:** Students will describe their school lunches using audio and images with adjectives and descriptive vocabulary.

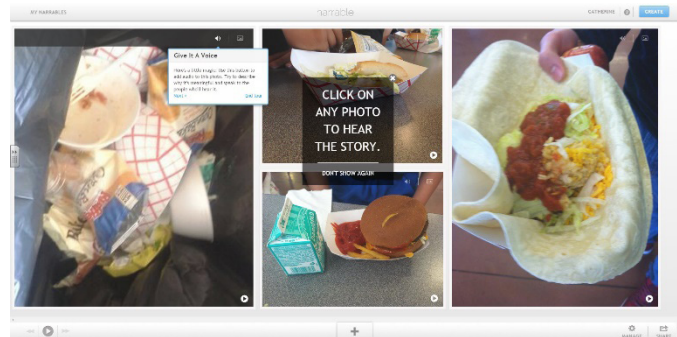
For educators new to implementing technology tools, ease-of-use is an absolute necessity. Beginning tech users should not need to worry about codes, script, or any processes more complicated than a PowerPoint. Narrable is powerful, yet basic tool that combines pictures and narration to create simple digital stories. You will need a computer microphone or a boom headset. There are free and paid accounts available. Narrable stories can be populated with personal

pictures or with Creative Commons pictures.

To create a Narrable story, sign up for a free (or paid) account, add pictures and audio. The stories can be shared by link.

The paid accounts offer assignment builders and group conversations. But as a beginning option, the free account will suffice.

MENU FÉVRIER 2013 RESTAURANT SCOLAIRE											
jeudi, 7 février 2013				vendredi, 8 février 2013				samedi, 9 février 2013			
Café d'ouverture Entrée de dinde au curry Cassoulet Fruit de saison				Fruit de saison Fruit de saison Fruit de saison Fruit de saison				Cassoulet Cassoulet Cassoulet Cassoulet			
jeudi, 14 février 2013				vendredi, 15 février 2013				samedi, 16 février 2013			
Café d'ouverture Entrée de dinde au curry Cassoulet Fruit de saison				Fruit de saison Fruit de saison Fruit de saison Fruit de saison				Cassoulet Cassoulet Cassoulet Cassoulet			
jeudi, 21 février 2013				vendredi, 22 février 2013				samedi, 23 février 2013			
Café d'ouverture Entrée de dinde au curry Cassoulet Fruit de saison				Fruit de saison Fruit de saison Fruit de saison Fruit de saison				Cassoulet Cassoulet Cassoulet Cassoulet			



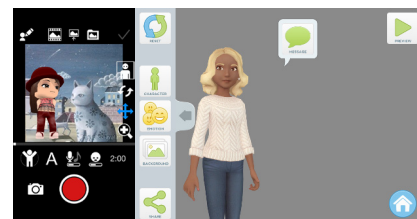
#### IOS APPS FOR SPEAKING AND LISTENING

Early language learners may not be at the concrete writing stage, but they are able to tell short narratives about themselves, their preferences, and their families. For this reason, apps that encourage verbal expression and creativity are excellent portals into technology integration. I have collected my students' favorite apps on this web page: [catherine-ousselin.org/apps.html](http://catherine-ousselin.org/apps.html) under "Storytelling." As students build confidence through short, memorized chunks, they are able to begin branching off into more sophisticated forays. Adding personal images to their stories provides ownership of the story and the language. The following are my top three suggestions for beginning digital stories.

1. **Sock Puppet** – Free. Sock puppet is a very basic app that records students' voices in the format of sock puppets whose mouths move when the students talk. Their voices are converted to "chipmunk" quality that renders them different from their natural voices. I use this with French I and II students who are shy to hear themselves speak. The funny voices are still comprehensible, but hide the identity of the speakers. These videos can be shared by email and uploaded to YouTube.



2. **My School Avatar/Tellagami** – \$1.99/free (no ads!) Both of these apps mimic the well-known "Voki" avatar site that was popular in the early 2000's. Users choose an avatar, its clothing, hair, body style, and accessories. This process needs a time limit as students tend to concentrate on the look of the avatar more than the language task. Users may upload your own picture for a





background. In French II, we took pictures of our campus and described where the picture was taken and what purpose it served at school. The voice recording is the natural voice of the student, so it is a step up from Sock Puppets.

3. **Puppet/Puppet Edu** – Free. On the spectrum of higher order thinking skills and technology skills, Puppet and its educational version, Puppet Edu, rank the highest of the three apps. Puppet incorporates multiple pictures, voice, and text (if desired) into a digital story in video format. Both French I and II used this app last year. French I described animals, their bodies, habitats, actions, and food intake. French II used the theme of food preferences with fruits and vegetables and adjectives that described texture, color, taste, and preference.

Users choose personal pictures or pictures from the Web (Creative Commons and other approved sites), organized them, and narrate and caption the pictures. The app produces a short video that can be shared by link, email, or uploaded to YouTube. To view a compilation of the fruits and vegetables videos, visit: <http://youtu.be/-miOITio1NA>

Each of these apps are easy enough for younger language learners with teacher guidance and preparation. My suggestion is to create an example for the students and share it with them so they understand their final goals. While there are many more apps for beginners, it is recommended that you choose no more than three per year. Experiment and share your results with colleagues. There may be glitches in the process or the students may not enjoy one as much as the next. Variety is key. I do not use a storytelling app more than twice with students as they tend to become bored with the format or “newness” of the project. Share the stories with colleagues, administration, and families! One option is to narrate a well-known fairytale and share it with a local class or class in a different country. Digital stories are not meant to hang on the classroom wall, they are designed to travel the world.

### IOS APPS FOR LISTENING

As a committed book nerd, the idea of transferring books into interactive apps should be appalling. However, I find that my students at all levels will watch and re-watch apps with children’s fairytales that have been animated and narrated. Many of the apps require viewers to interact with the characters or props to continue the story. These directions are given in the target language and that is a considerable bonus. The following list is concentrated on for speakers and learners of French, but there are app producers who create books in multiple languages. If your iOS device is set to Spanish, the apps will appear in Spanish. Several apps allow users to switch between languages. I suggest searching for interactive books on the iTunes store in the target language and asking for suggestions on Twitter or other social media outlets. There are more book suggestions on my language-specific iOS website, [catherine-ousselin.org/apps.html](http://catherine-ousselin.org/apps.html).

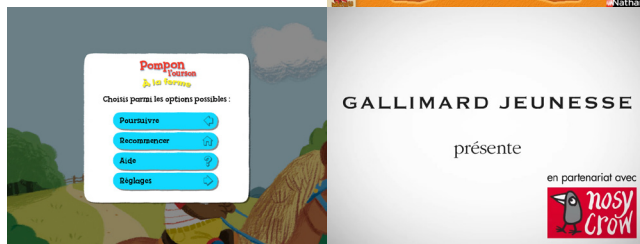
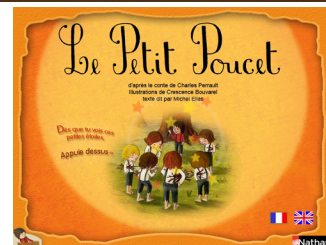
**StoryToys** – \$3.99 / story

This app was available free one day in the App Store. I down-

loaded six different stories and was excited

to see the seven language options. The stories are Anglo-European, but they are familiar to young readers. The voices are human, not computer-generated, and the animation is high quality.

Other app producers include Nathan and Gallimard Jeunesse. These books offer French and English narrations and are \$3.99 per story.



The breadth of free and inexpensive technology tools for World Language educators and learners is exciting! While not every app was designed for language learners, many can be easily adapted if teachers follow a few tenants of language acquisition: authentic resources, authentic tasks, authentic audience, modify the task – not the resource. I have used “Crosswalk/Alignment of the National Standards for Learning Languages and Common Core Standards” document to create a graphic organizer of iOS apps that met CCSS/ELA and ACTFL standards. I invite you to explore the options for speaking, listening, presenting, and writing to help you choose other apps that will support your learners. <http://goo.gl/PcQN4B>.

Technology tools do not replace thoughtful, purposeful teaching and learning. The tools support our goals as language educators and our students

at all levels and in all modes. Expression of creativity and voice are hallmarks of quality tools that we strive to incorporate in our objectives. The tools that I have outlined are suggestions that have worked well with my students.

Please connect with me through Twitter or other social media outlets if you wish to discuss other options.

**Catherine Ousselin** is a French teacher and Digital Learning Coach at Mount Vernon High School in Mount Vernon, Wash., as well as a workshop provider and social media manager for the American Association of Teachers of French and the Washington Association for Foreign Language Teaching. She is the recipient of the ACTFL 2014 Excellence in Foreign Language Instruction Using Technology with IALLT (K-12) award. She is an active participant on Twitter through #langchat and other online Professional Learning Network chats. Her web site is [catherine-ousselin.org](http://catherine-ousselin.org).



# MAKING ICE CREAM TOGETHER

## *Chinese Language STEM Programs at Two Maryland Elementary Schools*

by Emmett Hendershot, Ruby Costea,  
Molly Stewart

Prince George's County Public Schools, a large urban school district in Maryland, has established a STEM-focused (science, technology, engineering, and math) Chinese language program at Paint Branch Elementary School in College Park, Maryland. The program, which serves students in grades K-6 (ages 5-11), was part of the Maryland Department of Education's (MSDE) World Language Pipelines under the state's Race to the Top initiatives in 2010. In 2014, with careful design and planning, students in Kindergarten started receiving instruction on STEM subjects in Mandarin and English. The program is partial Chinese immersion for Kindergarten students, and it will expand each year until all grades are included. Students in grades 1-3 participate in STEM content classes in Chinese using Maryland State Department of Education World Language-STEM Modules, which are part of the Race to the Top grant. The modules cover topics such as Different Faces of the Moon; Good Vibrations; Change Can Be Good; Rainforest Friends; From Seeds to Table; Pyramids Around the World; Water, Water Everywhere; Your House and Mine; and What's the Matter with Ice Cream?. Students in grades 4-6 study Chinese language and culture while also beginning to learn other world languages as they prepare for middle and high school.

In December 2014, students in grade 2 traveled to West Side Elementary School across the state in Allegany County, a school that has also adopted the MSDE's STEM modules. The two groups of students have been studying the module, What's the Matter with Ice Cream?. Together they made friends and made ice cream, all in Chinese. Mr. Hendershot, Principal of Paint Branch Elementary School, said about the field trip, "It was a great opportunity for our students to connect with 2nd graders from

another part of the state and to practice using what they have learned with another group of students. Thanks to West Side Elementary for being great hosts. We look forward to connecting with them again in the future." Dr. Molly Stewart, Principal of West Side Elementary School, also noted that her school and students were motivated to learn the STEM content and were thrilled to receive visitors from another school.

Ms. Henninger, Immersion Instructional Specialist for Prince George's County Public Schools, stated, "It was a fantastic opportunity to network with other school districts to provide more language and content opportunities for our students. We look forward to our ongoing partnership with West Side Elementary School."

To learn more about Paint Branch Elementary School and their approach to STEM education in Chinese, visit the school web site (<http://www1.pgcps.org/paintbranch>) or contact Ruby Costea, Program Coordinator, at [shu.costea@pgcps.org](mailto:shu.costea@pgcps.org).

### PROGRAM CONTACTS

#### Paint Branch Elementary School

- <http://www1.pgcps.org/paintbranch>
- (301) 513 -5300
- Principal: Mr. Emmett H. Hendershot, [emm.hendershot@pgcps.org](mailto:emm.hendershot@pgcps.org)
- Program Coordinator: Ms. Ruby Shu Costea, [shu.costea@pgcps.org](mailto:shu.costea@pgcps.org)

#### Prince George's County Public Schools

- Immersion Instructional Specialist: Carmen Henninger, [carmen.henninger@pgcps.org](mailto:carmen.henninger@pgcps.org)

#### West Side Elementary School

- Principal: Dr. Molly Stewart, [molly.stewart@acps.k12.md.us](mailto:molly.stewart@acps.k12.md.us)
- World Languages Supervisor: Maria Flores, [mana.flores@pgcps.org](mailto:mana.flores@pgcps.org)

#### Profiles of Chinese Early Language and Immersion Programs

You can read about this program and others on the CELIN (Chinese Early Language

and Immersion Network) web pages: <http://asiasociety.org/china-learning-initiatives/program-profiles>

**Emmett Hendershot**, who is serving his third year as Principal of Paint Branch Elementary School, oversaw the growth and development of the STEM and immersion programs at the school. He served as Assistant Principal of Carrollton Elementary School for 8 years, taught physical education at the school for 7 years, and has served for 18 years as an educator in Prince George's County Public Schools.



**Ruby Costea** serves as Coordinator of the Chinese immersion and STEM program at Paint Branch Elementary School. In addition, she teaches Chinese online for Montgomery College. Previously she was a World language specialist at the Maryland State Department of Education.



**Dr. Molly Stewart** was named to her current position of Principal at West Side Elementary School in 2009. She has been involved in education for nearly 20 years. She holds a Bachelor of Science Degree in Early Childhood/Elementary Education and a Master's Degree in Administration and Supervision from Frostburg State University. She holds a Ph.D. in Instructional Leadership for Changing Populations from Notre Dame University of Maryland.









# 2014 NNELL AWARD FOR OUTSTANDING SUPPORT OF EARLY LANGUAGE LEARNING

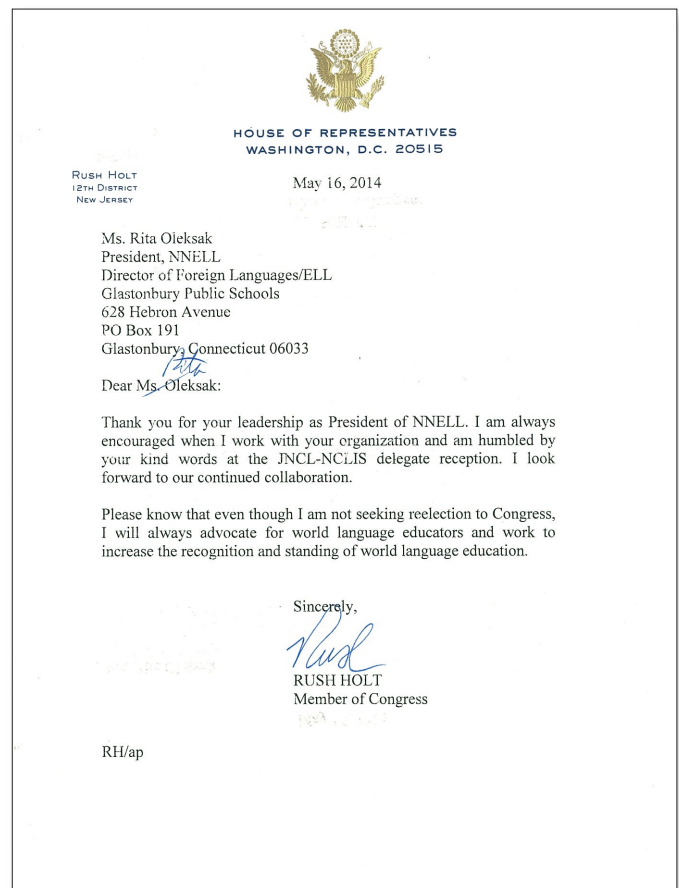
## NNELL recognizes Rep. Rush Holt U.S. Congressman from New Jersey



This year, Rep. Rush Holt (New Jersey) has been selected as the recipient of the Outstanding Support of Early Language Learning award by the National Network for Early Language Learning (NNELL).

As a former educator, Rep. Holt has worked in Congress to invest in higher education to bolster the nation's growth and global competitiveness in the future. He has helped pass legislation to make college education more affordable and accessible and to strengthen the education students receive. Representative Holt has been a leader in strengthening foreign language education, arguing that bolstering foreign language education for ensuing generations is vital to our nation's economic and national security. Mr. Holt introduced the Foreign Language Education Partnership Act to create sequenced foreign language instruction from K-12, with the goal of graduating high school students with an advanced level of proficiency. Mr. Holt also sponsored the Excellence and Innovation in Language Learning Act to coordinate language programs at the federal level and incentivize states to develop foreign language education plans. (<http://holt.house.gov/biography/>)

NNELL provides valuable resources for educators, parents and policy makers and since 1987 has worked to provide leadership, and advocate, for successful early language learning and teaching. Representative Holt's shares this mission and supports the importance of foreign language learning and its vital importance to our nation's economic and national security.



# judging a book by its cover

## DEVELOPING INTERCULTURAL COMPETENCE THROUGH BOOK COVERS

**By Dorie Conlon Perugini**

*Food, in the end, in our own tradition, is something holy. It's not about nutrients and calories. It's about sharing. It's about honesty. It's about identity. ~Louise Fresco*

Let's face it, as elementary language teachers, at some point or another we all teach about food. Maybe it's because food is an easy, tangible topic, or because it's easy to connect to our students' lives. Or maybe we're all just hungry. But I tend to agree with Louise Fresco—food is about identity.

We have strong memories of favorite family recipes and foods traditionally eaten at the holidays. So how do I evoke these strong emotions associated with food in my third grade students during a standard fruit unit? Is it possible to get across the importance of food in cultural identity with novice level learners? To answer these questions, I would have to go beyond asking students to memorize the list of fruits found in my curriculum.

After spending a few class sessions learning the names of fruits and how to describe them with basic adjectives (small, round, juicy, sweet...), I gathered my class to the reading rug to share one of my favorite third grade stories—*La sorpresa de Nandi* by Eileen Browne. In this story, a young girl in Africa decides to surprise

her friend by bring her a basket full of local fruits. As she walks to her friend's house, animals keep stealing the fruits from her basket one by one until it is empty. The story ends with a great surprise to both Nandi and her friend Tindi when, unbeknownst to Nandi, a goat rams into a tree filling Nandi's basket with mandarin oranges!

Prior to reading the story, we had a class discussion, in novice level Spanish, about the cover of the book where I asked my students to describe what they saw:

- What do you see on the book cover?
- What colors did the illustrator use?
- Where do you think the girl lives? Why?
- What fruits do you see?

It was when the students started naming the fruits that the conversation got interesting. They correctly identified the pineapple and orange, but couldn't figure out the four other fruits. A green pear? A red apple? A plum, lemon, grape, tomato? Even after they had exhausted their Spanish and began to excitedly shout out guesses in English, they still didn't know what Nandi was carrying.

The suspense created by discussing the book cover gave my students great motivation to listen to the story. They

loved discovering the new tropical fruits (passion fruit, guava, mango and avocado for the curious ones out there) and found humor in the story (not an easy task for novice speakers). And with such energy and enthusiasm generated from the cover of this book alone, I knew we couldn't just say goodbye to Nandi when we closed the book.

I wanted to capture the student's energy and use it as a context to help my students gain skills of Intercultural Competence. I decided to base my future lesson plans on this essential question:

*How would Nandi's story change if it were set in a different country?*

Despite the cognitive complexity of this question, I knew my novice-level speakers would be able to ponder this question using the target language as long as I framed the questions used in class in a linguistically simple manner. On day two of discussing Nandi, my questions began to probe into my students' understanding of the world around them:

*Where does Nandi live? Yes, Nandi lives in Africa. Now, use your imagination. Nandi lives in Connecticut! Does this cover look right? Describe for me how "Nandi's Surprise in Connecticut" would look.*



Students were now using their language skills to go beyond the tasks typically given to novice learners. They were reimagining the story and setting it in a completely different cultural context. They used simple sentences, such as Nandi is \_\_\_\_\_, or Nandi has \_\_\_\_\_, to reimagine the story in a completely different cultural context.

#### PARTNERING WITH THE CLASSROOM TEACHER

With day two coming to an end, I still wasn't ready to say goodbye to Nandi just yet, but I recognized my students were reaching the limits of their linguistic abilities and wouldn't be able to delve deeper into the essential question without switching to English. This is when I made the decision to partner with the classroom teacher to create an interdisciplinary lesson.

I am extremely fortunate in that my school has built in time (two hours on Wednesday afternoons) for

teachers to collaborate and teach interdisciplinary lessons. I scheduled time for the classroom teacher and I to co-teach a lesson on discovering a book's setting and once again asked students to ponder the question "How would Nandi's story change if it were set in a different country?" Working in English, they came up with some great questions:

- What would Nandi look like?
- What would her name be?
- What would her environment look like?
- How would she carry the fruit to her friend's house?
- How would she get to her friend's house?
- What language would the book be written in?

When class finished, they continued to work with their classroom teacher to research these questions. They even worked with the library media specialist to learn about new tools, such as [Culturegrams](http://online.culturegrams.com/kids/index.php), (<http://online.culturegrams.com/kids/index.php>) to continue their research. These students were so determined not only to redesign the book cover, but to make it authentic!

When they had finished gathering their information, the students then worked collaboratively to bring their research to life. They used materials from the art room (watercolor paint, colored pencils, crayons, glue, patterned paper, and more) to create poster-sized covers for their new stories. I am still amazed at their creativity and attention to detail in creating their new book covers (see photos).

Overall, this was a wonderful project and I received positive feedback from everyone involved (including the students, principal, and even some parents!) Not only were students able to explore their own culture and cultures around the world, but they were highly motivated to create a beautiful piece of art that is now framed and on display in our school. This is, without a doubt, a project that I will continue to expand upon in future years.

Dorie Conlon Perugini is an elementary Spanish teacher in Glastonbury, Conn., currently teaching grades one through five. She is passionate about using a variety of technologies in her classroom to engage her students and bring real-life applications to foreign language lessons. Dorie, along with her team of fifth-grade students, produces a monthly podcast to broadcast school-wide news to parents and the surrounding community. She has presented several sessions at foreign language conferences and workshops around the nation on topics ranging from digital storytelling to intercultural competence.

#### Dorie Conlon Perugini

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