

The hope of a secure and livable world lies with disciplined nonconformists who are dedicated to justice, peace and brotherhood. - Martin Luther King, Jr

Peace cannot be kept by force. It can only be achieved by understanding. - Albert Einstein

The Professional Journal of the National Network for Early Language Learning

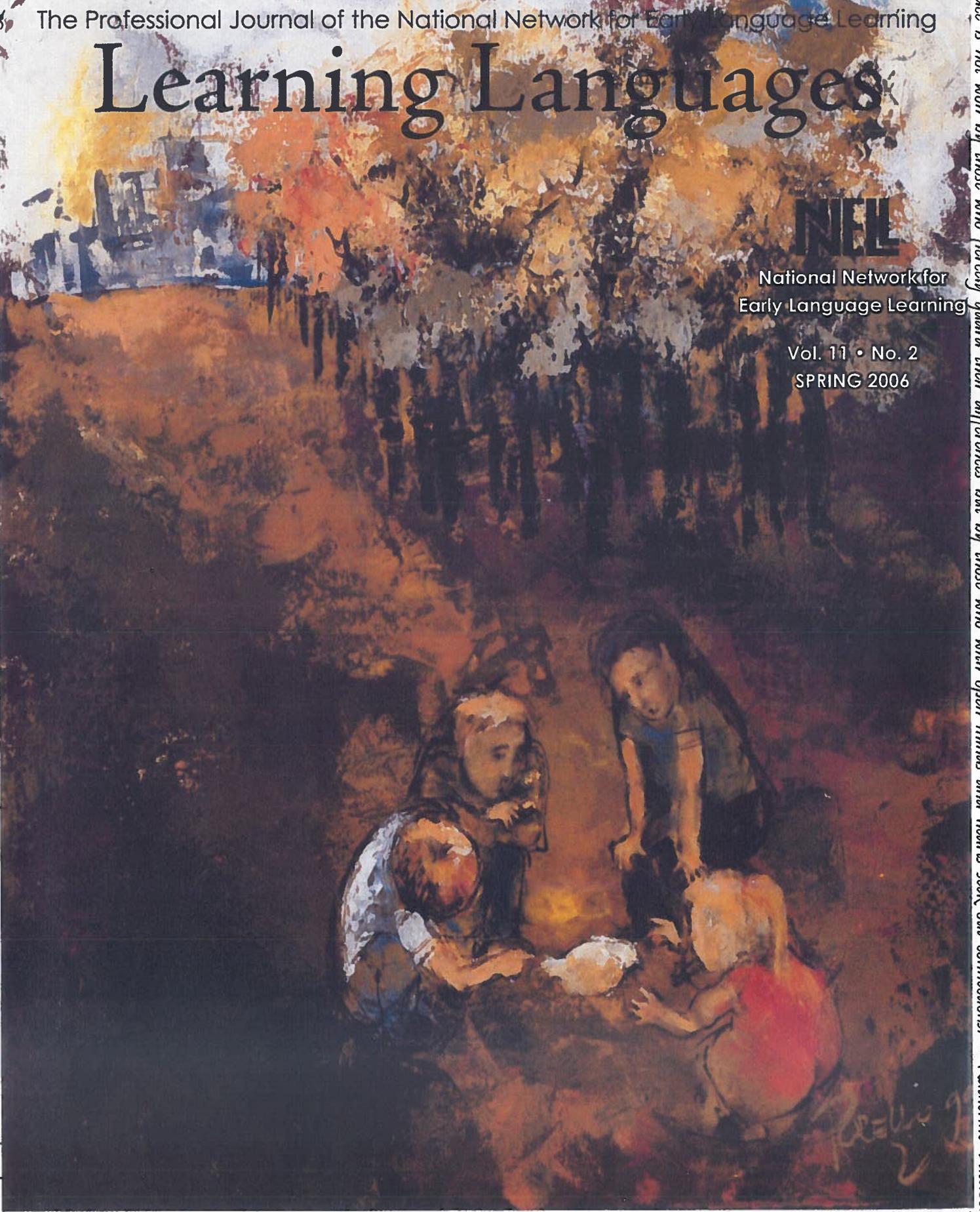
Learning Languages

NEL

National Network for
Early Language Learning

Vol. 11 • No. 2
SPRING 2006

Peace is not won by those who fiercely guard their differences but by those who with open minds and hearts seek out connections. - Katherine Paterson



If we are to teach real peace in this world, and if we are to carry on a real war against war, we shall have to begin with the children. - Mohandas Gandhi

Learning Languages

Volume 11 • Number 2

Editor

Paris Granville, Language Shaping Solutions

paris@languageshaping.com

Editor Emerita

Marcia Rosenbusch, Iowa State University

mrosenbu@iastate.edu

Publisher

National Network for Early Language Learning (NNELL)

NNELL Executive Board

Janis Jensen, President (2004-06), New Jersey Department of Education
janis.jensen@doe.state.nj.us

Terry Caccavale, Vice-President (2004-06), Holliston Public Schools
accavalet@holliston.k12.ma.us

Mary Lynn Redmond, Executive Secretary, Wake Forest University, NC
redmond@wfu.edu

Robin Hawkins, Membership Secretary, Wake Forest University, NC
nnell@wfu.edu

Janet Glass, Secretary & Treasurer (2002-06), Dwight-Englewood School, NJ
iguanaj@aol.com

Lori Langer de Ramirez, Past-President (2004-06), Herricks Public Schools, NY
llj17@columbia.edu

Reviewers

Carol Ann Dahlberg, Concordia College, MN

Richard Donato, University of Pittsburgh, PA

Paul Garcia, University of Kansas
Fred Genesee, McGill University, Canada
Mari Haas, Options for Language Education, NM

Mari Haneda, The Ohio State University
Rebecca Kline, Dickinson College, PA
Nancy Rhodes, Center for Applied Linguistics, Washington, D.C.

David Schwarzer, University of Texas at Austin

Duarte M. Silva, Stanford University, CA
G. Richard Tucker, Carnegie Mellon University, PA

Regional NNELL Representatives

Central East

Lynn Sessler Schmalung, Clovis Grove School, WI
lsessler@new.rr.com

Central West

Tammy Dann, Crestview Elementary, IA
dannt@wdmcs.org

Northeast

Virginia Staugaitis, Washington Primary School, CT
ginnystaugaitis@sbcglobal.net

Pacific Northwest

Lynette Fujimori, General Education Branch, HI
lynette_fujimori@notes.k12.hi.us

Southeast

Sylvia Amaya, Campbell Park Elementary School, St. Petersburg, FL
sylvia_amaya@places.pcsb.org

Southwest

Fran Maples, Professional Development Center, TX
mfmmaples@garlandsdisd.net

Visit the NNELL Web site, www.nnell.org, for a complete and current listing of all state representatives

NNELL Appointments

National Networking Coordinator

Jean Modig, Thomas A. Edison School, NJ
borges2@optonline.net

Political Action & Advocacy

Peggy Boyles, Peggy Boyles & Associates, OK
boylespeggy@yahoo.com

Website Editor

Sonmez Pamuk, Ph.D Student Iowa State University Curriculum and Instructional Technology
sonmez@iastate.edu

Cover



Eugenia Porello crafted the cover illustration for this issue. Eugenia, born in Córdoba, Argentina, has nurtured her artistic passion since childhood. Even after graduating as a teacher of English from the National University of Córdoba and taking her first steps into the language classroom, her relentless drive to sketch everything around continued to grow and develop. As an emerging self-taught artist, Eugenia began showing her work in the streets of Córdoba, then overseas in Santa Cruz (CA), London, Amsterdam, Munich and Bologna. This passion however is split with another equally strong vocation: teaching. She now delivers language instruction with the same intensity as brushstrokes on a canvas to convey a long-lasting message for eighth grade students in the Princeton Regional Schools. She is finishing her Master's Degree in Applied Spanish at The College of New Jersey and co-authoring her first book on the use of legends as a vehicle to teach Spanish.

NNELL

An organization for educators involved in teaching foreign languages to children.

Mission: Promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. This is accomplished through activities that improve public awareness and support of early language learning.

Activities: Facilitate cooperation among organizations directly concerned with early language learning; facilitate communication among teachers, teacher educators, parents, program administrators, and policymakers; and disseminate information and guidelines to assist in developing programs of excellence.

Annual Meeting: Held at the fall conference of the American Council on the Teaching of Foreign Languages.

Officers: Elected by members through a mail ballot election held annually in the spring.

NNELL is a member of the Joint National Committee for Languages-National Council for Languages and International Studies (JNCL-NCLIS).

For more information, visit the NNELL Web site at www.nnell.org or email NNELL at nnell@wfu.edu

International Education & Culture

Learning Languages

Invited Article

International Education and the
Early Language Classroom

Vivien Stewart and Heather Singmaster



7

Lesson Ideas

¡Viva Colombia/Colombia Viva!
A fantasy trip for the five senses

Lori Langer de Ramirez

25

White Paper

Positions of the National Network for
Early Language Learning (NNELL)

11

FLES Activity

A World Market

Kris Wells

30

Features

Strategies for Teaching Culture in
Grades K-8

Mari Haas

12

WW Watch

Alexey Andreev and Edwin Gragert

34

Living the Language:
International Exchanges for 5th Graders

Emily Wood

18

Updates

President's Notes
Janis Jensen

2

Nominations for the NNELL Award for Outstand-
ing Support of Early Second Language Learning
Terry Caccavale

3

Awards Update

4

2006 NNELL Summer Institute for Regional and
State Representatives

6

FOLKTALES: WEAVING LANGUAGE
AND CULTURE TOGETHER

Priscilla Russel

20

Discover Languages: An ACTFL Initiative

29

Digging Deeper: Examining our
Role as Teachers of Culture

Pablo Muirhead

22

JNCL-NCLIS A New Era in Foreign Languages
J. David Edwards

36

Dear NNELL Members:

This is certainly an exciting time to be involved in the field of language education. The successful 2005 Year of Languages campaign spearheaded by the American Council on the Teaching of Foreign Languages will be followed by Discover Languages, a new national long-term effort to raise public awareness about the importance of learning languages and understanding cultures--an initiative that will provide us continued opportunities to advocate for quality early language learning programs. Additionally, over the past months, several new reports have been published and initiatives have been proposed that all urge the teaching of languages beginning in the early grades in U.S. schools.

The theme of this issue of Learning Languages is especially significant given the current heightened national interest in language education, early language learning and international education. Vivien Stewart and Heather Singmaster in their article on International Education and the Early Language Classroom provide us with insights on how exposing children to other cultures and languages in the early years is beneficial to the development of "intercultural competence" as well as expanding their international knowledge and skills. They also highlight programs that integrate international literacies not only in the language classroom, but throughout the curriculum. The National Network for Early Language Learning is supportive of the goals of international education as indicated in the following position statement:

The study of world languages is an integral part of international education. Effective K-16 programs in major world languages, including non-European languages, are essential in order to meet the goals of international education. Policies and incentives must be established to expand the teaching of world languages beginning in the earliest grades and continuing throughout the education continuum for all students. The world

is interconnected economically, socially and environmentally. Using another language and knowing its culture empower our students' participation as collaborators seeking solutions to global issues in an interconnected world.

On the national level, in NNELL's continued efforts to advocate for early language learning, several members of the Executive Board met with staff at the U.S. Department of Education in November to discuss our position on the No Child Left Behind Act. As a result of this meeting, we were asked to develop some recommendations for the meaningful integration of foreign languages into the Act that could be considered for the 2007 reauthorization. To that end, NNELL has worked collaboratively with the American Council on the Teaching of Foreign Languages (ACTFL), the National Council of State Supervisors for Languages (NCSSFL) and two National Foreign Language Resource Centers (National K-12 Foreign Language Resource Center at Iowa State University and the Center for Applied Second Language Study at the University of Oregon) in formulating recommendations.

Our organization has also had an extremely busy fall and winter with the launch of the new NNELL website and thematic issues of Learning Languages. NNELL's regional pilot professional development workshops on Using Assessment as an Advocacy Tool for FLES, Dual Language or Immersion Programs presented by NCSSFL president, Jacqueline Bott Van Houten, were extremely well received in the Northeast and Southeast. Participants commented:

This workshop has provided me with new advocacy vocabulary built around assessment and getting children involved in "positively" assessing their language learning experiences. . . .

The session gave me a much needed energy reboost in an environment of warmth and collegiality. . . .



Janis Jensen
NNELL President

I must admit, as I watched participants interact and share ideas; I truly believe that NNELL enthusiasm is contagious! NNELL hopes to expand professional development offerings to other regions of the country in 2006-07.

As this school year draws to a close, I would like to extend my deep appreciation to NNELL Board Members and Regional and State Representatives for their countless efforts and continued dedication to the mission and goals of our organization. I would also like to thank you, our membership, for your support of NNELL and the outstanding teaching and learning experiences you continue to provide in your PreK-8 classes. This is undoubtedly the very best form of professional advocacy!

Finally, I would like to warmly welcome the new editor of Learning Languages, Paris Granville. Paris is well known in the field for her creative work in K-8 foreign language education. She is deeply committed to early language learning and to continuing to produce a high quality professional journal that focuses solely on early language education.

Please do contact us if we can be of assistance to you or if you would like to share early language learning success stories.

Best regards,

Janis

Janis Jensen, NNELL President
New Jersey Department of Education

For more information on:

Languages in the News http://www.nnell.org/language_news.php

NNELL Position Statements http://www.nnell.org/nnell_position.php

NNELL Award for Outstanding Support of Early Second Language Learning

Terry Caccavale



The NNELL Award for Outstanding Support of Early Second Language Learning will be given to an individual or individuals who have demonstrated outstanding support of early second language learning of languages other than English. Nominees may be actively involved in their efforts in a variety of ways including, but not limited to, the following: principal or other school administrator, district or state school superintendent, classroom teacher, parent, school board member, businessperson, civic leader, politician/elected representative. Nominees should be individuals whose primary job responsibilities are not related to the field of second language education.

The nomination for this award will be in the form of two letters (a letter of recommendation and a letter of support) from individuals who can attest to the nominee's work in the field of early language learning. The letter of nomination must come from a current NNELL member, and the letter of support should be written by another individual who is very familiar with the nominee's work for early language learning. The letters should include documentation that clearly demonstrates evidence of the ways in which the nominee supports early language learning and that is clearly separate and distinct from the individual's primary job responsibilities. The nomination may also include up to five photocopied pages of supporting evidence such as copies of newspaper articles that recognize the nominee's work for early language learning (brochures, pamphlets, etc. will not be accepted). The following are examples of criteria that can be considered in writing the letters of nomination as they apply to the nominee's work on behalf of early language learning:

- Demonstrates commitment to early second language learning in the school and the community, e.g., seeks ways to inform the community of the need for beginning language study early as an integral part of the school curriculum and in an uninterrupted sequence;
- Provides visibility to the second language program, e.g., seeks media or newspaper publicity of school foreign language events, sends newsletter with second language program updates to parents;
- Provides leadership in establishing and maintaining early second language programs at the local or state level;
- Supports and provides professional development opportunities for early second language specialists;
- Advocates for early second language programs at the local or state level, e.g., represents his or her foreign language program at local or state school board meetings;
- Serves on local or state committees for early second language learning, e.g., advocacy projects, state or national foreign language association committee or board, PTA;
- Supports exemplary ongoing second language instruction in their classroom, e.g., collaborates with the world language specialist on interdisciplinary projects.

Three copies of the nomination packet including the two letters of nomination and up to five pages of supporting evidence should be mailed as one nomination submission with a postmark date of no later than June 15th, 2006, to: Terry Caccavale, Chair, NNELL Award Committee, Placentino School, 235 Woodland Street, Holliston, MA 01746; Email: caccavale@holliston.k12.ma.us.

Congratulations to Award-winning NNELL Board Members!

Two of NNELL's board members received national honors in Baltimore at the 2005 annual meeting of the American Council on the Teaching of Foreign Languages. Dr. Lori Langer de Ramirez and Dr. Mary Lynn Redmond both work tirelessly in support of early language learning.

NNELL congratulates Past-President, Dr. Lori Langer de Ramirez, for receiving the ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture at the ACTFL Annual Meeting in Baltimore on November 17, 2005.



Among the accolades for Lori appearing in the awards ceremony program is the following: "Through her relatively short career, Lori has influenced the teaching of language and culture through

her publications, leadership and most importantly, day-to-day modeling of good pedagogy." Lori's statement in the program describes her philosophy on culture: "Culture is imbued in everything we do, everything we say, everything we are – both as language educators and as human beings. It cannot be removed from language learning without the process becoming dry, acontextual, and lifeless."



NNELL congratulates Executive Secretary, Dr. Mary Lynn Redmond, for receiving at the ACTFL Annual Meeting in Baltimore on November 17, 2005, the ACTFL-NYSAFLT Anthony Pappalio Award for Excellence in Teacher Education. A former student described in the awards ceremony program the impact Dr. Redmond has on her stu-

dents saying, "Her enthusiasm, her curiosity and genuine desire to make connections between research and practice are what characterize her the best." Mary Bastiani described Dr. Redmond's research and publications as "broad in scope ranging from curriculum design strategies to teacher education and foreign language advocacy. Her rich history of contributions at the local, state, regional and national levels is evidenced not only by numbers, but more importantly by her active role on numerous task forces, committees, and elected positions."

A Call for Nominations

Now is your chance to get involved! We are seeking nominations for the positions of Secretary/Treasurer and Vice President for the 2006-2008 term. We hope that you will consider nominating your colleagues - or yourself! - for these important NNELL Executive Board positions. Join us, and make a difference!

NNELL is now accepting nominations for the position of Secretary/Treasurer and Vice President. Terms will begin in 2006 and run for two years.

The Secretary/Treasurer keeps the minutes of all meetings and is responsible for correspondence to the Executive Board. The Secretary/Treasurer records and distributes the minutes of all Executive Board meetings to the Executive Board and of all membership meetings to the membership. The Secretary/Treasurer is also responsible for maintaining and updating the historic records of the organization. The Secretary/Treasurer works with the Executive Secretary to oversee the financial operations of the organization and provides financial reports to the Executive Board and membership. The term for the Secretary/Treasurer is two years.

The Vice-President presides in the absence of the President and succeeds to the Presidency either if a vacancy occurs or when the President's term ends. The Vice-President chairs the Bylaws Committee and the Awards Committee and also carries out duties as assigned by the President. The term of the Vice-President is two years.

Please send nominations to Lori Langer de Ramirez at lj117@columbia.edu by June 15, 2006. Thank you!

Dr. Peggy Smith Receives 2005 NNELL Award for Outstanding Support of Early Language Learning

Dr. Peggy Smith, principal of East Clayton Elementary School in Clayton, North Carolina, received the 2005 NNELL Award for Outstanding Support of Early Language Learning. The award was presented in November in Baltimore, Maryland at NNELL's annual meeting held at the Conference of the American Council on the Teaching of Foreign Languages.

Dr. Smith was chosen for the national award because of her strong commitment to early foreign language learning and her bold leadership in establishing East Clayton Elementary School as the first pilot site for North Carolina's statewide proficiency based articulation initiative entitled VISION 2010: A Plan for Model Foreign Language Programs in the North Carolina Public Schools. In 2002, the Johnston County Schools joined VISION 2010 to offer its students the opportunity to develop a high level of communicative ability by grade twelve. Dr. Smith spearheaded this project for the district and began the program at East Clayton Elementary School.

Currently the program is in its fifth year and provides students in grades K-3 with thirty minutes of daily Spanish instruction. In her remarks upon receiving the award, Dr. Smith offered the following advice to other schools:

Don't let anyone tell you that you can't do something. If you believe in it passionately, you can do it! You can make a vision into reality and create a successful second language program. It just takes determination and the will to find solutions. It takes a committed team who can see the possible.

Dr. Smith's work on behalf of early language learning in the state of North Carolina distinguishes her as an advocate at the local and state level. She has increased awareness among policymakers of the need for foreign language programs that begin in kindergarten and continue in an uninterrupted sequence through grade twelve. The daily foreign language program has been instrumental in laying the foundation for the world languages proficiency component of the North Carolina in the World project, a statewide project that seeks to improve international education for all children in North Carolina. She also supports and provides professional development opportunities for the early foreign language specialists at East Clayton Elementary School.

Dr. Smith holds a B.S. in Home Economics from UNC Greensboro, a M.Ed. and a PhD in Education from North Carolina State University. She has thirty years of experience in both public and private schools and has been a principal for the past fifteen years in Johnston County. Prior to being an administrator, she was a middle grades science, math, and social studies teacher in Colorado.



NNELL

2006 NNELL Summer Institute for Regional and State Representatives

When?

July 14-17, 2006

Arrive Friday July 14th, 2006 by 5:00 PM at the Des Moines, IA Airport and take the NNELL bus to ISU; Leave Monday July 17th by 11:00 AM and take the NNELL bus to the Des Moines airport for flights leaving after 2:00 PM.

Where?

National K-12 Foreign Language Resource Center (NFLRC) Iowa State University, Ames, Iowa. Share a room in an ISU dorm and attend meetings on the beautiful ISU campus.

Why?

Focus NNELL's energy! Help focus NNELL's energy by collaborating to design NNELL activities for your state and region. Work with your colleagues to create you own literature or culture-centered thematic unit to take home. You will also receive a large resource packet to help with your unit design all year long.

How?

Seek Travel Scholarships

All State and Regional Reps will receive scholarships for the cost of housing and meals for the meeting. Seek support for your travel expenses from your school and state/regional foreign language organization. Let them know that your presence will have a positive impact on your state/region as you share what you have learned.

Please login to the Members Only section of NNELL.org. State and Regional Representatives will find the application and scholarship forms at the bottom of the page.

Melba D. Woodruff Award for an exemplary K-6 foreign language program

Melba D. Woodruff was a classroom teacher for over 40 years and it was in the classroom where she had her most profound impact. She encouraged her students to do their best, dream their dreams, and work hard to fulfill them. For many of her students Woodruff was more than their professor, she became their mentor and friend. In addition, Woodruff was a leader of the profession as an author and officer of many professional organizations.

In recognition of Woodruff's dedication to the profession this award was established in 2004 with funds from

a series of national conferences on foreign language acquisition by children donated by Dr. Michael Evans and Dr. Rosemarie Benya to recognize an exemplary K-6 foreign language program. An annual stipend of \$500, which will be award to the school or school district, is provided by Wright Group/McGraw Hill.

For more information see the NNELL web site. The nomination packet should be postmarked on or before: May 24, 2006.

International Education and the Early Language Classroom

Vivien Stewart and Heather Singmaster



Introduction

In June 2001, Asia Society's National Commission on Asia in the Schools released its report which concluded that "young Americans are dangerously uninformed about international matters" (National Commission on Asia in the Schools, 2001, p. 6). Since then, Asia Society has been leading a major national initiative to stimulate teaching and learning about the history, geography, cultures, and languages of Asia and other world regions in America's schools. In this article we explore the crucial relationship between the early language classroom and the international knowledge and skills that are so vital in the 21st century.

In the past, international transactions were largely the domain of diplomats and international businessmen. But today, knowledge of the world can no longer be a luxury reserved for a few. International education will be needed by all American citizens. Children today will be:

- Selling to the world
 - Buying from the world
 - Working for international companies
 - Managing employees from other countries and cultures
 - Competing with people on the other side of the world for jobs and markets
 - Working with people all over the world in joint ventures
 - Solving global problems such as AIDS, avian flu, air and water pollution, and disaster recovery (*North Carolina in the World*, 2005).
- International Education is generally taken to include: knowledge of other world regions, cultures, and global/international issues; skills in communicating in languages other than English, working in global or cross-cultural environments, and using information from different sources around the world; and values of respect and concern for other cultures and peoples.

Since the release of the 2001 report, the international education initiative has taken off on many levels, from state to national and in selected school districts and classrooms across the country:

- Over 300 state leaders from 26 states have participated in four State Institutes on International Education in the Schools.¹ As a result, 18 states have developed initiatives to promote greater knowledge of other world regions, languages, and cultures through initiatives such as task forces, statewide conferences, revision of curriculum standards, professional development and technology initiatives, international partnerships and exchanges, and legislation.
- The Goldman Sachs Foundation Prizes for Excellence in International Education created by The Goldman Sachs Foundation and Asia Society are recognizing schools, higher education programs, and media/technology programs that are promoting the development of international knowledge and languages in imaginative ways and that provide models and best practices for others. More than 400 institutions from 34 states have applied for recognition—testament to a growing grassroots interest in international education.
- The College Board is creating new Advanced Placement courses for high schools in Chinese, Japanese, Italian, and Russian to begin fall 2006.
- Asia Society and the Bill and Melinda Gates Foundation are developing the first-ever network of urban International Studies Secondary Schools in several cities and states. The schools teach international content across the curriculum, offer Asian languages as well as European ones and connect electronically to schools in other parts of the world.

¹ Organized by Asia Society and cosponsored by the Business Roundtable, Committee for Economic Development, Council of Chief State School Officers, Education Commission of the States, National Association of State Boards of Education, National Coalition on International Studies in the Schools, National Conference of State Legislatures, and National Governors Association. For further information visit: www.InternationalEd.org

International education can begin in the early language classroom

How does exposing children to other cultures and languages in the early years benefit their development?

First, teaching students about the world can influence the social and emotional development of young children—mitigating prejudice and giving them the skills to resolve conflict peacefully. Humans are not born prejudiced against other humans; it is a response to the social environment, reflecting among other things, the need to be affiliated with a group and for adherence to cultural and subcultural norms. If we can constructively expose children to different cultures at a young age, we can reduce the development of prejudice. Simultaneously, this can influence the development of prosocial behavior and foster nonviolent problem solving (Hamburg & Hamburg, 2004).

Some researchers have begun to study the development of “intercultural competence” in students and adults. Intercultural competence has been commonly defined as: knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others’ values, beliefs, and behaviors; and relativizing one’s self. Linguistic competence also plays a role (Deardorff, 2004). For students to develop intercultural competence, they must learn: respect (valuing other cultures); openness (to intercultural learning and to people from other countries); and curiosity and discovery (tolerating ambiguity and uncertainty), all things that can be taught through an emphasis on other cultures in the early language classroom.

Second, there are cognitive benefits to providing children experiences with other languages and cultures. Learning another language can give Americans insight into the nature of language and culture—including their own. Indeed, the nature of their mother tongue determines the nature of the ideas and thoughts that people can have. Learning a second language, gives students a reference point that offers them insights into the particular nature of their own mother tongue and culture. And students who learn one foreign language have the ability to learn other languages more quickly than students who have never had foreign language training; meaning these students will be primed to quickly learn the critical languages of tomorrow. Early language learners develop mental flexibility, giving them the ability to shift between symbol systems (mathematics and literacy) with ease, in addition to improving abilities in divergent thinking, metalinguistic awareness, and, occasionally, higher scores on measures of verbal intelligence (Met, 2004).

Examples of Schools that are Integrating International Knowledge and Skills

Through The Goldman Sachs Foundation Prizes for Excellence in International Education, we have been able to identify schools that are pioneers in integrating international education into not just their language classes, but throughout the curriculum. For example:

Glastonbury Public Schools

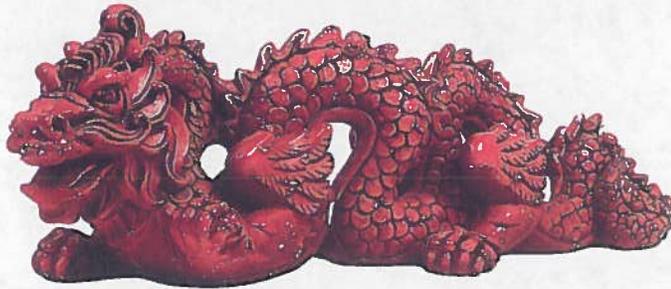
Glastonbury Public Schools in Connecticut have a long tradition of focusing on the importance of teaching about the world. Central to this is foreign language instruction from kindergarten through 12th grade. The foreign language curriculum is thematic and interdisciplinary and linked at all levels to the study of other cultures and global issues. Foreign languages are offered at all schools in the district: Spanish is taught to all students in grades 1-5; in middle school students are given the choice of continuing with Spanish or beginning a study of French, Russian, Latin, or Japanese; and in high school students can start a second foreign language as well. Finally, all students at a K-5 desegregation magnet school, shared with East Hartford Public Schools, study Japanese.

In the primary grades students learn languages without textbooks. Grammar, vocabulary, and language structures are still emphasized but are tied to instruction in other subjects, especially social studies and language arts. The Spanish teacher keeps track of the curriculum in other classes so that she can tie in the language lesson, making the classes more meaningful

to the students. For instance, when students in second grade learn about Mexico as their neighbor to the south, the Spanish teacher might focus on Mexico’s geography.

Teachers in Glastonbury have created a K-12 sequence of classes on world cultures and global issues that culminate in high school, with every student taking one of five interdisciplinary area studies classes (Africa, East Asia, India and Southeast Asia; Islamic World; or Latin America and the Caribbean). A course on world religions and a yearlong Civics/Current Issues course in which students must master international policy issues from a U.S. perspective and from foreign frames of reference, complete the sequence. Proficient in a second language and knowledgeable about other world cultures, students from Glastonbury have gone on to a wide range of international careers. Many families now move into the district because of the schools’ mission of infusing an understanding of world cultures, languages, and global issues throughout the school day.





Chinese American International School

Another leader in early language and cultures instruction is the Chinese American International School (CAIS), an independent school in San Francisco, California that operates the largest fulltime elementary program teaching Chinese to English-speaking students. CAIS is not a school that teaches Chinese as a foreign language. Rather, students are immersed in both languages and both cultures. Students from pre-kindergarten through eighth grade study all subjects in both Mandarin and English, with a special emphasis on Chinese history, culture and values. Students study a rigorous curriculum that includes language arts, social studies, math and science. Students in pre-K through grade 5 spend half the day in English and half in Chinese. In social studies they learn the importance of family and the differences between family relationships in China and the United States. In math, students study word problems in both Chinese and English. Students running for student government must give speeches in both languages. The speeches in Chinese must follow the more formal structures expected in Chinese culture. Students also visit with elderly Mandarin speakers at a local retirement home and ask them about experiences in China when they were young. And partnerships with schools in China reinforce the learning of both language and culture.

The success of the Chinese American International School is evident from the success of its graduates and the large number of applications. "We have developed students who are comfortable in two languages and two cultures," says head-of-school, Andrew Corcoran. "It's a potent story and an extremely important one for the times in which we are living" (Sachar, 2004, 17). The Chinese American International School is now working with schools throughout northern California to introduce the study of Chinese culture and languages into public schools.

John Stanford International School

The John Stanford International School, a public partial-immersion elementary school that serves an ethnically diverse population in Seattle, Washington, requires students to spend half of their day learning in English (reading, writing and social studies classes), the other half in either Japanese or Spanish (math, science, culture and literacy in their chosen language). Thus children see two primary teachers during the day but they stay with these teachers for two years.

The language immersion approach and the ethnic diversity of the students provide a natural environment for the schools' global education backbone. International content appears across all curricular areas, including math and science. A local arts organization provides artists-in-residence to teach

students about world dance, music and visual arts. John Stanford has "adopted" two schools, one in Puerto Vallarta, Mexico and one in Tanzania for which students raise funds and with which they communicate through email exchanges.

Glendover Global Studies Academy

The Glendover Global Studies Academy in Lexington, Kentucky is a suburban public school serving about 600 students. Twenty-two percent of the student body is learning English as a second language and international students represent 30 countries. Just as global studies is at the center of the schools' name, it is the central focus of the school's curriculum approach. Glendover offers a foreign language awareness program, in which students are exposed to one language over a two-year period and then introduced to a new language. These languages include Japanese, Spanish, French and German. Classes are generally taught by native speakers, often parents. The goal is not proficiency, but cultural and linguistic awareness and to provide a basis for student language interest and choice at middle and high school. The language program is closely tied to the rest of the curriculum: each grade level focuses on specific countries which are studied throughout the curriculum.

Examples of the school's international education focus can be found in every curriculum area. In science, Glendover has used the GLOBE program to collect climate data, compare it with that collected by students in other countries and relay it to NASA and NOAA. The school has an innovative global approach to economics education with an "international money museum" and "elephant economics." In each grade level's focus on specific countries, students learn about the geography, history and language of the country and produce their own versions of its art and music in an annual school-wide international fair.



Recommendations

These schools are wonderful and varied examples of the power of teaching language and culture, beginning in the earliest grades. But these kinds of environments can be created by dedicated teachers in other schools too. The lessons from these and other pioneering schools include:

Dream big, start slow, be flexible

- Take the time to plan how to integrate international education into your class and take it one step and one course at a time.

Secure community buy-in and find passionate defenders

- Involve parents and local business leaders. They understand the needs of the community and can support and encourage international education.²

Expect to supplement textbooks

- Because most foreign language textbooks do not provide cross-cutting content, you may have to supplement with outside materials such as foreign newspapers or online curriculum.³

Emphasize world language mastery and international exchange

- A desire to travel often goes hand-in-hand with the devotion to studying a foreign language. Encourage your students to participate in international exchanges, which also help to hone their language skills and give them first-hand knowledge of the culture they are studying.

Embrace technology

- If students are unable to travel, try technology alternatives such as videoconferencing, e-mail pen pals, and web quests. Language labs and learning how to use a computer in another language are also helpful tools for learning a language.

Find teachers who are lifetime learners

- Teachers with a passionate desire to learn provide their students with a richer educational experience. They continue to travel and learn new skills which are passed on in the classroom.

Ultimately, making such schools widely available will require a national policy commitment. Improving our nation's international knowledge and skills is vital to our future prosperity and international relations. For fifty years, the federal government has played a critical role in fostering foreign languages and area studies expertise in higher education. This commitment now needs to be extended to K-12 education as an urgent priority.

References

- Center for International Understanding. (April 2005). *North Carolina in the world: A plan to increase student knowledge and skills about the world*. Raleigh, NC: The University of North Carolina. Retrieved February 21, 2006 from http://ciu.northcarolina.edu/content.php/docs/NCWorld_ActionPlan.pdf
- Deardorff, D. K. B. (2004.) *The identification and assessment of intercultural competence as a student outcome of internationalization at Institutions of higher education in the United States*. Retrieved February 20, 2006 from <http://www.lib.ncsu.edu/theses/available/etd-06162004-000223/unrestricted/etd.pdf>
- Hamburg, D., & Hamburg, B. (2004). *Learning to live together: Preventing hatred and violence in child and adolescent development*. Oxford: University Press.
- Met, M. (November 2004). Improving students' capacity in foreign languages. *Phi Delta Kappan* 86(3), 214-218.
- National Commission on Asia in the Schools. (2001). *Asia in the Schools: Preparing young Americans for today's interconnected world*. New York: Asia Society.
- Sachar, E. (2004). *Schools for the Global Age: Promising practices in international education*. New York: Asia Society.



Vivien Stewart is Vice President for Education at the Asia Society. She is responsible for Asia Society's work with national and state policymakers and with schools, teachers and curriculum developers to promote the study of Asia and other world regions, cultures and languages. Before working at Asia Society, Ms. Stewart directed the education and child development programs at Carnegie Corporation of New York and was Senior Policy Advisor to the UN Special Representative on Children and Armed Conflict. Ms. Stewart serves as a trustee of the National Center on Education and the Economy, the Longview Foundation for Education in International Understanding and World Affairs and the Refugee Education Trust.



Heather Singmaster is a Program Associate in the Education Program at Asia Society. Her work primarily focuses on state and national policy. She previously worked at the Council on Foreign Relations and the American Association for the Advancement of Science and holds a Masters degree focused in Anthropology from New York University.

²A World-Class Education: Community Action Kit. For more information: <http://internationalled.org/planningtools/home.htm>

³Some curriculum resources for Asia can be found on our website: www.AskAsia.org

Positions of the National Network for Early Language Learning (NNELL)

The National Network for Early Language Learning is an educational community providing leadership in support of successful early language learning and teaching. Since its inception in 1987, NNELL continues to be an invaluable resource for educators, parents and policymakers in advocating K-8 programs of excellence in second language education.

International Education (2005)

The study of world languages is an integral part of international education. Effective K-16 programs in major world languages, including non-European languages, are essential in order to meet the goals of international education. Policies and incentives must be established to expand the teaching of world languages beginning in the earliest grades and continuing throughout the education continuum for all students. The world is interconnected economically, socially and environmentally. Using another language and knowing its culture empower our students' participation as collaborators seeking solutions to global issues in an interconnected world.

National Language Conference White Paper (2005)

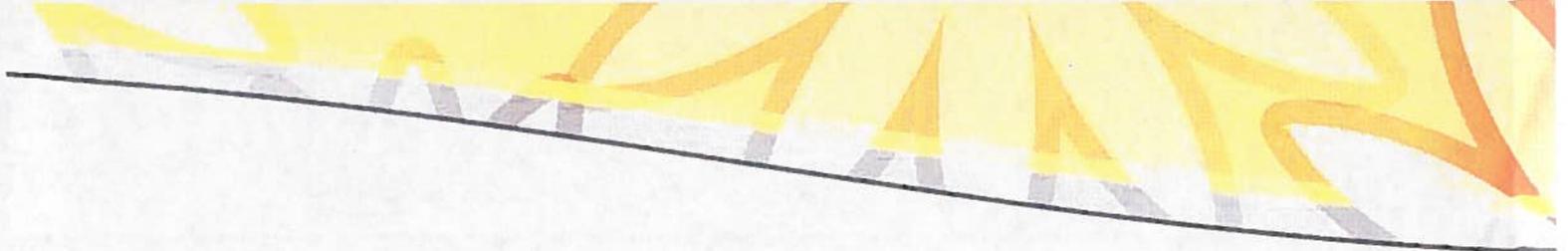
The National Language Conference "Call to Action" acknowledges the urgent need for a cogent plan to provide opportunities for all students to effectively participate as U.S. citizens in the global community by gaining proficiency in world languages and a greater understanding and respect for diverse world cultures. The success of this plan must be accompanied by policies, programs and legislation that guarantee the establishment and maintenance of long well-articulated sequences of language study beginning in the early grades. Participation of a variety of stakeholders from public and private sectors on a national coordination council overseen by a cabinet-level appointee will serve as an organizational entity for the development and implementation of a plan that will foster systemic reform in world language education nationwide.

No Child Left Behind Act (2005)

The inclusion of Foreign Languages as a core academic subject area in this Act sends a strong message about the importance of second language education in the U.S. The development of literacy skills in both a first or second language is dependent on the establishment of quality instructional programs. As such, all elementary school students should have access to high quality, ongoing and systematic world language instruction to take advantage of children's special capacity for language acquisition. Long sequences of language study should become an integral part of early schooling when the integration of content and language learning occurs easily as does the development of positive attitudes towards people who speak other languages and represent other cultures.

In the 21st century, languages and cultures are intertwined and citizens worldwide can instantly communicate without regard to national borders. Education must keep up with this forward movement. A sound, basic education calls for an update to the current public education system and includes the study of languages and cultures as part of the core curriculum in grades K-8 and beyond.

The logo for the National Network for Early Language Learning (NNELL) is displayed in a large, bold, dark blue font. The letters 'N', 'E', and 'L' are significantly larger than the 'N' and 'L' that follow, creating a stylized, blocky appearance.



“Culture learning is the process of acquiring the culture-specific and culture-general knowledge, skills and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process which engages the learner cognitively, behaviorally, and affectively” (Paige, R. M., Jorstad, H., Siaya, L. Klein, F., & Colby, J., 1999).

Strategies for Teaching Culture in Grades K-8

Mari Haas

Teaching about the cultures of the people who speak the target language is an essential part of teaching languages. As Galloway (1998) explains, “Perhaps our mission itself requires a context shift: from ‘I teach language (and culture if there’s time)’ to ‘I teach culture, through the tools of its language.’” Paige (1997) defines culture learning as anchored in three fundamental learning processes: (1) the learners’ exploration of their own culture; (2) the discovery of the relationship between language and culture; and (3) the learning of the heuristics for analyzing and comparing cultures. Byram (1988) looks at the “context” of cultural encounters, including time, place, person and circumstance. “External context” refers to the setting of the encounter, (such as an office, a living room, the street corner, an archeological site in Mexico) and internal context, which refers to the cultural meanings the participants bring to the encounter (Gudykunst & Kim, 1992). Several authors (Mitchell, 1988; Damen, 1987; and Kramsch, 1993) hypothesize that the protective environment of the classroom allows the students to experiment with the language and make sense of it and the culture for themselves. Ellis (1992) adds that the teacher’s role, the students’ roles, the tasks the teacher uses and the purpose/outcome of the learning also contribute to the classroom context.

“Culture learning is the process of acquiring the culture-specific and culture-general knowledge, skills and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process which engages the learner cognitively, behaviorally, and affectively” (Paige, R. M., Jorstad, H., Siaya, L. Klein, F., & Colby, J., 1999).

Exploring One’s Own Culture

Before students and teachers can really understand another culture, they need to learn about their own culture. Considering the products, practices and perspectives of their own families, for example, can open new pathways in their knowledge about family artifacts, foods, patterns of behavior and appreciation of their family’s cultural traditions and values. This exploration can lead to comparisons of their own families with those of the target culture and result in a wealth of information about what “culture” means and the why’s and how’s of culture.



Activities for Teachers

Teachers' thoughts and actions are shaped by their own cultural perspectives. "In order to answer eventually the broad question of how our cultural perspective influences our work in the classroom, we begin with specific introspective information gathering. . . [to] locate ourselves by region, ethnicity and family system" (Perry & Fraser, 1993, p. 101). To begin this information gathering, use the following set of questions to elicit basic cultural information:

- Where were you born?
- What language(s) or dialect(s) were spoken in your home?
- Where did you grow up?
- Describe your neighborhood.
- What is your ethnic or racial heritage?
- Was religion important during your upbringing? If yes, how?
- Who makes up your family?
- What traditions does your family follow?
- What values does your family hold dear?
- How do members of your family relate to each other?
- How is love/caring expressed?
- How is your culture expressed in your family?

Teachers can seek out a partner teacher and share their answers to the above questions, as well as ask "why" and "how" questions to their partner as they come up. They can then reflect on what similarities or differences there are in their two families. As teachers learn more about their own cultural realities and those of others, they can reflect on the information and possibly understand alternate definitions of family. Partner teachers could also complete the collage and web activities suggested for the students.



Activities for K-8 Students

1. Have students draw pictures of themselves; then on a separate page have them draw a picture of their family (that does not include them). Ask students to label their family members in the target language. The student-artists can then present the drawing of their families to the class by explaining their relationships to the rest of the people in the family, for example, "I am Robert and Carolyn's daughter; My grandmother is my mother's mother; I am John's sister."
2. Divide the students into pairs and ask them to compare their pictures/families. Pre-teach the language that the students need to compare their pictures. At the end of the activity the partners tell the class what is similar and what is different about their families: "In my family there is a grandfather but in my partner's family there is no grandfather."
3. Using the same family picture ask the students to draw symbols of the country from which their family originated: a flag, any special foods, objects, traditional clothing, celebrations. Also ask them to label their pictures in the language of origin if possible or in the target language. Have students show their pictures and talk about the symbols they included in their picture.
4. Ask students to choose a tradition, belief, or way of doing things in their family that they enjoy. Provide the students with materials for collage (tissue and other colorful papers, feathers, styrofoam pieces, buttons, toothpicks, pipe-cleaners, glue, tape, pieces of cardboard and any other materials available). Ask them to create their favorite tradition on the cardboard and to write about it briefly on an index card (if appropriate to their language level). After each member of the class describes what they created, ask the students about the similarities among their collages.

Figure 1

Web Activity		
	I am...	
I use, I have, I make, I eat...	Student's Name or Picture	I do, I celebrate...
	I think, I value, I like...	

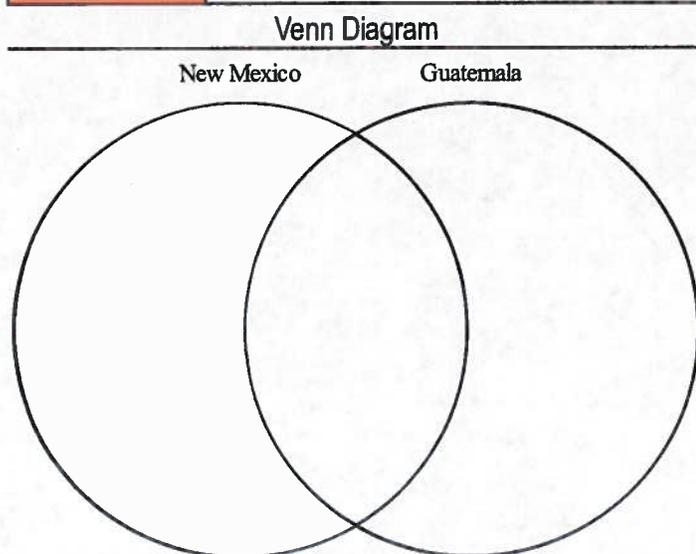
5. When they are finished, the students can complete a web activity (see Figure 1) by thinking about what they have learned about their family culture. Alternately you can use the webs as a guessing game by leaving the center circle blank. Post the webs on the board or walls and let the students guess which web belongs to which student.

Figure 2

KWL Chart		
What I know	What I want know	What I have learned

6. Other graphic organizers can also be used to investigate cultures. A KWL chart (see Figure 2) can work as a summary of information that students know or have found out about their own culture or that they have learned about the culture they are studying. A Venn diagram (see Figure 3) or a T Chart (see Figure 4) works well to compare the students' culture with that of students in the culture they are studying.

Figure 3



Discovering the Relationship between Language and Culture

Often the real meaning of the same word differs substantially among different languages. Words are bearers of culture in their own right. The word, *familia*, for example, is easily translated as “family.” However, do Hispanics mean the same thing by familia as our U.S. students mean by “family” (Galloway, 1998, p. 131-132). “The Puerto Rican concept of family may go beyond the extended family to kin-like relations with friends (*compadres/comadres*), while the U.S. American definition of family may include only the nuclear family living at home” (Hidalgo, 1993, p.101). In other societies, such as the Navajo, who are matrilineal, children use the word for “mother” for both their mother and her sisters and they call the people of their mother’s clan, “brothers and sisters.” In Zaire, the Mbuti consider their entire hunting camp to be a family. Each child calls several women “mother” and several men “father” (Sault, 2005). One elementary school student defines the word family in this way, “A family is people who care about each other. They may be a man, woman and children or two women and children or two men and children, or many other combinations. Most people who belong to a family learn to love each other or love each other to begin with” (Families, 1996, p. 9). *Casa* (house) is another word that holds very different connotations in different cultures. To explore the relationship between language and culture, explore with your students words in the target language that may have different connotations in English.

Analyzing and Comparing Cultures

“Cultural understanding is necessary for appropriate intercultural communication, which of course is a primary purpose of language instruction. Moreover, cultural understanding undergirds appreciation of daily life practices and cultural products—whether aesthetic or utilitarian nature—and facilitates the development of empathy and positive attitudes. Cultural understanding may begin with awareness that cultural similarities and differences exist among people both around the world and in their own community. . . . Cultural understanding requires knowledge and information: the “what” and the “why” (Montgomery County Public Schools, 1994 p.4).

Activities for K-8 Students

1. After reading a cultural story or studying a target language-speaking culture, create a T Chart (See Figure 4) or Venn diagram (see Figure 3) for the students to use to compare their cultures with those of students in the target language-speaking country.

Figure 4

T Chart

New Mexico Student	Guatemala Students
We eat cereal and fruit for breakfast.	They eat tortillas and vegetables for breakfast.
We have running water in my home.	The women and girls go to the well to fill ceramic pots with water that they carry home on their heads.
We buy my clothes at a store.	The women and girls weave colorful cloth for traditional clothing.

- Invite a person/exchange student/immigrant to your classroom for the students to interview. Ask the invitee to bring in any artifacts (musical instruments, clothing, a craft, etc.) that they have from their country. They could also bring photos, maps, etc. Work with the students to prepare interview questions. Ask them to use questions similar to those they wrote about in their culture webs.
- When you have a market, restaurant or store simulation in your classroom, invite people who speak the target language to participate in role-plays and interact with the students. They can be waiters, sellers at the market or store sales people. (Idea adapted from Alysa Dupuy, a French teacher in Princeton, New Jersey)
- Fill a magic bag or a magic-mystery box (Curtain & Pesola, 1994, p. 304) with pictures or realia from a target country. For a unit on Guatemala use maps of North, Central and South America and Guatemala; include pictures showing: the geographic features in the country such as volcanoes, mountains, lakes; Maya numbers and glyphs; Maya women weaving colorful cloth for clothing, men and boys carrying heavy bundles of wood using tumplines around their foreheads, and Maya women and girls carrying water jugs on their heads; ancient Maya pyramids; Maya cornfields or milpas. You could also include illustrations of the Spaniards in Guatemala and examples of the Spanish Colonial contribution to the architecture, animals and food. For older students you may wish to provide information and articles on the recent mudslides in Guatemala and ways students could help those affected by the slides.

Ask students what they think is in the magic bag. Invite a student to reach into the bag and take out one picture or object. Describe the specific picture to the students. Place

the picture on the board or the wall. As students pull out more pictures, describe them and put them in a logical order. Repeat your descriptions of previous pictures each time a student takes a new picture from the bag. Ask students to answer “why” and “how” questions, such as:

- What are the pyramids made of?
 - What were the pyramids used for?
 - How do you think the ancient Maya constructed the pyramids?
 - What tools do we use today that did not exist in the time of the ancient Maya?
 - How do you think the ancient Maya acquired such advanced knowledge of astronomy?
 - How do you think the presence of the Spanish explorers in Mexico and Guatemala changed the Maya ways of life?
 - Why do the boys use a tumpline to carry wood?
- Provide small groups of students copies of the pictures from the magic box and ask them to sort and categorize the pictures by your criteria or their own.
 - Visit the second grade Maya project in *Maya Beauty, Daily Life and Hieroglyphics* on the web: <http://schools.cbe.ab.ca/b143/maya/index.html>. Have students in your class create their own glyphs and a replica of a Maya house.
 - The Mayan creation myth (see box next page) lends itself to Action Storytelling with masks of the animals. The teacher tells the story once. The students practice the story series with the teacher. Then they act it out following the teacher’s directions. A myth is a story of unknown authorship that people told long ago in an attempt to answer serious questions about how important things began and occurred; myths generally involve nature and the adventures of gods and heroes. After students have role-played the story, they can write their own creation myths. You could also provide students with copies of other creation myths for the students to compare with the Mayan creation myth.

Cross-Cultural Competence

Have you ever made a faux pas in the target language or culture? Cultural missteps can cause more grief to the learner than a grammatical error in the target language. “Knowing how cultures differ in the meanings of words—such as friendship, work, family—may be as important to constructing meaning from utterances or print as knowing how the endings on verbs affect meaning. Understanding how to politely agree or disagree, how to persuade peers or persons in authority, or which questions are taboo and which acceptable, are important aspects of language use that traditionally have achieved less instructional time than has explicit

Mayan Creation Myth

- In the beginning were only Tepeu and Gucumatz.
- These two sat together and thought; and whatever they thought came into being.
- They thought earth, and there it was.
- They thought mountains, and so there were.
- They thought trees, and sky, and animals. Each came into being.
- Because none of these creatures could praise them, they formed more advanced beings of clay.
- Because the clay beings fell apart when wet, they made beings out of wood; however, the wooden beings caused trouble on the earth.
- The gods sent a great flood to wipe out these beings, so that they could start over.
- With the help of Mountain Lion, Coyote, Parrot and Crow, they fashioned four new beings.
- These four beings performed well and are the ancestors of the Quiché.

Take your class to an anthropology or history museum to write poems using lessons you have prepared or lessons from Luján's book. If a fieldtrip is not possible, post pictures of artifacts in the classroom and invite students to tour the class museum and choose an artifact as the focus of their poem. Hopefully the students will have learned enough information to include some Maya practices and/or perspectives in their poems.

2. In the computer lab or classroom, have the students go to the Maya Ballgame Web site, <http://www.ballgame.org/main.asp>, to explore its interactive elements. Ask them to respond to the practice of playing the ball game or other information on the site. They can also compare the Maya ball game to our soccer or football games today.
3. Purchase the book *Abeula's Weave* written by Omar S. Castaneda and illustrated Enrique O. Sanchez. Use the lesson plans available at the Maya marketplace/literature lessons site, http://www.mcps.k12.md.us/curriculum/socialstd/grade3/Abuelas_Weave.html. The lessons ask the students to gather data about a market in Guatemala and compare and contrast the Guatemalan market to one in the United States. And, by reading literature about children from Guatemala, students will gain a better understanding of the Guatemalan culture. There are questions to answer, graphic organizers to complete, and illustrations to draw.

instruction in vocabulary or grammar. Yet, cross-cultural competence can be as important, or perhaps even more so, than grammatical accuracy in establishing and maintaining the kinds of long-term interpersonal relationships that can result in a myriad of successful interactions, from business transactions to deep friendships" (Met, 2001, p. 37-38).

Activities for K-8 Students

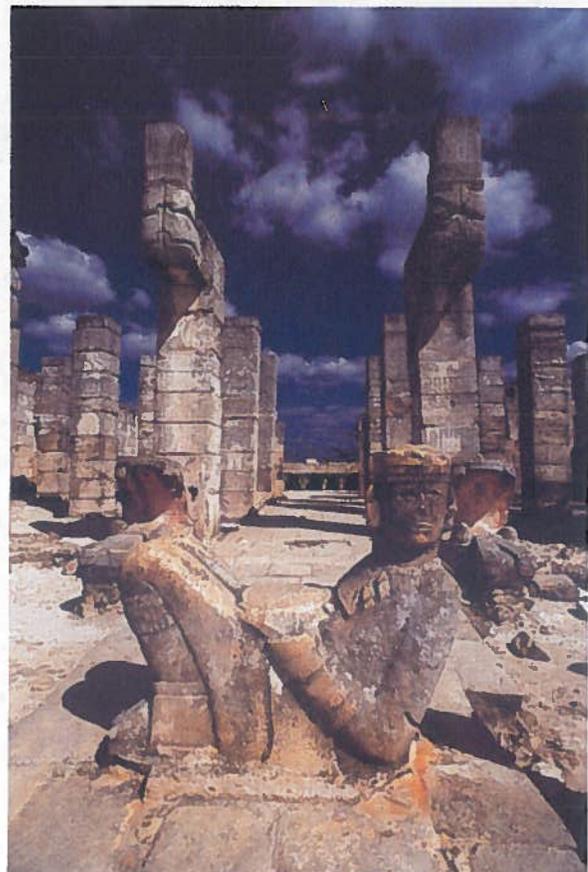
1. Argentinean author Jorge Luján uses artifacts from El Museo de Antropología in Mexico City as the starting point for writing poetry. His book, *La X mágica de México* (1998), includes information about the many indigenous cultures in Mexico. Each activity has a page that describes the culture and a page that explains a writing activity and a picture of an artifact. Luján also gives examples of poems about the artifacts written by young students in his creative writing class for kids. These two short poems were written in response to viewing a Maya Chac-Mool (see picture opposite).

*El Chac-Mool se queda inmóvil pues
Quiere que los quetzales canten en él.
(por Guillermo, 10 años)*

The Chac-Mool remains unmoving as
He wants the quetzales to sing within him.
(by Guillermo, 10 years old)

*El Chac-Mool se toca el ombligo
Para sentir la presencia de Dios.
(por Ana, 10 años)*

The Chac-Mool touches the belly button
In order to feel God's presence.
(by Ana, 10 years old)





Conclusion

“To fully understand another culture, students need to develop an awareness of another people’s way of life, of the patterns of behavior that order their world, and of the traditional ideas, attitudes, and perspectives that guide their world” (Wisconsin Department of Public Instruction, 2002, p. 10). As culture and language teachers, we need to require that our students use their critical thinking skills as they explore the cultures of the people who speak the target language. They need to reflect, analyze and summarize the information they are learning. We need to provide them with many cross-cultural encounters, ask them to respond to cultural events in the world, and compare and contrast their own culture with that of others. As teachers, we need to integrate the culture scope and sequence with the content and language scope and sequence. Although writing these three scope and sequence documents will take a great deal of time, the end products will be worth it and teachers will have a better understanding of the expectations for their teaching. As Galloway (1998) suggests, we need to be culture teachers who use language as a tool to present rich activities and experiences that help to make students more aware of the products, practices and especially, perspectives of culture.

Mari Haas is a former K-12 Spanish teacher, Adjunct Assistant Professor at Teachers College Columbia University and currently a foreign language education consultant. She holds a doctorate in curriculum and instruction and teaches K-8 methods of teaching foreign languages as well as other courses that assist K-12 language teachers in integrating language, content, and culture into thematic units. Dr. Haas is the author of *The Language of Folk Art*, a curriculum for teaching Spanish in the upper elementary and middle school grades. She has worked with Spanish teachers and core classroom teachers on four National Endowment for the Humanities grant-funded programs on Mexico and New Mexico, and was awarded the American Council on the Teaching of Foreign Languages

Nelson Brooks Award for Excellence in Teaching Culture in 2001. As a past president of the National Network for Early Language Learning Languages Dr. Haas has worked with K-12 language teachers around the country and abroad for the last 20 years.

References

- Byram, M. (1988). *Foreign language education and cultural studies. Language, Culture and Curriculum*, 1. (1), 15-31.
- Curtain, H., & Pesola, C. A. (1994). *Languages and children: Making the match*. White Plains, NY: Longman.
- Damen, L. (1987). *Culture learning: The fifth dimension in the language classroom*. Reading, MA: Addison-Wesley.
- Ellis, R. (1992). The classroom context: An acquisition-rich or an acquisition-poor environment? In C. Kramsch & S. McConnell-Gomet (Eds.), *Text and Context: Cross Disciplinary Perspectives on Language Study* (pp. 171-186). D.C. Heath.
- Familles. (1996, April). *Faces*, 9.
- Galloway, V. (1992). In Byrnes, H. (Ed.) (1992). *Languages for a multicultural world in transition*. Lincolnwood, IL: National Textbook Co. and Northeast Conference on the Teaching of Foreign Languages.
- Galloway, V. (1998). Constructing Cultural Realities: “Facts” and Frameworks of Association. In Harper, J. & Lively, M. W. (Eds.) (1998). *The Coming of Age of the Profession*. New York: Heinle & Heinle.
- Gudykunst, W.B. & Kim, Y.Y. (Eds.). (1992). *Readings on communicating with strangers: An approach to intercultural communication*. New York: McGraw-Hill.
- Hidalgo, N. (1993). Multicultural Teacher Introspection. In Perry, T. & Fraser, J. (Eds.) (1993). *Freedom’s plow*. New York: Routledge.
- Kramsch, C. (1993). *Context and culture in language teaching*. NY: Oxford University Press.
- Luján, J. E. (1998). *La X mágica de México*. Mexico D.F.: Aleta.
- Met, M. (2001) Changing contexts in early language learning. In R.Z. Lavine, *Beyond the boundaries, changing contexts in language learning*. (pp. 37-38). Boston, MA: McGraw-Hill Higher Education with Northeast Conference on the Teaching of Foreign Languages.
- Montgomery County Public Schools. (1994). *Teaching culture in grades K-8: A resource manual for teachers of Spanish*, Rockville, MD.
- Mitchell, R. (1988). *Communicative language teaching in practice*. London: Centre for Information on Language Teaching.
- Paige, R. M., & Stringer, D. (1997). *Training design for international and multicultural programs*. Portland, Oregon: International Communication Institute.
- Paige, R. M., Jorstad, H., Siaya L., Klien, F., & Colby J. (1999). *Culture learning in language Education: A review of the literature*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.
- Perry, T. & Fraser J. (Eds.). (1993) *Freedom’s Plow*. New York: Routledge.
- Sault, N.L., (2005) *Many Mothers, Many Fathers: The Meaning of Parenting Around the World*, Santa Clara, CA: Markkula Center for Applied Ethics
- Wisconsin Department of Public Instruction. (2002). *Planning curriculum for learning world languages*. Milwaukee, WI

Living the Language: International Exchanges for 5th Graders

Emily Wood

The American Council on Teaching of Foreign Languages (ACTFL) annually presents the Melba Woodruff Award to an exemplary foreign language program in the nation. This year at the ACTFL conference in Baltimore, MD, the Eisenhower International School received this award for its outstanding immersion programs.

International student exchanges at the Eisenhower International School in Tulsa, Oklahoma, have clear benefits. These student exchanges provide rich opportunities for cultural comparisons, new perspectives and natural communication. The exchanges also provide experiential learning that result in cultural understandings that are likely to last a lifetime. Eisenhower, part of the Tulsa Public School District, is a Spanish and French Immersion K-5 elementary school with a total enrollment K-5 of 297. Each year groups of about nine fifth graders travel to Mexico and France.

Exchange with Mexico

The exchange with Mexico is flourishing and has grown stronger each year since its inception in 1991. When we planned the exchange, we had no prototypes to follow since we knew of no other long-term academic exchange for elementary students in the U.S. Several factors made this exchange possible: Tulsa had a strong "Sister City" relationship with San Luis Potosi, Mexico; a summer exchange featuring homestays for children had flourished; in 1991 the Spanish Immersion School of Tulsa Public Schools was moved to its own building to become the new Eisenhower International School and the superintendent had a vision for the new school that included exchanges and community outreach.

We discovered that Mexican delegates to the International Summit for Sister Cities International held that year in Tulsa wished to start a student exchange program. Therefore, the new Eisenhower International School and Instituto Cervantes, a private school in San Luis Potosi, agreed to the first exchange. Located halfway between Mexico City to the south and Monterrey to the north, San Luis Potosi is on the main auto route. It is a city with a rich colonial past as verified by the cathedral and old plaza. San Luis Potosi is a wonderful place to observe change as the historic and traditional blend with new industrial expansion.



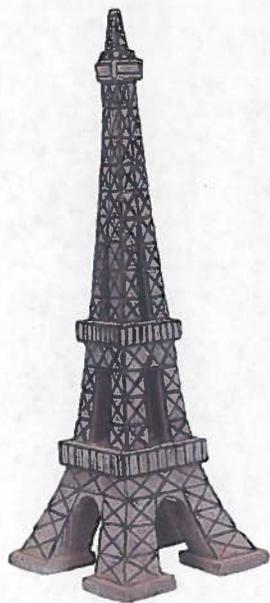
Today, the exchange program continues stronger than ever. In the fall of 2005, 11 Mexican fifth graders accompanied by a teacher studied at Eisenhower for eight weeks. They took the seats of 8 Tulsa fifth graders who were students in Mexico for the same period of time. Exchange students in both countries are regular class participants, doing all of the assignments and taking all tests. Their grades for class work are sent back to their home schools.

On both sides of the border, students live in the homes of their schoolmates for two four-week home stays. This year, the eight-week American period was inaugurated by a welcome picnic for all host families and student ambassadors. The exchange students also participated in a fall barbecue with a hayride as well as in other activities typical of Oklahoma. Host families take their guests to zoos, aquariums, farms, museums and sporting events. Experiences in and out of their exchange school provide both groups with a rich cultural understanding and context for communication. In Mexico, students take day trips to historic places such as San Miguel Allende with its historic cathedral and many restaurants, Dolores Hidalgo, with ceramic factories and a museum documenting Hidalgo's life and Mexican history and the old silver mines with tunnels for students to explore.

The Mexican students belong to a dance troop that shares traditional dances at many schools, festivals and other venues. Each year a professional instructor coaches the students in a dance from a different region of Mexico. The students bring colorful, authentic regional dress and the Tulsa community often requests their dances.

All students in the 2005 exchange adjusted beautifully. Over the years, there have been some tears and homesickness that disappeared after the first week. No one has ever left early. Some even expressed reluctance to return home! Attesting to the success of the exchange and the immersion schools, the Tulsa Public Schools started a second Spanish Immersion School. In 2006, the new school's first fifth grade class will also participate in the exchange program.

Exchange with France



The success of the Mexican program led to Eisenhower International School adding a French immersion program and a subsequent exchange with La Salle, a private school in Amiens, France. This seven-year-old exchange was initiated by the contacts of an immersion school teacher who was a native of Northern France. The French exchange is usually shorter, with an average stay of two to three weeks. In the spring of 2006, plans include an exchange with a second private school in Amiens, La Providence. Amiens is on the beautiful Saint-Leu River, about an hour northeast of Paris and this historic city was the home of Jules Verne. As in the Mexican exchange, many enriching experiences are planned both in and out of school. For example, host parents usually take the Tulsa students to Paris. In the Amiens area, students go on field trips to the home of Jules Verne, a magnificent cathedral and to World War I sights. Some parents take them to beaches.

Since the French government prohibits enrichment activities during the school session, students from Amiens come to Tulsa each year over their spring break. Amiens became Tulsa's eighth "Sister City" during the fall of 2005. This was partly possible because of the relationships built during the fifth grade exchanges. The exchange teachers and students have been true citizen ambassadors.

Keys to Success

What has made these exchanges so successful? The international student handbook, given to each exchange participant, shows parents and students exactly what is expected and clarifies the following:

- **Rules:** All students must follow the rules developed over the years. For example, students are allowed only one phone call and one email home per week to speed up the adjustment period to the new culture. Both parents and students are expected to follow this restriction.
- **Exchange Coordinator:** The coordinator, who is a halftime employee of the Tulsa Public Schools, sends out applications, conducts parent meetings, trains students weekly, plans events, purchases airline tickets and more. This past fall, 96 people were directly involved in the Mexican exchange, including students, host families, chaperones, and parents of Eisenhower ambassadors. The exchange coordinator must maintain constant communication with all groups in order to make the exchange safe, comfortable and enjoyable. Safety is the priority. Since communication is a key component to maintaining safety, the exchange coordinator is essential.

- **Chaperones:** Accompanying the students on their flights and meeting them at school each day, chaperones play an important role in the success of the program. Chaperones are expected to quickly identify any problems with school work or behavior and to work with the student to solve problems. Chaperones stay in close contact with the exchange coordinator throughout the entire exchange.
- **Carefully-screened Students:** All students write an essay explaining why they would be a good student ambassador. Students are then selected by a committee of nine teachers and administrators based on their behavior, academics, responsibility and ability to adjust.
- **Ambassador and Cultural Training:** Before traveling, students meet weekly with the exchange coordinator, the counselor, the chaperones and natives of the country. These meetings prepare them to adapt to different classrooms, teaching methods, foods, family styles and schedules. Cross-cultural training includes direct teaching about differences in religion, customs, manners and family. During this time, students can voice their concerns in a supportive atmosphere.
- **Host Families:** To give the students diverse experiences, we find two host family homes per visiting child. The exchange coordinator recruits parents to apply and then thoroughly screens families. Host families participate in training and receive a handbook. Once the students arrive, the exchange coordinator keeps in constant contact.
- **Costs:** The only cost to Tulsa Public Schools is the salary of the halftime exchange coordinator and office space, computer and telephone. Parents pay the airfare for their children, the chaperone's airfare, and all expenses for students on the exchange. Tulsa Global Alliance, the Eisenhower Foundation and other groups have all contributed scholarships for needy students. The Hispanic American Foundation helps with the costs of entertaining Mexican administrators in the U.S.

- **Parents:** It takes an act of faith to send a fifth grader to a foreign country, therefore, parents are an essential part of the exchange. They assist in a many ways, such as collecting necessary travel documents, preparing weekly mailings, rehearsing dances etc. The parents bond and often form a weekly support group. These bonds last many years after the exchange is over.

Is it easy? No. Planning and implementation must be meticulously organized to ensure the safety and happiness of the students and the approval of the parents. Is it worth it? Yes!

Everyone in the exchange schools benefits, from kindergartners on up. Students from San Luis light up Eisenhower with their smiles, friendship and dances. At Eisenhower, we feel that we are making one small step toward world peace when children from diverse cultures meet. The students are young enough to lack prejudices and get to know and ap-

preciate each other. Many of the family friendships last for years. Language acquisition is improved dramatically as well as cultural awareness.

Of course, the exchange students benefit most of all. They come home with an understanding of another culture not found in books. They find that human similarities far outweigh the differences. They make lifelong friends from another country. They become independent learners and good ambassadors. Self esteem rises and changes lives.



Emily Wood serves as the Student Exchange Coordinator at the Eisenhower International School in Tulsa, Oklahoma, and also teaches at the Heritage Academy, a Jewish day school. She has taught special education, social studies and gifted education for 35 years. In 1990 she received the Medal of Excellence from the Oklahoma Foundation for Excellence.

Special Recognition Award



A special recognition was given to Gladys Lipton by Mary Sosnowski at the 2005 NNELL Swapshop Breakfast for her contributions to early language learning.

FOLKTALES:

Priscilla Russel

Picture the Senegalese griot seated on his stool under the generous shade of the baobab tree. Gathered on the ground around him are the village children engrossed in the folktale that he is passing on to the latest generation. Perhaps he is re-telling *Le Prince et la souris blanche* in which the tribal king sets various tasks for his three sons and a little mouse wins the day for the youngest. Or, the griot may chose to tell *Le Secret de Lunelle* about the friendless, young girl who wishes for a friend and one day receives a magic box containing a little playmate.



In another part of the world a Japanese street vendor with hopes of later selling his sweets to his audience, uses a set of colorfully drawn and painted cards to narrate *Momotaro, the Peach Boy* to the children gathered round. He is performing *Kamisibai*. Each card in the series has a scene on the front and the storyline for the next card in the story is on the back. This way the teller can show the card to his audience while reading the story.

Momotaro is perhaps the best known and best loved Japanese folktale. It is a wonderful story that tells of an old couple who found a big, delicious looking peach with a baby boy inside who quickly grew into a strong young man. Wearing a *hachimaki* (headband) to strengthen his spirit and carrying *danko* (traditional dumplings), he goes off to conquer the *oni* (ogres), and with the help of a monkey, a pheasant and a dog returns with riches for his parents.

For centuries folktales have played a central role in passing on the traditional culture of societies. From places as disparate as Francophone Africa and the Andean highlands

WEAVING LANGUAGE AND CULTURE TOGETHER

come folktales that offer insights into the practices and perspectives of their societies. Often this oral tradition explains something from nature or offers a caution. What child will forget about the fate of the little turtle in the Chinese folktale *The Boastful Tortoise*? When the tortoise became envious of the praise the egrets received who were carrying him to water and safety, he stopped holding on to the supporting stick and fell far and hard to the ground. As Abrahams (1983, p. xvi) writes, "storytelling is a fundamental way of codifying hard won truths and dramatizing the rationale behind traditions."

In our classrooms folktales can provide an introduction to authentic literature for even our youngest or newest language learners. The case for using folktales is strong. Although translated stories offer familiar plots and usually have accompanying colorful pictures, they lack the cultural foundations of authentic literature. Additionally, Sexton (1992, p. xxi) writes, "folklore offers a great deal of information about the environmental setting of a culture, particularly with respect to the plants, animals and material found in it." For instance, the Maya tale *Las orejas del conejo* from the subtropical forest of the Yucatan, features *cenotes* (sinkholes) and the animals of that region. The collision of European and American cultures appears in the Cajun version of *Little Red Riding Hood*. *Petite Rouge* takes place in the bayou with an alligator that ends up in the gumbo.

A folktale can bring culture to a content-related thematic unit. For example, third graders in Princeton study the solar system both in their general classroom and in Spanish class. Originally, *El sistema solar* was a content and language rich unit devoid of culture; however, adding the Aztec creation myth *El sol y la luna* has now enriched the unit with cultural information. Incorporating creation myths from a target culture such as *Le Soleil et la lune* from Francophone Africa adds a new dimension to the study of the sun and the stars.

Bookstores, libraries, museums and the Internet offer many folktales, fairy tales, legends, myths and fables. While it is quite easy to find folk literature from all cultures, selecting those appropriate for the classroom can be challenging. In reading or listening to each new tale, I mentally go through the checklist that I have developed with colleagues to evaluate the suitability of each tale:

- Can I "see" each part of the story? Being able to use pictures or objects to tell the story is important to making the story accessible to our young learners.

- Is it structured with an obvious beginning, middle and end? In other words, does it have a story format?
- Will my kids like this story? Does it have intrinsic drama that draws them in and keeps them engaged until the end? The gore in *Le Loup Garou*, a Québécois tale, appeals to middle school students as does romance under adversity in *Turrialba*, a Costa Rican legend. Animals are a favorite topic for elementary students and fables such as *El león y el grillo*, the Maya legend, and the Cajun tales with Bouki, offer lessons in using one's wits to overcome adversity.
- How does this story connect to and enrich my existing curriculum or form the thematic center of a new thematic unit? The limited time we have with our students does not allow us the luxury of including anything that does not directly tie in with the unit objectives.
- Finally, will this tale be a powerful vehicle for the language I want my students to be able to use? Placing language in context makes the job easier for both the teacher and students.

Folktales offer a rich cultural context for communication. Before telling the story or asking students to read it, teachers must make the folktales accessible to their students by pre-teaching vocabulary and language functions, involving the students in predicting what may happen and perhaps describing the characters. And then, their students will be ready to enjoy learning a new folktale.

¡Colorín, colorado, este cuento se ha acabado!

References

- Abrahams, R. D. (Ed.). (1983). *African folktales - Traditional stories of the black world*. New York: Pantheon.
- Sexton, J. (1992). *Mayan folktales*. Albuquerque, NM: Publisher. New Mexico Press.



Priscilla Russel is the Foreign Language Supervisor for the Princeton Regional Schools and a Content Specialist for the Princeton University Teacher Preparation program. She is also an adjunct professor at the College of New Jersey. She has used literature-based thematic units for 15 years as the center for her curriculum. She has presented at national and regional conferences for over five years. She was a featured teacher in the New Jersey GAINS video project. Priscilla has written professional thematic units including, *Unos animalitos astutos* and *Mitos del mundo azteca*.

Digging Deeper: Examining Our Role as Teachers of Culture

Pablo Muirhead

As the field of world language (WL) education continues to improve the integration of language and culture, educators must constantly question and challenge their assumptions of what culture is and how to weave it into language instruction. In fact, one of NNELL's position statements states that there is a need for a "coherent plan to provide opportunities for all students to effectively participate as U.S. citizens in the global community by gaining proficiency in world languages and a greater understanding and respect for diverse world cultures" (2005). In order to make the link between language and culture inextricable, this article challenges us to dig deeper as we rethink what is meant by "culture." Additionally, we need to reflect on the impact of this conceptualization to appropriately change our teaching practices. The first section of this article investigates what is meant by culture. The second section explores the impact of this reconceptualized understanding of culture on our roles as teachers in bridging language and culture.

Broader Implications of Culture

Culture is to language learning what water is to a fish. While a fish can be dissected and much can be learned about it, it is not alive unless it is in water. The same holds true between culture and language -- the link between culture and language is inextricable and it is one of our primary duties to weave them together in our classroom.

But what is culture? Multiple definitions abound. Some consider it to be a tangible object, one that can be studied and analyzed. Others see it as the great works of a society. Yet others feel that it includes the details of daily behavior. Perspectives are referred to as deeper cultural underpinnings. Before teachers can understand the implications for infusing their classes with "culture", it is important to acquire an integrative understanding of what culture means.

In the field of WL education, we have come a long way in understanding culture, but much is still unclear. With the National Standards (National Standards in Foreign Language Education Project, 1999) there has been an added emphasis on understanding the perspectives of the cultural groups that speak the languages of study. Prior to this, much discussion was given to the notion of "Big C" (important events, famous people, etc.) versus "little c" (behaviors, practices, sociolinguistic competencies) culture (Brooks, 1971). As counterintuitive as it may sound, the notion of culture as everything falls short of capturing the oft forgotten notion of power. Think about how you have heard others talk about culture. Some of the following statements may come to mind: "Oh yeah, she's cultured," or perhaps "Over there in France there's a lot of culture," or maybe even "I'm gonna go eat ethnic tonight so I can get some culture."

Reading these statements as teachers may stun us, yet they echo sentiments we have heard before. All of these have deeper implications. While we may be baffled by these notions, we must recognize that these ideas of culture are still held by people. A missing link in our discussions of culture is the presence of power.

During the Victorian Era in England, it was widely accepted that others had culture, while those in power had civilization. Without verbalizing it in just this way, this scene is often played out similarly in the U.S. today. "Others have culture" is an interesting phenomenon. Cultures are often studied as exotic, static and strange things. Additionally, we have a propensity for making comparisons between U.S. culture and that of the cultural groups whose languages we teach. However, this runs not only the risk of minimizing other cultures, but it also fails to illuminate the rich diversity of cultures within our own U.S. contexts. Often when U.S. culture is compared to other societies, we focus on a culture representative of white middle-class values to the exclusion of U.S. minority cultures. That segment of our multicultural society then becomes the norm, or the standard, to which everything else is compared.



Last year, during a Holocaust commemoration in Europe, U.S. Vice President Dick Cheney spoke about how shocking it was that such a tragedy could occur in the heart of the civilized world. However, to those cultures that were victims of the conquest, colonization and oppression carried out by the “civilized” world, this may not have been such a shock. Power is the missing strand from the discussion of the idea of culture, civilization, or however a society defines its idiosyncrasies, histories and perspectives.

A deeper understanding of the complexities of culture is pivotal to rethinking how we, as WL educators, make the link between culture and language come alive in the classroom. By adding the notion of power to this conceptualization, we can challenge ourselves to reflect on how this plays out in relation to “Big C” and “little c” culture, as well as the perspectives which often emerge as a result of struggles of power.

Implications for WL Educators

As our understanding of culture evolves, so must our practice. Equally important to guiding our students along the path of language proficiency, is preparing them to gain more authentic representations of the cultures represented by the languages they study. As WL educators, we are in a position to truly open our students to the world. This broader conceptualization of culture beckons the question of who defines culture and how it is defined. This section will consider these questions by challenging us as teachers to rethink who has culture and what it is.

Many of us are drawn to the profession because of the positive impact that learning a second language has had on us. Beyond learning to conjugate verbs, we have gained additional worldviews. These perspectives have enriched our lives as we begin to see and understand realities different than our own. What must we consider in order to pass this on to our students? For starters, we need to show that there are many ways of understanding the world. By doing so, we can become involved in a process that works toward validating cultures that are often marginalized (Guilherme, 2002, p. 122) as well as nonstandard language varieties (Reagan & Osborn, 2002, p. 33).

In an effort to enrich our students’ experiences, we often make efforts to connect our language lessons to other content areas. A colleague who teaches Spanish at the elementary level, struggled with the expectation that his curriculum be

tied in with *The Oregon Trail*, a popular game about westward expansion. He felt that this particular game was very Eurocentric and did not convey an authentic picture of what westward expansion really meant to indigenous cultures. Instead of sticking to the script, he sought out stories that talk about the same events, but from a different perspective. We can do the same in our classes.

World language educators need to present cultural perspectives and insight from marginalized groups within the languages being studied. In the case of French, perspectives from marginalized groups within France and in the Francophone World should be presented in contrast and in relation to dominant French culture. When teaching Spanish, the idea of what a Latino is, needs to be reflected upon. Considering the rich ethnic, cultural and racial diversity present in the Spanish-speaking world, it would be more authentic to present this rich diversity. See for example, Lori Langer de Ramírez’s article ¡Viva Colombia/Colombia Viva! to see how three of the strongest cultural influences in Latin America—the African, the Indigenous and the European—can be woven into a curriculum unit. Additionally, due to the rich diversity often present in our classrooms, consider how talking about the Day of the Dead as something done in other countries sounds to students whose families carry on these cultural traditions in the U.S.

In addition to culture, is the idea of language varieties. Respect for multiple language varieties is essential (Reagan & Osborn, 2002).

This extends itself beyond the scope of the second language being studied to the language varieties that students bring to the classroom. Legitimizing language varieties means that teachers will be able to connect all of their students to the study of a second language, regardless of the language variety they may speak. In essence, students’ first languages are respected. Reagan and Osborn (2002) state that such an approach “calls for us to re-examine not only the purposes of foreign language instruction, but even more, the hidden (and often not-so-hidden) biases about language, social class, power and equity that underlie language use” (p. 30). A Spanish teacher would deviate from Standard Spanish, as prescribed by the Real Academia Española (the governing body of what constitutes Standard Spanish), and present varieties representative of the vast diversity in the Spanish-speaking world. When we legitimize language varieties, we empower all students regardless of what variety they speak. In fact, through discussions about how rich Spanish is, simi-



lar connections can be made to variations within English.

Power has often been exerted through culture and language (Darder, 1991). By extending instruction beyond the dominant cultural and linguistic systems, the WL educator can validate traditionally oppressed cultures and language varieties (Guilherme, 2002). One of the most powerful aspects of language learning for us as individuals has been the ability to gain an extra lens to view the world. By seeking cultural and linguistic legitimacy, we can begin to see the world from multiple realities. We must let our teaching reflect this as we consider the deeper implications of what we do in the classroom.

Possibilities

Culture is not static. Culture is in a constant state of change. Culture is alive. Everybody has culture. Yet some forms of culture are valued more than others. So, whose culture is being marginalized? By equipping ourselves with this broader understanding of culture, we will paint a more authentic picture of the world, and equally important, we will better connect with our students' rich and diverse cultural backgrounds.

With a deeper look at what culture is, we open the door for reflection on our own cultural perspectives and on the kinds of experiences we offer our students. By understanding the complexities of culture, as teachers, we will better be able to present culture in such a way that will ultimately encourage students to develop multiple ways of viewing the world. Through the adoption of a broader understanding of what is meant by culture, we can de-center dominant perspectives to legitimize marginalized cultures and language varieties, and provide a rich and meaningful experience for our students.

This article begins to look at a deeper understanding of culture and some of its implication. However, as classroom teachers, we need to figure out what this means in our respective classrooms. Consider the cultural makeup of your students. Do they belong to a shared cultural group, or are there several cultural groups represented? How does this impact comparisons between U.S. culture and the culture(s) being studied?

The American Council on the Teaching of Foreign Languages (ACTFL) clearly outlines the importance of linking language and culture in a diverse world, as evidenced by the following quote: "Language and communication are at the heart of human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad" (National Standards in Foreign Language Education Project, 1999). As teachers, we must rise to this challenge so our students can positively function in such a culturally-rich society.

References

- National Standards in Foreign Language Education Project. (1999). *Standards for foreign language learning in the 21st century*. Yonkers, NY: ACTFL.
- Brooks, N. (1971). Culture-A new frontier. *Foreign Language Annals*, 5(1), 54-61.
- Darder, A. (1991). *Culture and power in the classroom: A critical foundation for bicultural education*. Westport, Connecticut: Bergin & Garvey.
- Guilherme, M. (2002). *Critical citizens for an intercultural world: Foreign language education as cultural politics*. Clevedon, England: Multilingual Matters.
- NNELL. (2005). *Position statements of the National Network for Early Language Learning*. Retrieved January 5, 2006, from http://nnell.org/news_3.php
- Reagan, T. G., & Osborn, T. A. (2002). *The foreign language educator in society: Toward a critical pedagogy*. Mahwah, NJ: Lawrence Erlbaum Associates.



Pablo Muirhead was born in Arequipa, Peru and raised in both Milwaukee and Arequipa. In addition to the English and Spanish he learned as a child, Pablo also speaks Indonesian and German as he has also lived in those countries. After teaching Spanish at the middle and high school levels for several years, he is now teaching Spanish at Milwaukee Area Technical College. He is also currently finishing his dissertation at the University of Wisconsin-Milwaukee on how world language teachers integrate culture into their teaching. Pablo was among the 28 teachers featured in the Annenberg/WGBH Foreign Language Video Library Series. He also presents workshops around the country on Strengthening Spanish Language Instruction.

New Editor for Learning Languages

The NNELL board appointed Paris Granville as the new editor of *Learning Languages*. She has taught students aged 2 through 72 on both coasts and in the Midwest. Early in her career she was named the Iowa FLES Educator of the Year. Ms. Granville has provided professional development sessions for over ten years at national and regional conferences and workshops for individual school districts. She was one of 28 teachers chosen to appear in the Annenberg/WGBH television series on the National Standards for Foreign Language Learning. She currently develops language rich thematic units centered on authentic literature and cultural experiences that are available commercially.



¡Viva Colombia/Colombia Viva!

A fantasy trip for the five senses

Lori Langer de Ramirez

In my experience, Colombia is among the most misunderstood Spanish-speaking countries. Most of the news we receive about Colombia involves drug trafficking or guerilla warfare, due to the many social and political problems that face the country. It is rare that we learn about the culture and people of this beautiful South American country. It was my goal to expose my students to a different view of Colombia - one that I experienced on my own travels to the country.

Introduction and Rationale

To prepare for the New York State Second Language Proficiency Exam, my eighth grade Spanish students wrote short stories, created dialogs, read newspaper and magazine advertisements and other bits of realia and immersed themselves in everything Spanish. They were ready for a challenge, so I decided to take them on a trip, a week-long fantasy trip to Colombia, in order to really practice the language they had been studying for two years.

Another aim was to provide students with communicative activities that involved their five senses: sight, smell, taste, hearing and touch. In order to access all five senses, I chose a virtual visit to the Colombian coast. Rich in culture and history, *la costa colombiana* provides ample opportunities for designing lessons involving food, music and crafts.

Preparation

We began our trip with a passport. Students were presented with an application form for their own travel document. They were asked to include their *nombre* (name), *apellido* (last name), *nacionalidad* (nationality), *fecha de nacimiento* (birth date), and *lugar de nacimiento* (birthplace). With this information, I created personalized passports for each student. We chose “*Reinlandia*” as the name for our classroom country based on my nickname, “*la reina*” (the queen) (see Figure 1 for passport template).

The preparations also included the issuance of an “airline ticket” that I had prepared to look like a real ticket with the student’s name. This extra step took some time, but added an authenticity to the activity that students appreciated. The tickets and passports were issued to the students the day before our departure.

Figure 1

Passport Template

Número de pasaporte:	<input type="text"/>
Apellido	<input type="text"/>
Nombre	<input type="text"/>
Nacionalidad	<input type="text"/>
Fecha de nacimiento:	<input type="text"/>
Lugar de nacimiento:	<input type="text"/>
Autoridad, fecha y lugar (para tu profesor/a)	<input type="text"/>

Day One: Departure and the flight

When students arrived at our classroom door on the day of departure, I met them seated at a desk outside of the room. I wore a homemade badge, made to represent those used by airline personnel, with my name and the word “*agente*” (agent) and asked students “*Su pasaporte y boleto, por favor.*” (Your passport and ticket, please.) Students giggled as they handed over their documents and smiled broadly as I

stamped their passports with an “Olé” stamp (any commercial stamp will do).

Inside the classroom, students saw their desks arranged to resemble a large airplane with two seats together on either side of an “aisle.” They were instructed to look for their seat assignment. Once all students were seated, I changed my *agente* badge for an apron and small hat and started making safety announcements in Spanish as the flight attendant. I demonstrated the seatbelt using a large leather belt and asked students to pantomime putting on their belts. I distributed a brief information sheet to the students (see Appendix A) and informed them that they would be seeing an in-flight movie on the history, geography and culture of Colombia (see resources for more information).

As students watched the video, they filled in the *yo sé* (I know) portion of the KWL chart in Spanish (See Figure 2).

Figure 2

KWL Chart in Spanish

S (yo sé)	Q (quiero saber)	A (aprendí)

During the video, I also walked up and down the aisles in order to distribute *toallas calientes* (warm towels), *maní* (peanuts), and *jugo* (juice). At the end of our flight, we pantomimed a slightly bumpy landing and students de-boarded. They were asked to fill in the *quiero saber* (I would like to know) column of their KWL chart for homework.

Day Two: The Taste of Cartagena

The following day, students were again faced with a desk in the hallway upon their arrival to class. This time, they were officially entering Colombia and had their passports stamped again (with a different stamp and ink color). I wore an *aduana* (customs) badge and greeted them with a friendly *¡Bienvenido a Colombia!* (Welcome to Colombia!) When they entered class, they were told that they were walking in town and would be trying some *jugos tropicales* (tropical fruit juices).

I had a blender set up in the classroom and had already prepared one of the three drinks. The blender was placed on a desk that had been made up to look like a typical *puesto de frutas* (fruit stand) (see the NNELL website for a sample drinks list). I chose the drinks based on several factors: taste, color and novelty. The three fruit juices I prepared were: *lulo* (lulo), *maracuyá* (passion fruit), and *mora* (Andean blackberry) (I used frozen pulp of the three fruits - see resources for more information). I wanted students to try unfamiliar fruits that were still appealing. Finally, the colors of the three juices are vibrant and interesting. *Lulo* juice is a delightful chartreuse color, while *maracuyá* is bright yellowish orange and *mora* is a deep purple color. The students were almost as excited about the colors of the drinks as they were the taste.

After all three drinks were served, students were asked to vote on their favorite. I distributed large Post-it® notes to the students and asked them to write their names on one. Then we graphed the three fruits on the board and students placed their Post-it® note next to their favorite drink. The resulting bar graph revealed that *jugo de maracuyá* (passion fruit juice) was the class favorite by far. With this information, we also practiced structures like *más rico que* (more delicious than) and *menos rico que* (less delicious than) as well as: “*El jugo favorito de la clase es maracuyá*” (The class’ favorite juice is passion fruit).

Day Three: The Sounds of Barranquilla

On the third day of our adventure, students were taken to the *playas* (beaches) of Barranquilla. They had their passports stamped again, and were ushered into the room to the sounds of *vallenatos* – a traditional type of music from the Colombian coast (see resources for more information). On the floor were several colorful blankets and towels. Once students were all seated on the “beach,” I told them a little about the history of *vallenato* and how it reveals influences from three ethnic groups of the region: the indigenous peoples, African descendants and the European settlers. I displayed photos of the three instruments used in this type of music. (See Figure 3).

Students were then given a song sheet with the lyrics to *Carito*, a Carlos Vives song, and then asked to listen to it. As they listened to the song, I distributed coconut ices – a typical treat from *la costa* - to each student (see resources for more information). Students enjoyed the treat and the music. For homework, they filled in a question grid with the basic who, what, where, when and why information from the song.

Figure 3

Musical Instruments

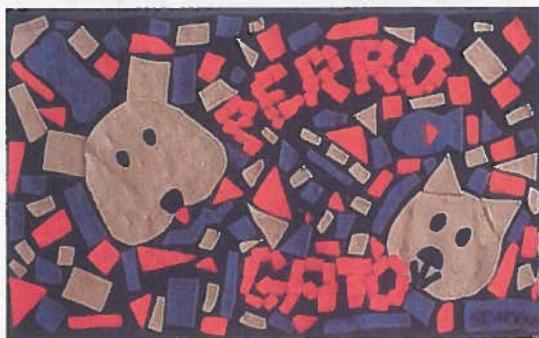
Instrumento	Influencia
<p>la guacharaca</p> 	<p>indígena</p>
<p>la caja</p> 	<p>africana</p>
<p>el acordeón</p> 	<p>europaea</p>

Day Four: The Sights and Feel of Santa Marta

Our last destination was Santa Marta. On this day I set up a craft on the teacher's desk. On display, were examples of *molas* from my own collection. *Molas*, I explained to students, originated in Panamá and were made by the Kuna women as adornments for their clothing. Legend has it that originally Kuna women tattooed themselves with geometric patterns as a means of decorating their upper bodies, which they traditionally did not cover. When European and North American influence became more common in the region, the women were made to cover themselves and thus started decorating their clothing with the patterns. When tourism increased

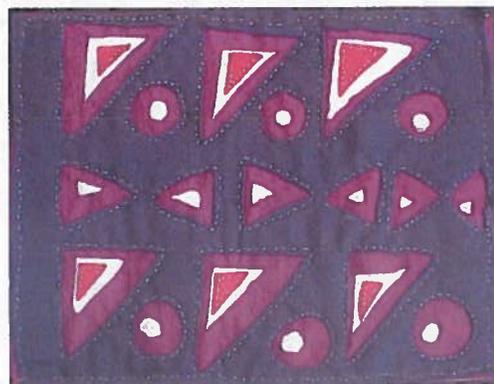
in the region, *molas* became a commodity and now entire pueblos of Kunas make their living creating this intricate art form.

Molas are made from layers of multi-colored fabric. A pattern, either geometric or pictorial, is cut into the layers, revealing different colors. The openings are sealed with fine stitching. The result is a stunning display of artistry (see re-



Student *mola*

sources for more information). After viewing the *molas* on display, students were given felt pieces and encouraged to create their own *molas*. The resulting works of art included images such as family pets, musical notes, students' names and even a loving rendition of Muzzy, their favorite Spanish video character! For homework, students were asked to write a "guess who?" type description of their *mola*, focusing on its look and feel.



Student *mola*

Day Five: Going Home

The culminating activity of our fantasy trip involved a real trip to the computer lab. On the last day, I had students to write a series of PowerPoint "postcards" describing their favorite part of each day's activities. They were encouraged to use images researched on the Internet and were allowed to refer to any notes or handouts that they received during the trip. The resulting collection of postcards was displayed in a showcase outside of the school library, along with photos of the students from the trip and examples of their *molas*. Students enjoyed seeing the interest that the display created in the school community.

Conclusion

This fantasy trip activity was exciting both for students and for me. They enjoyed the details: the tickets, the coconut ice on the beach of Baranquilla and the in-flight movie. I enjoyed sharing a part of the world with students who may never have the chance or inclination to visit Colombia for themselves. Since the entire unit was conducted exclusively in Spanish, it provided students with a context for natural language, communicative tasks and creative experiences to prepare for their upcoming, high-stakes exam. After the activity, students approached me about taking more "trips" in class. Given the success of this journey, I can't wait to take off again in search of more tastes, scents and sights. The rest of the world is waiting!

Resources

Video: *Colombia de Hoy*, item #V1144, purchased from Teacher's Discovery <http://www.teachersdiscovery.com/>

Fruit Pulp: Tropical fruit pulp can be purchased at most stores where Latin foods or Goya products are sold. They are usually located in the frozen food aisle and include a myriad of fruits, among them: *piña*, *coco*, *mango*, *curuba*, *tamarindo*. (pineapple, coconut, mango, curuba, tamarind) If your local supermarket does not carry these pulps, you can order online at <http://cubanfoodmarket.com/> click on "groceries/produce" and select "frozen foods" from the pulldown menu.

Music: Carlos Vives has made *vallenato* music popular. Most of his recordings have some *vallenato* songs included. His *Clásicos de la Provincia* CD is the best choice for a complete selection of *vallenatos*. Visit his website for a discography and even a video of Carlos greeting his fans! <http://www.carlosvives.com/>

Ices: Extremely easy and inexpensive to make, simply mix coconut pulp (see reference for fruit pulp above) with some water or milk and pour mixture into an ice cube tray. Cover the tray with wax paper or plastic wrap and stick a toothpick or Popsicle stick in each section. Once the ices are frozen, remove the wax or plastic and pop out each treat!

Molas: These wonderful art objects are easily attained via auction sites like eBay, Kuna cooperatives, and through art education catalogs like Crizmac. Size, theme and quality varies, making it easy to purchase one that best suits your budget and needs. See Crizmac: <http://www.crizmac.com/> and Kuna Cooperative: http://www.pan-art.com/mola_gallery.htm

Appendix A

Nuestro viaje a Colombia

Mapas



Clima

Colombia mantiene muy húmedo y caliente en la costa caribe y pacífica. El clima cambia rápidamente (de caliente a frío) cuando uno viaja de la costa al altiplano andino.

Ciudades	Pronóstico mañana	Pronóstico tarde	Máxima	Mínima
Bogotá	Lloviznas	Lloviznas	18°C	10°C
Cartagena	Nublado	Nublado	32°C	24°C
Medellín	Nublado	Lluvias	28°C	19°C

2,500.00 COP = 1.06519 USD
 pesos colombianos = dólares americanos

Conversion Rates: <http://www.oanda.com/convert/classic>



Lori Langer de Ramirez, Ed.D. is a teacher of Spanish and the Chairperson of the ESL and World Language Department for Herricks Public Schools. The author of several Spanish-language books and texts, such as *Cuéntame - Folklore y fábulas* (a folktale-based reader with activities) and *Mi abuela ya no está* (a picturebook about the Day of the Dead), her most recent work has involved the development of an interactive website that offers teachers over 40 virtual picture books, pages of realia, links and other curricular materials for teaching Spanish, French and ESL (please visit at www.miscositas.com). Lori is the immediate Past President of NNELL.

Discover Languages®

Discover the World!

www.discoverlanguages.org

American Council on the Teaching of Foreign Languages

Discover Languages: An ACTFL Initiative

Discover Languages is a new national campaign for languages launched by the American Council on the Teaching of Foreign Language. It will build on the “momentum begun during 2005: The Year of Languages. This will be a long-term effort to raise public awareness about the importance of learning languages and understanding cultures in the lives of all Americans.” The website DiscoverLanguages.org offers information for parents including: Benefits of Language Learning, National Standards for Language Education, What the Research Shows, Guidelines for Starting a Program, Characteristics of Effective Programs, Foreign Language Advocacy, Resources and Reference.

Also available on the web site is *Talkin' About Talk*, “a collection of fascinating insights into language: a series of 52 little essays--conversational in tone, light and anecdotal in style - that encourage language study and invite listeners to look further into the subject of each essay. The series, part of the 2005: The Year of Languages celebration, was co-sponsored by the College of Charleston (SC) and the National Museum of Language. The material was written by a wide-ranging group of experts, including some of the most well-known linguists in America. The architect and voice of *Talkin' about Talk* is Dr. Rick Rickerson, professor Emeritus at the College of Charleston.”

You may wish to visit the website to share your ideas for celebrating Discover Languages in your classroom. You can also see what other teachers are doing to support this initiative.



A World Market

Kris Wells

Do you want to create a hands-on speaking experience for your students and their families? Do you want to simulate the social interactions of the marketplace? Do you want to do one event that incorporates the 5 C's of the National Standards? Do you want to direct an activity that is not too much work for you? If you answered "yes" to any of these questions, then a World Market may be for you.

The Purpose

A world market is a community-based event that serves as the culmination of student research on the countries of the target language. It is a real life, hands-on, speaking activity where students and their families simulate an authentic market and sell their own authentic crafts and foods. As participants arrive, they pass through "customs" to validate their "passports," get international "money" and then the fun begins. Parents and students bargain for the best deal at tables representing different countries. The lively event lasts one hour and vendors and buyers switch roles during the second half.

A *Mercado Hispano*, for example, simulates the social interactions of a real Hispanic marketplace and involves participants in buying, eating, talking and enjoying Spanish. The students and their families use play money to buy the other students' food and homemade crafts. Surprisingly, the event is not difficult to organize.

Use the school cafeteria for the marketplace and have students set up booths to describe the countries they researched and then "sell" food or craft items. Each student is expected to provide something homemade for sale; parental help and input are encouraged. Everyone gets a passport, goes through customs and gets international money to spend at the market. Passports are designed for the school and distributed in advance. Those who arrive without the documents must wait to the side and fill out the proper forms. The customs officials are volunteer Spanish speakers from the community. The money is a hand drawn "peso" based loosely on the Mexican peso. The U.S. dollar is not accepted in the marketplace. The participants are encouraged to visit all of the Spanish-speaking booths, each one representing a different country.



Bargaining is the main event, along with eating, socializing and comparing purchases. Everyone is encouraged to bargain for the best deal but the vendors eagerly look for American tourists who will pay the given price and not comparatively shop. Students gladly teach their families a few key phrases in anticipation of the lively event.

Although participation is voluntary, excitement builds and attendance is usually high. Students love the opportunity to show off their Spanish language skills and cultural knowledge in front of their families and friends. Parents who spend all their money quickly have to ask their children for more! Everyone leaves with smiles, pleasant memories and handmade craft items. The market simulation provides an essential cultural awareness. With increased technology and international business travel, our world is shrinking to a global village.

Instructional objectives include learning the language and culture necessary for passing customs and shopping, an awareness of the scope of the world in which the language is spoken, practicing library and computer research skills, craft-making skills and gaining in-depth knowledge of one of the target language countries. Holding the market in the spring during National Foreign Language Week is a good idea since in early spring, most students register for the next year's classes. After participating in the market, many students are eager to continue their language study and younger siblings cannot wait to begin. As well as the obvious linguistic and cultural benefits, the market event can also increase enrollment!

History of Markets

Markets play a very important role in the Spanish-speaking world, in Francophone countries and in many other parts of the world. Not only are they places where people can buy and sell a wide range of products, but they also provide the spot where socializing takes place. Market day is that time when locals hawk their wares, entertain and discuss the week's events. Parents, children and grandparents often attend together.

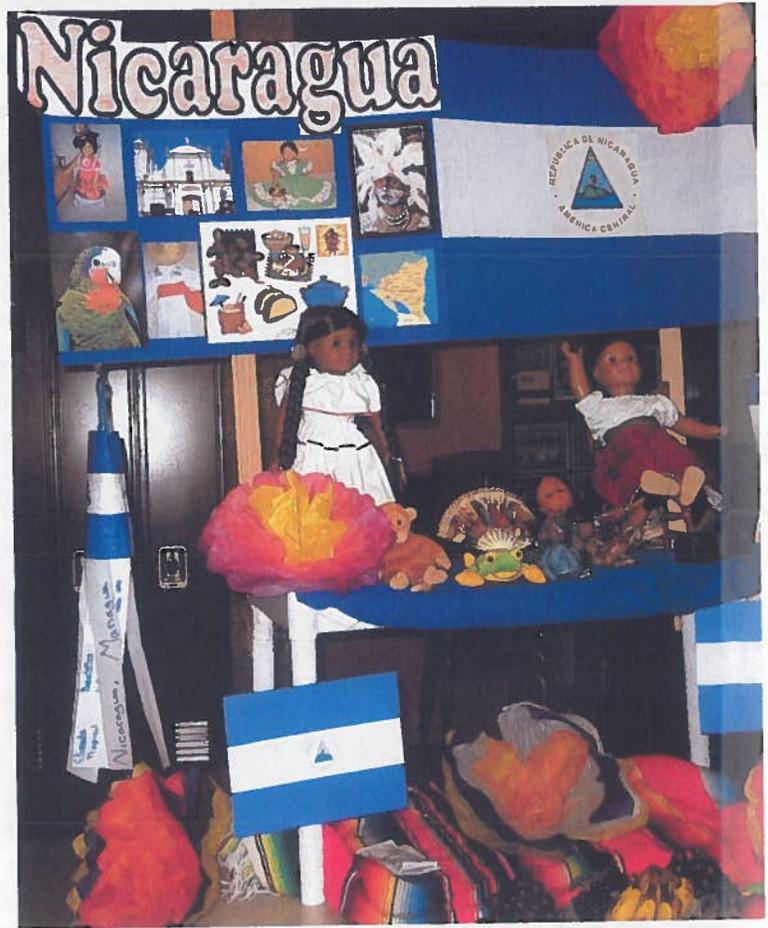
The market was the central economic institution in pre-Columbian times and continues to play an important role today, especially for small farmers and agricultural workers, artisans, traders and small business owners. Today's mercados combine the past – handicrafts like weaving, tinwork, straw baskets – with the present – plastic toys, soda pop, radios, etc. Markets exist today in the smallest villages and the largest cities, alongside modern supermarkets. Often markets are held on a weekly basis while in some larger cities, markets are open every day of the week.

Bargaining can be a sensitive issue with some people. Common courtesy is always important, but especially when dealing with other cultures. Teach your students to always begin any transaction with a greeting and perhaps a comment about the weather or the quality of the merchandise. Speaking the language of the country is preferable when dealing with native speakers. Even if your vocabulary is extremely limited, the vendors appreciate your efforts to speak their language.

Teach your students that bargaining is a game of sorts, played between the buyer and seller – each with an expectation in mind. Naturally, the seller wants the best price, but the buyer wants the lowest possible cost. This is the dynamic interplay that could take a few seconds or several minutes. A rule of thumb is to offer about half of the first price named by the vendor. Model with your students buying a bouquet of fresh flowers: greet the seller and say what a nice day it is; next, remark that the flowers are especially lovely; then, ask the price. If the “vendor” replies 20 pesos, say you are willing to spend 10. Next have the “vendor” say 18, and you offer 12. Model how the dialogue will continue until you both agree on a fair price. Remind your students that haggling over the equivalent of a few cents does not reflect well on the buyer. Remind them to think of the other person and their situation and to smile: a smile can be the deciding factor in finalizing the purchase.

Be sure your students understand that it is not possible to bargain in every market situation. Students should know that generally when items are not marked with individual prices, it is okay to bargain. The merchants expect it, and both the buyer and seller can enjoy the strategy of bargaining. When price tags are obvious, it is usually not appropriate to bargain, although sometimes a merchant will lower the price if you buy in quantity.

Help students understand that market day is very long for most of the vendors. They often have to pack their vegetables, fruits and/or handicrafts the night before and must arise very early to travel long distances from their villages by truck, foot or bus to the marketplace. Usually the first arrivals get the best positions to display their wares on tables, in the back of trucks, or on the ground. Sometimes the fresh produce is grouped in the market place altogether and the jewelry and other crafts are arranged in logical groupings. Markets open early, and buyers who want the best selections arrive early. Even though large shopping centers have sprung up all over the world nothing matches the fun and flavor of shopping in a typical marketplace.



Student country booth at the market

Preparing for a Market

First, it is critical to set the date and time for the “market” on the school calendar. It is impossible to avoid all conflicts and customs do vary by region and setting, but you might find that the hour from 5:30 p.m. to 6:30 p.m. is a good time for the market because it will allow people to also attend a 7:00 p.m. commitment. The treats sold at the country-specific booths can even serve as a light supper.

About six weeks prior to market, make the research assignments to the classes involved. In a class of 20, each student could choose a different country to explore. Provide weekly library research time during regular class sessions and have students first search out basic facts about their “adopted” country such as size, population, religion, economy, monetary unit, how the country got its name, date of independence, etc. Students will share this information as the whole class completes a chart of statistics about the countries. To reinforce the data, play a game like Jeopardy using this information.

As the second step in the research process, have students explore information on and make a flag and map of their country. Ask them to plan an imaginary trip to five places of interest in their country. They can even make a postcard to send to the class. Students present the information they have researched orally to the class and create and display visuals to reinforce the information. A windsock is a clever way to



display the information. The flag is the round part and then each of seven tails has further information.

Next students research the food, clothing and shelter of the adopted country. Students could even prepare typical recipes to share in class with the idea that the most popular ones will be sold at the market. For the last assignment, have students create a timeline of five historical events and prepare an oral mini-report on two heroes or heroines and a villain from their country.

The market event is the last part of the project where students act as both buyers and vendors. To prepare for the market, have students bargain with each other for their school supplies and clothing almost daily in class. This practice allows them to get the “feel” of the marketplace and gain confidence in teaching numbers and key phrases to family members who plan to attend. Showing a videotape of last year’s “market” is a good way to clarify roles and motivate everyone.

Show examples of crafts and discuss good food choices. Students can then decide which craft, food and/or drink to provide at their booths. For the Spanish market, fruit, nachos, guacamole, tortillas, tacos, arroz con pollo, *limonada*, *café* and even sugar cane are all popular. One year a girl sold real carnations from her family’s flower shop. But the homemade crafts really catch the buyers’ eye.

Most countries have craft heritages from ancient traditions. Show students authentic artifacts and then offer suggestions for homemade versions. Many items are quick, inexpensive and easy to produce. The easiest require very simple skills and readily available materials. For greeting cards and bookmarks, use rubber stamps, stickers, markers and colored paper. If you can arrange for lamination, do so because that adds durability to the product.

For a Spanish market, have students prepare *ojos de dios* (god’s eyes) made by the Huichol Indians in Mexico as protection from evil. Use bright colors of yarn and twist around pencil-sized dowel rods tied in a cross. Tissue paper flowers in a variety of colors and sizes are always popular. *Amates* (bark paintings) can be made using crumpled brown wrapping paper. They are painted with bright native designs on small pieces about 5" by 7". A *balero* or wooden toy can be replicated using a paper cup with string tied through the bottom with a paper clip attached to the other end of the string.

Some craft items take more time and cannot be finished during a regular class period but add to the market’s flavor.

Students like to make piñatas with papier-mâché over an inflated balloon. Friendship bracelets are always popular. Homemade maracas can be made from light bulbs covered with papier-mâché or small cereal boxes filled with dried beans. *Cascarones* are confetti-filled eggshells used as party favors. Students love to surprise their friends with an egg broken over their heads.

A Francophone market could include homemade talking drums made from oatmeal boxes, a *balafon* (xylophone) from different sized bottles, sequined Haitian Cha Chas (maracas) from toilet tubes, and Tahitian leis from paper flowers. Francophone foods could include beignets from Cajun country, fried bananas from Haiti, maple syrup tarts from Quebec, chocolate truffles from Belgium, sweet mint tea from Morocco, Mamadou’s banana glacé from Senegal, *Roz bel laban* (Rice Pudding) from Lebanon, or Banana Poe from French Polynesia.

Market Day

Invite students’ families, principals, other staff and teachers in other schools. Arrange for more advanced students to give money as a reward for speaking the target language especially well. Solicit someone to videotape and/or photograph the market day. Later you can send a short article with a picture to the local newspaper, show the video in class and ask the yearbook editor to include the event.

Arrange the display area in advance. Put tables along the outer walls, each one representing a country with a banner-type sign. Allow the students to arrive 30 minutes early to set up their displays and products for sale. The maps, wind-socks, timelines and postcards should be exhibited on the table. The visual presentations are not only colorful but inform the participants about the country they represent. Booth decorations such as posters, streamers, paper flowers and balloons add to the festive atmosphere. Have extension cords available. Blenders are popular for frosted fruit drinks as well as slow cookers for the foods that are sold hot. Give cameras to helpers. Put out plenty of trashcans and solicit a clean-up crew.

Be sure to copy ample supplies



Online Resources for this Issue

of passports and paper money. Ask a friend who speaks the language to play the part of the customs official. An “authentic” customs agent recreates the intensity of going through customs. A pilot’s hat and gold badge make the customs officials look very realistic. One year a parent left his money in his passport as he entered customs. The aduanera said “Gracias” and kept it!

Entertainment is not necessary beyond the normal hustle and bustle of a typical marketplace. Shoppers meet to gossip, eat and find the perfect bargain. Taped music is good in the background; however if a stage is available, skits such as a fashion show or dance presentation are possible. One time a vice-principal played the guitar as a strolling musician and everyone sang along to “*La Bamba*.”

Other ideas

You might include a jail for speaking English where they have to recite a short verse or pay to get out. Participants could each receive a certificate to reward them for their efforts to speak exclusively the target language. Prizes could be awarded for the most authentic craft, best booth, best costume or best food – with the market’s visitors casting votes. Solicit prizes from local merchants – restaurant coupons, craft items, gift certificates, etc. Visitors could play Lotería or a variation of bingo. A bank could be established to convert money and “taxi” wagons could transport young visitors. Students could be assigned a 30 second commercial to advertise their wares. Ideas are plentiful, but the simpler the better, especially the first time.

Everyone succeeds!

A world market succeeds by making the target language relevant, enjoyable and real. It weaves together performance, language use and culture. Students and their families do most of the work. Since all who want to participate must bring something to sell, there is a large variety of both food and craft items. The activity level is high and the mercado is fun. Students and parents enjoy the student-centered activity in a real life context. Students and parents experience the fun of a cultural appreciation of the marketplace and an hour of speaking Spanish.

Kris Wells retired in May, 2004 after 32 years of teaching Spanish, the last 22 at Cheyenne Mountain Junior High School in Colorado Springs, Colorado. She planned more than ten mercados. For further information, you can reach her at jekrwwells@adelphia.net.

Sister Cities International (www.sister-cities.org) “is a nonprofit citizen diplomacy network that creates and strengthens partnerships between U.S. and international communities. They strive to build global cooperation at the municipal level, promote cultural understanding and stimulate economic development.”



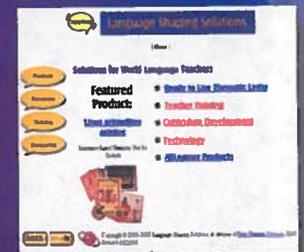
Photos from author Mari Haas' Trip to Guatemala (<http://homepage.mac.com/marihaas/PhotoAlbum7.html>). Mari wishes to share her beautiful photos from a recent trip to Guatemala. The photos are excellent quality and include photos of children, nature and architecture



The Globe Project (www.globe.gov) “is a worldwide hands-on, primary and secondary school-based education and science program.” Students learn how to take scientifically valid measurements, publish their data on the Internet, create maps and graphs and collaborate with scientists around the world.



Resources for Literature-based Thematic Units (www.languageshaping.com/) Click on resources: there are several templates for you to create activities for use with authentic literature and a guide to choosing folktales. There are also full handouts available from workshops on Folktales for language-rich thematic units.



DLTK's Mexican Activities for Kids (<http://www.dltk-kids.com/world/mexico/index.htm>) is a hobby site run by a mother who was looking for crafts for her children. There are directions and age recommendations for simple crafts. You will want to block pop-up windows since (as with many free sites) there is a lot of advertising.



Editors Note: iEarn is a non-profit organization that offers Internet services for teachers and young people around the globe to collaborate on learning projects. The fee for individual teachers is \$100 per year. All the teachers in a school may use the service for \$500 per year.

WWW/Watch

Alexey Andreev and Edwin Gragert

International Education and Resource Network (iEARN)

Language teachers are expected to use authentic materials, provide students with authentic tasks and involve them in authentic communication. Is authentic communication at all possible with young students when the teacher seems to be the only person speaking the target language? One teacher in Seattle writes: "We spend a great deal of time 'inventing' scenarios for our students to 'practice communication.' It is really challenging, and authenticity is especially hard to achieve." In this effort, teachers often turn to simulations, global treks and "what if?" scenarios.

What if teachers could venture beyond the classroom and connect kids in a safe cyber-environment with peer language learners or native speakers abroad? What if the authentic experience centered on the curriculum topics so that it met teaching and learning goals and standard requirements and allowed students to practice the language with real people and learn about another culture first-hand?

Some of you might be shaking your head, saying "I've tried Internet-based connections, but they are hard to make and difficult to maintain with differing school schedules and lack of commitment from the partner school." But what if instead of just isolated individual teachers involved in one-to-one linkages there was a large global community of educators available to work with?

The International Education and Resource Network (iEARN) makes direct peer-to-peer connections possible. Started in 1988, iEARN is the world's largest non-profit global network that enables teachers and young people to use the Internet and other new technologies to collaborate on projects that both enhance learning and make a difference in the world. The network currently supports over 20,000 teachers in many subject areas and more than 2,000,000 youth in 115 countries. Among hundreds of projects supported by

iEARN, one can find many suitable for early language learners.

iEARN was recently lauded by the Washington Association for Foreign Language Teaching: "iEARN projects provide an authentic scenario. So the question for students becomes 'What do I need to know in order to communicate with these real people who speak this language?'"

Take, for example, The Teddy Bear Project. When teachers register for this project, they are matched with a partner class. The classes then send each other a teddy bear or another soft toy by airmail. When it arrives at the host class, the bear starts sending weekly e-mails back home telling what it has seen and done. The students write these e-mail messages as if they were the visiting bear. Instead of doing routine assignments, they write with a real purpose for a real audience. Reading letters from their partners deepens their understanding of another culture. In many cases, participating classes strengthen the ties by meeting each other in online videoconferences.

Because more than 30 languages are represented among the participants in the iEARN network, the Teddy Bear Project can be undertaken in any language for which a partner class is found. Teacher Hiromi Pingry participates in the Teddy Bear Project with her 2nd and 3rd grade Japanese language students at John Stanford International School in Seattle, Washington. She says, "The iEARN project gives my students a reason to study another language. They develop vocabulary by communicating in Japanese with their counterparts, who are children, not grown-ups like me. They are motivated enough to work hard to read and write in Japanese. The Japanese culture comes closer to home by the iEARN project."

Students participating in the Day in the Life Project, share descriptions of days that are ordinary or special for them and their families. This might include accounts of holidays or celebrations, such as birthdays or graduation ceremonies. Students put their stories online in a password-protected forum where they can read their peers' writings, and receive feedback on their own. Novice language learners write simple descriptions ("I go to school. I have friends who live next door. We enjoy New Year's Day because our family is together."). More advanced learners will explain the significance of the day, how their family celebrated, and describe the different ways families celebrate the same holiday. The project is currently carried out in English and Spanish, but extends beyond writing. Students can also securely share autobiographical photographs on various topics including: "Mealtime at Home," "Getting to School," "Interesting Places in My Community," "My Daily Routine," "Closing." Along with each photograph, students write a short explanation of what is depicted and its significance.

Spanish learners as young as three years old are participating in the *Mis mascotas y yo* (My Pet and Me) project. As part of this project, students exchange photos and drawings about their pets, and older students write letters sharing how their pet came into their families, how they communicate with and care for their pet, or perhaps their dreams about someday having a pet. In another Spanish language project, *Te cuento un cuento* (I Tell You A Story), classes make and exchange stories using images in PowerPoint, and in turn interpret the stories told from the pictures shared by their partners.

Through its website forums, iEARN offers educators an opportunity to find partner classes for their students, join an existing project or propose a new one. Most forums are related to corresponding projects; however, there are also special language forums for discussions in 30 languages other than English. In addition, there are forums devoted to teacher professional development issues. For example, in the "*Chiquititos*" forum, educators discuss ideas for Spanish projects aimed at 4-8 year-olds.

Kathy Garner, a North Carolina teacher notes, "I'm writing with regards to the success of our iEARN project from last year. My French 3 students communicated with schools

in Lebanon and the Democratic Republic of Congo, and it only took a few communiqués for my students to value the lesson. They really enjoyed sending digital pictures and receiving pictures as well. My students learned so much about other teens in the world by discussing a topic of mutual interest, music. I hope to continue with iEARN this year so that my students can learn about things that I can't teach or they can't read in a book – cultural understanding."

Fees

Individual membership for a teacher is \$100 per year and includes online forum and database access, ongoing programmatic and technical support, professional development, student and teacher exchanges and video conferencing opportunities. A school membership fee of \$400 per year offers all these services to the entire faculty of a school. The cost

to participate is subsidized by the support of individuals, foundations, corporations and government institutions. The fee for an online professional development course is \$360 and it includes a \$100 per year individual membership.

Conclusion

Jo Anne Kleifgen, Associate Professor of Linguistics and Education at Teachers

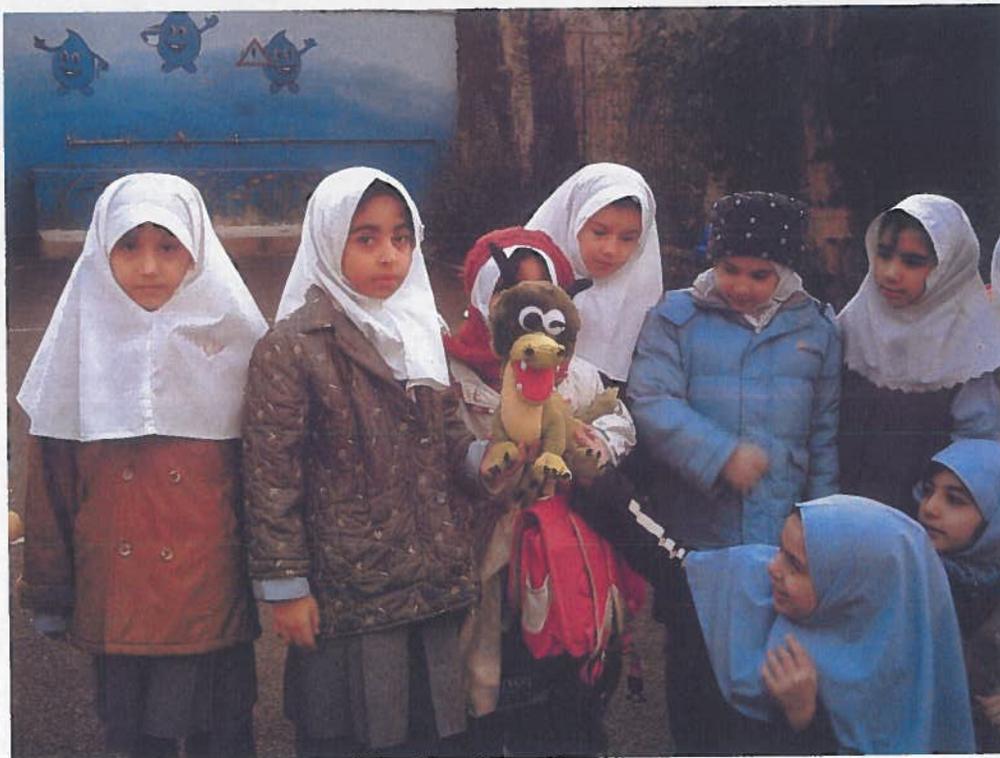
College Columbia University, has worked with iEARN investigating how language skills can be acquired and retained through online collaboration. She points out, "iEARN students are not only learning about and appreciating students who have languages and cultures different from their own, they are collaborating with them to make the world a better place."

International networking projects provide students an introduction to a global community and an opportunity to interact with others in a genuine, not simulated, environment. Teachers can shift from teaching about other cultures to teaching with other cultures—in their languages.

Links

iEARN-USA - <http://us.iearn.org>

iEARN projects - <http://www.iearn.org/projects>





A New Era for Foreign Languages

J. David Edwards, Ph.D.

JNCL-NCLIS Executive Director

Not since the late 1950s and early 1960s have languages enjoyed the support and attention that they are currently receiving. Over the last few years, numerous studies, reports and hearings have noted our nation's serious language shortages and called upon the federal government to increase and improve the United States' language capabilities. For example, last November the prominent Abraham Lincoln Commission released their report "Global Competence and National Needs: One Million Americans Studying Abroad", calling on Congress and the Administration to provide \$125 million by 2011 for scholarships and fellowships for one million students to study overseas. In early February, the very influential Committee for Economic Development (CED) released their study "Education for Global Leadership: The Importance of International Studies and Foreign Languages for U.S. Economic and National Security" urging increased investment in international studies and foreign languages. Among their various recommendations was "expanding the training pipeline at every level of education to address the paucity of Americans fluent in foreign languages, especially critical, less-commonly taught languages."

Recently, attention and concern have given rise to new and increased federal policies and funding for languages and international studies. While this may not yet be the golden age of language study, it is quite evident that the United States has entered a new era with respect to the knowledge of other languages and the understanding of other cultures. It is a new era that is being determined by national security and economic competitiveness, but its most serious impact will be upon education.

One of the most significant of these new policies is the "National Security

Language Initiative" (NSLI) launched by the President of the United States speaking at a National Summit of College and University Presidents held at the State Department in early January. The NSLI is a joint effort by the Departments of Defense, State, and Education, as well as the Intelligence Community, which will provide \$114 million for languages. This figure is roughly divided into \$57 million for ED, \$27 million for State, \$25 million for DOD, and \$5 million for Intelligence.

Specifically, within the Department of Education, despite past opposition to the program, \$24 million will be for a "refocused" Foreign Language Assistance Program. Other new or expanded programs will include \$24 million for developing a pipeline through Flagship K-16 Language Programs; \$5 million will go to develop a Language Teacher Corps; \$3 million is to expand teacher-to-teacher language seminars; and \$1 million will create a new E-Language Learning Clearinghouse.

About two years ago the Department of State instituted a Language Continuum that requires Foreign Service Officers to know two additional languages and be able to use them. State has increased their support for the Foreign Service Institute (FSI) and Education and Cultural Affairs (ECA). This latter support will continue to increase as part of the NSLI through increases in Gilman Scholarships for needy students to study critical need languages abroad, increases in immersion language study centers overseas and the creation of new State Department summer immersion study programs.

Some of the changes put forth as part of NSLI will require Congress to authorize new or amended legislation as well as provide the appropriations of funds. The first session of the 109th Congress considered 26 bills deal-

ing with languages and international education. In such an environment, it seems quite likely that there will be considerable legislative support for new and increased programs dealing with languages.

Additionally, Congress still has to reauthorize the Higher Education Act in which Title VI contains \$93 million in programs dealing with International Studies and Foreign Language Education. The Senate has passed its version of reauthorization which contains S. 1105, Senators Dodd and Cochran's International and Foreign Language Studies Act. However, the House of Representatives still has to pass its version and then both houses have to reach agreement. In short, both the Administration and Congress are providing attention to and support for languages. This is a confluence of interest that has not happened in the last 40 years.

Leaving the State Department after the President's speech, I overheard a college president telling a media interview, "It's a good beginning." NSLI is a good beginning. The Lincoln Commission and the CED report are good beginnings. Internal initiatives and changes within federal agencies are good beginnings. Many of the congressional bills and amendments are good beginnings. Taken together, they may be the beginning of a good era for languages in the United States. If this is the case, this beginning is in large part possible because of the unity of the language profession, because of effective and tireless advocacy and because of the knowledge, expertise, and effectiveness of language professionals. These three factors will be even more important not just in determining how we begin the new language era, but in determining what this era accomplishes.

Learning Languages

Submission Guidelines

Learning Languages, the journal of the National Network for Early Language Learning (NNELL), serves the profession by providing a medium for the sharing of information, ideas, and concerns among teachers, administrators, researchers, and others interested in the early learning of World languages. Learning Languages embodies NNELL's commitment to promote opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own.

In an effort to address the interests of the profession, Learning Languages publishes both scholarly articles and invited features. Both types of submission must demonstrate the author(s)'s awareness of language learning theories and early-language learning classroom practices.

Scholarly Articles (2,000-5,000 words)

Scholarly articles are evaluated by at least three members of the board of reviewers through a process of blind review. Reviewers evaluate these articles on the basis of content, originality, information accuracy, clarity, and contribution to the field. These articles are clearly identified as Refereed Article in the journal.

Scholarly articles report on original inquiry and cite current and relevant research and theory as a basis for making recommendations for practice. Scholarly articles in the areas listed below will be given equal consideration:

- *Advocacy and Leadership* (e.g. analysis of national trends or policies, effective leadership and advocacy models, etc.)
- *Practical* (e.g. exemplary implementation of an early language learning program model, innovative approaches to teaching, etc.)
- *Research* (e.g. quantitative or qualitative studies that have direct implica-

tions to early language learning, etc.)

- *Theoretical* (e.g. guidelines for practical application anchored in the literature, etc.)

Features (1,000-3,000 words)

Features are evaluated by at least two readers, one of which is a member of the NNELL Executive Board, and the editor. Features address subjects of appeal to early language teachers, administrators, researchers, and others interested in the early learning of World languages. They may include teacher-to-teacher advice on issues affecting the profession, descriptions of successful advocacy initiatives, or selected invited contributions on topics of interest to the profession.

Activities (800 – 1,500 words)

Descriptions of successful language learning activities are expected to provide the following: a) language learning goals; b) applicable standards; c) materials; d) a description of the procedures, and e) assessment plan. Please keep in mind the diversity of languages represented in our readership in your examples and illustrations.

Student Work

Authors are encouraged to enclose student work with their submissions. However, written permission from the student(s)'s parents or legal guardians must be sent to the editor before any student work can be published. Permission from the parent or legal guardian must include the student's name, age, school, and the teacher's name, address, telephone, and e-mail address (if available).

General Guidelines

To be considered for publication, all manuscripts must be accompanied by written notification from the author(s) containing: 1) a statement indicating that the manuscript is not being considered for publication elsewhere either in print or online; 2) contact address for all authors; and 3) clear designation of a contact author. Authors are responsible for the accuracy

of the information provided and compliance with copyright laws (for information about copyright, visit www.copyright.gov). Style and formatting should follow the American Psychological Association (APA) guidelines. In the case of multiple authors, one author should be designated as the contact author. The contact author is responsible for keeping co-authors informed on the status of a submission.

All submissions (snail or electronic mail) must include the word processing file of the manuscript in document format (.doc) or rich-text format (.rtf). You may insert graphics in your word processing file to indicate location, but all graphics should also be supplied as separate files using a standard format (preferably .tiff, .bmp, or high resolution .jpeg). Use APA guidelines to indicate placement of graphics in the body of the manuscript.

Electronic Submission

Create a new e-mail message addressed to LearningLanguages@gmail.com. In the body of the message, type in or paste the information in the cover letter. Attach all corresponding files and send your message.

Regular Mail Submission

Enclose one hard copy of your manuscript, a cover letter, and electronic file(s) saved in portable media (e.g., a CD) in an envelope and mail it to the editor (see address below).

Copyright and Permissions

All authors must sign a Transfer of Copyright Agreement, available from the editor, upon acceptance of an article for publication. Authors reserve the right to use their articles in their own works (e.g., books and/or electronic media) providing there is acknowledgment of Learning Languages and prior notice to Learning Languages if the use is for direct commercial advantage.

Editorial Address

All manuscripts, and questions about manuscripts, may be directed to the Editor at LearningLanguages@gmail.com or Paris Granville, 2428 35th Ave NE, Issaquah, WA 98029

Websites

The website addresses in Learning Languages are provided for our readers' convenience and were checked for accuracy at the moment of sending this publication to press. However, because websites continuously change and may even disappear over time, the author(s), Language Learning, or the National Network for Early Language Learning's (NNELL) are not responsible for the accuracy of the links or the content of the websites in this or any other issue. Unless otherwise stated, the inclusion of a resource is not intended as an endorsement of the views expressed or the products and/or services offered on a website.

Learning Languages (ISSN 1083-5415) is published twice a year (Fall and Spring) by NNELL.

Copyright © 2006 by the National Network for Early Language Learning

NNELL Membership Form

Please renew/enroll me as a member of the National Network for Early Language Learning (NNELL). NNELL membership includes a subscription to two issues (fall and spring) of Learning Languages and three issues of NNELL E-Notes which will be sent to the email address you provide.
Please check one of the three membership options below.

2005-2006 Regular Academic Year Membership. US Residents \$30.00 (Non-US Residents \$40.00)

2005-2006 Full-time Student Academic Year Membership. Students must submit a photocopy of a valid student ID with their advisor's signature. US Residents \$15.00 (Non-US Residents \$25.00)

2005-2006 Retiree \$15.00

Payment may be made by check or money order (payable to NNELL). No purchase orders please.

Name: _____

Preferred Mailing Address: _____

City: _____ State: _____ Zip Code: _____

Check whether this address is: Home School

Title or Grade Level: _____

School or Affiliation: _____

Telephone: _____ Day: _____ Evening: _____

Email (Important! Please include to receive E-Notes): _____

Please print clearly

Renewal New Member

Check if you are a World Languages Other than English National Board Certified Teacher (Year Received: _____)

List My Contact Information in the NNELL Directory? Yes No

Mail this form and your check (or money order) to Dr. Mary Lynn Redmond at the address below.

Dr. Mary Lynn Redmond, Executive Secretary
National Network for Early Language Learning
P.O. Box 7266 / A2A Tribble Hall
Wake Forest University
Winston-Salem, NC 27109

ADDRESS SERVICE REQUESTED

PRSR STD
U.S. POSTAGE
PAID
A.M.S. 98230