

Fall/Winter 2011 • Volume 17 • Issue 1

LEARNING LANGUAGES

The Professional Journal of the National Network for Early Language Learning



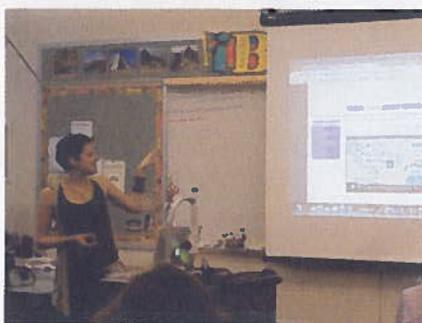
Engaging

Digital

Natives

CONTENTS

ENGAGING DIGITAL NATIVES



3 PRESIDENT'S MESSAGE

4 AUTHORS

5 NEWS AND EVENTS

6 ARTICLES

6 Wikis in the World Classroom

8 Converging Technology,
Pedagogy, and Creative Thinking

16 Workshop Summaries: Technology
in the Classroom

20 Engaging Digital Natives

23 Do You Prezi?

24 Stixy for Language Teachers

25 Developing Language in
Digital Natives

28 Taking A "Global" Approach

EXECUTIVE COMMITTEE

Dr. Jacqueline Bott Van Houten
President
Jacqueline.VanHouten@education.
ky.gov

Rita A. Oleksak
Vice President
oleksakr@glastonburyus.org

Al Martino
Secretary/Treasurer
martinoa@guilderlandschools.org

Paula Patrick
Past President
Paula.Patrick@fcps.edu

Tammy Dann
Early Language Learning Advocate
trdann@q.com

Dawn Samples
National Networking Coordinator
DSamples@lexington1.net

Rebecca K. Fox, Ph.D.
Executive Secretary
rfox@gmu.edu

Sam Wilder
Membership Secretary
sam@nnell.org

EDITORIAL BOARD

Rita A. Oleksak
Chair

Jean Modig
Dr. Kathleen Riordan
Robert Raymond
Bonnie Corretjer
Sandra Schoder

NNELL MANAGEMENT TEAM

Samuel Wilder
sam@nnell.org

Luke Atkinson
luke@nnell.org

Sunjha Hattin
sunjha@nnell.org

Randi Earnest
randi@nnell.org

**National Network for Early
Language Learning**
P.O. Box 75003
Oklahoma City, OK 73147
P 405.604.0041
F 405.605.0491

www.nnell.org

PRESIDENT'S MESSAGE

Stay connected for learning's sake

BY JACQUELINE BOTT VAN HOUTEN—NNELL PRESIDENT

Welcome to the Fall/Winter issue of *Learning Languages*. This issue, whose theme is the digital learner, offers an array of information on how technology has changed learning styles and strategies and suggestions for how teachers and schools can best utilize digital tools to facilitate learning.

I have to wonder at how my life and learning have been transformed by advances in this digital age. As I write this last President's Message for 2011, I look out from my home in Northern Kentucky to see a dramatic display of late autumn colors and evidence of a changing weather pattern—swirling leaves, migrating birds, and greying skies, and I immediately think of grabbing my phone to snap a quick photo or video the scene to later upload to Facebook where I can share it with friends in other parts of the country or world.

But I'm distracted by a text message from a friend, who used to teach down the hall from me, but who now works remotely from home developing online curricula for Middlebury Interactive Language Learning.

I love the red maple leaves, orange pumpkins, and fallen brown foliage that decorate my lawn and garden and the bright yellow mums on my porch, where I sit paging through a digital copy of *Southern Living* on my iPad, a tool I used to search for last night's eggplant recipe and play music to listen to while I prepared the dish. My niece sent me a YouTube link to watch her 4-year old learning to play piano on her iPad. I prefer to use my Mac Book Air to Skype into our NNELL board meetings, but a principal with whom I traveled to China last week, used her iPad to Skype daily with her students and share what she learned from her school visits in Shanghai. I feel bad for my daughter, who has to rely on phone calls and texts to connect with her husband in the tiny rancheria of Santa Rosa, Mexico, where technology is slow to advance and internet connection rare. Not everyone is easily connected or technologically up to date, even in some of our classrooms and that creates a challenge.

As the chill in the air picks up, I'm comforted by thoughts of cozying up to the warmth and glow of a fire pit with friends in the back yard tonight. Getting together with people is easy when you can use Doodle to schedule a common date and send e-vites. I met yesterday with a group of educators with whom I'm working to create a world language program review for our state accountability system. We were only funded for three meetings, so we'll continue to work via Wikis and meet periodically through web-based meetings. They want to share their work with teachers in the rural schools, so they'll set up some personal learning communities, use a dedicated Ning, and house their materials in the cloud through Drop Box. They may even organize an online "un"conference.

Late fall tends to be a reflective time for me. Poets have tended to find it melancholy. This reminded me of Verlaine's *Chanson d'Automne*, but I couldn't recall some of the lines, so I looked it up online and got diverted from writing this message by listening to

an uploaded recording of it. Beautiful! Plenty of teachers have their students use Voki to present traditional or personally created poems.

Having made the definitive seasonal act of turning back my clock, I've closed the door on the past season and am already making plans in my mind for winter and the new year. After the seasonal big meals, I'll surely have to set new goals on my Wii Fit program. (Have you ever caught yourself dropping your shoulders and hanging your head like your avatar reacts after losing a tennis match against the digital Roger Federer?) Middle school language students using *LinguaFolio Online* will no doubt be self-assessing their progress and setting new goals when they return to school after the winter break. NNELL is participating in the development of the National State Supervisor for Languages' new *LinguaFolio Junior* for elementary school students and will need help from teacher members to submit examples of student work and pilot the new tool. (Look for notices on the website.)

I hope my reflections and the articles in this issue give you pause to think about how digitality permeates our daily actions and changes our way of thinking. Students are all native to this digital environment and their early participation in the use of technology, digital gaming, online tools, etc., reflects and affects what they know, how they learn, play and work, how they imagine and how they form relationships. Web 2.0 is both a cognitive and a social phenomenon, an opportunity and a challenge for teachers and learners. NNELL is a "network" attuned to the digital world. Let's work together to stay connected, share information and strategies and help learning occur.

LITTLE PIM®

Little Pim makes it easy, fun and affordable to introduce young children to a second language – even for monolingual teachers.

DVDs and Teacher Kits now available in 10 languages.

"One of the more professionally constructed and executed approaches to the total Immersion method of language instruction." *SCHOOL LIBRARY JOURNAL*

LittlePim.com/teachers

15% DISCOUNT WITH CODE: PIMNNELL

AUTHORS



From left to right: Ingrid Badia (Developing Language in Digital Natives), Lindsey Cornwell (Do You Prezi?), Aleidine J. Moeller (Converging Technology, Pedagogy, and Critical Thinking), Kennedy Schultz (Stixy for Language Teachers), Shanon Shrefler (Wikis in the World Language Classroom), Christina Oh (Program Aspires for 'Global' Impact Results), Megan Van Alstine (Converging Technology, Pedagogy, and Critical Thinking). Not pictured: Beatrix Preusse-Burr (Engaging Digital Natives).

A Note from the Editor

Dear Readers:

The articles featured in this issue of Learning Languages, "Engaging Digital Natives," exemplify the types of activities students are engaged in every day in elementary foreign language classrooms across the country. The variety of media that is represented in the articles provides teachers with examples of ways to integrate technology in whole class, small group or one-to-one settings. As we know, content should drive our instruction and technology serves as a vehicle for instruction. It is a means by which teachers can "hook" today's students who are used to having information and answers at their fingertips. The articles in this issue only skim the surface of the latest digital media which is ever changing and expanding. In the software marketplace, today's free digital sources will charge a fee tomorrow but there will be a new, free product available from a competing source the next day. It is not so important for teachers to become experts in the available technology, but rather to identify resources that can help to deliver content which engages today's digital natives in meaningful and appropriate ways. Future issues of the journal, regardless of the theme, will most likely incorporate technology as a vehicle for instruction for even our youngest learners who may also be in the least equipped classrooms. It will be up to us, the readers, to interpret how best to use the tools that might be at our disposal.

The National Network for Early Language Learning (NELL) journal 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 NELL'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. To that end, I strongly encourage our readers to submit articles of interest that pertain to our spring theme which is "Learning Outside the Classroom." This is an opportunity for you to highlight the good work that you are doing in your districts or through language learning opportunities that are being offered to children outside the traditional four walls.

"The more you read, the more things you will know. The more that you learn, the more places you'll go."

Dr. Seuss, "I Can Read With My Eyes Shut!"

Rita A. Oleksak

2011 NNELL AWARD

NNELL Recognizes Dr. Alan B. Bookman for Outstanding Support of Early Language Learning

Each year the NNELL Award for Outstanding Support of Early Second Language Learning is awarded to an individual who exemplifies dedication in furthering the application of foreign language teaching. This year's recipient is Dr. Alan B. Bookman of Glastonbury, CT, Public Schools.

Dr. Bookman served as principal of Glastonbury High School for 19 years and further expanded an impressive foreign language program there. While Bookman now serves as the superintendent of the schools, the foreign language department at Glastonbury High still offers more than 100 sections across six languages. Today, 96 percent of students study at least one foreign language, while 15 percent of students study more. Keep in mind, foreign languages are an elective at this school.

Some believe the interest in foreign language among the students stems from earlier days when students were in grade school. Rita A. Oleksak, Director of Foreign Languages/ELL, said the long-standing programs, under the direction of Christine Brown for 25 years, provided the foundation which Dr. Bookman was able to build upon. She said Dr. Bookman is also looking to expand Spanish classes into the earliest grades in the future.

"In his role as principal and superintendent, Dr. Bookman has been instrumental in maintaining a high standard of foreign language learning at Glastonbury Public Schools through the highest quality of language teaching and a budget that reflects the needs of a well-established grades 1-12 program," Oleksak wrote in a recommendation letter for Bookman.

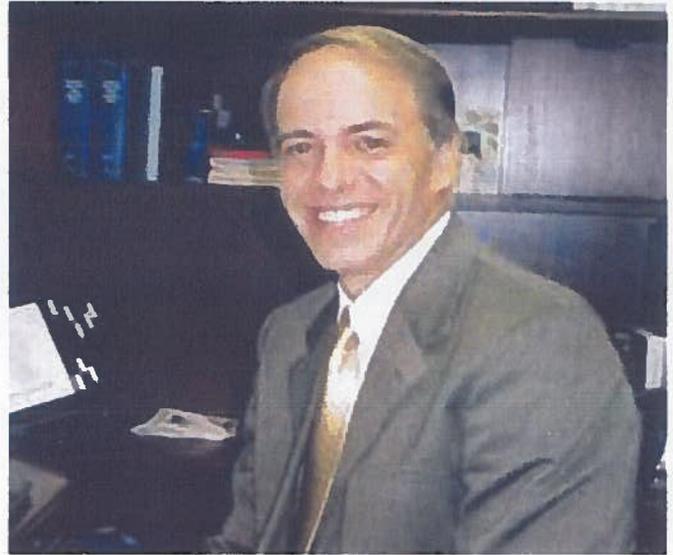
Other members had similar praise for Dr. Bookman saying his willingness to work closely with the program helped it maintain such a strong presence among the students and faculty.

"Dr. Bookman's commitment to early language learning is evident through the district as foreign language is considered a core subject by teachers, students, parents and the community," wrote Kate Krozer, a Spanish teacher in Glastonbury.

In fact, foreign languages have become such a core part of the curriculum, this year's French and Spanish classes were expanded from 23 minutes per day to 45 minutes at the sixth grade level. Language teachers have common planning time and work together with their team to discuss student needs.

"Dr. Bookman is a true visionary who encourages all to 'be proud of what you do,'" wrote Principal James Gregorski. "It is an honor to work for and with him, to provide the highest level of experiences for our students."

Today the Glastonbury FLES department enters its 55th year of teaching. As for the 56th, Bookman plans to continue offering foreign language teaching as a central part of the student experience. It is these qualities which led NNELL officials to award him this year's prize.



Dr. Alan B. Bookman

Professional Experiences

- Accreditation Team Member of American International School Abroad, Spain
- Chaired eighteen Accreditation Committees for NEAS&C
- Chairman of New England Association of Schools and Colleges (NEAS&C) Commission of Public Secondary Schools
- Committee to Develop Common Core of Leadership for CSDE
- Committee to Develop Strategic School Profile for CSDE
- Connecticut High School Principal of the Year
- Connecticut Interscholastic Athletics Conference (CIAC) Board of Control
- Glastonbury P/TSO Red Apple Award for Extraordinary Dedication to School and Community
- Headmasters Association
- Member of Connecticut High School Reform Committee
- New England Association of Schools and Colleges (NEAS&C) Board of Directors
- President of Connecticut Association of Schools
- Public School Administrator Representative to Moscow, Russia
- U.S. Representative to African Headmasters Annual Meeting, Zimbabwe, Africa

HOW-TO

Wikis in the World Language Classroom

BY SHANNON SHREFFLER, IOWA STATE NELL REPRESENTATIVE

Editor's Note: Shanon Shreffler is a Spanish teacher in grades 1-6 at Crossroads Park and Western Hills Elementary Schools in West Des Moines, Iowa. She has taught FLES for the past seven years. She currently serves as the Iowa state representative for NELL.

There are several sites on the Internet where educators can create websites and Wikis. A Wiki is a website that can be edited by the user and others if left open to edits. Wikis use an easy text adding device that allows anyone to create a space to place information. Educators could use Google Tools to create a webpage, Wikidot, PBworks, or Wikispaces.

Wikispaces is a free website which allows teachers to put material, pictures, and other websites in one place for students and families to use. Although there are a number of sites that offer ways to make Wikis, for this article, an explanation of how to set up a Wikispaces page will be given.

Getting Started

To begin, teachers will need to go to <http://www.wikispaces.com>, click on "Wikis for Individuals and Groups" and create an account. A username and password will need to be chosen and an email address must be provided. This username and password are needed to sign in to manipulate the Wiki at all times. Once the signup is complete, a web address will need to be made for the Wikispaces. Making a web address that is easy to remember is most beneficial for both students and parents.

After the website name has been determined, a dashboard appears. The dashboard is the page that allows the user to see all the created Wikis under that user name, recent edits to the Wiki, and the icons that are used to enter and save information. Once the dashboard is available, it is time to enter information. Click edit on the main page and type in basic information that families and students would see when they view the Wiki. Information about the teacher and the class would fit perfectly here.

Add a page by clicking the "New Page" icon. Click create and enter the name of the page. There is no limit to the number of pages that can be created.

Adding to the Wiki Pages

To add links to pages, click EDIT in the upper right hand corner and a tool bar pops up. Click the link icon and the tab that says EXTERNAL LINK. Name the link and then copy it into the box. Click save and it will become active.

Documents, pictures, and PowerPoints can be uploaded to any page as well. To do this, choose the page and click edit,

Using the Wiki at school as much as possible will excite students to use it at home and share it with their family.

then click file. This will allow any file on the computer to be placed onto the page.

Widgets are little tools, such as calendars, maps, videos, or even Skype. Click EDIT and then press the Widget icon on the tool bar. Each widget has step-by-step instructions on how to add it to the Wiki.

Using the Wiki at School

Using the Wiki at school as much as possible will excite students to use it at home and share it with their family. Use the websites linked to the Wiki during instruction. Place class notes and assignments on the Wiki for absent students or those needing more time to work. Vocabulary lists and study materials can be added so students have the resources to study at home.

Allow students to use the Wiki during down time in class or during time where students are working in a computer lab by posting documents that need to be corrected or by asking students to submit samples of their classroom work. Use activities that would be appropriate for native speakers to work on to give them enrichment. Native speakers could also create files to be uploaded to the page.

Using the Wiki to Communicate with Parents

Teach students how to access and navigate through the Wiki page. Send the Wiki page address home by including it in a newsletter, put it in a school newsletter or a classroom teacher's newsletter. Email all the parents with the address and provide an explanation of what they can expect to find in the Wiki. Send a note home at report card time with the address and how to navigate through it. Share it with staff so that they can share it with parents.

Once parents know that the Wiki page exists, homework assignments, school events, current events, or day-to-day activities in the classroom can be added. The possibilities are endless.

LET ACADEMIC ENGLISH TAKE CENTER STAGE IN YOUR CLASSROOM!

Santillana Spotlight on English



NEW STANDARDS-BASED K-5 PROGRAM HELPS ELL DEVELOP ENGLISH LANGUAGE PROFICIENCY AND ACCESS GRADE-LEVEL CONTENT!

- Empower students with **academic** vocabulary
- Move students beyond **the plateau**
- Address all language **proficiency levels**

Request a **FREE** Sample Kit
www.spotlightonenglish.com

THE RIGHT COMPONENTS TO MAXIMIZE INSTRUCTION.

Student Book

fiction and non-fiction reading selections, vocabulary, grammar, usage, writing and content-area activities.



Practice Book

activities for application and practice in reading, language and content.



Spotlight Online

online phonics, vocabulary and comprehension tutorials and exercises.



Thematic Library collection of leveled readers with controlled vocabulary selections.



Classroom Library - collection of literature titles to build vocabulary, comprehension, and fluency

Teacher Guide

teacher-friendly lesson plans, teaching strategies, and differentiated instruction in every lesson to address all student needs.



Blackline Masters

additional practice activities, teaching resources, and parent involvement activities.



Phonics and Fluency Handbook

phonics and vocabulary practice and fluency activities.



Audio CD

Recordings of reading selections, dialogues, chants and songs



Picture Cards

collection of 300 full-color cards include phonics, vocabulary and fluency activities.



Poster Cutouts (K)

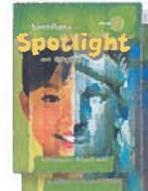
Big Books (K)

collection of Big Books tied to unit theme introduce vocabulary and language structures.



Assessments

pre-test, unit assessments, and post-test evaluate students progress in every skills area —listening, speaking, reading and writing.



LANGUAGE ARTS, MATH, SOCIAL STUDIES, SCIENCE, ART AND MUSIC IN EVERY UNIT!

Spotlight's got it all!

- Literacy development
- Presentation of language forms and structures
- Grade-level content
- Extensive vocabulary and phonics practice
- High-interest readers and literature
- Comprehensive assessments
- Online practice and reinforcement

Santillana USA
www.santillanausa.com

FEATURE

Converging Technology, Pedagogy, and Critical Thinking

BY ALEIDINE J. MOELLER & MEGAN VAN ALSTINE, UNIVERSITY OF NEBRASKA-LINCOLN

Editor's Note: Aleidine J. Moeller is the Edith S. Greer Professor of Foreign Language Education at the University of Nebraska-Lincoln. Her areas of scholarly interests include foreign language teacher education, integration of digital media in language acquisition, distance education and language assessment. She currently serves as President of the National Federation of Modern Language Teachers Associations and as AP College Board Advisor in German language. She also served as past President of the American Association of Teachers of German. She has published widely in professional journals including MLJ, Foreign Language Annals, CALICO and Unterrichtspraxis and is a frequent presenter at national and international conferences.

Megan Van Alstine has taught German courses at the University of Nebraska-Lincoln since 2009. Her strong background in instructional technology integration as well as her computer programming and information security experience allows her to design innovative curriculum that incorporates technology in engaging and meaningful ways. She has recently developed three content-based learning modules for second-year German students in the areas of art, science and math for the UNL second-year German curriculum, and is a co-author of an upcoming AP German curriculum module on technology developed for the College Board.

The theme of children and technology has been a prevailing topic of conversation among parents, teachers and researchers, stirring debate in all sectors of society. What is gained and what is lost by these “digital natives” (Prensky, 2001) born into an age of globalization, social connections, instant communication and gratification? How can technology be harnessed to promote motivation and learning without losing the values of deep listening, relationships, being present in the moment and concern and awareness of others? This article introduces how digital media can be integrated into the elementary classroom to promote an engaging learning environment that can lead to higher motivation, higher thinking skills and creativity, all of which maximize the benefits of technology for learning a foreign language while leading to a greater appreciation of language study.

Technology offers the foreign language teacher the opportunity to create a learning environment where language communication is authentic, relevant, and meaningful.

The role of the teacher is to find ways to create learning experiences that are real and that engage the learners in problem solving tasks to maximize critical thinking and creativity while bringing students into the “flow” of the joy of learning (Csikszentmihalyi et al, 2005). For Csikszentmihalyi (2005), the conditions of flow are a clear set of goals, a balance between perceived challenges and perceived skills and a dependence on clear and immediate feedback. He posits, “Paradoxically, it is when we act freely, for the sake of the action itself rather than for ulterior motives, that we learn to become more than what we were. When we choose a goal and invest ourselves in it to the limits of our concentration, whatever we do will be enjoyable. And once we have tasted this joy, we will redouble our efforts to taste it again” (p. 42). When learners are fully engaged in the act of learning through authentic tasks that emulate the real world in which students find themselves, language is more naturally acquired and learners will intrinsically assume responsibility for the quality and integrity of the artifacts produced.

Web 2.0 offers multiple opportunities for creating a student-centered learning environment that maximizes use of the target language, models best pedagogical practices, and promotes a standards-based curriculum through integration of the three modes of communication (interpersonal, interpretive, presentational). Anderson defines Web 2.0 applications as “networked tools that support and encourage individuals to learn together while retaining individual control over their time, space, presence, activity, identity, and relationship” (2006, p.4). The users are not only consumers of information, but also producers. The teacher assumes the role of architect who creates the learning plan, identifies the learning objectives and tasks, and provides the resources and tools for learners to carry out these tasks. The learner becomes cognitively engaged in the learning tasks and immersed in the learning process. Technology allows the teacher a venue to create engaging tasks that put the tools in the hands of the learner and through carefully structured steps, the learner can achieve his/her learning goals. When information is given, or delivered, it belongs to the teacher, not the learner. When information is discovered, it belongs to the learner. This article provides exemplars of Web 2.0 resources and tasks that can be integrated into the elementary language classroom to create a learning environment that can involve elementary learners actively in the language learning process while promoting deeper thinking skills.



Figure 1: Bloom's Revised Taxonomy

Building on Best Practices in Language Learning in the Elementary Language Classroom

Before we delve into ways to integrate technology into the elementary classroom, it is important to summarize what we know to be best practices in foreign language teaching and learning. First and foremost, language programs should be for ALL students (Met & Rhodes, 1990) and be accessible to as many students as possible (Curtain, 1993). The main focus should be on communication (Met & Rhodes, 1990) that is genuine (Gilzow & Branaman, 2000) and that uses the target language as the primary means of interaction (Curtain, 1993, p. 14). The curriculum, materials and instruction must be developmentally appropriate (Met & Rhodes, 1990; Conzemius & Sandrock, 2003) and match learner characteristics (Curtain and Pesola, 1994), plus the language methodology and approaches should meet the needs of students (Curtain, 1993). Culture should be an explicit component of the language classroom (Met & Rhodes, 1990) and be purposefully integrated (Curtain, 1993) to engage students in culture instead of talking about culture (Pesola, 1991).

Guidelines for Creating an Effective Learning Environment

It is important to remember when developing language lessons for the elementary learner that the age-appropriate learning objectives should be clearly stated, that these objectives should be embedded in rich content and that

learners should be involved personally in the goal setting process to structure successful completion of the task. It is best to state learning objectives in the form of "I can" statements that personalize the learning task. Adding "I can do this easily," "I can do this with help," or "I am working on this," allows the learner to understand and internalize the concept of quality of the product or artifact, and also promotes self-assessment, an invaluable form of feedback that improves learning (see Nebraska's Elementary Language Folio (ELF) and Kentucky's LinguaFolio Jr: (<http://www.education.ne.gov/movies/forlg/linguafolio/elf.mov>; <http://www.education.ky.gov/kde/instructional+resources/high+school/language+learning/other+world+languages/linguafolio+kentucky.htm>).

Assisting learners to establish learning goals is an important path to creating autonomous learners. Moeller et. al (2012) reported the findings of a five-year empirical study examining goal setting and student achievement and found a statistically significant relationship between a student's ability to set goals and language achievement in the Spanish language classroom ($p < .01$). By using goal setting through the integration of SMART (specific, measurable, agreed upon, realistic, time bound) goals, students learn to develop their own learning targets and to choose their own activities to accomplish their goals. This process engages the learners in regular evaluation of their progress as individual learners. It is recommended that learners keep a record of their own learning to make transparent their language learning process.



Figure 2: Analyzing with Wordle

The LinguaFolio, an adaptation of the European Language Portfolio, is an excellent tool for recording language learning progress that allows the learner to upload artifacts that document achievement of learning goals. The LinguaFolio process consists of four steps: a) Standards-based “I can” statements that promote self-assessment, b) SMART goals that personalize what the learner wants to learn and be able to do, c) strategy planning that sets forth what will be required to achieve the goal, and d) the reflection phase that allows learners to see what worked well and why, or what did not work well and why. By participating in this process, students feel more confident that they can complete the project successfully, see a greater value in the task and will persist and exert more effort in completing the task. Students will develop a greater sense of autonomy, defined as “the ability to take responsibility for one’s own learning” (Benson, 2001; Dickinson, 1987; and Holec, 1981) when they participate in this process, as they must synthesize information and deepen their understanding of and connections between concepts. When students understand the goal of a task and are able to connect this task to their own objectives, students can attach personal value and are more willing to meet the challenges to achieve. By combining the LinguaFolio process with content-rich language input and technology tools, students can move from being consumers of language to creators of language.

Elementary learners are still in the critical age (up to 14 years) of language development when languages can be acquired rather than learned. This makes the introduction of rich language input critically important. Technology tools allow the learner to engage with rich language content and interpret that content creatively through individual artifacts and products. This article offers several examples of Web 2.0 tools that promote language acquisition through critical thinking tasks that enhance motivation and language achievement while engaging the student in the joy of learning.

Examples of Web 2.0 Technologies

There are many different Web 2.0 technologies that can be used in the classroom to increase motivation and to move children from the realm of technology and information ‘consumers’ into the role of ‘creators’. However technology

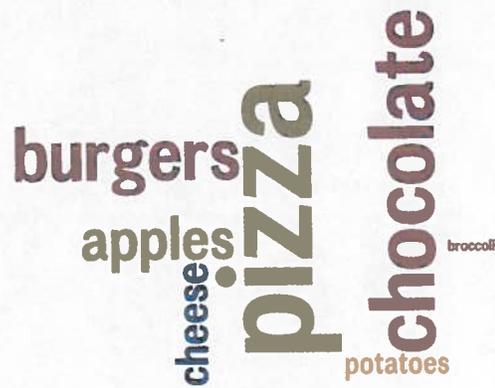


Figure 3: Evaluating with Wordle

should never be implemented in isolation purely for the purpose of implementing technology. It is important to integrate technology inside of a sound pedagogical structure and in a way that supports and enhances content. It is also important to use technology to encourage higher-level thinking. While many software programs and web applications exist that can drill effectively for skill, the implementation of technology can be used not only to develop content-related skills, but also to develop more advanced levels of thinking, such as analyzing, evaluating and creating, the top three levels of Bloom’s Revised Taxonomy (Pohl, 2000). The following Web 2.0 technologies are examples of technologies that can enhance student motivation and encourage higher-order thinking and creation.

Wordle

Wordle (wordle.net) is an online application that allows the user to create word clouds by manually typing words to create a word cloud of his or her choosing, by copying and pasting text to visually summarize that text, or by inputting a URL to create a word cloud from the contents of a web page. After the text has been entered, the color schemes, font and shape of the word cloud can be customized to allow for added creativity and problem solving.

Although this application is based on text input from a keyboard, it may still be appropriate for younger students who are in the process of learning the basics of typing. Since the input requirement can easily be limited to a few words and the product still remain an effective creation, this application could be a creative way of allowing students to practice multiple skills simultaneously, such as vocabulary, spelling, typing, and manipulation of computer functions (such as copy and paste), either through use of the keyboard or the mouse. Following are a few examples of how Wordle could be implemented in the elementary foreign language classroom to enhance higher-level thinking:

Analyzing: I can create a word cloud that shows animals according to size.

During a unit involving animals and animal vocabulary, students could be given the task of practicing that L2 vocabulary by creating a Wordle that represents animals



Figure 4: Creating with Wordle

according to size. This would force students to analyze the newly acquired vocabulary through the lens of size as well as meaning, and to then use problem-solving skills to ascertain how to portray their conclusions through the use of a Wordle. The example in Figure 2 was created using the animals: whale, giraffe, horse, tiger, dog, rabbit and mouse. An observer can immediately see whether the creator of the Wordle understood the size relationship among these seven animals, and assessment of the learning objective can be conducted visually allowing the teacher a quick venue to check for comprehension.

Evaluating: I can create a word cloud that shows how much I like certain foods.

In a unit involving food, students could be asked to rate food items from their favorite to their least favorite and to create a Wordle to portray this information. Students would have to move from simply understanding the meanings of the words to evaluating those meanings based on personal preference, thereby forcing them not only to process the vocabulary at a higher level, but also to personalize the L2 vocabulary, making the words more relevant to their daily lives. The Wordle in Figure 3 portrays a student's food preferences based on word size.

Creating: I can make a word cloud that describes a super hero.

In a unit involving descriptions of people, a student might be asked to invent a new superhero. They could then be asked to describe this superhero through the use of a Wordle. They might address questions such as the following in order to create the superhero and the Wordle: What is the superhero's name? What does he/she look like? What is he/she like (personality traits)? What can he/she do (super powers)? In

addition to the Wordle description, the student might be asked to draw the super hero (either through a technology application or through non-technological media). The image and the Wordle could then be compared to determine communicative accuracy. The Wordle in Figure 4 was created about the brand-new and exciting superhero: T-Rex Man.

Glogster

Glogster (edu.glogster.com) is an online poster-making application that allows students and teachers alike to express ideas and concepts both linguistically and visually. Glogs, the online multi-media posters created on Glogster, can run the gamut of Bloom's Revised Taxonomy verbs, all the way from the 'lowly' listing and defining, to the upper echelons of designing and creating. Students creating a Glog have numerous options for backgrounds, images, and text, and are also able to insert audio and video recordings, as well as drawings. This variety of linguistic and visual input options, in addition to the click and drag interface, helps to make Glogster appealing and accessible to students of all ages. It should be noted, however, that the large variety of creative options encountered by the user may make this application a bit overwhelming for younger children. Teachers will need to be mindful of this factor and use their own judgment when it comes to assigning technology-based learning tasks.

Analyzing: I can make an online poster that shows how my home city and a foreign city are similar and different.

During a unit examining cities in the target culture, one assignment that might be given to students would be to compare their home city with a chosen target-culture city. An example of this type of assignment can be found in Figure 5. Using Glogster would allow the students to collect artifacts



Figure 5: Analyzing with Glogster

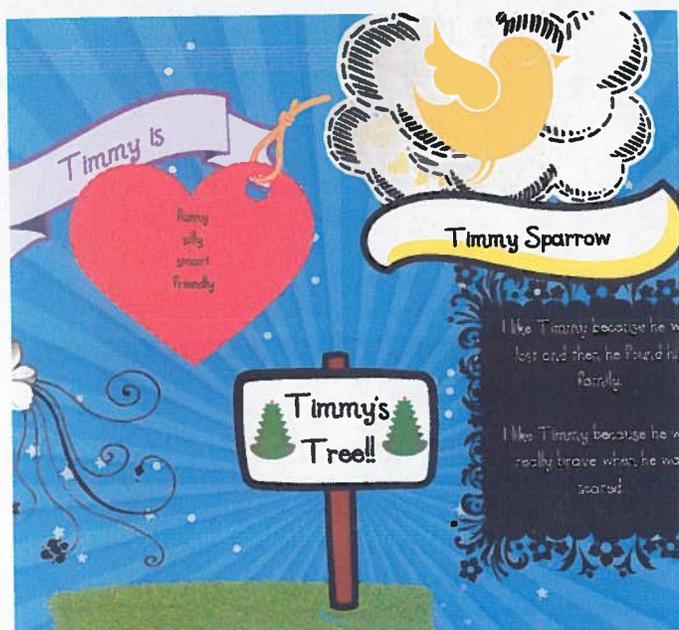


Figure 6: Evaluating with Glogster

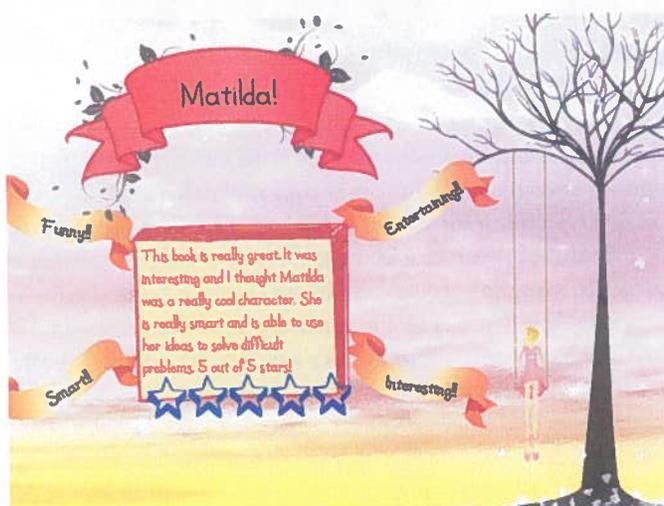


Figure 7: Creating with Glogster

about the city (such as photos, maps, and videos) and to display and describe them using the target language, both through written and oral communication. Younger students could utilize the drawing, graphics and voice recording features more heavily, whereas older students could augment and supplement these features with the application's rich image and text capabilities.

Evaluating: I can make an online poster about my favorite character from (book/story). I can describe that character and show why I like him/her.

After reading a story in L2 (or having a story read to them), students could be asked to create a Glog about their favorite character from the story and then, using that Glog, explain why the chosen character is their favorite. Allowing students to create an online poster is a creative and motivating way to get them to engage at a deeper level with the content material, and to encourage the development of argumentation skills by requiring the use of supportive evidence. Figure 6 contains an example of a Glog created to describe a storybook character and describe why the Glog creator likes that character.

Creating: I can make an online poster that makes people want to read (story)/visit (place).

After having read a story, or after having engaged in a cultural lesson, students could be asked to create an advertising poster about either the story, an element from the story, or a subject from the cultural lesson. They could be required to integrate a number of different products into the poster, such as photos, written text, audio recordings, and/or video recordings about the subject, depending on the cognitive levels and linguistic capabilities of the students. This task would allow them to reflect upon the content, but to present it in a unique and creative way. An example of a task such as this can be found in Figure 7.

ToonDoo

ToonDoo (www.toondoo.com) is a Web 2.0 application that allows for the easy and enjoyable creation of online comics. Users are provided with a wide array of characters, backgrounds, and props and are able to customize characters with a variety of poses and emotional expressions, as well as develop their own characters from scratch, upload their own photos and digital artwork, and even use an in-app freehand drawing tool. ToonDoo has a simplistic interface that, at its most basic level, requires nothing more than clicking, dragging and dropping. For stories that may exceed the bounds of a singular one- to four-panel toon, multiple toons can be created and then grouped into multi-page ToonBooks.

With younger students, instructors have the option of assigning text-free visual tasks, whereas older students with novice-level or higher typing skills can create short dialogs and descriptions to accompany their toons.

Analyzing: I can describe and compare a lion and a mouse.

As a preview to a story that a teacher will be introducing to the class, he/she could create a ToonDoo that demonstrates the characters and/or settings of the story. He/she could then show it to the class as a whole or provide it (either virtually or

on paper) to the individual students, and then ask the students to compare and contrast the characters and settings that they see. The ToonDoo in Figure 8 was created as a preview for the fable “The Lion and the Mouse” by Aesop. A visual like this can allow students to consider and access vocabulary for concepts such as big, small, powerful, strong, and weak, as well as basic vocabulary such as lion and mouse.

Evaluating: I can tell if someone is being rude or behaving inappropriately. I can explain why the behavior is wrong.

During a unit on appropriate cultural behaviors, the teacher could create a single ToonDoo or series of ToonDoo's that show different behaviors in different situations. The teacher could then ask the students whether the behavior was appropriate and why. Or, for more linguistically advanced students, the teacher could, when creating and saving his or her ToonDoo, ensure that the option “Let others redo” is checked, and then have the students access that ToonDoo and correct the behavior through the online cartoon editing process. The ToonDoo in Figure 9 is an example of using ToonDoo to encourage evaluative thinking through analysis of cultural behavior norms.

Creating: During units of almost any context, a teacher could ask his or her students to create a dialog in ToonDoo using the vocabulary, language structures and/ or knowledge content from that unit.

For example, during a unit about travelling, students could be asked to create a ToonDoo or ToonBook about travelling to a dream vacation spot with their families. An example of this type of product can be found in Figure 10.

Little Bird Tales

Because of its rich variety of linguistic and visual inputs, plus its simplicity of use, Little Bird Tales (www.littlebirdtales.com) can be easily suited to multiple classroom activities at multiple levels of thinking. This Web 2.0 story-building tool, geared toward children, parents and teachers, allows the user to create digital stories using text, voice, drawing and uploaded pictures. It also provides teachers the ability to add their school on the website, and then add classes and students. This allows children access to the program without needing to provide or even have an email address, and it also gives teachers control over whether their students can make their tales public and whether they can share their tales with others through email. Figure 11 shows an example of a Little Bird Tale during playback.

Analyzing: I can make a digital story about two different people. I can describe how they are similar and how they are different.

Either by describing characters from a story, or by choosing and describing people from real life, students could use Little Bird Tales to compare and contrast these two different figures. Or, the student could use the application to create a story about the positives and negatives of a situation, for example: the positives and negatives of owning a cat or having a brother. This allows students a creative outlet for



Figure 8: Analyzing with ToonDoo



Figure 9: Evaluating with ToonDoo



Figure 10: Creating with ToonDoo

what could otherwise be a simple dull accounting of pros and cons. Technological learning tasks such as these can turn the dry act of listing into the creative, communicative act of storytelling.

Evaluating: I can create a digital story to explain why I like or don't like a story.

After hearing or reading a story, students could create a Little Bird Tale to describe whether they liked the story and why, and how it made them feel. Younger students could be given prompts about what to address and how in order to bring more cognitive and linguistic scaffolding to the task. An evaluative story such as this can be a great way to get students to recycle new vocabulary and content, but at a much deeper level than simple repetitions or checks for comprehension.

Creating: I can use Little Bird Tales to write an ending to a story.

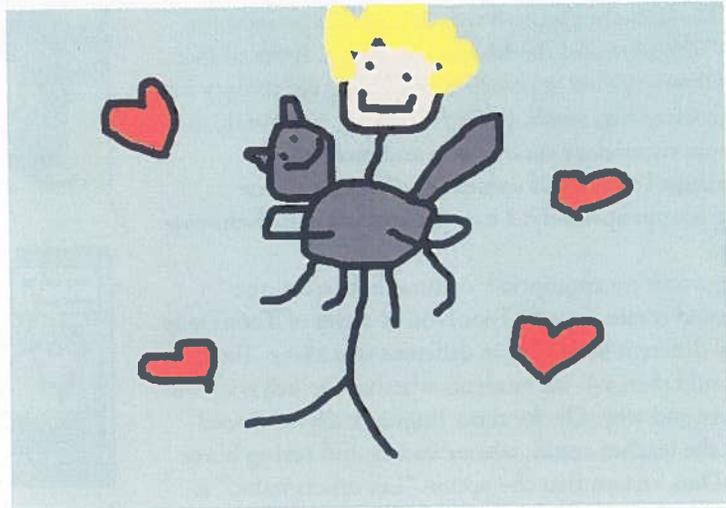
Using vocabulary, linguistic structures and context from a unit, a teacher could create the first part of a story using a technology like Little Bird Tales. Then, he/she could assign the students to finish the story by making their own Little Bird Tales. After the students have finished their stories, the different endings could be shown to the class as a whole, or in small groups.

Conclusion

The integration and benefits of Web 2.0 tools in the language classroom as a motivator for students to engage in collaboration, communication, and novel ways of creating products has been widely recognized (Curwood, 2010; Sharma, 2010; Kern, 2006; Hanna & de Nooy, 2003). This article proposed a variety of products and (digital storytelling, online posters, comic generators, word clouds) that can be used at the elementary level to improve critical thinking and optimize creativity in the language classroom. Communication, one of the main goals in the foreign language classroom, is facilitated through strategies such as cooperative learning, pair work, small group work, and hands-on activities, which lead to long-term retention and a deeper understanding of concepts (Moeller, 1992). Web 2.0 tools serve as an effective venue for the implementation of such strategies as they are powerful socialization and communication applications and have great educational potential for foreign language instruction. Web 2.0 tools promote production, creativity, information sharing, and collaboration (Schrum & Levin, 2009), skills and attitudes that foreign language teachers need to help their students develop, according to the National Educational Technology Standards (NETS) for students (ISTE, 2008). Because of these characteristics, Web 2.0 tools promote an active involvement of students in the learning process, leading to enhanced language acquisition.

"Sheri's Tale"

By Sheri



Make sure your volume is turned up!

Figure 11: Little Bird Tales

References

- Anderson, T. (2006) Teaching a distance education course using educational social software. Retrieved from <http://terrya.edublogs.org/2006/01/02/teaching-a-distance-education-course-using-educational-social-software/>
- Benson, P. (2001). Teaching and researching autonomy in language learning. London, England: Longman.
- Blooms Revised Taxonomy. Retrieved on November 4, 2011, from www.utar.edu.my/fegt/file/Revised_Blooms_Info.pdf
- Csikszentmihalyi, M. & Abuhamdeh, S. & Nakamura, J. (2005) Flow. Handbook of competence and motivation. (pp 598-608). New York, NY: The Guilford Press.
- Conzemius, A., & Sandrock, P. (2003). From vision to reality: Developing world language programs in the elementary grades: Lessons learned. Report to TEACH Wisconsin. Madison, WI: Wisconsin State Department of Public Instruction. (ERIC Document No. ED 480156).
- Curtain, H. (1993). An early start: A resource book for elementary school foreign language. Washington, DC: Center for Applied Linguistics. (ERIC Document No. ED 353849).
- Curtain, H., & Pesola, C. A. (1994). Languages and children: Making the match. Foreign language instruction for an early start, grades K-8 (2nd ed.). White Plains: Longman.
- Curwood, J. (2010). Beyond Google. *Instructor*, 119(5), 49-53.
- Dickinson, L. (1987). Self-instruction in language learning. Oxford: Oxford University Press.
- Gilzow, D.F., & Branaman, L.E. (2000). Lessons learned: Model early foreign language programs. McHenry, IL, and Washington, DC: Delta Systems and Center for Applied Linguistics.
- Hanna, B., & de Nooy, J. (2003). A funny thing happened on the way to the forum: Electronic discussion and foreign language learning. *Language Learning and Technology*, 7(1), 71-85.
- ISTE International Society for Technology in Education. (2008). National Educational Technology Standards (NETS) for Teachers. Retrieved on 04/28/2010 from <http://knowledgegloom.org/practices3.jsp?location=1&bpinterid=1050&spotlightid=1050>
- Holec, H. (1981). Autonomy and foreign language learning. Oxford: Pergamon.
- Kern, R. (2006). Perspectives on technology in learning and teaching languages. *TESOL Quarterly*, 40 (1).
- Met, M., & Rhodes, N. (1990). Priority: Instruction. Elementary school foreign language instruction: Priorities for the 1990s. *Foreign Language Annals*, 25, 433-43.
- Moeller, A. J. (1992). "Literature: A rich resource for teaching language and culture in context." Central States Conference Report (pp.32-49). Lincolnwood, IL: National Textbook Company.
- Moeller, Aleidine J., Theiler, Janine & Wu, Chaorong. (2012). Goal setting and student achievement: a longitudinal study. *Modern Language Journal*.
- Pesola, C. A. (1991). Culture in the elementary school foreign language classroom. *Foreign Language Annals*, 24 (4): 281-95.
- Pohl, M. (2000). Learning to Think, Thinking to Learn: Models and Strategies to Develop a Classroom Culture of Thinking. Cheltenham, Vic.: Hawker Brownlow. Retrieved on November 4, 2011 from <http://www.kurwongbss.qld.edu.au/thinking/Bloom/blooms.htm>
- Prensky, M. (2001) Digital Natives, Digital Immigrants.. On the *Horizon* 9 (5). October 2001.
- Schrum, L. & Levin, B. (2009). Leading 21st century schools: Harnessing technology for engagement and achievement. Thousand Oaks, CA: Corvin
- Sharma, Y. (2010). Flash forward. *Times Educational Supplement*, (4885), 20-23.

READY FOR A LANGUAGE EXPLOSION?

Introducing Your new Elementary World Language Website from EMC Publishing!

www.EarlyLanguageLearner.com

The screenshot shows the website's homepage with a yellow and orange gradient background. At the top, there are navigation links: My Account, My Cart, Checkout, Log In, and a search bar with the text 'search products'. The EMC Publishing logo is on the left, followed by the main header 'ELEMENTARY WORLD LANGUAGES'. Below this is a horizontal menu with links: HOME, ABOUT US, SPECIALS, FOR PARENTS, DOWNLOADS, CONTACT. A 'SHOP BY LANGUAGE' sidebar on the left lists: SPANISH, FRENCH, GERMAN, CHINESE, ITALIAN, ENGLISH, and ARABIC. The main content area features a 'WORLD LANGUAGE ACTIVITY KITS' section with a 'View Product' button. Below this is a 'FEATURED PRODUCT LINES' section with six categories: Syntalk & Speaking Spanish Confidently, Programs, Activity Kits, Fables & Fairy Tales, Games & Maps, and Language Creation. At the bottom of the page, there is a footer with the ACTFL logo, the slogan 'ENGAGE • MOTIVATE • CHALLENGE', a privacy policy link, and the NEL logo with the text 'Friends of'.

SPANISH | FRENCH | GERMAN | CHINESE | ITALIAN | JAPANESE | ENGLISH | ARABIC

One-stop shopping for all of your K-8 World Language needs.

www.EarlyLanguageLearner.com

EMC
Publishing

800-328-1452
educate@emcp.com

Proud Sponsor
ACTFL
NEL

WORKSHOP SUMMARIES

Excite Students with Tech

Editor's Note: Glastonbury Public Schools hosted the NNELL Northeast Regional Workshop on Saturday, September 24, 2011 in which the theme was "Engaging Digital Natives". Rita A. Oleksak, Director of Foreign Languages/ELL and NNELL vice-president delivered the keynote speech motivating the teachers to engage foreign language learners within the classroom and across their communities as they develop 21st century skills. Teachers from throughout the Northeast attended workshops on a variety of topics such as Digital Storytelling, Google maps, Building Literacy with FLES as well as the use of Prezi and Voicethread as presentational tools. The following articles are a sampling of those workshops.

Using Centers in the FL Classroom

*Augusta Gonzalez and Stefanie Sonstrom,
Glastonbury Public Schools*

This workshop was about the uses, creation and assessment of centers-based foreign language activities. Many concepts can be reviewed, practiced and assessed through independent student run centers, allowing the teacher to work with a smaller group of students or to simply be a helpful guide for the centers. Moreover all the modalities: listening, speaking, reading and writing, can be practiced.

Centers can be made with simple tools such as vocabulary cards to more complex technology involving laptops or mp3 players. Centers can also be easily differentiated so that all students can feel successful. We suggest using centers for review or practice of material that has previously been presented in class. Each task should be planned for the specific time allotment and also plan time for changing centers. In a one hour class, students

might have four centers of 10-12 minutes each, time to introduce centers, changing time and time for final reflections. A 15 minute FLES class might use three centers and have students switch to a different center for three days. Each center might emphasize a different modality: a dialogue for the students to act out or to read, a listening center with a song or story, a writing center with visual prompts or simple fill-ins.

After describing the how to and sharing several good resources for center ideas, we had our NNELL participants try out the four centers we used with our 8th grade Spanish classes. The centers were:

- a vocabulary game on laptops—www.wordplay.com
- also on laptops- Latin American short stories to read and then answer questions—www.miscositas.com
- sentences using preterite or imperfect tense which the students needed to identify
- a writing center where students wrote one or two sentences about when they were younger and then illustrated this with colored paper and pencils.

Finally it is important to have every center be self correcting or include an evaluation. A score sheet for each student so they can keep track of their progress through the centers provides a quick assessment of how the student performed at the different centers.

Many interesting questions were addressed at this session. We had Chinese, French and Spanish teachers present. We talked about using more visuals for the early Chinese students: like sequencing a story through pictures and then writing only one or two characters for each picture or how to create centers with no technology. Participants left with many ideas and resources for creating their own centers.

A LESSON IN PAIRING WORDS WITH PICTURES AS PART OF THE 'LITERACY IN THE CLASSROOM' WORKSHOP.



Fly your students anywhere in 15 minutes

Patricia Silvey

Glastonbury Public Schools

You are a language teacher, you are passionate about the language you teach and you are probably a FLES (Foreign Language in the Elementary School) teacher. This means you have anywhere between 15 or 20 minutes per day to instruct in the target language to early language learners. Thanks to technology, you can now “fly” your students anywhere your curriculum may take you, no passport required! But why even try it? There are numerous benefits: linguistic, technological, and emotional. In 15 minutes?!! Yes, with deliberate and careful planning.

Before turning to the computer, you must make a purposeful, conscious decision as to where you will travel. One suggestion made during this workshop was to align with the classroom social studies curriculum as a way to complement that instruction. Build up the “virtual field trip” with your students over the course of a few days. You probably have or can borrow static visuals or posters to start the excitement. Continue with a lesson on the geography wherein students are encouraged to compare and contrast. Get your students up with some nice physical activity using verbs: Can we run? Swim? Walk? Hop? Fly? Crawl? to our destination? Finally, you may want to consider having students fill out either a passport form or a field trip permission form, whichever may be age appropriate for your students. Now you are ready for the computer.

If you are not particularly tech-savvy, suggestions were presented where help may be found. Here are just a few: use the tutorials in both PDF and video format from Google®, ask for assistance from a colleague or an in-school tech person, or check with your local high school as there may be a computer club with a student who would like to work with you. Most importantly, don’t give up on doing this!

You create in Google® Maps and travel in Google® Earth. Really? Two maps? The reason you create in Google® Maps is to script the trip in the bubbles provided in Google® Maps. You write or script in the target language what is grade level appropriate based on your curriculum. The theory behind second (or third or fourth) language acquisition is based on the time honored precept of meaningful, interesting and comprehensible input. Keep it brief, but to the point. The trip itself in Google® Earth will provide plenty of the magic. Pre-determining the exact sites, cultural symbols or cultural products you want your students to see is key. I know you want to show them the entire scope of the land to which you are “traveling” but, please, for the sake of your sanity and that of your students do not try more than four sites in the target land for your first trip.

Your trip needs to start at your elementary school and proceed to your nearest international airport. Those are the first two essential parts of your trip. From there you may “fly” to the airport in the capital city of the country you are visiting. Young children need to experience this complete sequence because simply arriving without the knowledge of how it was accomplished could create further questions and apprehension. Be sure to script your good-byes to your school and to your state in the Google® Maps bubble. Continue to script the sequence

until you arrive back home. Upon completion of the trip in Google®Maps, save it!

Be sure to practice before you “fly.” Check the room for internet connectivity. Have the application in Google®Earth open but minimized to reduce wait time for students as you want to maximize every minute you have with them.

You are now ready to travel in Google®Earth. Open your saved map in Google®Map and click the Google®Earth icon to view and travel and fly! If this is your first time on Google®Earth, you may have to install it on your computer. Simply follow the download instructions. As you single click through your trip, the scripted bubbles will appear for your students to read be it silently, chorally or individually – as a “travel agent.” The emotion of departing their home school and “flying” across the ocean, the highs and lows of the flight, the reading or listening to the script and the realization of what the computer has been able to provide have just been accomplished in a 15 minute lesson.

Literacy in the FLES Classroom

Maryanne Boscarino, Ida Shea and Jean Trusz

Glastonbury Public Schools

With the advent of SRBI and the literacy initiatives taking place in many school districts in CT, Glastonbury’s goal has been to find appropriate, innovative, research based, classroom tested programs that would benefit the children of Glastonbury and reflect current literacy standards. As a result, a new English language arts program was recently adopted by the Glastonbury School System. Two of the programs adopted include Making Meaning and Being a Writer. The FLES teachers have initiated strategies and instructional approaches to coincide with the new programs. Multiple demonstration lessons in this workshop modeled the procedures established in these programs.

The book, *Somos un arco iris*, is one of the literary texts used to teach the cultural concepts of Mexico. The essential question for grade 2 is “Who are our neighbors?” which connects with the Social Studies Mexico unit. Using Total Physical Response, the action verbs are first introduced such as *corre, baila y canta*. The teacher then reads aloud the book, stopping when appropriate to answer questions or share ideas. This is based upon the Making Meaning design of “Think, Pair, Share.” The children complete a Venn diagram as a whole class activity and then complete individual Venn diagrams. The students make a rainbow to mount the Venn diagram on and attach pretty crepe paper streamers the colors of the rainbow. Through this book, the students come to understand that people are more similar than different through simple comparisons of culture.

Other lessons, books, web sites and resources were shared during the workshop. A packet of handouts was provided with lesson plans and templates. Authentic student work was highlighted as examples of the many ways to promote literacy in the FLES classroom. Many of these pieces of student work were also displayed at the bi-annual Glastonbury Foreign Language Literacy Showcase which is open to the community. This workshop was intended to inspire others to return to their districts and align their foreign language curricula with district, state and national goals.

Digital Storytelling

Dorie Perugini

Glastonbury Public Schools

From sharing tales around a campfire to reading novels on an iPad, storytelling has long been a part of human history. In today's digital age, sharing stories with a global community is becoming more common as new technologies and apps make creating digital storybooks quick and easy. In this session, we discussed how to use the tools you already have available to create beautiful digital storybooks that seamlessly fit into your curriculum.

Digital storytelling can be defined as ordinary people using digital tools to share creative imaginings with a global audience. If you have spent any amount of time in a foreign language classroom, you will notice creative imaginings all around you: songs, poetry, puppetry, short stories, artwork, crafts and more! The challenging, and sometimes even frustrating, part for many teachers is using digital tools to publish our stories to a global audience.

In this session, we focused on how to overcome technology budget issues by using the tools many of us already have in our classrooms: laptops/computers, digital cameras, cell phones (with cameras and voice recording capabilities), iPods (or other MP3 players), and iPads/tablets. We can also get started by using the programs we are already familiar with to help us create our first story: Microsoft Word, PowerPoint, Publisher, Movie Maker, and YouTube/TeacherTube/Vimeo.

Most importantly, we need to remember that we have experts in our own classrooms! When the technology seems confusing or overwhelming, enlist your students to help. Many students are already familiar with how to use these devices to share stories with family and friends.



Traveling to Mexico with Monarch Butterflies

Marta Krzemien

Glastonbury Public Schools

The main purpose of this session was to explain how monarch butterflies can be used as a vehicle to teach about Mexico. At the 6th grade school in Glastonbury, CT, raising monarchs and incorporating information about their migration into the curriculum began, almost accidentally, with bringing field-found caterpillars into the classrooms one September. When we saw how captivated the kids were, we started learning more ourselves about the incredible story that is the monarchs' odyssey. We realized that here was the perfect way to start the year and hook our students. Every year the monarch story has become a wider and more important strand in our curriculum. It is important to mention that rearing monarchs in the classroom requires a small number of resources and it's not complicated.

We found that the monarchs had the students rushing in to see what was happening with the butterflies. Their excitement,

and our own, has made it easy to develop lessons around the butterflies' life cycle and migration. We are able to review numbers, colors, body parts and reading strategies at the beginning of the year and the monarch story gives focus to our study of Mexican geography and the discussion on weather and microclimates. Since the essential question in the 6th grade curriculum is "How do we unlock the mystery of travel," the annual monarch migration from Canada and United States to Michoacán, Mexico is a perfect connection to the annual virtual trip to Mexico that is part of the curriculum.

Students participate in an imaginary trip to Mexico and get to complete passports and other travel documents. Then they pack their suitcases, partake in a flight in the auditorium and go through customs. After that it's all about exploration of the rich culture and sights of Mexico! At the end of the year students visit a Mexican marketplace set up with various authentic Mexican crafts and "shop" for souvenirs. The imaginary trip gives us a chance to refer back to the journey of the monarchs several times a year. The monarch story lends itself to a wide array of lessons for all age groups. The magic of the story of the monarch, as old as the ages, can be told using a variety of multimedia resources, just right for the 21st century learner.

Voicethread

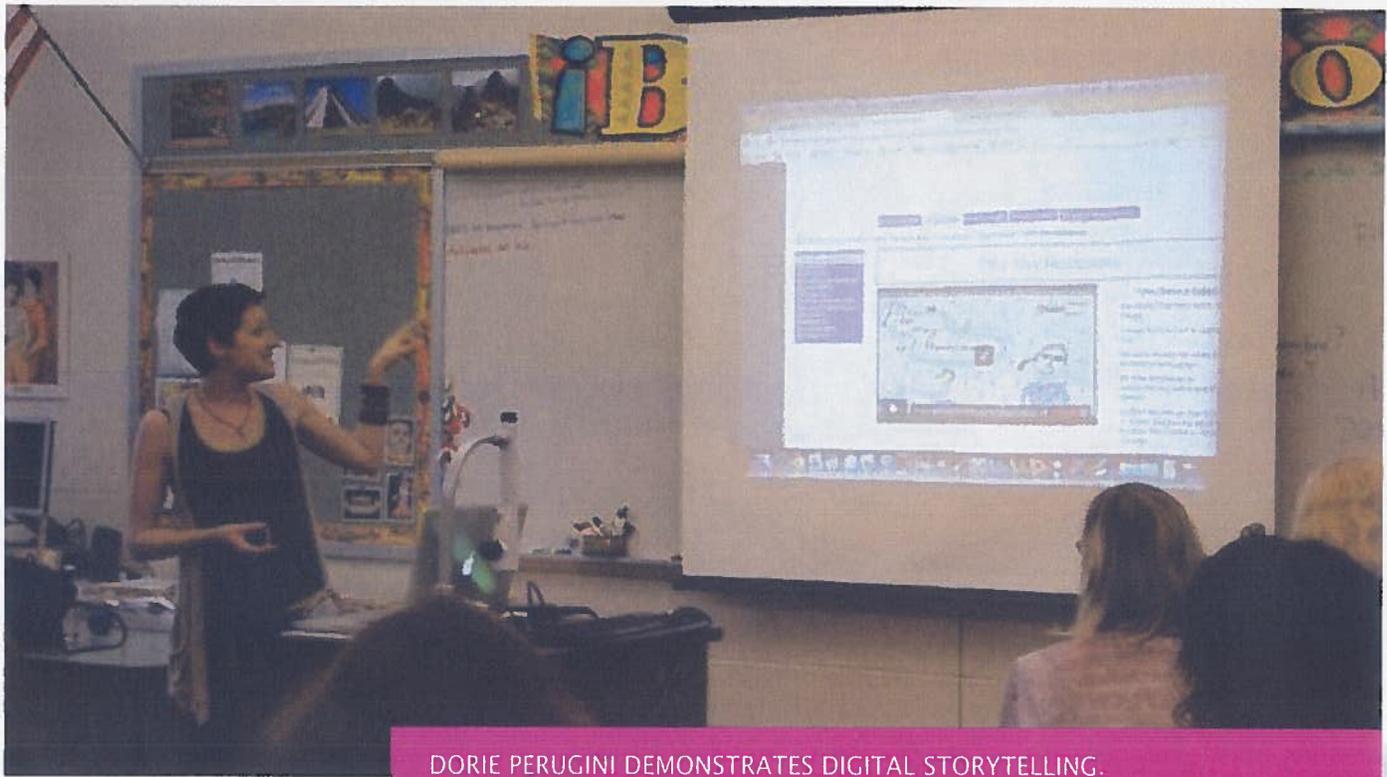
Pamela Caplette

Glastonbury Public Schools

In accordance with our district's Third Generation Strategic Plan, Glastonbury includes the integration of technology and communication in the classroom. This branches out to meaningful and relevant communication in the classroom. What better way to communicate than to implement cutting edge technology into the mix! The Voicethread Program does just that. In using Voicethread (voicethread.com), students are able to collaborate with a multimedia slide show that holds imagines, documents and videos and allows people to navigate pages and leave comments in five ways: using voice (with a mic or telephone), text, audio file, or video (via webcam).

Users can doodle while commenting, use multiple identities, and pick which comments are shown through moderation. Voicethreads can even be embedded to show and receive comments on other websites and exported to MP3 players or DVDs to play as archival movies. It's a wonderful way to share a trip with friends and family and also a cutting edge teaching technique. Students can create a virtual trip to Paris, Barcelona or Saint Petersburg, share comments on the trip and have their classmates experience these countries through voice, commentary or doodles.

Examples of lessons were shown in the workshop, including students' accounts of their Spanish exchange trip. Authentic student work was shown, as well as the comments by their peers. This workshop was intended to inspire others to use technology and communication in a way that is thoughtful, innovative and aligned with district, state and national goals. For more information on how to use Voicethread, please visit www.voicethread.com.



DORIE PERUGINI DEMONSTRATES DIGITAL STORYTELLING.

Global Show & Tell: Finding and Participating in Fun International Language Projects

Barbara Lindsey

University of Connecticut

Global citizenship is assuming an increasingly important role in our curriculum as leaders in government, business, and education recognize the critical role our teachers—in particular our language teachers—play in preparing our students to lead productive, informed and meaningful lives in a global community. What may seem a daunting task to undertake with our early language learners is in many ways just an extension of the work we already do connecting with our local communities, whether that is with our students' families, our program administrators, our colleagues or our PTOs.

So how do we make the leap from local communities to global communities? Well, in this session, we started off with a think/pair/share activity where we talked about a community project our students participated in. From this one activity alone, we learned some interesting ways to engage our students in their communities using the target language.

Next we looked at selected novice level activities from the 21st Century Skills Map for World Languages (http://www.actfl.org/files/21stCenturySkillsMap/p21_worldlanguagesmap.pdf) to see if we could find any similarities with the community activities we shared in our groups. Lastly, we explored a few fun global language projects specifically designed for our early language learners and learned where we can find out more about these and other projects—we used the social bookmarking site, Diigo (<http://www.diigo.com>). Please feel free to use and share

the handout from this session to start your students on the path to becoming engaged, competent and informed global citizens!

Prezi: The Zooming Presentation Editor

Sarah Lindstrom

Glastonbury Public Schools

Prezi is an online program that allows users to create presentations in a new, exciting way. It can be used in all subject areas and grade levels by both students and teachers. Instead of a traditional presentation done with poster boards or Powerpoint, many have found Prezi is a fun, interesting way to update and improve the way we present and view information.

Prezi has both paid and free user accounts, offering different features and amounts of storage space. Teacher and student licenses are available. Presentations can be created on or offline, individually or in groups. Multiple users can work on a single presentation simultaneously from different computers. The visual appeal and exciting movement of a Prezi presentation is sure to capture an audience's attention.

Through the use of Prezi students and teachers are using technology to create a different kind of presentation to share information with their classes. It is extremely easy to use and anyone can create a presentation in a short period of time. To begin working on a prezi, one must go to prezi.com, sign up for an account and follow instructions for opening their first prezi. After completing a quick tutorial one will have seen the basic functions of the program and be ready to create. By experimenting with Prezi's many functions anyone can create a fun, different presentation for use in the classroom and beyond!



A PICTURE OF ONE STUDENT'S BIRD IN PREUSSE-BURR'S CLASS.

Engaging Digital Natives

BY BEATRIX PREUSSE-BURR
FAIRFAX COUNTY PUBLIC SCHOOL

Editor's Note: Beatrix Preusse-Burr, Specialist for World Languages for Fairfax County Public Schools, holds a B.A. in Education from Martin Luther University, Halle-Wittenberg, and Masters Degree in German Language and Literature from Ohio State University. Ms. Preusse-Burr currently serves as the Virginia State Representative for the National Network for Early Language Learning (NNELL) and represents NNELL on the Board of the Foreign Language Association of Virginia (FLAVA).

Looking over my own kids' shoulders during homework time has been quite the learning curve. Gone are the days of quietly doing (or agonizing alone) over homework around the kitchen table. Homework has become collaboration time with friends via Skype, Google Docs or Facebook using all the connected digital tools at their disposal.

Whether it is giving or getting feedback on a written assignment (thank you, Google Docs), or video calling friends to solve math problems, mom and dad have been long since forgotten (thank you, Skype).

Most intriguing to me as a language educator, was witnessing my high-school daughter chat with friends in Québec and Germany via Facebook in French and German to get information about something for

class. All these technical skills belong to the repertoire of today's students and it all happens simultaneously, in multiple languages and after school. After reminding my daughter of homework time and only receiving a sharp "Precisely!" in return, I checked out all those open windows on her computer and continued to ask her if she learned all that in school at which she looked at me with such surprise that I did not need to hear her answer.

What could possibly keep us educators from tapping into such a buzzy collaborative atmosphere that seems to happen during plugged-in homework after school with authentic purposes and in all languages in the repertoire of the student? Many classrooms have interactive whiteboards and several computers and many schools are equipped with a computer lab and mobile labs. First and foremost, there is the issue of

internet safety while students are independently accessing internet research and networking tools, which can now largely be ruled out with closed networks and the availability of Google Apps for Education.

There typically are not enough computers for every student in each classroom; mobile labs are often shared between several members of a team and time in the computer labs needs to be scheduled in advance. However, engaged plugged-in learning can only take place when those digital resources are instantly accessible at the rate every student in the classroom may need them.

This question regarding instant accessibility has led Fairfax County Public Schools (FCPS) in Virginia to the bold move to allow personally owned computing/networking devices into all classrooms systemwide. Starting this school year, parents are able to register their child's Wi-Fi enabled devices at the school and students can use them to access FCPS resources for learning in the classroom via the FCPSmobil secure network. Synchronous and asynchronous networking applications are now accessible to all teachers and students via their personally owned devices with all the securities of the closed FCPS environment.

How can this help language learning and facilitate the communication in another language? Let's take a peek into Ms. Bachelet's 2nd grade Spanish immersion classroom at Lake Anne Elementary School. There is a lot of excitement in the air. Students have been studying migration and habitats in their 2nd grade science curriculum. Thanks to the Bridging the Americas project, Ms. Bachelet's class is about to embark on a cross-cultural science journey. For the past few weeks all students in her class have become familiar with migratory birds in the Virginia area. Each student has chosen one bird they are particularly interested in and, in groups or individually, researched

The availability of Google Apps and Elluminate within the FCPS secure network will further enhance the collaboration abilities within classrooms and beyond the classroom wall.

additional information about "their" bird.

In research journals, they drew pictures, filled out graphic organizers to help to describe their birds, wrote about the birds' habitats, their food and their predators in Virginia and compared the notes from the research journals with shoulder buddies or in small discussion groups. Most students worked with paper and pencil, though some had used computer drawing applications such as Pixi or word processed their writing.

Today is a very special day, Ms. Bachelet's class will be learning about their partner class in Nicaragua, who will be receiving their drawings and their research journals along with a personal letter about the students' own "habitats". All students are glued to the SMARTBoard as Ms. Bachelet takes them on a virtual trip via Google Earth to see the location of their partner school on Ometepe Island in Lake Nicaragua, the winter home of "their" birds to which they have grown so accustomed to over the past few weeks.

Looking at photos of Ometepe Island, the students hypothesize about the winter habitat of "their" birds, the food they may find, what predators they may have to watch out for and where they may seek shelter. Students

are also intrigued by the thought that there is a volcano on the island. Careful not to give the students too much information and to spoil their suspense and interest in researching some of their questions at home, Ms. Bachelet leaves them wondering and hypothesizing about the winter habitat of the birds. She tells them that they will learn a lot more about Nicaragua and life on Ometepe Island when "their" birds return to Virginia in the spring along with similar research journals and personal letters from their partner class in Nicaragua.

For now, they finalize their own journals and personal letters to the students in Nicaragua before the birds have to leave Virginia for a warmer climate, along with the Spanish immersion groups' research journals, personal letters and artwork...

These students will most likely go online at home in order to find out whatever they can about this exotic place elsewhere in the world. What doors will the new FCPS' policy on personally owned computing and networking devices open for the Spanish immersion students in Ms. Bachelet's class? Even if only some students would bring their own devices (iPod Touch, iPads, laptops etc.), more immediate independent exploration of the topic at hand could

take place. Rather than the teachers giving information and answering students' questions, students could pursue their own interest in the winter habitat of the migratory birds. The teacher could immediately differentiate: the group of students most intrigued by the volcano could explore what life near a volcano may mean for people and wildlife on the island. Students who were most concerned about shelter or predators could explore those interests. All students then report their findings to the entire class. Although all students were very engaged in the lesson on the winter habitats, the accessibility and immediacy of independent student exploration with the new FCPS policy on personally owned devices would remain unmatched. Although the content of the learned information would be similar, an even more broad access to electronic media will change the way in which students can seek information independently. Every activity can potentially be an information gap activity since many venues of any given topic could be explored and then discussed with the group— everyone would benefit from the variety of interests students show in the topic at hand and they would be exposed to different digital resources at the same time.

At the elementary level, the use of personally owned devices could also have an impact on student production itself. In the case of the "Bridging the Americas Migratory Bird Project," students would be able to choose the medium in which they want to produce artwork and the research journal. As of now, most artwork was hand-drawn; applications such as Penultimate or DoodleBuddy would vastly increase the available digital media to produce

... everyone would benefit from the variety of interests students show in the topic at hand and they would be exposed to different digital resources at the same time.

artwork by the students.

The availability of Google Apps and Elluminate within the FCPS secure network will further enhance the collaboration abilities within classrooms and beyond the classroom wall. Cross-cultural collaboration projects such as the "Bridging the Americas Migratory Birds Project," provide students with an authentic audience and context to use their newly acquired Spanish language skills, while learning science content and investigating migration. Whether using synchronous or asynchronous collaboration and networking tools, our digital native students are ready to network across classrooms, schools and countries - bringing those tools into the classroom will keep them engaged with the content we are tasked to teach.

NNELL Technology Position Statement

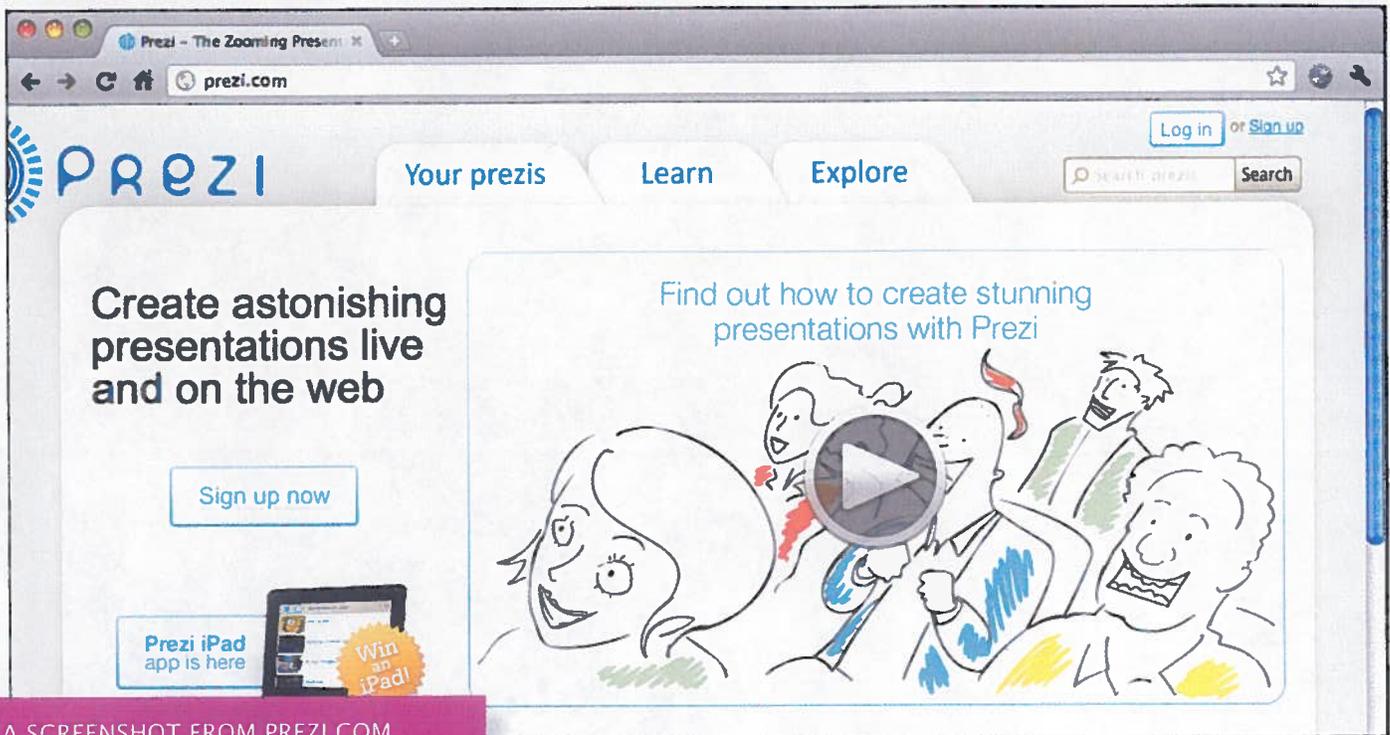
Editor's Note: NNELL would like to thank Sally Hood, Kennedy Schultz, Robert Raymond and Tammy Dawn for the countless hours they devoted to writing the position statement.

The National Network for Early Language Learning (NNELL) recognizes the potential of technological innovations for improving foreign language teaching and learning. NNELL also believes that no form of technology should serve as a primary source of foreign language instruction, but rather as a supporting tool in the class of a qualified language teacher.

The language teacher creates a learning community where reading, writing, speaking and listening skills are fostered through meaningful and cognitively engaging language experiences. These experiences allow learners to negotiate meaning with a variety of speakers through conversations that reflect real life use of the language. Language teachers help students develop the ability to use the language accurately and fluently in a variety of situations at increasingly higher levels of performance. Language learning technologies can

provide additional practice in the study of a language through repetition and substitution drill, but are limited in scope, offering learners little opportunity to reach the high levels of language proficiency required for extended communication locally and globally.

Students must develop proficiency in the language and an understanding of the cultural practices and perspectives specific to the languages they study. Language teachers create a culturally-rich environment incorporating technology, personal experience, and community resources. With teacher guidance, learners develop an understanding of cultural similarities and differences that, in turn, builds cross-cultural competence and decreases stereotyping and miscommunication. Cultural facts can be taught using computer assisted language programs. These programs, however, do not offer learners extensive opportunity to apply this information. Language learners who rely exclusively on language learning technologies may become knowledgeable about the language, but are ill-prepared to use it in an authentic cultural context.



A SCREENSHOT FROM PREZI.COM.

Do You Prezi?

Give your old slideshow the boot and try this online presentation software

BY LINDSEY CORNWELL, WRIGHT ELEMENTARY SCHOOL

Lindsey Cornwell is the current Central States NNELL Representative. A former Spanish FLES teacher, she is now the principal at Wright Elementary in Des Moines, Iowa.

Are you using that slide-by-slide presentation software that has been around for 20 years? Then it is time for you to try Prezi, a free online presentation tool to help you create and save non-linear, vibrant presentations. In just minutes, you can design a visually engaging instructional display to motivate students.

To begin, go to Prezi.com to set up your free account. Once inside, you can learn how Prezi works by viewing a quick tutorial or explore examples of already created presentations. When ready, you can begin working on your own by clicking on "Your Prezis."

Once you click on a background, you have an infinite workspace (1) to begin building your presentation! Using the Bubble Menu (3) you can insert text, change colors/fonts, insert images or videos, or frame text. In addition, you can direct the "path" of the presentation. The parts of your presentation can be dropped all over your infinite workspace, so when you "path" your presentation, you are marking the order of what is shown or the relationship between two or more components.



The Transformation Zebra (4) is another feature unique to Prezi. When images or texts are inserted, the Zebra appears. You can enlarge, shrink or rotate the images or text to your liking.

All of your Prezis can be saved to your account to be accessed anywhere you are. Since educators are masters at taking someone else's ideas and making them their own, hundreds of public Prezis are available on the site for you to "borrow" by saving to your account and editing to your liking, which could save you even more time!

Now it is your turn to Prezi!



AN EXAMPLE OF A STIXY BULLETIN BOARD.

Stixy for Language Teachers

The bulletin board of the future

BY KENNEDY SCHULTZ, EXPLOR-A-WORLD

Editor's Note: Kennedy Schultz is the founder of Explor-A-World Language and Culture Programs which offers exploratory world language curriculum for children in grades K-5. Prior to establishing Explor-A-World, she taught French for 10 years at colleges and universities in the Buffalo, NY area. She earned a Ph.D. in French literature at the University of Wisconsin-Madison, specializing in Francophone theater from Quebec, West Africa and the Caribbean.

Stixy is an on-line tool that can be used to create collaborations between teachers, students, or classrooms. It is essentially a digital bulletin board where you can post notes, documents, photos, or lists and share these items with others. Signing up for a Stixy account is free and easy to do. First, let's outline the features of Stixy and then discuss possible projects for the language classroom.

How does Stixy work?

After creating an account on Stixy, you can begin creating a Stixyboard. A board is a blank canvas that allows you to organize information in any configuration that you wish. This means that you are not limited to a particular grid or format within the board. You can add, remove, or change the position or content of any information you post on your board at any time.

To add content to your board, click and drag the icon for one of

the widgets displayed at the bottom of the screen. Widgets include Note, Photo, Document, or Todo.

A Note is a square of virtual paper onto which you can type text or insert a web link. Text can be formatted by size, color, or font.

The Photo widget lets you upload any photo to the board (size is limited to 4MB). Once the photo is uploaded, you can resize it on the board by dragging the corner of the photo to a larger or smaller size.

Use the Document widget to upload a document up to 50MB in size to the board. The document will display as a link. When you click on the link, you will be prompted to view or save the document to your computer.

Todo is a type of calendar page. It displays the current date and time and lets you add an appointment, assignment, list of tasks, web link, etc. You can change the date of the Todo by clicking on the calendar page on the side of the board to select a future date. You can also set Stixy up to send reminders related to the Todo to other users.

Once your board is complete, you can give it a title and include tags that can help you identify and sort groups of Stixyboards. This can come in handy if you have created boards for different class levels or different constituents (fellow teachers, parents, students, etc.)

To share a Stixyboard, simply send an invitation via email to

the people you choose. Those who are invited to view your board will then create their own Stixy account associated with their email address, and they will have the same options of adding or changing information on the board as well. There is also an option to invite 'guest viewers' to the board; these guests can view but not edit the board's information.

What can you do with a Stixyboard?

Collaborate with other teachers. There are many ways to use the Stixyboard as a collaborative tool in the language classroom. Teachers can 'meet' virtually and share ideas and links, and post projects for discussion. This collaboration can take place within a school, or the collaboration could be with teachers across a district, a state, or the world! Imagine having a central location to share ideas and information with your colleagues for the purposes of aligning instruction, creating exchange projects between classrooms, or discussing teaching strategies. Stixy can also be a valuable tool for professional development; users can prepare conference presentations, upload drafts of documents, and share comments in real time without constant email exchanges. The board stores all the information in a central location that can be accessed at any time from any computer.

Share classroom happenings with parents

While young language students may not have email access to

create their own account, parents often do! Stixy can be a useful parent communication tool to share information on what is going on in class. You can post pictures of class projects or events to the board and invite parents to comment. A board could be a virtual newsletter, sharing photos, student comments, and web links to explore language materials further at home.

Connect with young learners around the world

Stixy can be a great tool for collaborative exchange projects between classrooms around the world. After identifying a partner classroom, you can use the board to gather information from your class to share with your partner classroom. Post a photo of your class, and use the board to practice grammatical points or vocabulary themes: have students compose a personal introduction, learn to ask questions, or compare the weather or local holidays with your partner classroom. Once your students post their questions, the partner classroom can respond with their own answers or questions for your class. Unlike traditional email pen-pals, a Stixyboard allows classrooms to use one flexible format for multiple student-student contacts, and the information can be personalized with photos, uploaded drawings or web links.

Stixy is very flexible, allowing users to share different kinds of information in different ways. Use your creativity to create a Stixy project that meets your classroom needs!

Developing Language in Digital Natives

BY INGRID C. BADIA, FAIRFAX COUNTY PUBLIC SCHOOLS

Editor's Note: Ingrid Badia currently oversees the Foreign Language in the Elementary Schools (FLES) program in Fairfax County Public School (FCPS), Virginia. She is a certified K-8 teacher and over the past 16 years has taught in the Spanish Partial Immersion program and has mentored new teachers in FCPS. She holds a Master's Degree from George Mason University in Curriculum and Instruction in Bilingual and Cultural Education. She is a native Spanish speaker from Puerto Rico.

Johnny eagerly climbs up on the step stool. With his right index finger, he taps the blue square on the electronic white board. The blue square instantly becomes a part of a picture. Johnny's teammates quickly turn to each other and begin to guess what the entire picture will reveal. As soon as they are ready, they excitedly raise their hands and wait to be called on. The teacher calls on Susie and Susie responds, "It is the continent of North America." "Good job!" replies the teacher, "Yes, North America is correct." The teacher then calls on another student to come up to the electronic white board to tap on the remaining squares and reveal the entire picture.

Although this scene can be typical in any classroom across the nation, it is important to note that the

conversations that took place with Johnny's teammates and between Susie and the teacher were all in Chinese. These are second grade students in Grace Yuan's class learning Chinese at Providence Elementary School, Fairfax County, in the Foreign Language in the Elementary School (FLES) program. The FLES program in Fairfax County Public Schools (FCPS) provides an opportunity for all students in an elementary school to learn a world language at an early age with a focus on developing students' communicative competence. Without a doubt, the students in Mrs. Yuan's class are already showing success in acquiring a foreign language. The communication that took place among the students and their teacher clearly confirms how their ability to communicate is being developed.

In our FLES program, we strongly believe that technology plays a major role in helping students develop communicative skills in a foreign language. Our students' ability to engage in digital activities that involve computers, videos, video games, electronics and instant communication is becoming a necessity to succeed in today's world. Therefore, the FLES teachers in our program have become experts in integrating technology in the classroom in order to keep students, our digital natives, attentive and engaged while learning a foreign language.

SMART Board

In our FLES classes, students are using an interactive white board called SMART Board. A SMART Board is a mix between a whiteboard and a computer and it is designed by a company called SMART Tech. It allows teachers to design lessons that are interactive for students using SMART Board software. In our FLES program, teachers have developed SMART Board notebooks for all lessons that go hand in hand with our program of studies. We have found that using the SMART Board as a language learning tool facilitates the teaching of a foreign language in several ways.

One way our FLES teachers use the SMART Board is as a visual aid to facilitate input comprehensibility. On a lesson about our solar system, a FLES teacher begins a lesson by showing a picture of earth on the SMART Board and simply asking the students, “What do you see?” When students respond with the correct answer, the teacher confirms in the target language and taps on the picture of the earth. What shows up next, in the target language, are the words “This is earth.” The students read the simple sentence out loud and the teacher moves on to the next notebook slide. On this slide, the teacher includes a visual of our solar system and asks the students in the target language, “Where is earth?” She invites a student to come up to the SMART Board and tap the picture of earth. As the student taps on it, the word Earth appears. The teacher then encourages the student to say “Here is earth.” By having students come up and interact with the board, students become engaged. Students learning a language, such as those in our FLES program, thrive on such immediate feedback from technology making learning fun and increasing their interest as they develop their communicative skills in the target language.

The SMART Board is also great for modeling procedures in the classroom to help maintain all instruction in the target language. Jamilet Salernitano, Spanish FLES teacher at Brookfield Elementary School, uploads pictures of her students on to a SMART Board notebook to teach procedures for a variety of activities. For instance, students in one of her second grade classrooms were learning about food chains. She modeled the activity by showing the students exactly what they needed to do by clicking on the pictures on the SMART Board. For this particular activity, the students, working in small groups, were given an envelope with pictures to make a food chain. The first student was to start with the owl and tell simple facts in the target language about the owl and determine what came next on the food chain. Then, the next student selected the next item of the food chain, told simple facts in the target language about it, and determined what came next on the food chain. The activity continued until the students reached the end of the food chain. The use of the SMART Board for this activity assisted the students in understanding the instructions that were given in the target language in a very digital way. Every time Ms.



STUDENTS USE A SMART SLATE IN AN FLES CLASSROOM.

Salernitano tapped on the SMART Board a new visual appeared demonstrating to her students what to do. Because such instruction was delivered digitally, it grasped her student’s attention and in return, the students were able to work collaboratively on the activity while developing their speaking productive skills in the target language.

Another way the SMART Board can be used to facilitate language learning is through the use of the games that can be found on the SMART exchange website. These games and activities can encourage production of oral and written language skills for the entire class. Instead of one student coming up to the SMART Board, students can work in teams to play these games as they review vocabulary and language structures. Zoe Patten, Spanish FLES teacher at Navy Elementary School, uses the game Jeopardy to teach Geography to her third graders. In this game, students are divided into four teams. Each student is given a white dry erase board to write their answers on. One representative from the first team chooses a category and a value. The teacher clicks the value that goes with the category and reads the question out loud. Students are given an opportunity to collaborate with their team members to come up with the correct answer. Every student writes their answer on their dry erase board and once every member of the team is ready they raise their hand. The first team that raises their hand shows the written answer on the white dry erase board. If it is correct the team reads the answer aloud together and receives their corresponding points. By having students play Jeopardy, Ms. Patten is providing language instruction in a way that her students like to play. Students in today’s digital world are fluent in all kinds of electronic games. Scaffolding such learning through digital games, such as in this lesson, allows students to gain

language opportunities in a very engaging way.

SMART Slate

The SMART Slate is another tool developed by SMART Tech to give teachers and students the ability to interact with the SMART Board from anywhere around the classroom. Andrea Jones, French FLES teacher at Kent Gardens Elementary School, uses the SMART Slate in her classes so that more students can interact with technology during a lesson and provide more opportunities for students to practice their communicative skills. For one particular lesson, Ms. Jones designed a SMART Board notebook on Geography. As part of the lesson, her third grade students used the SMART Slate to draw different landforms on a map of the United States and then on a map of France. As the students used the SMART Slate, their drawings were projected onto the SMART Board for the rest of the class to see and for them to describe the landforms using the target language. Next, Ms. Jones showed the students three unscrambled sentences on a SMART Board notebook slide. She gave small groups of students white dry erase boards for the students to work collaboratively in order to write the sentences in correct order. When the small groups of students were ready, they held up a green card to indicate to Ms. Jones that they were ready to share their sentences. Ms. Jones then handed a student from the small group the SMART Slate to rearrange the unscrambled sentences for the class to see on the SMART Board. All students then wrote the

corrected sentences in their writing journals. Ms. Jones' use of the SMART Slate for this lesson is another example of how students can be kept engaged while developing their language skills in the target language. Using a tool such as a SMART Slate parallels student's ability with the technology they are exposed to in today's world.

Digital Storytelling

At Terra Centre Elementary School, DeDe Plante, Spanish FLES teacher, is continuously looking for creative ways to integrate technology into her lessons in order to enhance her student's communicative skills in Spanish. For a lesson on the theme of School Community, the students were learning to ask and answer questions about locations in their school. After the students learned about the different locations of the school building, Ms. Plante showed pictures of a stuffed animal called Bear in different locations of the school. Ms. Plante asked the students, "Where's Bear?" The students replied in the target language where Bear was in the picture. For example, "Bear is in the cafeteria." She then had the students do an independent activity in which students drew pictures of Bear in a location at the school and completed simple sentences of where Bear was. Ms. Plante then took pictures of the students work and uploaded the pictures on to Photostory. Photostory is a program designed by Microsoft where teachers can create slideshows of digital photos and add music or voice narrations to the photo series. Once Ms. Plante uploaded the pictures, she had the students narrate and record what they wrote onto Photostory. Once the project was completed, students enjoyed watching it as it was projected onto the SMART Board. Ms. Plante's use of Photostory is just another way to enhance student's communicative skills in our FLES program. It is a way to connect speaking and writing to students who are digitally driven.

Audacity

Audacity is a free software that may be used to record student's voices on the computer. In our FLES program, teachers may use this software to support students' productive skills in speaking. However, many times it is used in conjunction to a writing activity. For example, some FLES teachers in our program use Audacity to maximize instructional time by allowing students to present information they have researched and written about in small groups. Students use the software themselves to record and save the narratives. They also play it back and listen to themselves speaking the target language.

Lynn Cook, Chinese FLES teacher at Wolf Trap Elementary School, also uses Audacity with her students. However, she uses Audacity to record her students singing songs in Chinese. She uploads the songs on to Blackboard so her students can download the songs at home and listen to the songs repetitively. Her students enjoy hearing

Get your students speaking right away
with

REAL LANGUAGE right away

¡Necesito un lápiz! (I need a pencil)

A: Disculpe, (Excuse me) tengo un problema.

B: ¿Cuál es tu problema? (What is it?)

A: ¡Necesito (I need) un lápiz!

B: ¡Aquí tienes! (Here you go!)

A: Muchas gracias. (Thank you very much.)

B: ¡De nada! (You're welcome)



un lápiz



una grapadora



un bolígrafo



un borrador



un libro



un cuaderno



una computadora



unas tijeras



una regla

- ◆ Unique communicative approach in French and Spanish
- ◆ Teacher-developed materials
- ◆ Progression of 50+ Partner Conversations
- ◆ Student Activity Book and Teacher's Guide available

www.reallanguagerightaway.com

their voices and it encourages them to use the Chinese language. Using Audacity to integrate music into the curriculum emphasizes hearing the spoken language as well as reinforcing vocabulary and language structures in an entertaining, digital approach.

Conclusion

The instructional practices involving technology shared in this article is just the beginning of how we can engage students to learn language in today's digital world. Without a doubt, technology plays an integral part of our students' lives and it is our responsibility as language

teachers to use these tools to engage our students while teaching a language. The FLES teachers in our program have discovered that activities that focus on productive skills along with activities that involve technology should occur simultaneously in order to enhance students' ability to become communicatively competent. Our FLES teachers are continuously searching for innovative ways to draw in and integrate all threads of technology with our program of studies in order to make all learning whole and meaningful for our digital natives; our students.

Program Aspires for 'Global' Impact Results

BY CHRISTINA OH, FAIRFAX COUNTY PUBLIC SCHOOLS

Editor's Note: Christina Oh has taught Spanish at the secondary level in Fairfax County Public Schools. She holds a Bachelor's Degree in Spanish from University of Mary Washington and she received a Master of Education in Education Leadership from George Mason University. Currently, she is a Curriculum Resource teacher at the World Language Office of Fairfax County Public School and oversees the GLOBAL program. Having grown up in Korea and in Argentina, Christina is native to Korean and Spanish.

During the 2010-2011 school year, Fairfax County Public Schools (FCPS) piloted the After-School Global Language Opportunity Benefiting All Learners (GLOBAL) program for 12 weeks at eight different school sites. This school year the program expanded to 25 weeks and 11 sites. GLOBAL is an approach to learning that allows students to develop basic world language communicative skills. The GLOBAL curriculum is aligned with the Foreign Language in the Elementary School (FLES) program. GLOBAL incorporates themes found in core subjects such as social studies, science, math, and language arts into its language and cultural studies. The program reinforces core content curriculum to enhance and emphasize the FCPS Program of Studies and the Virginia Standards of Learning. The GLOBAL curriculum is sequential so that the thematic lessons spiral from one week to the next and the instructors only use the target language for the entire 60 minutes.

This program provides a framework for schools without language programs and adds enrichment for schools that offer Foreign Language in the Elementary School (FLES) programs. GLOBAL classes take place either before or after school for one hour per week. GLOBAL divides students into two levels: the Foundation Level (K to 3); and the Performance Level (4 to 6). A Foundation Level class consists of 15 students, while approximately 18 students are enrolled into a Performance Level class. All GLOBAL lessons utilize the SMARTBoard



GLOBAL CURRICULUM STUDENTS AT FAIRFAX SCHOOLS.

technology, allowing students to be engaged and hands-on during each class.

The interactive board plays an active role throughout each GLOBAL lesson. The instructor opens a lesson with a routine, which involves a greeting song, and an activity using the interactive calendar and the weather. A greeting song is attached to a SMARTBoard slide, providing the instructor the option to play the song for a sing-along. The following calendar and weather activity allows students to place the current date, the day of the week, and the weather next to the phrase, "Today is...". Students are able to "drag" the corresponding items on the SMARTBoard. Then the instructor quickly links the previous lesson to the lesson of the day.

In the lesson on habitats, students review the names of the various animals and learn where animals live in the target language. The instructor selects a student to come up to the

board, and drag an animal to the image of a habitat and tell the class where that animal lives. If the student does not drag the correct animal into the habitat, that animal will not appear on the habitat. If the correct connection is made, the animal will appear in the habitat image. In another activity within the same lesson, students are presented with three columns, each labeled with a specific habitat. Students are instructed to drag and place the animals under the appropriate column. Students come to the board in pairs and problem solve (using the target language) to decide under which habitat the animal belongs. After all the animals have been placed, the instructor clicks on the “check” button to reveal the answers.

While GLOBAL is offered to students in two learning levels, the Foundation and the Performance Levels, GLOBAL instructors differentiate within these two levels. For example, in a Foundation Level class, the instructor divides students into three groups. The first group includes students in Kindergarten and first grade who are learning to read and write in English. The second group consists of students in grades 2-3 with little to no exposure to the target language. The last group is made up of heritage speakers in grades 2-3 who often can speak the language, but have little or no formal education in the written language. The instructor notes each student’s group on a name badge that is handed out during the first class. The GLOBAL lesson plans address these specific needs of the students. All the students in the class participate in the same lesson, but are given different instructions depending on their skill levels. At the conclusion of the lesson, the instructor brings all the students back together for concluding activities using the SMARTBoard. The final activities involve having students correctly identify the habitat of a randomly selected animal. The 60-minute class ends with a slide

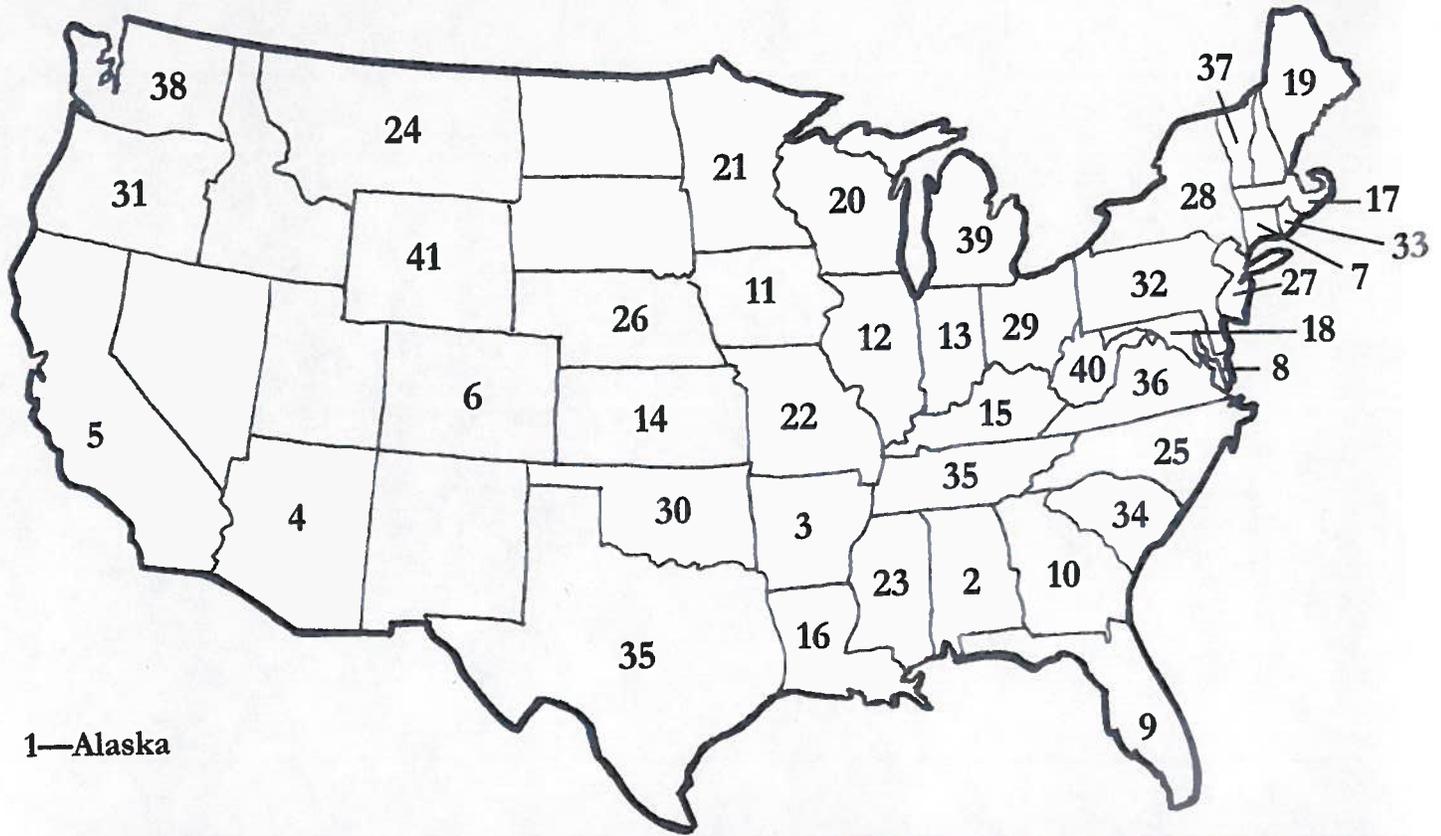
previewing the next lesson and a farewell song.

The majority of the GLOBAL instructors are bilingual licensed teachers. The instructors do not have to create the materials themselves. They are given a curriculum, detailed lesson plans, pacing guides, essential vocabulary packets, and activities sheets for each of the 25 lessons. FCPS trains its instructors on the theory and the practice of world language pedagogy, preparing even those with little to no experience in teaching a language. The instructors are also trained on the use of the interactive boards. The FCPS World Languages staff frequently monitors all classes through classroom visits. GLOBAL instructors are paired with individual classroom “sponsors”, on-site teachers with experience in SMARTBoard technology, who can provide support when necessary. Student assistants from nearby high schools, enrolled in upper levels of the target language, volunteer to assist the GLOBAL instructors. This gives the high school language students the experience of using the language in authentic situations.

When additional elementary schools request a GLOBAL program in languages not yet offered, each lesson can be translated easily using the English SMARTBoard template, which ensures consistency across all languages. The week to week consistency across the school division allows all instructors to teach the same lessons regardless of the language. This enables teachers to share ideas and collaborate on supplementary materials if needed. The GLOBAL program currently offers lessons in Chinese, French, Korean and Spanish, and plans on implementing additional languages such as Arabic, German and Japanese.



NNELL REPRESENTATIVES



1—Alaska

NNELL Representatives by State

1. Alaska—Janice Gullickson, gullickson_janice@asdk12.org
2. Alabama—Maria Mercedes, mmedina@randolphschool.net
3. Arkansas—Michel Hallot, mhallot@yahoo.com
4. Arizona—Carol Gaab, gaab@cox.net
5. California—Akiyo Hirose, ahirose47@sbcglobal.net
6. Colorado—Kathy Duran, kathy.duran@desdk12.org
7. Connecticut—Kate Krotzer, kate.krotzer@gmail.com
8. Delaware—Iris Busch, bueren@udel.edu
9. Florida—Colleen Walpole, walpole@pcsb.org
10. Georgia—Vicki Welch-Alvis, alvis@fulton.k12.ga.us
11. Iowa—Shannon Shreffler, schrefflers@wdmcs.org
12. Illinois—Mary Paracka, mparacka@northbrook28.net
13. Indiana—Pamela Valdes, valdes@ips.k12.in.us
14. Kansas—Graciela Berumen, graciela.berumen@yahoo.com
15. Kentucky—Nadine Jacobson, nadine.jacobson@jefferson.kyschools.us
16. Louisiana—Nicole Boudreaux, jimbx@bellsouth.net
17. Massachusetts—Joshua Cabral, jicabral@comcast.net
18. Maryland—Sherri Harkins, sharkins@weboe.org
19. Maine—Julie von Kamecke, laika6000@yahoo.com
20. Michigan—Norma Richardson, rich1nh@cmich.edu
21. Minnesota—Kathy Olson-Strudler, kolson@spa.edu
22. Missouri—Erika Lusco, elusco@pembrokehill.org
23. Mississippi—Carmen Carracelas-Juncal, carmen.carracelasjuncal@usm.edu
24. Montana—Lynette Pottenger, lpottenger.fbs@gmail.com
25. North Carolina—Ashley Velazquez, velazqa@gcsnc.com
26. Nebraska—Kathy deBoer, kcdeboer@mpsomaha.org
27. New Jersey—Amanda Seewald, espanolparaninos@aol.com
28. New York—Diana Zuckerman, dianazuck@yahoo.com
29. Ohio—Judith Brown-McCombs, sra.mccombs@yahoo.com
30. Oklahoma—Peggy Boyles, boylepeggy@yahoo.com
31. Oregon—Sally Hood, hood@up.edu
32. Pennsylvania—Heather Hendry, beh15@pitt.edu
33. Rhode Island—Michaela Onosko, michaelaonosko@hotmail.com
34. South Carolina—Gloria Quave, gquave@lexington1.net
35. Tennessee—Christina Amezquita, christina.amezquita@mmps.org, & Patricia Davis-Wiley, pdwiley@utk.edu
36. Virginia—Beatrix Preusse-Burr, Beatrix.Preusse@fcps.edu, & Lisa Turner, lturner@highlandschool.org
37. Vermont—Allison Litten, allison.litten@marioncross.org
38. Washington—Michelle Anciaux Aoki, aoki@k12.wa.us
39. Wisconsin—Mandy Madderom, amadderom@waunakee.k12.wi.us
40. West Virginia—Gustavo Barros, gbarros@access.k12.wv.us
41. Wyoming—Cassandra Celaya, celaya.cas@gmail.com

Regional Representatives

- Northeast—Marcela Summerville, marcela@spanishworkshopforchildren.com
- Central States East—Nicole Saari, nsaari@msdwt.k12.in.us
- Central States West—Lindsey Cornwell, lindsey.cornwell@dmp.k12.ia.us
- Pacific Northwest—Sally Hood
- Southwest—Kathy Duran, kathy.duran1@gmail.com

CALL FOR ARTICLES

Submit your articles now for the Spring/Summer edition of Learning Languages. Please include your name and a short biography with each piece. Photos used must be provided in separate files and must meet high-resolution standards.

Please send all material to journal@NNELL.org. The theme for the next edition is "Learning Outside the Classroom."

LEARNING LANGUAGES

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING
P.O. Box 75003
Oklahoma City, OK 73147

ADDRESS SERVICE REQUESTED

Presorted First Class
U.S. Postage
PAID
Permit No. 1541
Oklahoma City, OK

SPONSORS AND DONORS

American Association of Teachers of
Spanish & Portuguese

American Council on the Teaching of
Foreign Languages

Ana Lomba Early Languages LLC

Asia For Kids/Culture For Kids

Calico Spanish

California Language Teachers Association

EMC Publishing

Glastonbury Public Schools

Global Kidz Lab

Half Hollow Hills

Kids Immersion, LLC

Language Lizard, LLC

Little Pim

New York State Association of Foreign
Language Teachers

River Oaks Baptist School

Santillana USA Publishing Co

Sara Jordan Publishing

Sing- A- Lingo

Sonrisas Spanish School

Southern Conference of Language Teaching

TPRS Publishing, Inc.

West Morris Central High School

Whistlefritz LLC