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LEARNING LANGUAGES

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BUILDING INTERCULTURAL COMPETENCE THROUGH LANGUAGE LEARNING

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Dear NNELL Members,

I am very proud to share with you our latest issue of the journal, *Building Intercultural Competence Through Languages*. The topic of intercultural competence has been the topic of discussion in the Foreign Language and Social Studies worlds in the recent past. It is a timely conversation when one thinks about developing appropriate 21st century skills in order to live and thrive in a global society. In this issue, you will see a wide variety of articles including an interview conducted by Dr. Manuela Wagner with Dr. Michael Byram, an international expert on intercultural competence. Additionally, this issue contains a perspective piece on the comparison standard submitted by Martha Abbott, Executive Director of the American Council on the Teaching of Foreign Languages (ACTFL). I am also excited that Christopher Livaccari previously Director of Education and Chinese Language Initiatives at the Asia Society, submitted an article on Language Learning as a Lever for Building Students' Global Competence, Self-Esteem, and Academic Success. Finally, Rebecca Comenale, head teacher for Glastonbury Public Schools and Lynne Campbell, consultant for Glastonbury, share their experiences as Foreign Language Assistance Program (FLAP) assessment grant released teachers working on intercultural competence in the Glastonbury Foreign Language program.

Our profession lost an icon this spring. There is a tribute to Mari Haas who dedicated her life's work to improving teaching and learning in the classroom. Janet Glass shared her reflections at Mari's memorial and submitted them to the journal. Nancy Rhodes from the Center for Applied Linguistics also submitted a tribute to Mari honoring her memory as a previous recipient of the Distinguished Service Award for NNELL.

David Edwards received the NNELL Award for Outstanding Support of Early Second Language Learning at the ACTFL Awards Assembly in Philadelphia last November. I have shared highlights in this issue for you.

I would also like to invite you to submit an article for the fall/winter journal. We are now accepting proposals on the theme of Learning Languages Anytime, Anyplace.

Happy reading!



Rita A. Oleksak
NNELL President
Journal Editor

President's Message

By Stacie N

Once spring rolls around, many parents looking for fun things their kids can do. Financial or logistical reasons may prevent travel outside the US, but the world and other cultures are absolutely! Local global adventures and sizes and do not have to be they don't have to cost a lot. Public library nearby. What a healthy dose of curiosity!

Over the years, I've taken global adventures that last from a noon to a few weeks. For example, I attended an Egyptian Adventure Art exhibit in the Metropolitan Museum of Art. It live about two hours outside the city. I did research on Ancient Egypt. I read books, looked at beautiful paintings, watched the movie "Cleopatra" and did a lot of research. We played popular music and found a cool YouTube channel with Egyptian music as background. We saw photos of Egypt. We had a lunch at an Egyptian restaurant. We had a camel ride at the end of this exciting day with other events in Egypt and how it essentially replaced the gods, but that the rich history matters a great deal to the culture.

While the outing took the course of one day, we spent over several weeks. And the food, music and religion were complete with virtual travel over the course of four weeks. Dinner. Another on French Degas, Pierre-Auguste Renoir had us exploring museums, books, adding a discussion to the culture. Use your imagination for an exciting adventure.

Although each adventure has a loose framework both to be age-appropriate.

Pick a country, a culture, interests you, and build your own event, such as a local festival, a particular book, or perhaps

Find it on a map together

Creating local global adventures for kids

Stacie Nevadomski Berdan

...und, I start to hear from
...or suggestions on produc-
...n do over the summer. For
...asons many families can't
...ut they still want to explore
...tures. Can it be done? Ab-
...ventures come in all shapes
...ve to be expensive. In fact,
...much at all if you have a pub-
...you do need, though, is a
...y and an open mind.

...aken my daughters on local
...ast anywhere from an after-
...or example, we recently cre-
...ature around the Egyptian
...opolitan Museum of Art (we
...tside of New York City). We
...t Egypt, studied hieroglyph-
...icture books, watched the
...learned a bit about mumm-
...lar Egyptian music regularly
...be video with Ancient Egypt-
...d to visuals of artifacts, maps
...e then visited the exhibit, ate
...restaurant, and ended the day
...Bronx Zoo. We followed up
...ngoing discussion of current
...w democracy and Islam have
...pharaohs and polytheistic
...istory of Ancient Egypt still
...he current people and cul-

...ok place primarily over the
...retched the adventure out
...other adventure focused on
...gions of four states of India,
...rain travel and sightseeing,
...weeks, most before and during
...ch artists, specifically Edgar
...Renoir and Auguste Rodin,
...ms virtually online and with
...on of the role of art in a cul-
...ion to create a fun and inter-

...nture is different, I follow a
...b keep me focused and keep it

...lture or a region that inter-
...e adventure around a cultural
...stival or museum exhibit, a
...aps music or food.

...ether. How close or faraway

is the country from the United States? Do you know anything about it or any of its neighbors? Just seeing where the country is on a map allows you to begin to deduce basic characteristics. Note: One of the best investments for armchair globetrotting is a large world map located in a common room so you can refer to it regularly and easily.

Seek out background information for context. Get a sense of the country by learning about population, languages spoken, historical facts of interest, and current events. The *CIA World Factbook* online has a tremendous amount of interesting information: You can listen to the national anthem, learn the head of state's name and title, find the name of the U.S. Ambassador, read interesting population facts, and understand what makes the economy tick. Search through kid-friendly sites such as Kids National Geographic for elementary country overviews. Spend time at your local library looking for age-appropriate literature, picture books, travel books, magazines, movies and music.

Seek out interactive information, crafts and puzzles. Numerous online sites offer a variety of downloadable crafts and coloring pictures. The National Geographic "Atlas Puzzle" pages offer online virtual puzzles.

Build curiosity and appetite about the country through food. Make your own or find a restaurant in your area that offers authentic cuisine from that country. Look for recipes to learn about ingredients, whether you plan to follow them or not; the BBC site or Epicurious "Around the World in 80 Dishes" have some great recipes, with the latter having the added benefit of a Culinary Institute of America Chef doing a video demonstration. If you eat out, encourage kids to try new things via tastes from grown-up plates, or a selection of interesting kid-friendly appetizers.

Explore culture through music. Search for music on Putomayo, www.worldaroundsongs.com, <http://www.worldmusic.net>, iTunes, Amazon, or National Geographic's "world music" section. Play and dance with your children, mixing music aimed specifically at children with "grown-up" music from around the world. Combine music with rich visual images of the lands the music comes from, tapping the local library for book-CD/mp3 packages.

Use rich visual images to bring culture to life. Look for art books, "coffee table" photo books, back issues of National Geographic magazine, and travel videos in the library, online or on cable channels. Seek out national art in museums or art galleries near you. Depending on the age of your children, make it

a fun adventure or a scavenger hunt related to the art or background.

Be curious about the language. Visit Ethnologue.com for a quick survey of languages spoken there, learn a bit about them, and go in search of free language examples on either Hello-Hello (apps to download) or Live Mocha.com for starters. Practice saying a few words you might use, such as com-

Parent's Corner

mon greetings and phrases, including "Hello, how are you?" "I'm fine thank you, and you?" "please," "you're welcome" etc. Make flash cards to practice and use them with each other during the adventure.

Prepare to discuss culture. Culture is a system of shared values, attitudes and beliefs. Food, music and art, of course, are just the surface manifestations of culture, and it's important to teach children this point. Be open to exploring the culture and be prepared to reflect on your own culture in light of the other, different perspective you will encounter. Be open and your children will learn to be the same.

Once you've gathered all of this information, plan your adventure! Create an itinerary, incorporating as many elements from your research as you can into your adventure. Keep in mind that the experiences do not have to end when the specific adventure is over; you can keep the adventure alive by playing music, eating foods, and using the language and vocabulary. The world is a very interesting place with so much to learn and enjoy. Inspire your children to explore the world and by doing so you are giving them a precious gift – an open, globally aware mindset. Good luck on your global adventures!

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



Learning Languages ~ 5

Communicating with the World: Connecting the Language Classroom to a Global Audience Using Web 2.0 Tools

By *Lori Langer de Ramirez, Ed.D.*

A BLOG SUCCESS STORY

One day last year, one of our high school Spanish teachers was working on a poetry unit with her intermediate Spanish students. Students were asked to write poems in Spanish on a variety of topics, and then upload their poems to the class blog for homework. Students were also encouraged to read and comment on each other's work. The link to the student poems was shared with parents, other classes in the school, and the community via a ListServ. Students enjoyed reading the comments from their classmates, those of other Spanish teachers, and Spanish-speaking community members. But the most exciting comment came from a total stranger! A published poet in Peru stumbled on the class blog and commented on one student's poetry. He said that he was

impressed with the student's writing, and he encouraged her to continue writing. Needless to say, the student was thrilled. She felt a sense of accomplishment about her writing in a way that encouragement and praise from her teacher could never match. This was because:

- the comment came from an *expert*: He made his living writing poetry, and was thus uniquely qualified to judge her talent in this area.
- the commenter was a *native speaker*: As a native speaker of Spanish, his affirmation of the student's proficiency carried special weight.
- the commenter was a *stranger*: He did not know the student, nor did he have any vested interest in her success in the language. Unlike her teacher, the poet didn't need to praise the student

in order to keep her interest in studying Spanish or because he liked the student.

The blog had provided this student – and the entire class – with a global audience for their work in Spanish. It made the work matter *more* than if it had just been handed into the teacher, given a grade, and filed away in a folder or notebook.

The Importance of a Global Audience

The World Wide Web has transformed since its inception from a repository for data, photos, text and other resources to a more interactive

arena where users can just as easily search for information, as can create and share it. This shift from the first “incarnation” of the Web to the second, more interactive version inspired the term “Web 2.0.” Web 2.0 tools allow users – in this case, students – to create, upload, and share their work in the target language for a much wider audience than exists within the confines of the classroom. Students can publish their work for the broader school community, parents, family members in country and abroad, and even for strangers.

When we give our students assignments to practice productive language – to produce writing or speech in the target language – we teachers are almost always the primary audience for their work. They turn in essays, poetry, or creative writing assignments, we read them, and assess the value of the language project based on a rubric or other metric. When students are asked to speak as part of a role play, skit, or other oral presentation, their audience expands, including their friends and classmates. But how often do we afford students the opportunity to connect with a global audience? Using a variety of free tools on the World Wide Web, language teachers can provide students with this authentic audience, while also leveraging the popularity of social networks, online worlds, and other web-based platforms for learning.

Conclusion

Webtools provide language students a uniquely authentic audience with which to share their creativity and growing proficiency in the target language. In our experience, students tend to write/speak more

Dr. Lori Langer de Ramirez holds a Master's Degree in Applied Linguistics and a Doctorate in Curriculum and Teaching from Teachers College, Columbia University and is currently the Director of World and Classical Languages & Global Language Initiatives at the Dalton School in New York City. Lori is the author of several books, including *Empower English Language Learners with Tools from the Web* and *Take Action: Lesson Plans for the Multicultural Classroom*, as well as several Spanish-language books and texts. Her website (www.miscositas.com) offers free materials for teaching Chinese, English, French, and Spanish. Lori has presented workshops at local, regional and national conferences and in schools throughout the U.S. and around the world. Her areas of research and curriculum development are diversity education, folktales and authentic materials, and technology in language teaching, with an emphasis on Web 2.0 tools.



Creating with Webtools

We all remember Bloom's Taxonomy from our teacher training coursework. Now that we are well into the 21st Century, we must incorporate webtools into this paradigm and think about the ways in which they help us to reach that important apex.

The four websites that appear in the area labeled "Creating" represent four excellent tools that can be incorporated into the World Language and ESL classroom to facilitate students' oral and written expressive language: VoiceThread, podcasts, blogs and wikis.

VoiceThread (www.VoiceThread.com): VoiceThread is an online media album that allows students to display images (illustrations, photos, maps, etc.) and post and collect comments in one of three formats: text, audio, or video. This tool allows students to have an asynchronous online conversation about the image or topic. It is particularly useful for:

- virtual tours of different towns, states, countries, important sites around the

- world
- autobiographies
- visual representations of novels, stories, picture-books
- evidence to support an argument using visual data or primary sources
- debates on a topic or essential question

Podcasts (e.g., www.Podomatic.com, www.PodBean.com): A podcast is a collection of audio files that can be posted on the Internet – often on a podcast housing site or a teacher's homepage, blog or wiki. Projects can include:

- classroom news

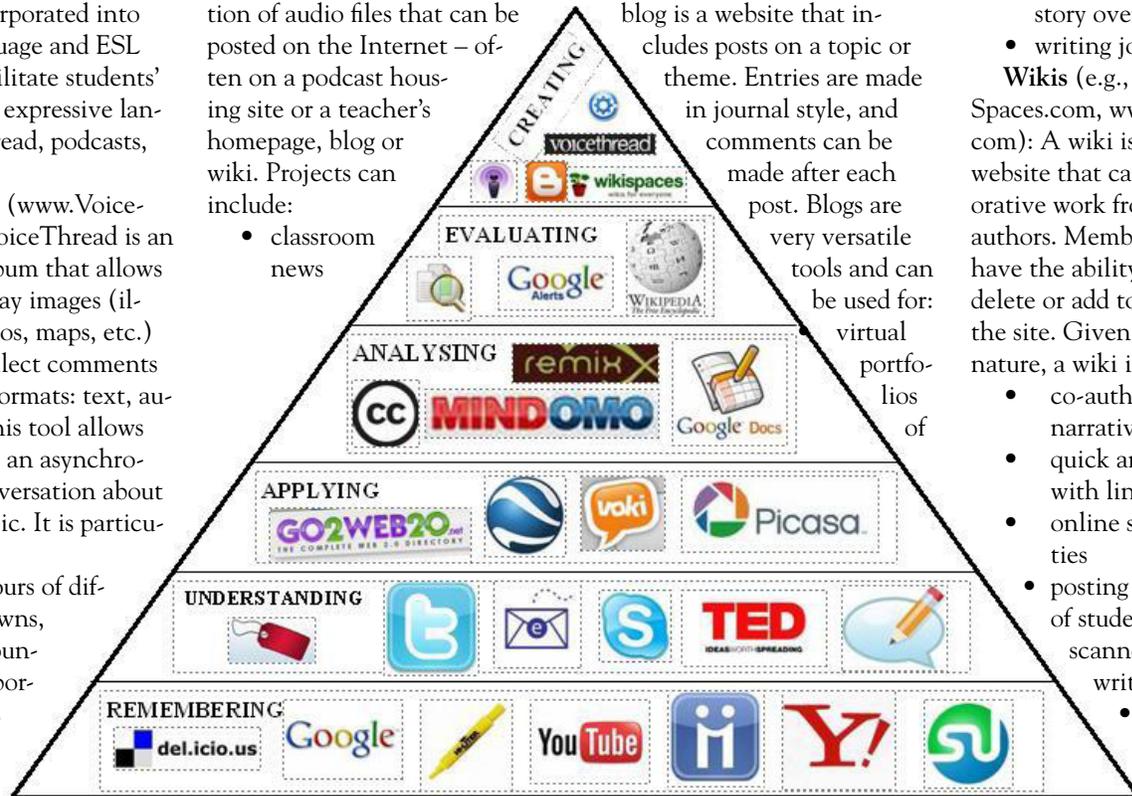
- reports
- weather and science reports
- old-time radio soap operas
- oral history interviews with parents, teachers, community members
- mapping a school or community
- poetry recitation and pronunciation practice

Blogs (e.g., www.Blogger.com, www.EduBlogs.com): A blog is a website that includes posts on a topic or theme. Entries are made in journal style, and comments can be made after each post. Blogs are very versatile tools and can be used for: virtual portfolios of

- student work collected over time
- creative writing, poetry collections
- commenting on essential questions, class debates
- responding to photos of art, historical figures, audio files of music or speeches
- detective or suspense stories in installments (different blog posts build on the story over time)
- writing journals or diaries

Wikis (e.g., www.WikiSpaces.com, www.WikiDot.com): A wiki is an easy-to-edit website that can include collaborative work from a variety of authors. Members of a wiki all have the ability to upload, edit, delete or add to the content on the site. Given its collaborative nature, a wiki is useful for:

- co-authoring of essays or narratives
- quick and easy websites with links and resources
- online study communities
- posting and sharing of student work (i.e., scanned art images, writing, etc.)
- collaborative storytelling projects



M.Fisher 2009 digigogy.blogspot.com

– and better – when using these tools in the language classroom. They form an enjoyable and pedagogically sound way of getting students to create and have fun with language. But most importantly, webtools provide language students with a global platform through which to engage in collaborative creation of content and sharing of information across time zones and cultures. These tools allow students to meet many of the 5 Cs:

- **communicate** in the target language in VoiceThreads or podcasts
- explore **cultures** by interacting with the products, practices and perspectives of keypals and Skype partners
- **connect** to other disciplines through online research projects via wikis

- **compare** their L1 to the target language through blog posts
- But it is the **Communities** standard that exemplifies the best potential of online tools for “participation in multilingual communities at home and around the world.” (ACTFL Standards, accessed online: http://www.actfl.org/sites/default/files/StandardsforFLExecsumm_rev.pdf). In using webtools, students not only participate in multilingual communities, but in essence, expand these communities and develop new ones via social networking exchanges and the creation of videos and other online media for sharing and commenting.

Webtools allow our students to communicate with a global audience by providing authentic access to the world outside our

classroom doors. It is essential that we incorporate at least some of these tools into our teaching of languages – not only for the excitement they engender in our digital native students, but for the ways in which they empower them to connect across cultures using a medium that is both intuitive and transformative for this generation of kids. Webtools provide K-12 students with interlocutors who may not speak their language, but who “*speak their language*” in more ways than we know!

For tutorials and links to teacher examples of these – and other – webtools in action, visit my website, [MisCositas.com](http://www.miscositas.com) (<http://www.miscositas.com/webtools>). Happy exploring!

By Nancy Rhodes, Center for Applied Linguistics

Dr. Mari Haas received the Distinguished Service Award from The National Network for Early Language Learning (NNELL) at the American Council on the Teaching of Foreign Languages' (ACTFL) Conference in Boston, Massachusetts on November 20, 2010. An earlier version of the following tribute to her legacy was presented at that time.

Mari Haas was a leader in the field of early foreign language education for the past 25 years and had been a very good friend to many of us in NNELL. It was my great pleasure to help NNELL acknowledge and celebrate the wonderful contributions of this language teacher trainer extraordinaire.

Mari was most known for her work in content-based and culturally-enriched language teaching, and was one of the first educators to systematically teach others how to plan thematic units that integrated language, content, and culture. Throughout her career as a teacher educator, curriculum designer, and workshop presenter, she had, with energy and enthusiasm, "changed the course of the teaching of language and culture" to children.

She began her teaching at Bank Street College of Education, where she offered hands-on Methods courses with colleagues Myriam Chapman and Betsy Grob; continued at Teachers College, Columbia University, where she directed their summer institute, Teaching Foreign Language to Young Students, and taught Methods courses; and, lastly, taught at Iowa State University's Na-

tional K-12 Foreign Language Resource Center, where she led a range of summer teacher training institutes. She also wrote proposals, received funding from, and directed National Endowment for the Humanities (NEH) training institutes for Spanish teachers in Puerto Rico and Mexico, as well as an interdisciplinary project on the Hispanic cultural heritage of Northern New Mexico.

Mari received an M.A. in Curriculum and Instruction from the University of Northern Colorado and an Ed.D. from Teachers College, Columbia University. For her dissertation research on thematic, communicative language teaching, she conducted case studies of elementary school language teachers and their classes. Her interest in languages had been sparked in high school as an exchange student to Chile. She spent her sophomore year of college in Salamanca, Spain and later taught Spanish for many years in elementary and secondary schools in the United States. She was the author of unusual teaching materials on folk art of the Spanish-speaking Americas: *The Language of Folk Art, An Introductory Spanish Program*, which colleagues said when published by Addison-Wesley/Longman in 1995, that it set the standard for elementary and middle school Spanish materials. Other publications include: *Juguetes Fantásticos*, an article on using Mexican folk toys

The Legacy of Dr. Mari Haas

Aug. 19, 1952-April 17, 2013

to write poetry and *Children's Literature: Three Puerto Rican Stories*, an article on integrating Puerto Rican culture into thematic units. In 2001, she received the prestigious ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture in recognition of her contributions as a preeminent author and teacher whose work and writings have changed the course of the profession.

Mari was influenced and greatly inspired by many creative thinkers, but was especially indebted to four NNELL educators: Helena Curtain and Carol Ann Dahlberg (and their seminal book *Languages and Children: Making the Match*); Mimi Met, for her views on content-based language instruction; and Marcia Rosenbusch, for her vision of national summer leadership institutes for teachers. Mari worked collaboratively with these and other educators and led the way in offering innovative summer institutes, always combining the teaching of language, content, and culture, and always coming up with great titles for her institutes that would entice even the most reticent teacher. Her institutes included: Oaxaca, Mexico's Magical Reality (*La realidad mágica de Oaxaca*), Spanish-Speaking Cultures of the Americas: México y el mundo zapoteco, Project Pluma, Project SALTA (Spanish through Authentic Literature and Traditional Art), and finally, *Temas Añejos: Recurring Themes in Ancient, Colonial, and Modern Latin America*.

Mari's institutes were known for many things, but in my mind two characteristics are most salient. First, Mari's creativity. She herself was a creative, artistic person, so arts and crafts permeated her methods and ideas for classroom activities. What better type of teacher trainer could a teacher ask for? Second, her belief in the importance of disseminating teachers' work. Through all her institutes, Mari strongly encouraged her teacher participants to publish their teaching materials they were developing in the institutes. Many, if not all, of her teacher participants have published their work, a commendable feat for elementary teachers. As a result, these thematic units are now available and being used by teachers across the country.

Some of the most widely available materials that Mari helped edit are the Spanish thematic units published by the Iowa State University National K-12 Foreign Language Resource Center. These materials are among the first published materials to relate classroom teaching to the national student standards in foreign language education. Of the four thematic units published in 2003, all the authors had been students of Mari's, either at Teachers College or at Iowa State University. In describing the critical importance of teaching through thematic units, Mari had written that, "it is through these units that students studying Spanish begin to learn about the people who speak the language, setting the stage for future cultural experiences and a deeper understanding of people around the world."

Mari dedicated her professional life to helping teachers find better ways to assist children in learning about languages and cultures. As her former students and colleagues have said, "her passion for better language teaching is contagious". One colleague commented, "she never turned down a request from a teacher, no matter how trivial or complex. She lived, ate, and breathed what she taught and it was hard not to become infused with her passion and devotion to

teaching."

As a founding member and one of the first presidents of NNELL (1994-95), Mari worked tirelessly to network with language educators around the country to promote quality language programs that started at an early age and continued through high school. During her presidency, she promoted teachers as researchers in their classrooms by helping them share their questions and findings about specific language teaching and learning issues through articles in the NNELL newsletter *FLES News*.

It was during her presidency that NNELL's journal, *Learning Languages*, was inaugurated (fall 1995). Mari wrote in the inaugural edition, edited by Marcia Rosenbusch, that "as a journal dedicated to early start, long sequence foreign language programs, we envision that *Learning Languages* will help fill an important information void in our field." NNELL's Executive Board expressed the hope that more educators and policy makers would take notice of the relevance and growth of our profession symbolized by the important change from newsletter to journal. This indeed was the case. Mari went on to serve as assistant editor of *Learning Languages* with Theresa Kennedy and then later served as Spanish Resources Editor, Publishers' Liaison, and as the New Mexico state representative for NNELL. (She is also remembered for getting an artist friend to design the NNELL logo and getting us to promote NNELL by wearing NNELL buttons and earrings).

Mari didn't spend all her life in academia, however. Without a doubt, Mari's most important role was as a mother to her wonderful children, Alexis and Zac, who Mari always proudly showed off, through stacks of pictures, at a moment's notice. Mari wrote in an article for Mimi Met's 10th Anniversary NNELL publication, *Critical Issues in Early Second Language Learning*, that her daughter, then a high school senior who had started language learning early, exclaimed on a recent trip to Mexico, "I love speaking Spanish." For Mari, it was a crowning moment that captured the excitement of being able to communicate in another language. Mari compared it to what Caine and Caine (1997) call "felt meaning," or the spark we feel – something like a chemical reaction – when our brains make a connection. She wrote that her daughter would no doubt use her language skills to her advantage as she entered college and the world of work. And as it turned out, Alexis is now a highly successful bilingual teacher in New York City schools. As anyone knows who has ever tried to raise children bilingually in this country, it is a true accomplishment to end up with bilingual children. And no one who was there will forget her son Zac, who, at age nine, led the NNELL Executive Board along with key ACTFL officers, on their way to a dinner meeting, through miles of New York's Chinatown streets to his favorite Chinese restaurant he had selected for the occasion. It is to Mari's great credit that both her children developed into truly multicultural adults who feel at home in diverse cultures.

Mari, with her husband Mark Gelber as a constant collaborator and partner, contributed immeasurably to the teaching profession's understanding of the teaching of language and culture through a hands-on thematic approach. It was with great thanks and gratitude that the National Network for Early Language Learning awarded her the Distinguished Service Award of 2010.



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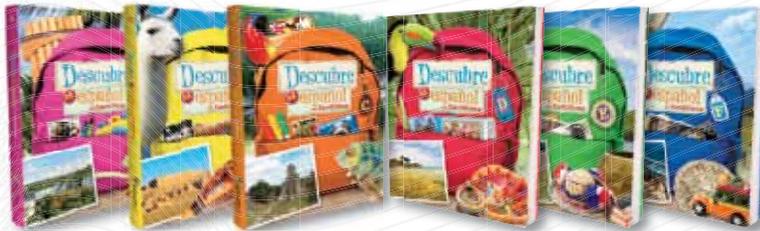
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a tribute to Mari Haas



By Janet Glass

Mari Haas was a NNELL President and a national force for early language learning. She inspired countless language teachers around the world to make learning come alive for students by incorporating folk art and the rich stories of Latin American cultures into the classroom. On Tuesday, April 16, 2013 she lost her battle with early onset Alzheimer's disease. She was 60 years old.

Mari was a graduate of the University of Colorado at Boulder, earned a Master's Degree in Curriculum and Instruction from the University of Northern Colorado, and a Doctorate from Teachers College, Columbia University in Language Methods. Seeing a need for early language instruction, she created the Teaching Foreign Languages to Young Students course at Teachers College. In 1996 she wrote *The Language of Folk Art* and went on to win the ACTFL Nelson-Brooks award for Excellence in the Teaching of Culture in 2000. In 2002, Mari got plenty of use out of her Magic Bag when she co-taught an Immersion and Methods course in Puebla, Mexico with Janet Glass. Her National Endowment for the Humanities (NEH) grants took teachers to Mexico and New Mexico and included training in thematic unit design. One of the participants in these projects, Lori Langer de Ramirez of Dalton, said this:

Not a day goes by that I don't think about or feel the effects of Mari. I feel her in my work with teachers and students, in the friends that I have made through her NEH grants, her work at TC, her workshops... I think of her when I see folk art of ANY kind, when I wear Danskø clogs, when I hear mariachi music or see papel picado. I feel her when we read *El Dia de Miranda Para Bailar* with students, and when I see

the word "NNELL" or "thematic unit" or "FLES." Her legacy lives on in all of us, and I am so grateful to have called her my mentor and friend.

Mari's reach was wide and deep. She was fun to work with and attracted many collaborators. In addition to colleagues in the U.S. she worked with artisans and writers from Mexico. One of her frequent partners was the poet and musician from Mexico City, Jorge Lujan. He reflects:

Our dear mentor, teacher and friend Mari Haas is gone. Her name and her wonderful and inspirational projects on education and intercultural encounters will always live within us and in the hearts of so many children and teachers who had the benefit of her warm presence and generous actions. We love you Mari!

Mari's inventive leadership also extended to Summer Institutes for the National Foreign Language Resource Center (NFLRC) at Iowa State University. Marcia Rosenbusch of Iowa State University said of her:

"Mari Haas was the most creative person I have ever met. It was such a pleasure to work with her! Her summer institutes were innovative and exciting and helped the participants discover new and culturally rich ways of teaching languages. She contributed so much to our profession."

Mari is survived by her loving children. She leaves a daughter, Alexis Haas Rubin, son-in-law, Evan Woolley, son, Zachary Rubin and husband, Mark Gelber. She also leaves a community of teachers and students who have been touched by her magic and changed forever. Her legacy will long endure: Dream big. Accomplish much. Take everybody with you.

National Network for Early Language Learning Award

DR. JOHN DAVID EDWARDS

**Former Executive Director
Joint National Committee of Languages**

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

NNELL Award Committee

Rita A. Oleksak, Chairperson

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Marcela Summerville

Dr. John David Edwards has served for 31 years as the Executive Director of the Joint National Committee for Languages (JNCL). He has been an integral supporter and advocate for foreign language learning throughout his career. He created JNCL to develop and coordinate comprehensive national policies in research, pedagogy and reforms in languages, exchanges, study abroad, and international education. Edwards has also served as Executive Director for the National Council for Languages and International Studies (NCLIS), a public interest advocacy organization to represent to policy makers as well as the initiatives and positions developed by JNCL's scholarly associations. Through these national organizations, he has worked as a registered lobbyist and has been instrumental in maintaining and increasing federal funding, creating dozens of new federal programs, drafting numerous laws and amendments, initiating a variety of state activities, such as the Foreign Language Assistance Program, the National Security Education Program, the National Foreign Language Resource Centers, and the National Security Language Act all while generating national attention and support for foreign language learning. Dr. John David Edwards has also worked in the higher education field as an adjunct professor, an instructor of political science, a research scientist and a director of programs at various universities and institutions. Dave has just come out of retirement to serve as Senior Policy Advisor to the American Councils for International Education.



Letter of Acceptance
from
Dr. John David Edwards

“I am truly honored, pleased and humbled to receive the NNELL Award for Outstanding Support for Early Second Language Learning. Thirty-one years ago when I came to work for the Joint National Committee for Languages created by Jimmy Carter’s President’s Commission on Foreign Languages and International Studies, I was struck by three things: the lack of a unified voice for the languages profession, characterized by what many termed tribalism; the nationwide lack of support and programs for languages in the early years; and the lack of respect and understanding of the very real importance of language learning as part of a sound education and as essential to our nation’s competitiveness and security.

I would like to recognize and applaud NNELL for its twenty-fifth anniversary. No organization in the language profession has done more to address and help resolve these three difficulties than NNELL. They have been one of the strongest advocates nationally for the study of languages-- beginning early and in an articulated manner. NNELL and its members have been in the forefront of the development of standards, the efforts for proficiency, and the push for articulation. They have been very actively involved in the creation, reauthorization, and continuation of the Foreign Language Assistance Program (FLAP) which, since the early 90s, has brought over \$400 million nationally into teaching elementary and secondary foreign languages. The recently introduced Foreign Language Education Programs Act, focusing on articulated programs from K to 12 was a part of NNELL’s vision of building language pipelines that extend from kindergarten through graduate school.

NNELL is an organization that, perhaps as much as any other in the country, has recognized and understood the importance of learning other languages and understanding the world we live in for both a truly valuable and meaningful education and for global security and a peaceful world. NNELL has been in the forefront in advocating on behalf of and being involved in such State and Defense Department programs as STARTALK, the National Security Language Initiative (NSLI), NSLI-Youth, and the National Security Education Program.

It is my very great pleasure to accept this award with tremendous gratitude and delight.”

BEYOND LINGUISTIC PROFICIENCY

Early Language Learning as a Lever for Building Students' Global Competence, Self-Esteem, and Academic Success

By Chris Livaccari

On a recent visit to Yinghua Academy, a pioneering Chinese language elementary immersion program in Minneapolis, I was thrilled to see young learners discussing early American history in Chinese. While I did wonder if these children would ever learn how to say “Betsy Ross” or “George Washington” in English, I was amazed by their use of Chinese terms like “colony” and “revolution.” I began to ponder how powerful the impact for these students was to look at the history of their own country through a completely different linguistic and cultural lens. I also began to think back to my own experiences as a Chinese and Japanese language educator at a school in Staten Island, New York.

The Singapore lawyer and parliamentarian Simon Tay has described Staten Island as “a suburban borough in New York, just a 30-minute ferry trip from Manhattan but a world away from its frenetic pace and international connections.” I moved to Staten Island in 2005 to teach the Chinese and Japanese languages at the College of Staten Island High School for Interna-

tional Studies, where I took Simon as part of the research for his 2010 book *Asia Alone* (Wiley & Sons). In the book, Simon goes on to say that some students he met at the school on Staten Island had (unbelievably) never even visited Manhattan. Working in such an insular community showed me the power of language and culture to expand students’ visions of the world. As I sat in that classroom in Minneapolis, I thought how much more transformative the experiences of those young learners would be than for the high school students with whom I had worked.

It is no exaggeration to say that language learning is the very foundation of global competence and the most deeply effective way for students to be able to “investigate the world, recognize perspectives, communicate ideas, and take action,” which is the definition of global competence developed by Asia Society Vice President for Education Tony Jackson. Using the twin lenses of “linguist” and “diplomat,” Asia Society is working with a national network of 100 K-12 schools that teach Chinese in almost 30 states, with the goal of including Chi-

nese language learning as a core component of a much larger mission to build students’ global competence. Learning a new language, particularly one as challenging and as different from English as Chinese, can also play a major role in building students’ self-esteem and self-confidence. It is important to recognize this social-emotional dimension to language learning, and to understand it together with the more usual attention given to language proficiency, cognitive, and academic development.

The benefits of a rigorous multilingual education are perhaps most apparent in communities that are traditionally classified as underserved. At the 2013 National Chinese Language Conference, an annual event co-organized by Asia Society and The College Board that took place in Boston (April 7-9, 2013), a panel of leaders in the field spoke about the critical issue of “Equity and Access in Chinese Language Education” and the ways in which Chinese language learning specifically – but also world languages education more generally – has served as a lever for giving students, especially those in the early grades, both the

competence and confidence to succeed.

The panel featured four speakers from different regions of the United States, representing each of the four time zones from Eastern to Pacific. Gregg Roberts, the world language and dual language immersion specialist for the Utah State Department of Education spoke about the ways in which his state, although dead last in per-pupil spending on education (literally 51 out of 51, if you include the District of Columbia), has committed to developing 100 dual language immersion programs in French, Mandarin, Portuguese, and Spanish. He declared monolingualism “the illiteracy of the twentieth century,” and stressed the core idea that students are “never going to have a high level of intercultural competence without high proficiency in the language.”

Nicole Boudreaux, World Language Specialist for Lafayette Parish School System in Louisiana, talked about the development of the district’s French, Mandarin and Spanish elementary school immersion programs. They had developed “schools of choice” including French, Mandarin and Spanish immersion. While their expectation was that many middle and upper class parents would choose these options, it turned out that almost none of them did, and these programs wound up being subscribed by the “most underserved” students in the district, almost 99% free and reduced lunch, almost all African-American students living below the poverty line. Nicole described a presentation given by these students at an event organized by the local telecommunications company. As the students walked past a lot of “men in suits and ties [who were] mostly white,” she described them as looking “terrified.” The students interacted with a teacher in China via digital video, and once they got going, they became the highlight of the event. In Nicole’s words, “these people came for technology, and instead got a lesson in global competency from the kids in the poorest school in their district.”

Roger Harris, President, CEO and Superintendent of the Boston Renaissance Charter Public School, runs the largest elementary school in the city of Boston, with a student population that is 98% African-American and Hispanic and students who overwhelmingly qualify for free or reduced lunch. Dr. Harris introduced Chinese as a means for helping these students become, in his words, “twenty-first century global citizens.” He remarked that his students “feel special because they know that they are learning something kids in their neighbor-

hood are not learning...right now it’s fun, it’s exciting, they feel special, but I don’t think they understand the long-term implications.” He described his hope of “seeding the city of Boston” with the climate of multilingualism and multiculturalism that exists in his school.

Marcos Aguilar, who directs Semillas Sociedad Civil, an innovative charter school in East Los Angeles, talked about the multilingual, multicultural focus of his school. He introduced the Mandarin language, along with English, Spanish, and Nahuatl (an indigenous language of Mexico spoken by the Aztecs), at a time when there were very few Mandarin Chinese programs of any type in the Los Angeles Unified School District. “When we started, we were teaching more students Mandarin than the entire district.” Marcos described the student population of LA Unified as primarily students who are “underserved, undereducated, [with] higher levels of poverty, [and] higher levels of disconnection and disaffection with the political system...” “We have kids that have never seen the beach in Los Angeles. Not only do we want them to see the beach, but we want them to see the other side of the world...we want them to be able to imagine a world that’s so much larger than themselves.” As Marcos talked about his students who had never seen the beach in LA, I was reminded of my own students who had never taken the 25-minute ferry ride from Staten Island to Manhattan. In a district with a sixty percent drop-out rate, Marcos was proud to report that “ninety percent of the students from our first graduating class went on to college, and it had everything to do with this experience in Chinese.”

At another session of the conference, a guest teacher from China, Ms. Li Xin, described her experiences arriving at a school in Michigan to teach elementary school Chinese. She discussed the bewilderment of most people in the community about having a Chinese program at all. She joked that some people said, “We don’t have any Chinese people here, so we’re not sure why you’re here. We know we owe the Chinese money, but...” While initially baffled by such statements, Ms. Li eventually learned to say, “Well, that might have something to do with why I’m here!” But while the economic arguments for multilingualism undoubtedly proved most persuasive for members of her community, she also referenced the power of language to transform students’ lives and vision of the world. “For a young child, I think the world is unlim-

ited. By learning about another culture, through another language, I can encourage them to see their world expanding and encourage them to explore other cultures, other places, and other people.”

Ms. Li later described one of her elementary school students, a girl whose parents said that even as late as four years old, she didn’t speak at all. This surprised Ms. Li, because she was one of her most articulate and accomplished students. She later learned that the girl had been teaching her parents Chinese and that she pretended that she was Ms. Li each night she came home from school, and taught her parents in the same way that Ms. Li had taught the class that day. After several months, the parents concluded that they needed to take a Chinese language class themselves, because she was learning so quickly now that they “couldn’t keep up.”

While it is likely too late for this young learner’s parent to “keep up” with her, it is important that other young students have access to the same kinds of multilingual and multicultural experiences. And while those students in Minnesota may never know that “Bei-qi-luo-si” is pronounced “Betsy Ross” in English, they will very surely be able to “keep up” with Ms. Li’s student, and engage the globally connected world of the twenty-first century with the competence and confidence to succeed.

Christopher M. Livaccari is Director of Education and Chinese Language Initiatives at Asia Society. As of August 2013, he will begin a new role as upper elementary principal and director of the K-8 Chinese language immersion program

at International School of the Peninsula in Palo Alto, CA. He is a teacher of the Chinese and Japanese languages and a former US Foreign Service officer who served at the US Embassy in Tokyo, Japan and as Deputy Director of the Tokyo American Center, as well as at the US Consulate General in Shanghai, China. He is the co-author of Structures of Mandarin Chinese for Speakers of English (3 volumes, Peking University Press) and the Chinese for Tomorrow series (3 volumes, Cheng & Tsui). A graduate of Columbia University, the University of Chicago, and New York University, he speaks Mandarin Chinese and Japanese, reads Classical Chinese, and is proficient in Korean.



THE DEVELOPMENT OF INTERCULTURAL CITIZENSHIP IN THE ELEMENTARY SCHOOL SPANISH CLASSROOM

By Michael Byram, Dorie Conlon
Perugini, Manuela Wagner

"In the pursuit of education, teachers and students have an ethical responsibility related to the production and expansion of human knowledge that can be addressed through a thoughtful approach to world language education fully considering the context in which we operate." (Osborn, 2006, pp.8)

INTRODUCTION TO THE TOPIC

What comes to mind when we think of a Spanish Foreign Language Elementary School (FLES) classroom? We might imagine a group of children singing songs, completing simple sentences through memorization, or playing simple games. Traditionally, objectives associated with these activities are the development of speaking and listening skills and cultural awareness (Reeves, 1989).

Now let us zoom into a different classroom environment: A Spanish teacher and a group of children are looking at a graph that they created together in their combined Mathematics and Spanish lesson. The graph is based on data the students collected for their Spanish class. The teacher asks in Spanish, "How many 'personas' eat five pieces of fruit or more per day?" The children look at the graph and raise their hands. Then the children start asking questions. The questions are real and sometimes unexpected. In some cases the teacher has to promise to find an answer and bring it to next class. During another class meeting the students explore a Google map, again based on the data collected by students.

What is crucial here is that instead of 'practicing' their Spanish, they are *using* it, as they might in an immersion class. They are also asking questions, mainly during conversations in English in an extension of the Spanish class, about important social issues - the cost of food, where it comes from, for whom it is available - and these are real questions, questions the teacher cannot always answer.

What this snapshot of life in a FLES classroom shows is that, contrary to common belief, the 'ethical imperative' Osborn defines in our initial quotation is well within the reach of teachers and students in the FLES classroom. Teachers and students can have ambitious educational goals, including critical reflection on the world around them, both that which is 'home' and that which is 'foreign.' The environmental questions, as in the example, which face us all can be part of the elementary school curriculum and the FLES contribution has a particular role because it turns learners' gaze outwards, linguistically and culturally. The creation and sharing of knowledge can occur in the target language and in combined lessons with other classroom teachers also in English. Students in FLES classrooms can develop intercultural competence, critical thinking and tolerance for ambiguity.

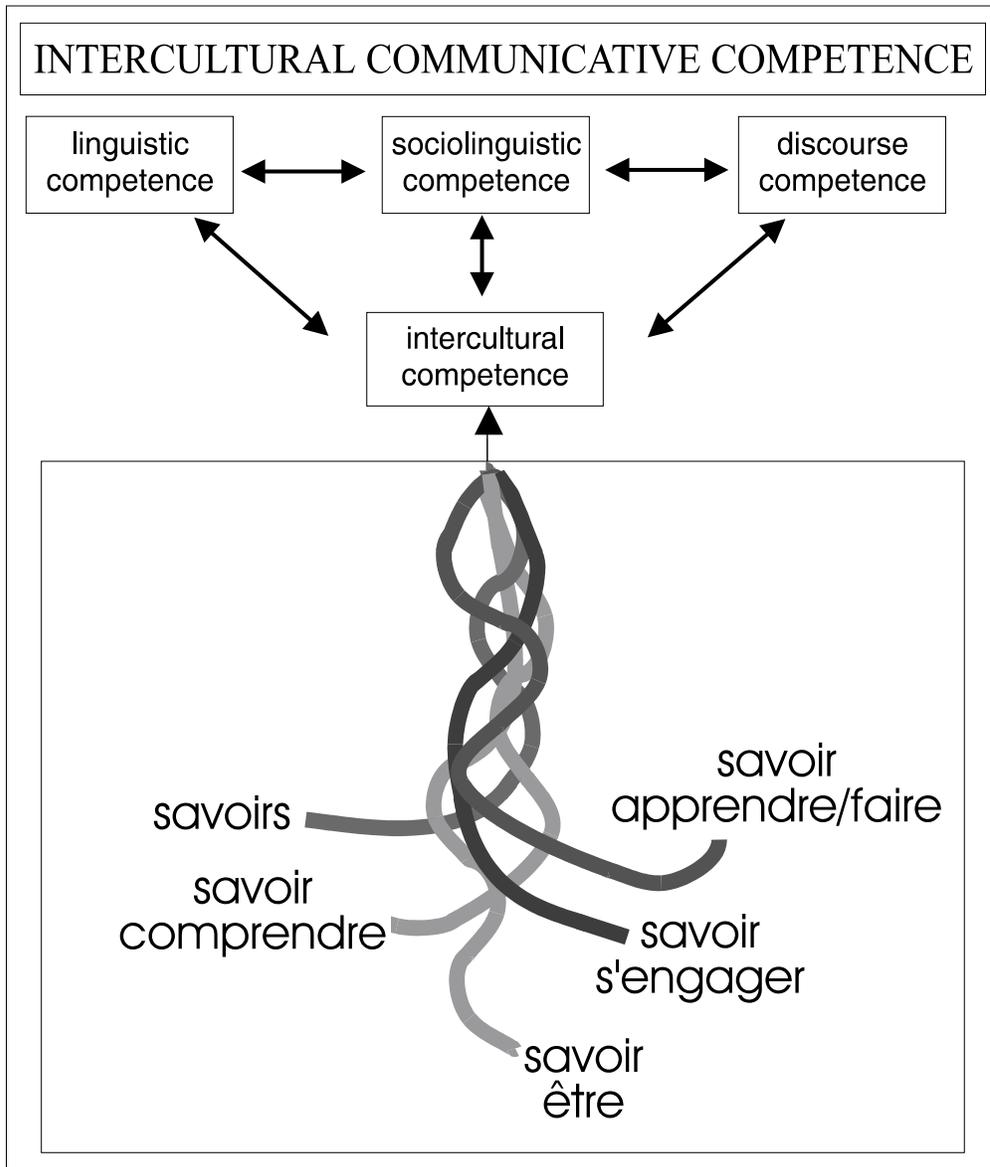
What we want to do in this article is tell the story of how this happened in a small experiment and how it can become part of routine teaching.

HOW CAN IT HAPPEN?

We want first to narrate and explain

how these ambitious goals can be realized when theory and practice are brought together in a team of persons. We worked without any sense of hierarchy either in the team or in the relation of theory to practice; we did not assume that theory should direct practice, that experiment was a matter of planning in theory and then putting into practice. On the contrary, the purpose was to start from an understanding of what is practically feasible and then decide how to use theory to imagine some new ideas. The essential condition for this was that the three authors worked as a team, and we will introduce ourselves in some detail to provide the context in which this learning was embedded.

Michael worked in the School of Education in Durham University, United Kingdom from 1980 to 2008 when he became Professor Emeritus. He began his career teaching French and German at the secondary school level and in adult education in an English comprehensive community school. In addition to having published extensively on topics related to linguistic minorities and the development of intercultural competence and citizenship in the language classroom, he has been actively involved in collaborative research and teaching projects around the world. During one such event, organized by the American Association of Teachers of German in 2007, Michael met Manuela. Manuela is Associate Professor of Foreign Language Education at the University of Connecticut (UCONN). She also taught Spanish in el-



elementary school and English and German to students of various ages (middle school to higher education). She is interested in Second Language Acquisition in general, advocacy for all language learners and the development of intercultural competence in particular. In 2012, when she was the Associate Director of Teachers for a New Era¹ (a grant by the Carnegie Corporation of New York that was awarded to 11 institutions in the U.S. with the goal to improve teacher quality) at UCONN, she had the opportunity to co-organize an event for language teachers. The goal was to bring language educators from different languages, bilingual educators and educators of English Language Learners (or emergent bilinguals) together to discuss important issues in our profession. Intercultural competence was one topic and Manuela suggested Mike as one of the two keynote speakers for the event. At the event, Mike and Manuela were approached to write an article on the development of Intercultural Competence (ICC) in the Foreign Language Elementary School (FLES) classroom. They agreed that a FLES teacher would have to be on the team.

Dorie teaches Spanish in Naubuc Elementary School in Glastonbury, CT. She graduated from the Neag School of Education at the University of Connecticut and has since participated in and presented at numerous research and professional development events. Intercultural competence already was an important topic for her when she was a pre-service teacher, which is where she met Manuela, who co-taught the methodology course she took in her junior year. Since then Dorie and Manuela have stayed in touch through a variety of initiatives. Therefore Dorie was a natural connection for the project and potential resulting article that Mike and Manuela had in mind. Based on the theory of "communities of practice" (e.g., Wenger, 1998) and "situated learning" (e.g., Lave and Wenger, 1991), we consider our learning as a social event resulting from collaboration and negotiation. As Wenger (2006) explains, "Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly." (¶ 3) Our goal was twofold, 1) to engage in a community of practice ourselves and to learn from and with each other, and 2) to facilitate the development

¹ Teachers for a New Era is a grant by the Carnegie Corporation of New York that was awarded to 11 institutions in the U.S. with the goal to improve teacher quality.

KEY

- savoirs* = knowledge
- savoir comprendre* = interpret and relate
- savoir apprendre/faire* = discover and/or interact
- savoir s'engager* = critical cultural awareness
- savoir être* = relativising self and valuing other
- t = teacher
- l = learner

of a community of practice among students.

RESEARCH QUESTIONS AND FOCUS

In order to ensure a focus for our work, our team formulated two Research Questions (RQs). The first was specific and oriented to the classroom and to developing a methodology which was informed by the theoretical notions introduced below:

RQ1: How can Intercultural Competence/Intercultural Citizenship (ICC) be taught in the elementary school Spanish classroom?

The second referred to the processes that might arise:

RQ 2: What types of collaboration can facilitate successful ICC curricula?

The second Research Question kept us focused on noting and documenting the interactions in the team, in the classroom between teacher(s) and students and among students themselves, and also beyond the classroom, since it is a principle of intercultural citizenship that students interact with people outside the classroom. The notion of a 'community of practice' (Wenger, 1998) helps to clarify what eventually happened. We now introduce the theoretical framework for our ICC lesson plans.

UNDERLYING THEORY AND MODEL

The ethical imperative, the importance of ensuring that language teaching has an educational purpose as well as a practical one is a question which most if not all teachers of languages are concerned with. Even when the practical purposes - which are more evident to parents, policy-makers and employers for example - tend to dominate debates about when we will teach languages, which languages we will teach, which methods we will use and how we will assess. The difficulty has often been to find a systematic way of designing language teaching so that educational as well as practical goals can be attained. Michael has been working on this for many years (1989, 1997, 2008) but usually with teachers of older students, from age 11 upwards. Others have also made an explicit link between foreign language teaching and critical pedagogy (e.g., Guilherme, 2002; Norton & Toohey, 2004; Osborn, 2000, 2006; Reagan & Osborn, 2002). As Norton and Toohey (2004) explain,

Advocates of critical approaches to second language teaching are interested in relationships between language learning and social change. From this perspective, language is not simply a means of expression or communication; rather, it is a practice that constructs, and is constructed by, the ways

language learners understand themselves, their social surroundings, their histories, and their possibilities for the future. (p. 1)

In the case of a FLES environment a critical approach to language teaching would mean that the teacher and the students pay attention to and reflect critically on the use of language and its relationship to social interactions, and on the perspectives the use of a foreign language brings to familiar and taken-for-granted realities.

There were two essential challenges in our project. One was to see how the theory might be realized in elementary school with younger students and to consider what changes might be required in the theory when working in this environment. The other was to find a way of teaching that ensures that students indeed develop aspects of ICC and become aware of important societal issues while at the same time developing their linguistic skills, all within the overall curriculum required for the grade level.

INTERCULTURAL CITIZENSHIP

The approach developed can be called 'intercultural citizenship' (Byram, 2008) and this approach to teaching a world/foreign language has the following characteristics:

- a focus on the learners acquiring knowledge and understanding (not just information) about people who speak the language (not necessarily only native speakers) and a corresponding knowledge about learners themselves (this focus does not replace but complements attention to language in itself and its structures, functions and semantics)
- the encouragement and planned development of attitudes of curiosity and critical questioning (this replaces the focus on "tolerance" which is to be found in many (policy and curriculum) statements about the aims of language teaching, and introduces the concepts of critical cultural awareness and social justice)
- the teaching-and-learning of skills of inquiry from which knowledge about self and others evolves, and secondly the skills of comparison as the juxtaposition from which understanding is derived (this creates a "mutual gaze" in which we 'see ourselves as others see us', to complement the gaze at others which has been the exclusive direction in language teaching so far)
- engagement and taking some type of action in the world outside the class-

room in parallel with classroom work and to 'improve' the world in however small a way (not at some time in the future as is often assumed the purpose of education should be - 'preparation for adult life') (this adds to language teaching the 'action' that is expected in education for citizenship and ensures that language teaching is not only focused on future application of what school has taught but also on the here and now).

This overall focus on "content" is related to the language learning process through what is often referred to as "awareness of language" and especially of semantics. In other words, as the learners attend to skills for acquiring knowledge and understanding of self and others, they pay particular attention to the similarities and differences in the denotation and connotation of words (especially nouns and adjectives) which are comparable, are in the same semantic field, in the language being learned and their own language(s).

Reference to "self" and "others" in this context is to individuals in their sociocultural groups and hence to (aspects of) the life of cultural groups (national and others e.g. regional, gender, ethnicity, age, etc).

This intercultural approach has been formulated (Byram, 1997) in terms of competencies which can be used to determine objectives when planning teaching and assessment. There are five competencies defined as follows:

- *Knowledge*: of social groups and their products and practices in one's own and in one's interlocutor's country or region, and of the general processes of societal and individual interaction
- *Skills of interpreting and relating*: ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own
- *Skills of discovery and interaction*: ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction
- *Attitudes*: curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own
- *Critical cultural awareness*: an ability to evaluate, critically and on the basis of explicit criteria, perspectives, prac-

tices and products in one's own and other cultures and countries

"Critical cultural awareness" is related to teaching languages for social justice (Osborn, 2006) and intercultural citizenship (Byram, 2008). Significant characteristics of these include:

- a concern about social justice and a belief in students' humanity
- a readiness to encourage a questioning attitude which recognizes the positive and negative in a social group's beliefs, values and behaviors when evaluated against humanistic standards
- a willingness to promote social action in the world and the creation of identification with others beyond the limits of national boundaries.

In practice this might involve:

- inclusion of students in decisions about the focus of their learning
- learning activities which lead to engagement with people from outside the classroom
- making decisions to participate in community life outside the classroom by drawing on competencies acquired within the classroom including critical reflection and planning for change.

The project we describe here was conceived on the basis of these underlying ideas and we will show below how some of them were enacted into practice, bearing in mind, that the working methods of our team were to discuss what is feasible for the age group, for the teaching conditions and for the teacher, within the available time frame and unit.

SPECIFIC CONTEXT

Naubuc School is a public elementary school serving students from Kindergarten to Grade 5 in Glastonbury, Connecticut. The Glastonbury Public School System values the importance for all students to have the opportunity to establish the foundations of second language acquisition at an early age. This goal can best be reached with an extended, sequential program beginning early in elementary school. Beginning in first grade, all Glastonbury Public School students begin studying Spanish in two fifteen-minute classes per week. In second grade students increase their studies of Spanish with fifteen-minute classes every day and continue learning Spanish daily until fifth grade.

Glastonbury's foreign language curriculum is content-based and aligned with local and national goals and standards for foreign language learning. Throughout the long se-

quence of content instruction in the target language, students develop both their language skills and cultural knowledge. The curriculum is culture-driven and has an essential question for each year of study and unit to guide instruction. Below Wiggins and McThighe (2005) describe what an "Essential Question" is:

These are questions that are not answerable with finality in a brief sentence - and that's the point. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions - including thoughtful student questions - not just pat answers. They are broad, full of transfer possibilities. The exploration of such questions enables us to uncover the real riches of a topic otherwise obscured by glib pronouncements in texts or routine teacher-talk. We need to go beyond questions answerable by unit facts to questions that burst through the boundaries of the topic. Deep and transferable understandings depend upon framing work around such questions. ~ Wiggins and McTighe, 2005, p. 106

Essential questions at the elementary level range from "Who are my neighbors?" to "What do we find in our global community?" Throughout the students' study of a foreign language in Glastonbury, students are encouraged to wonder and question - fostering a lifelong quest for knowledge and deeper understanding of the world around them.

Quick Facts about Naubuc School [2]

- School type: traditional/regular education
- School grade range: K-5
- Enrollment K-12 as of April 2013: 442
- Students eligible for free/reduced-price meals: 19.0%
- Students who come from homes where English is not the first language: 12.1%
- Number of non-English home languages: 17
- Students who are not fluent in English: 5.3%
- Percent of minority students: 36.5%
- Students identified as gifted and/or talented: 2.7%
- Average class size: grade 2 - 16.5, Grade 5 - 20.0
- Number of students per computer: 4
- Percent of minority professional staff: 8.8%
- Average number of years of teaching experience: 15.9
- Percent of teachers with master's degree or above: 84.6%

THE PRACTICE

Example of lesson plans including explanations of how they are linked to the above-mentioned theories and concepts:

The Glastonbury Public Schools FLES program has a common curriculum taught across the district. FLES teachers have access to district-wide unit plans which include the unit's essential questions, enduring understanding, target vocabulary and grammar structures, and common cross-curricular connections. The teachers are responsible for creating their own daily lesson plans that accomplish the unit goals.

For the purpose of this project, we decided to demonstrate how a common elementary language unit can be modified to incorporate activities that help students develop intercultural competence while still working to develop the students' linguistic communicative abilities. After considering several units, we chose the 'Fruits from around the World' Unit (see attached Unit Plan).

As the name of the unit implies the students would have opportunities to discover different fruits eaten worldwide, and thus acquire factual information -corresponding to the knowledge element of the framework above - with the supporting lessons focused on language acquisition. In other words, the intercultural aspects of this unit are often disseminated from the teacher as facts rather than new knowledge being discovered by the students themselves. (Example: students were told "pineapples are tropical and are grown in warm places. For more information see Appendix A: Fruits from Around the World Mastery Unit Plan)Before beginning the unit, Dorie gave the students an exit slip that the students completed in the classroom with their teachers. The exit slip asked, what questions do you have about fruit from around the world? The purpose was to see what kinds of questions the students were wondering and the questions were used to guide Dorie's teaching.

What fruit do people eat?

Do people in other countries eat the same fruit we do?

Are there places that don't have fruit?

Is fruit the same around everywhere?

After using five classes to introduce the students to fruit and fruit related vocabulary as well as grammar structures, Dorie gave the students an opportunity to access prior knowledge about their cultural environment by having them complete a survey. This was done in the target language and used language the students were already fa-

miliar with from class (see Student Survey, Appendix B). When it was time to discuss the results of the survey, Dorie, like most language teachers, worried the subtleties of the responses might be missed by her students unless they were able to discuss the results in English. To overcome this, and for a variety of additional reasons we will mention later, she partnered with the classroom teachers.

Dorie met with the third grade classroom teachers to discuss the feasibility of co-teaching a mathematics class in which the students would use the results of the survey in a graphing lesson. The classroom teachers expressed excitement at the possibility of using authentic data rather than textbook examples. The collaboration was mutually beneficial in that classroom teachers were able to provide real-life connections in their mathematics lesson and Dorie was able to expand her Spanish instructional time by discussing some of the more complex ideas with the students in their native language during the co-taught math lesson.

My sense is that any time two teachers work together to present information, it benefits students. Our graphing lesson allowed us to use technology and apply it to both Math and Spanish in a meaningful real life way. Being able to work together for a whole class period also enhances engagement and student learning. ~John Briody, 3rd Grade Teacher

Finding time to schedule co-taught lessons can be a challenge for FLES teachers.

Thankfully, the Glastonbury Public Schools district provides specialist teachers the opportunity to co-teach lessons with classroom teachers every Wednesday afternoon in the months of December, January and February. Dorie was able to schedule a forty-five minute co-taught math lesson for each of her four third grade classes during these

An important part of the collaborative process was to decide together which unit was going to be adapted to meet the goals mentioned above. "Candidates" included "the house" unit, with a possible collaborative project with a partner school in the Caribbean and "the food unit", with a possible pen pal or video conferencing project with students in Spain. It is worth noting that both possible topics encouraged enthusiastic conversations about the many opportunities to include our goals in meaningful ways. For the purpose of this project, we decide to proceed with the fruit unit and have a plan in place to develop the other topics next year.

son, Dorie would ask, in Spanish, each of the questions represented in the survey and the students would read their answers aloud. The classroom teacher recorded the answers on chart paper and the data was then transferred into an excel sheet. The teacher would then create two graphs to represent the answers to each of the questions: a pie chart and a bar graph. Students would then not only debate which graph more clearly represented the information collected, but they began to examine their own cultural environment as they interpreted the data (see Appendix C).

Some notable student observations from the co-taught math lesson:

- Related to Fruit:
- Little kids probably try to eat as much fruit as their parents.
- Most people think they are eating the right amount of fruit.
- Do Fruit Snacks count as fruit?
- I think it's interesting that some people's favorite fruit is someone else's least favor-

This is an example of 'skills of discovery' where students used the techniques of social sciences to discover and classify data. Since these are skills often learned in other parts of the curriculum, the language teacher can draw on cross-curricular learning and show students how languages are part of their general learning. At the same time, as we will discuss later, the obligation to use simple language can create more in-depth thinking.

Wednesday afternoon co-teaching blocks. Dorie and the third grade team discussed a backup plan in case the co-taught lesson would not be possible. If this were the case, the classroom teachers were willing to use the survey data during their regular math class time and provide the graphs to Dorie to use during her regularly scheduled FLES classes.

During the 45-minute math les-

ite fruit.

- We all have very different tastes.
- One class has favorite fruits we have never heard of. I think it's because those students lived in different countries.
- We made a graph of our favorite fruits in the beginning of the year, but now our favorite fruits have changed. I wonder why.
- Student responded: Maybe it's because the seasons have changed.
- Another student responded: sometimes our tastes change as we grow up.
- Does everyone have money to buy fruit?
- There are some fruits I want to try, but my mom won't let me buy them because they are too expensive.
- Related to graphing:
- The pie chart is prettier.
- The pie chart makes it easier to see the percent.
- The pie chart is less easier [sic] to tell how many people voted for each thing.
- The bar graph makes it easier to see the numbers of people voting.

The next step was to discover how these graphs may have looked different if the students had asked people from outside of our country. We accomplished this by giving the students an opportunity to interact with people from our local community. Students were given a similar survey they would use to interview people they know who were born in other countries.

Here the 'skills of discovery' are complemented by 'skills of interpreting and relating a document or event from another culture, to explain it and relate to documents or



<https://www.google.com/maps/ms?msid=206722726915515305261.0004d3f99511f418381a8&msa=0>

Linked to 'critical cultural awareness' and social justice, students asked questions about the price and availability of various types of fruit in different regions. They also discussed their own eating habits and those of others, exploring perceptions of how many fruits we eat and comparing them to actual intake of fruit.

events from one's own. Linguistic comparison and relating is linked to language awareness and part of the process of ICC.

Rather than graphing this new data, Dorie decided to create a Google Map to show the students which fruits were most and least popular in different countries around the world. Students were given one Spanish class to explore the map in the computer lab. In an effort to not allow this activity to lead to overgeneralizing which can lead to stereotyping, she also discussed the concept of sample size. They were able to have this conversation in Spanish because the students were already familiar with the concept from previous discussions of sample size as part of the math lesson. For example, Dorie would point to one pin on the Google map and ask the students in the target language "How many people does this pin represent? Does it represent the entire country? Would the answer be the same or different if we asked every person in the country?"

INSERT SCREEN SHOT WITH LINK TO LIVE MAP

Another piece of formative assessment of the unit was the "Exit Slip", which is a slip of paper on which the students either answer a question or reflect on a certain aspect of the class. When the students returned to their classroom, the classroom teacher gave the students five minutes to complete an Exit Slip, which asked students to write any interesting new ideas or concepts they learned that day.

Quotes from student Exit Slips:

- There are so many different foods around the world.
- I learned that there are two names in Spanish for a passion fruit.
- Albania has a very different fruit there than us and it is hard to pronounce.
- The most interesting thing I learned today was the Breadfruit because the picture of the Breadfruit did not look

like bread, it looked like an apple.

- I learned berries aren't popular in Egypt but popular in the U.S.A.
- Some countries had fruit I did not know of.
- There is a fruit that is orange, but it looks like a tomato.
- I learned that a fruit is as long as a lady!
- A lot of people have different fruits that don't grow in some countries and people have never seen or eaten.
- I learned about a fruit called guava. It looks so good because it looks like a tiny version of a watermelon.

We now revisit our research questions followed by our lessons learned and some thoughts of where we would like to go from here.

DISCUSSION

Ad RQ1: How can Intercultural Competence/Intercultural Citizenship (ICC) be taught in the elementary school Spanish classroom?

As can be seen in table 2 (next page), we incorporated a number of changes to a traditional fruit unit in order to include our ICC and critical cultural awareness goals. Rather than presenting new information as facts that the teacher knows and the students need to absorb, we focused on discovery and exploration of culture.

Moreover, we consciously included a community aspect, an environment in which culture is explored in the students' community as well as in other countries, thereby making a first step in reflecting upon the "us" versus "them". We hope to have provided the opportunity for students to explore their own cultural contexts and to understand that people in "other" cultural contexts or groups do not only live in "other countries" but that there is diversity within their own community. The students therefore were presented with and explored culture as a "living" thing rather

than something static.

In addition, the new ICC unit is more student-centered which also fosters students' autonomy. By constructing certain aspects of the lessons with other students, the students learn early to take charge of their own learning. By doing a mini-survey with their families and friends outside of the classroom they make the connection between the Spanish classroom and the contemporary world - the 'here and now', not just a world they are being prepared for in the future. In some cases, when students surveyed Spanish-speaking family members and friends, they could see that even early in their Spanish career, they can use their Spanish to gain real relevant knowledge.

The knowledge the students gain in the ICC unit goes beyond the knowledge covered in the traditional unit. Among

As can be seen from the answers above, quite a bit of the information students learned would not regularly be part of a "fruit unit in Spanish" (e.g., what people in Egypt or Albania eat, what the breadfruit looks like, variety of fruits around the world). The comments on the exit slips in combination with the questions in the Spanish and English conversations indicated the students' 'attitudes of curiosity' and a change in attitude, in that students switched their roles from being a passive recipient of knowledge to learning to become actively curious and critically aware.

other things, students learned about more exotic fruit that has not been covered previously; and their own, their family's and friends' as well as classmates' and their family's and friends' preferences regarding fruit. Related to "knowledge" but also "skills of interpreting and relating", they learned how to enter survey data into a program with which they

can analyze the data. They then learned how to interpret that data. Finally, related to skills of discovery and interaction, they gathered data of their own and in the discussion they learned that not all questions have answers, which is, in our opinion, one of the most important lessons in the current standard test driven environment. Students thus asked their own questions, some of which were beyond the scope of what Dorie would normally expect in the fruit unit, and is evidence of the attitudes of suspending disbelief about how other people think and live and letting their curiosity reign. Finally, the question of the cost of fruit being prohibitive to some families, the manner in which the food industry labels packaged and processed fruit snacks as fruit are a few examples of the students' beginning critical cultural awareness as well as aspects of social justice.

One of the stimulating dimensions of

collaborative work is that plans can be developed and changed as it becomes clear what the potentialities of the process are. For example it became clear that students could learn more vocabulary than usual, they could bring to bear their skills from other subject areas – geography and mapping skills and statistical representations from math – so that what was attempted in the Spanish and associated lessons was more ambitious than we might have thought initially. One important element which gives these lessons a characteristic of education for citizenship is the extension of the classroom, or the breaking through the classroom walls, into the society in which students live; they extended their inquiries into the social world of parents and friends.

At this point it is important to note that we feel that not every unit covers or needs to aim to cover every aspect of ICC. However, just as we have the end objectives of our students' linguistic abilities in mind and what they need at each point in order to get to that "destination", we can also lay the groundwork for what our students need in order to progress along the path of becoming intercultural speakers of the language.

CROSS-CURRICULAR COLLABORATIONS

We provided earlier a rather detailed description of our example of a cross-curricular collaboration. The model is also known as "Cultures and Languages Across the Curriculum" (CLAC) (for more information see <http://clacconsortium.org/>). There is a lot of research which shows that 'Content-based instruction (or 'Content and language integrated learning' CLIL, as it is known in Europe) leads to effective language acquisition. What we have tried to do here is bring some of the lessons from CBI/CLIL, which is usually focused on lessons in other subjects, into the language classroom. In this way, in the language classroom too, students gain real knowledge rather than practicing the language for the sake of practicing the language.

A second interesting issue is the way in which having to relate a more complex concept with limited linguistic resources forces students to really make sure they understand the concept. In other words CLAC/CBI/CLIL approaches can certainly strengthen students' understanding of content, as we saw in our example, thereby reinforcing content of other subject areas in addition to illuminating connections between subjects. Cross-curricular collaboration also facilitates students' exploration of topics from various perspectives, which is another important characteristic of intercultural competence. Finally, collaborating with colleagues in other subjects simply extends the time of the language classroom as the content is presented and/or reinforced in additional lessons.

Research Question 2: What kinds of collaborations

can facilitate successful ICC curricula?

The community of practice we established as a team has already been introduced above. In this section we share some lessons learned, from "successful events" but also from challenges we encountered.

As we pointed out before, we deem our collaboration successful in the following ways:

1) We created the unit plan and integrated our unit goals and objectives.

2) We succeeded in fostering a classroom (and beyond) atmosphere for students to engage in a sort of community of practice, learning from and with each other through negotiation and collaboration.

3) We also realized the same principle in our collaboration, learning from each other in a sustained collaborative negotiation of our common goal.

4) We expressed the intention to continue to learn and share knowledge in various contexts.

We would be remiss if we did not point out the logistics of our collaboration. Since we all live and work in different locations, it was clear that we were going to use technology to stay in touch. We decided to use technology that was available for free on the Internet. Google hangout enabled us to become familiar with each other during our first meetings, as Mike and Dorie had not met prior to this collaboration. Then we switched between Skype, also available for free on the Internet, and Google hangout depending on our situation. If the Internet did not work well for some reason we used the program that worked better depending on which specific device we used. For the purpose of writing our article we used Google docs which allowed several authors to collaborate synchronously and asynchronously, with all changes being reflected in the newest version of the document. Although we had some technical difficulties, overall, the process was rather smooth and conducive to a fruitful collaboration.

CHALLENGES

As we implied above, the development of the ICC Unit plan was not always smooth. We had a couple of, what we called, "false starts", during which we began planning two units that did not work out for various reasons. In the first project, we planned to engage with students in Spain. After finding out perceptions students had about food in the "other country", our goal was to have students write to each other and ask questions about their eating habits. That would have provided the opportunity to compare multiple perspectives and perhaps deconstruct possible stereotypes or pre-conceived notions. However, we encoun-

TABLE 2: COMPARISON OF TRADITIONAL

Goals
<i>Knowledge</i>
<i>Skills of interpreting and relating</i>
<i>Skills of discovery and interaction</i>
<i>Attitudes</i>
<i>Critical, cultural awareness</i>
<i>Concern about social justice</i>
<i>Creating a community of practice (and extending it beyond classroom walls)</i>
<i>Cross-curricular teaching</i>

AL UNIT AND ICC UNIT

Traditional unit	ICC Unit
Vocabulary of fruit unit focuses on familiar fruit - apples are an important part of Glastonbury life – and tropical fruit grows in areas with a tropical climate	New unfamiliar fruit vocabulary, fruit eating habits of community, fruit grows according to climate, the cost of fruit, that not all questions have answers, availability of fruit has changed over the years (due to transportation changes)
	Comparing fruit eating norms in own life and environment with those of other countries
Students asking each other basic questions about fruit. Examples: What is your favorite fruit? Which fruits are sour?	Carrying out surveys, asking people outside school
Not much explored as the content is mainly language-based and minimally culture-based	Students show curiosity about each other’s cultural norms and <i>mores</i> , Spanish-speaking cultural norms and <i>mores</i> can also be found within our national boundaries
	Questioning the cost of fruit and having it available during all seasons - and the environmental costs of this
Usually not observable and not actively pursued	e.g., questions about cost of fruit
Might be less marked because of more teacher-directed approach of learning	Students actively explore and share knowledge in the classroom and beyond
	Cross-curricular connections with classroom teacher in Math unit

tered logistical problems and decided to explore different options. The next idea was to use the housing unit and a project with a partner school in the Dominican Republic. Again we came up with a number of exciting ideas to integrate ICC and a critical perspective. Unfortunately, the timing for the housing unit would not have worked well.

Finally, when we planned the fruit unit, our first choice was to invite parents and community members with diverse cultural backgrounds and ask them about their “fruit eating habits”. We hoped that students would understand that another language and culture does not just “happen” on another continent but it occurs around them also. Moreover, we hoped that the conversations would spur interesting comparisons of some of the less known fruits around the world, but there were problems with finding the time for these visits. We then investigated the idea we finally implemented, i.e. asking our students to investigate their environment via a survey they conducted in their homes and with friends.

We would like to emphasize that we have not given up on the ideas mentioned above and that we consider the time we spent discussing them worthwhile. As you will see in the section below, our collaborative process instilled the wish in us to continue our collaboration.

At this point the reader may be wondering, how can I, as an isolated FLES teacher accomplish this type of collaboration?

As a FLES teacher, Dorie understands the feelings of isolation that come from being a FLES teacher. In her school she is the only full time FLES teacher and the constraints of scheduling do not allow her to have any common planning time with the other half time FLES teacher in her building. Fortunately, the Glastonbury school district does provide FLES teachers ample professional development opportunities with time designated for collaboration. But not having another teacher in the building with whom Dorie could collaborate with on consistent regular basis led to her seeking out alternative communities of practice.

NNELL has proved to be a valuable network for Dorie, connecting her with other FLES teachers in her region. Through NNELL’s digital communications and professional development opportunities, Dorie has adopted new teaching practices and has successfully implemented new strategies in her classroom. Another resource Dorie has used to connect with teachers is Twitter. Twitter is a digital platform for communication, but goes beyond the 140 character informational Tweets. Twitter has allowed Dorie to connect with language professionals worldwide to exchange ideas, develop lessons and discuss the most current issues facing foreign language instruction. Professional development opportunities like the weekly #langchat discussions on Twitter allow language teachers from around the world to meet and discuss the most current topics pertaining to world language education.

CONCLUSIONS AND FURTHER PERSPECTIVES

At the technological level, we have said that our own collaboration within Connecticut and across the Atlantic Ocean was facilitated by Skype etc. One has to be patient sometimes and across the Atlantic it is necessary to take time differences into consideration as it would be across North America. In principle however this works!

The more significant issue is how the sometimes isolated language teacher can find collaborators within and beyond

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their own school. There is probably a role here for local, regional and even national associations of language teachers but also for principals who might encourage collaboration with their school. Our readership should therefore include principals and others who need to see what language teaching can be. Perhaps some of our language teacher readers will bring this article to the attention of their principals².

Finally, we can turn to the future. Our collaborative work is promising for ourselves and we also hope it will suggest how others could work together, for there is plenty to do. Some of the following list would be developments and extensions of the kind of lessons described here; for example, future work might be more closely linked to the community. Other points need a larger scale plan, for example the review of the elementary school curriculum or the development of appropriate assessment for younger learners.

Connecting to the community (bringing members of the community into the classroom to help students with their investigations, and planning for students to go out into the community – in the spirit of ‘active citizenship’ – to collect data but also tell about their work and their findings

Expanding aspects of Social Justice by paying attention to the environment and sustainable development for example in the analysis of the provenance of ‘exotic’ or ‘out of season’ fruit and its economic significance for exporting countries

Reviewing the curriculum in order to introduce ensure a systematic implementation of ICC by including explicit ICC objectives into units/lessons and providing guidance on how to do so

Developing appropriate assessment for younger learners which shows them and their teachers what and how they have learnt

Considering developmental aspects of

² Manuela is also involved in a project in which she focuses on advocacy for all language learners, regardless of their context. After all, all educators are “directly and intimately involved with language” (Valdés and colleagues, 2005, p.126), and language educators can, and she would argue, need to play an important role in this endeavor. Mike too has worked at the Council of Europe on the importance of a whole and coherent language curriculum, including the significance of ‘language in other subjects’ (http://www.coe.int/t/dg4/linguistic/langeduc/le_platformintro_EN.asp).

ICC/Social Justice – planning age-appropriate ICC and ensuring coherence over time – from elementary to higher education

Advocating ICC for all languages and for all language learners instead of assuming that there are limitations of age or focusing only on world languages

Providing professional development opportunities including webinars and networking opportunities.

Producing teacher guides connecting ICC to Common Core State Standards.

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Dorie Conlon Perugini is an elementary Spanish teacher in Glastonbury, Connecticut currently teaching grades one through five. She is passionate about using a variety of technologies in her classroom to engage her students and bring real-life applications to foreign language lessons. Dorie, along with her team of 5th grade students, produces a monthly podcast to broadcast school-wide news to parents and the surrounding community. She has presented several sessions at foreign language conferences and workshops around the nation on topics ranging from model foreign language assessments to digital storytelling. She also serves as the webmaster for her district’s foreign language website.



Manuela Wagner is Associate Professor of Foreign Language Education in the Department of Literatures, Cultures and Languages at the University of Connecticut. Her teaching and research interests include first and second language education, intercultural communication, intercultural competence, humor, pragmatics, emergent bilinguals and advocacy for language education. Having taught Spanish in elementary school herself, she enjoys collaborating with colleagues in various contexts.



APPENDIX A

Fruits from Around the World Unit Plan

Fruits from Around

Unit Map 2012-2013

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Collaboration / Spanish Grade 3* (D) / Grade 3 (District Maps)

Thursday, December 6, 2012, 1:42PM

<p align="center">Unit: Foods & Fruits from Around the World: Mastery Unit (Week 12, 10 Weeks)</p>
<p>Unit Summary*</p>
<p>As part of the year-long study of <i>What do we find in our global community?</i>, students will identify and describe fruit.</p> <ul style="list-style-type: none"> ▪ Students will compare and contrast tropical and non-tropical fruit. ▪ Students will describe characteristics of fruit size, shape and flavor. ▪ Students will differentiate between fruits typically eaten in the US and fruits typically eaten in Spain ▪ Students will express their fruit preferences ▪ Students will complete a project- <i>el sombrero de frutas o la cesta de frutas</i>.
<p>Enduring Understanding*</p>
<p>Students will identify and describe fruit in Spanish.</p> <ul style="list-style-type: none"> · The differences between tropical and non-tropical fruit. · Fruit look and taste differently. · Fruit can be sorted in many different ways.
<p>Essential Questions*</p>
<p>How do I talk about fruit in Spanish?</p> <ul style="list-style-type: none"> · Where do different types of fruit come from? · How do different types of fruit look and taste? · How can different types of fruit be sorted? · How can I express my personal preference for fruit?
<p align="center">Goals and Standards Addressed - Complete ones that apply</p>
<p>Standards / Goals*</p>
<p>CT: World Language, CT: PreK-4, Communication CONTENT STANDARD 1: Communication (Interpersonal Mode) How do I use another language to communicate with others?</p> <ul style="list-style-type: none"> ▪ Describe various objects and people found at home and school. ▪ Give and follow simple instructions by participating in various games or other activities with partners or groups. ▪ Exchange basic information about events, such as classes, meetings and meals. ▪ Express their likes and dislikes regarding various people, objects, categories and events present in

<p>their everyday environments.</p> <ul style="list-style-type: none"> ▪ Recognize that there are often multiple ways to
<p>CT: World Language, CT: PreK-4, Cultures</p>
<p>CONTENT STANDARD 4: Cultures How do I use my un appropriately in another culture?</p> <ul style="list-style-type: none"> ▪ Observe and identify tangible products of the ta dwellings, musical instruments and typical foods ▪ Identify, discuss and create different types of art in the target culture. ▪ Recognize simple themes, ideas or perspectives
<p>CT: World Language, CT: PreK-4, Connections</p>
<p>CONTENT STANDARD 5: Connections (Interdisciplinary language and culture to reinforce and expand my know</p> <ul style="list-style-type: none"> ▪ Use simple information learned in other subjects ▪ Use simple information from their world langua
<p>CT: World Language, CT: PreK-4, Comparisons Amc</p>
<p>CONTENT STANDARD 7: Comparisons Among Language similarities, differences and interactions across langua</p> <ul style="list-style-type: none"> ▪ Give examples of words borrowed from one lang understanding of the process of borrowing. ▪ Demonstrate an awareness of the target langua differ from the phonetic and writing systems in t
<p>CT: World Language, CT: PreK-4, Communities</p>
<p>CONTENT STANDARD 9: Communities How do I use m and broaden my opportunities?</p> <ul style="list-style-type: none"> ▪ Review materials and/or media from the target entertainment.
<p>Content*</p>
<p>Fruits from all areas of the world.</p> <p>Students will study various sentences structur</p> <p><i>Estas son frutas.</i></p> <p><i>¿Qué son? Son frutas.</i></p> <p><i>Esta es la/una manzana.</i></p> <p><i>¿Qué fruta es? Es la/una manzana.</i></p>

express an idea in the target language.

Understanding of culture to communicate and function

target language, such as toys, dress, types of

work that are enjoyed or made by their peer group

of the target culture.

Mode) How do I use my understanding of another
knowledge of other disciplines, and vice versa?

in their study of a world language.

age class in their study of other subjects.

ong Languages

ges How do I demonstrate an understanding of the
ges?

uage and used in another, and develop an

e's phonetic and writing systems and how they
he English language.

ny knowledge of language and culture to enrich my life

language and culture for enjoyment and/or

es related to fruit:

Las frutas son de muchos colores, formas, tamaños y sabor.

¿De qué color es la manzana? La manzana es verde, amarilla, o roja.

¿De qué forma es la manzana? La manzana es redonda.

¿De qué tamaño es la manzana? La manzana es mediana.

¿Cómo es la manzana? La manzana es dulce.

Podemos agrupar las frutas en distintas formas.

¿Cómo podemos agrupar las frutas? Las podemos agrupar por color, tamaño, forma y sabor.

Aquí tenemos la manzana, el guineo, el limón

¿Qué tienen en común? ¿Por qué están agrupadas juntas? Son frutas. Tienen el mismo color.

Si piensan en el sabor,

¿Qué fruta no pertenece con el resto? El limón

¿Por qué? El limón es agrio. La manzana y el guineo son dulces.

Esta es la/una manzana.

¿Te gusta la manzana? Sí, me gusta la manzana.

¿Te gusta el guineo? No, no me gusta el guineo.

¿Cuál es tu fruta favorita? Mi fruta favorita es la fresa.

¿Por qué? Porque es dulce y sabrosa

Key Vocabulary*

Fruits:

- piña
- manzana
- pera
- fresas
- uvas
- limón
- lima
- naranja/china
- durazno/melocotón
- mirtilo
- plátano/banana/guineo

APPENDIX A CONTINUED

Fruits from Around the World Unit Plan

Fruits from Around

<ul style="list-style-type: none"> ▪ ciruela ▪ melón ▪ sandía ▪ cerezas <p>Shapes:</p> <ul style="list-style-type: none"> ▪ redonda ▪ ovalada ▪ forma de pera <p>Size</p> <ul style="list-style-type: none"> ▪ grande ▪ mediano/a ▪ pequeña <p>Flavors:</p> <ul style="list-style-type: none"> ▪ dulce ▪ agria/acida ▪ (no) tropical ▪ blando ▪ crujiente ▪ delicioso ▪ duro ▪ jugoso ▪ maduro ▪ redondo <p>Other:</p> <ul style="list-style-type: none"> ▪ semillas ▪ cuesco
<p>Skills*</p> <p><i>Listening- Students will listen to teacher describe different fruits.</i></p> <p><i>Reading- Students will read the names of different fruits and adjectives.</i></p> <p><i>Writing- Students will write a short paragraph about their favorite fruit.</i></p> <p><i>Speaking- Students will talk about the fruits they like or dislike.</i></p> <p>Connections to other disciplines</p>

<p>The students know continents and oceans, wh origin of some fruit.</p>
<p>Technology Integration*</p> <p>Use of PowerPoint attached: Mi cesta de frutas 18+ MB; simply start the Ppt with F5 and let i narrated.</p> <p>Clicker quiz (in Required Resources)</p> <p>Google Earth trip to orchards in Spain - in Rec</p> <p><u>Mi cesta de frutas-Ppt/narration</u> <u>Señor Sosa</u></p>
<p style="text-align: right;">Suite of AS</p> <p>Assessment*</p> <p>Formative: Product Check Students Produce a "Sombrero de frutas" or "cesta de f filled with fruit and then write a paragraph describing tres manzanas rojas." etc.</p> <p>Formative: Participation Checklist or Rating Scale</p> <p>Clicker quiz</p> <p>Summative: Other Use of student interactive response system (clickers) t</p> <p>Fruits quiz</p> <p>Summative: Short Answer/Essay Use of a PowerPoint quiz with paper/pencil short answ</p> <p><u>Cesta de frutas visual</u> <u>Guided writing for Cesta de Frutas</u></p> <p>Required Resources*</p> <ul style="list-style-type: none"> ▪ Fresh or artificial fruit ▪ Pictures of fruit ▪ Flash cards with names of different types of fruit ▪ Project template and example ▪ PowerPoint attached: Sr. Sosa, Sr. Sosa Qué tiene favoritas; PowerPoint quiz; Que frutas comen las ▪ Google Earth - Frutas en España <p><u>Sr. Sosa PowerPoint</u> <u>Clicker quiz - Cual es la fruta</u></p>

APPENDIX B

Me llamo _____

the World Unit Plan

ich becomes relevant when talking about the

s (suggest you download it to desktop as it is
t run, be sure your speakers are on as it is

quired Resources

essments

frutas" project. Students will illustrate a basket or hat
their illustration. For example - "Mi cesta de fruta tiene

o check for basic comprehension of the fruits.

ver.

e ahí?; Mi cesta de frutas; Mis frutas
personas en la escuela Hopewell?

1. ¿Cuál es tu fruta favorita? *What is your favorite fruit?*

Mi fruta favorita es _____.

2. ¿Cuál es tu fruta **menos** favorita? *What is your least favorite fruit?*

Mi fruta **menos** favorita es _____.

3. ¿Cuál es la fruta más **popular** en los Estados Unidos de América? *What is the most popular fruit in the United States?*

La fruta más popular en los Estados Unidos de América es _____.

4. ¿Cuál es la fruta más **popular** en España? *What is the most popular fruit in Spain?*

La fruta más popular en España es _____.

5. ¿Cuántas frutas comes al día? *How many pieces of fruit do you eat in a day?*

Como _____ frutas al día.

6. ¿Cuántas frutas **debes** comer al día? *How many pieces of fruit should you eat a day?*

Debo comer _____ frutas al día.

7. ¿Cuántas frutas comen **tus amigos** al día? *How many pieces of fruit do your friends eat a day?*

Mis amigos comen _____ frutas al día.

8. ¿Cuántas frutas comen **tus padres** al día? *How many pieces of fruit do your parents eat a day?*

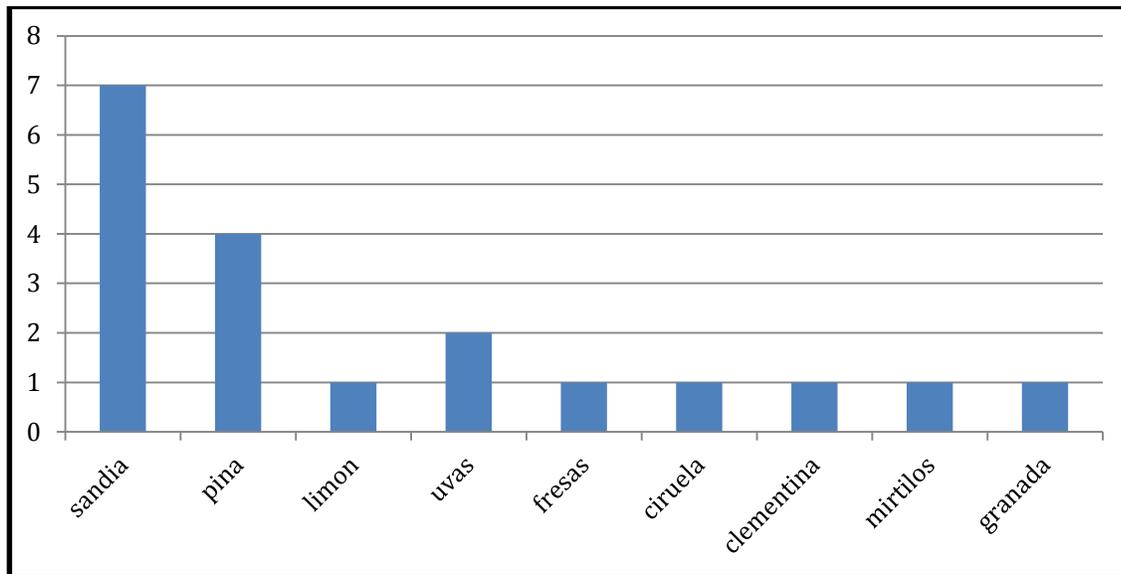
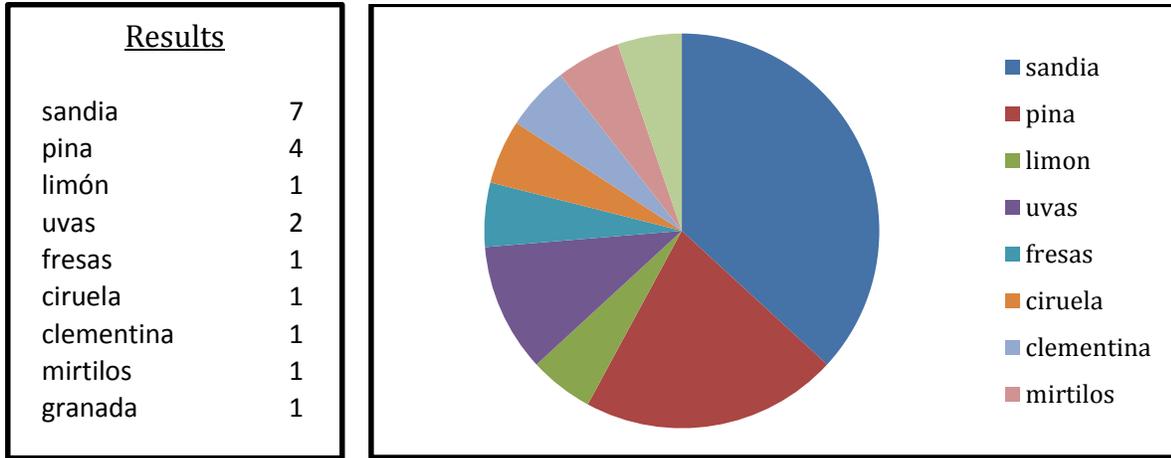
Mis amigos comen _____ frutas al día.

APPENDIX C

Sample of Student Answers

To receive a complete copy of the graphs, please contact Dorie Perugini.

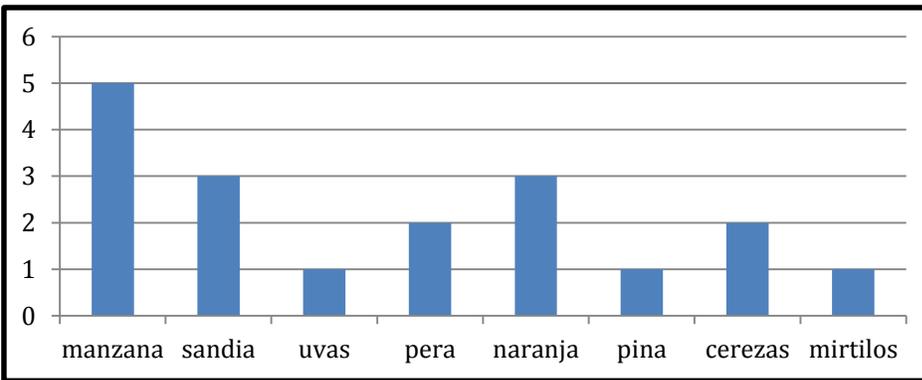
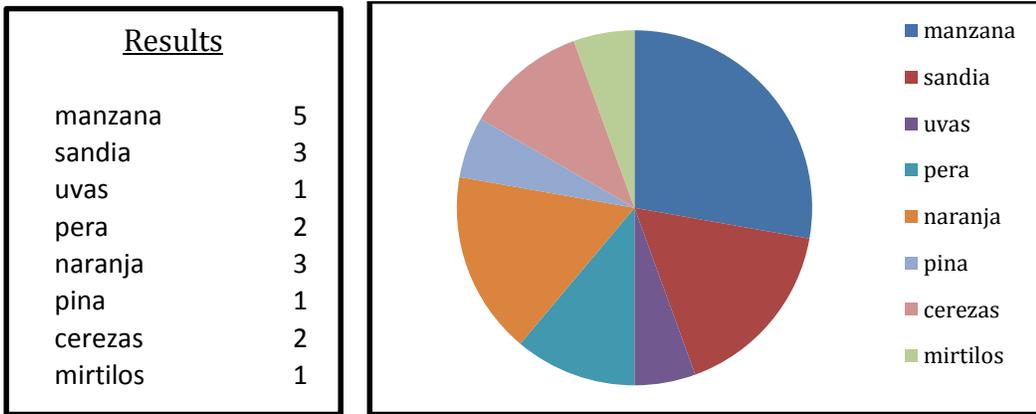
Question 1: ¿Cuál es tu fruta favorita?



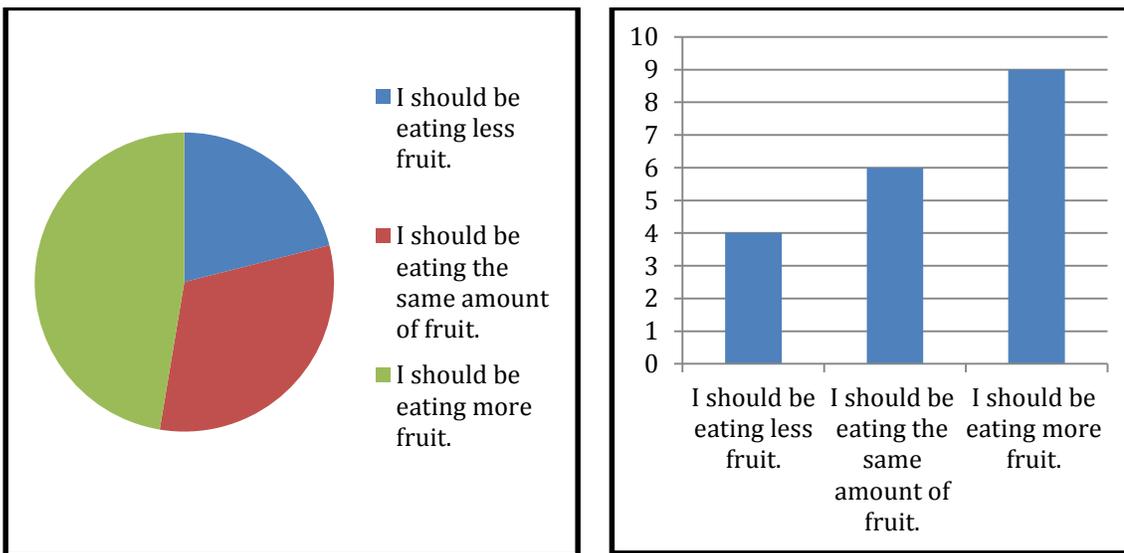
Sample of Student Answers

To receive a complete copy of the graphs, please contact Dorie Perugini.

Question 3: ¿Cuál es la fruta más **popular** en los Estados Unidos de América?



Question 6: ¿Cuántas frutas **debes** comer al día?



A CONVERSATION WITH MICHAEL BYRAM BY MANUELA WAGNER

Manuela: You have been working on Intercultural Competence (ICC) for quite a while and in a variety of different contexts (in different countries, “with different hats on”, e.g. as part of your work at the Council of Europe, at different levels of education, etc.). Could you share with us some important similarities and differences among the various contexts? Based on your experiences and on what you learned about GLASPORT what are your recommendations for the development of ICC in our context?

Michael: Well, it is clear to me that there is quite a lot of development in different parts of the world toward some cultural dimension in language teaching which goes beyond the notion of knowledge and information. But I would like to emphasize that knowledge and information which is still a part of ICC. In New Zealand, they have begun to talk about Intercultural Communicative Language Teaching as a formal or official designation in documents to describe what teachers and pupils are expected to do. And I think the element that came out very strongly in Krassimira’s lessons, which I talked about earlier, that language teaching is as much about learning about ourselves as about learning about others is very important. I have a quote from one of my students, a quote from the current Chinese document on language teaching where they say something like “getting in touch with other countries, understanding English speaking countries, helps to deepen understanding of our own country.” So I have seen similar kinds of statements in other countries as well.

On the other hand, the degree of preparedness on the part of teachers from country to country and also within countries, with respect to their knowledge and training in the cultural dimension, varies a lot. In New Zealand, they have been doing a lot of training for teachers. In China, and China is of course very big, but the teachers who were surveyed came from the Xinjiang Province in the North West although the survey said “you shall/we shall do intercultural competence”, the survey showed that nobody had really heard about it very much at all. The degree of preparedness in the sense of knowledge and training is quite varied.

Also, the degree of willingness on the part of teachers varies. Some teachers, and there have been a number of surveys of teachers in different countries, said, “Not my bag, not my business. I am a language teacher and I teach language, that is the grammar, and functions and language. The rest is something for other parts of the curriculum.” And so, one of the aspects that one needs to develop, I think, in teacher training, is to change the identities of teachers from being language teachers to being language/culture teachers.

Michael: You were also asking about Glastonbury, weren’t you?

Manuela: Yes.

Michael: I don’t know the answer to that. I have not been here long enough.

But I think it was excellent what one of the teachers said about Russia. Because it has

that element of looking at ourselves and looking at other people and then taking them to Russia and China and how the others see, “seeing themselves as others see us” is what you develop.

Manuela: Related to this question, we also are talking a lot about articulation. In your opinion, what are the most important aspects of an articulated ICC program (pre school through university)?

Michael: I am going to answer that question in very general terms. I have seen, and we have collected examples of intercultural language teaching, but they are often “one off” examples, like Krassimira doing a project and a whole group of other people doing projects. But the notion of progression has not been addressed and obviously the notion of assessment is connected with that the fact that progression is not being properly addressed. So progression is not easy to handle.

In terms of assessment there is progress in two or three projects - the Intercultural Competence Assessment (INCA) www.incaproject.org and Language Online Portfolio Project (LOLIPOP) <http://lolipop-portfolio.eu/> projects in Europe – which trying to divide

Intercultural Competence into three levels. But the levels are identified by someone just sitting at their desk asking how to describe level 1, 2, 3 more or less. They are not empirically founded. So that’s the issue in terms of assessment and progression in ICC.

It is a similar question in the teaching of

grammar. What is progression in grammar? We always assume that the present tense is easier than the past or than the future. Therefore, we teach present first. But why? There again are certain traditions, common sense traditions. The INCA did also use common sense, professional common sense, to identify three levels. But they are not empirically founded.

Manuela: Here, as we explained earlier, we often have to defend our place in foreign language education. If a politician were to ask you what the main benefits of a well articulated ICC curriculum are, what would be your answer?

Michael: Hofstede was mentioned earlier this morning. Hofstede's book, which is now 20 years old, at least, is still widely used. Sage is now bringing out an encyclopedia of ICC. There is already a Sage handbook of ICC. All this activity demonstrates the importance of ICC. In the world of business there is still a lot of work on preparing managers and other people to interact and sell in other countries. Studies by Hofstede are used despite the fact that the research is fundamentally flawed. So I would say to politicians who want to develop competitiveness of their country – that's generally one of their main concerns – "If the business world is doing this, then we can complement this and maybe even do it better than Hofstede's work." That is the world of work but then there is the social world. I was talking again with Marty Abbott this morning and she was saying that Kansas is becoming a multicultural society. That is the case in Europe as well, of course. I was born in a town, which was a mill town for making wool. I used to spend my holiday as a student working in the local mill to earn some money. I never met a foreigner until I went to France at the age of sixteen, of any kind, white, black, any color. They were all white locals. Today, the very same town is statistically speaking dominated by Islam in fact. So all these societies are becoming multicultural. The sense of interacting with people is what we are really concerned with in intercultural competence.

Of course, when I go back to Dewsbury, the center of the world where I was born, if I speak to somebody whatever their color, whether they are from Pakistan or wherever, they will speak to me in English and in the local accent, and I will drop back into my local dialect. But there are still different ways of thinking and being and so I need my ICC and sometimes I need my language competence to understand the ways in which I have to use my language competence here in the United States of America. I have to learn new words, I have to learn the nuances and the differences in the professional dialogue here even though we are

using the "same language".

And so, I would say to politicians "It's part of the whole social "inclusion" program, which means being together in societies, the dominant term we use in Europe. I am not sure if you use that phrase. It's not that language education has the monopoly on this, of course, but it is a strong part of language teaching.

Manuela: If you had to name a few challenges in the planning, teaching and assessment of ICC, what would make the list of the top three (or five, if you like)?

Michael: I mentioned teacher education already. The degree of preparedness of teachers varies so much, and the degree of willingness of teachers varies as well. So I think it's a big task to develop teacher education, to change the notion of "what I am as a teacher of languages" to "what I am as a teacher of language and culture".

Assessment is clearly an important issue, increasingly important through the international comparisons of PISA etc. There aren't any international comparisons with foreign language or second language that are in the same status as Program for International Student Assessment (PISA) but we are becoming ever more concerned with assessment for competitive reasons but also for its proper role in teaching, the role of assessing progression in teaching and learning the competences. If we define progression, we need to assess whether our students are progressing.

New technologies, again there were wonderful examples of the use of technologies in examples of intercultural language teaching but these technologies need to be used systematically, I think, not just a play thing. Such technologies are novel for teachers but not for students. For students they are not novel at all, it's what they grew up with. And unless we use them systematically, students are going to get bored. The systematic use of such technologies in creating an "international community", to use that phrase, his what I have seen in examples of work from Glastonbury teachers. You're creating a community here. And if you want to go into theory, you are creating a community as a group of people who are sharing and living together.

Manuela: I am going to ask the last question but I am going to include something you said because I think it is such an important part of our conversation. So what would you say to those people who say that ICC can be taught, and should be taught, but also in other areas of the curriculum? And I think I want to include here the importance that you put here on teaching ICC and not something like cross-cultural

knowledge of other cultures exclusively because that's what we find mostly when we go online. "We know the dimensions of national culture and we know how people in China act and we are all set." How can we arrive at a common understanding of what we mean with ICC and how can it be taught in other parts of the curriculum?

Michael: "Cross-cultural training", let us call it, has its reasons and purpose in the business world; it is about behavior, training of how to say hello and how to bow in Japan etc. What Krassimira was doing had nothing to do with behavior. There was no behavior training there. And I think that's a major difference. It might well be that if Krassimira, like students studying Russian in the GLASPORT work were to take her students to another country, then behavior training is necessary. But it does not actually make an awful lot of sense to Krassimira's students if they are not actually going to meet face to face British people. So there is a distinction to be made there. It can be complementary the way in which we focus on ICC in school and maybe K:20 or even P:20.

And as I said earlier in our conversation, it's not a monopoly. It's not that foreign language teachers are the only people who can develop intercultural competence. Historians – it's part of what they do. As my favorite historian, Eric Hobsbawm, says, "The past is another country. They do things differently there." And in that sense historians are developing ICC but not in the sense of cultural behavior training unless you are going in a time machine and go back and meet people!

I think across the curriculum there are opportunities, just as across the curriculum there are opportunities for language development. However, if a science teacher says, "I am a teacher of science," then I think you have to respect that. But if a language teacher says "I am a teacher only of language", then I think we have a problem. So in that respect I think the language teacher has a major role but is not the only one to have a role when we look across the curriculum. Teachers can work together. I can think of examples where teachers of English in the USA might well work together with foreign language teachers in the USA. Mother tongue and foreign language teachers can easily work together. There are ways of doing that and there are also other opportunities for other teachers to work with language teachers.

Manuela: Thank you so much, Mike. I think we can open the floor now to hear questions from our colleagues.

INTERCULTURAL COMPETENCE

**FROM
THEORY
TO
PRACTICE**

By *Lynne B. Campbell
and Rebecca Comenale*

It was in October of 2009 when **GLASPORT** first convened with funding provided by a Foreign Language Assistance Program (FLAP) grant. The grant proposal was submitted by then Glastonbury Assistant Superintendent of Schools (and former Foreign Language Director) Christine Brown. The committee was charged with two ambitious objectives: 1) to aid in the development of national assessment tools to improve the articulation of curriculum and instruction over time from elementary/high school to higher education, and 2) to develop a process across the nation and across levels for the collection of student work samples in an electronic portfolio system. To that aim, a task force was created from a cross section of elementary through college level educators as well as representatives of leading foreign language organizations and state agencies. For the ensuing four years, meetings were held every fall and spring to brainstorm ideas, collaborate on prompts and generate the criteria for a rubric in an attempt to meet the objectives stated in the grant.

Included in the grant was funding to assist The American Council on the Teaching of Foreign Languages (ACTFL) to develop an online assessment system. As a result, the Assessment of Performance toward Proficiency in Languages (AAPPL) made its debut as a pilot test for Glastonbury students in the spring of 2009. The ecstatic student response was positive recognition of the many hours that had been spent filming native speakers of Chinese and Russian in real-life situations, requiring meaningful student responses. The students were absolutely hooked! Comments such as “Wasn’t like a test at all!” or “Wow, that was really fun!” gave the test developers a good reason to smile. With that endorsement, Arabic was soon added to the assessment repertoire. The AAPPL assesses three modes of communication: 1) interpersonal listening and speaking, 2) presentational writing and 3) interpretive reading and writing. It is now available in Arabic, Chinese, French, German, Russian and Spanish

The task force committee was keenly aware that the study of a foreign language has “collateral benefits” and this concept was discussed/addressed many times during our taskforce meetings. What are students gaining from the study of another language besides the ability to communicate? Which types of adjustment is the brain making when a student studies multiple foreign languages? Does the study of another language affect a student’s ability to think critically? How does learning a second language make the student a global citizen? These questions provided many hours of meaningful and thoughtful dialog among task force members. In turn, this enabled

the Glastonbury Public Schools’ taskforce committee to consider three constructs that we could possibly assess and perhaps, with a thoughtfully crafted rubric, measure as well: metalinguistic awareness, reflective judgment and intercultural competence.

Our first attempt to elicit evidence of student learning outside of communication skills resulted in the creation of “Dinner with a Host Family” prompt in the spring of 2010. This was a volunteer oral interview in place of the senior final exam that placed the child as an exchange student seated at the dinner table with a host parent. With scripted questions the teacher led the student through an oral interview which culminated with an uncomfortable twist – the need for the student to defend the educational system of his home country. Each filmed interview was 10-15 minutes in length and was transcribed for the task force to peruse at the next meeting. Although students were captivated by the challenge of this type of assessment and claimed that it really did give them the chance to “show their stuff” the intended outcome/goal was not achieved. We were not able to find ample evidence of the constructs that we had identified (metalinguistic awareness, reflective judgment and intercultural competence) in our interviews. After discussion, the taskforce determined that it was best to assess one construct through a series of prompts.

Following our dinner with the host family prompt, we interviewed several students to discover which strategies they developed when they did not know a vocabulary word, appropriate social cue or response to an uncomfortable question. Having a student reflect on his/her learning is a not a skill that is taught by all teachers, or practiced by all students. Thus, it is a difficult skill to measure. The dilemma of measuring critical thinking skills was solved by a chance meeting with Harvard scholar Zachary Stein, representing *Lectica*, a group working in the field of brain research. As a consultant to the grant and a relationship with Developmental Testing Service, Glastonbury students were included in field tests referred to as DiscoTests (<http://www.lectica.org>). After two administrations of testing given to the same students over the course of a year, our students’ critical thinking skills were measured in relation to their study of one or more foreign languages. Glastonbury’s results were compared to other schools in the *Lectica* database of a wide variety of cohorts, some of whom are not afforded the breadth and scope of foreign languages that Glastonbury has been able to offer for more than 50 years – Chinese, French, Greek, Latin, Russian, Spanish, (with Spanish beginning in grade 1).

Additionally, we created a prompt targeted to-

wards our elementary students, who begin studying Spanish in grade one. We wanted to demonstrate that these “collateral benefits” were already showing up in the elementary years as well. We created a prompt that was administered to our fifth grade students that asked them to begin by thinking about what they know about open air markets in Ecuador. This was followed by a video where an American student was visiting Ecuador and learning about the cultural practice of bargaining for items in an open air market. The video was turned off before students see the end, and they were asked to predict what would happen next, and to compare what they had seen to what they know about making purchases in the United States of America. This is a great example of how we could begin to assess these skills in the elementary levels and show growth over the years as proficiency and exposure increase.

The very last construct under consideration, and the one that captured the attention of the entire task force, was intercultural competence. As language educators know, a student needs far more than linguistic skills to maneuver appropriately in the target culture. Guided by the expertise of Dr. Michael Byram, noted U.K. educator and author of *From Foreign*

Language Education to Education for Intercultural Citizenship, the task force developed the rubric needed to guide future prompt development.

Our objective was to show that the “collateral benefits” of language study, in addition to proficiency and cultural knowledge, the following were increased reflective judgment, or critical thinking skills, metalinguistic awareness, and intercultural competence. The original *Dinner with the Host Family* prompt was designed to assess these three skills, which we argued were byproducts of a long sequence of language instruction. We quickly realized that these are very difficult constructs to assess, but also, nearly impossible to assess thoroughly in the context of one task. In our work with the task force which met twice a year, we narrowed our focus to work on assessing intercultural competence. Through research, discussion and analysis of student work samples, we focused on the work of Dr. Michael Byram.

Since our first exploration of this topic, consideration around intercultural competence has become more prevalent in language education. At the time, however, it seemed that we were approaching uncharted territory in trying to develop a rubric that would assess this construct. Our goal was to take intercultural competence from theory to practice in the classroom, and to incorporate it more thoughtfully and deliberately into the curriculum, instruction and assessment. We quickly identified the issues that needed to be addressed in order to accomplish this goal:

- develop a rubric that used language which was more user friendly for teachers and students so that people would gain a greater understanding what intercultural competence is, but

The Shoe Box Story

Sometimes the least complicated answer is the best answer. Our task force learned this as we embarked on a five-year assessment grant project to enhance performance and proficiency in Arabic, Chinese and Russian. In one memorable instance, we found ourselves overwhelmed by the sheer amount of electronic portfolios available. Which would suit our foreign language students’ needs perfectly? As we puzzled over this, we asked a third grade Spanish learner, “Where do you store your most prized mementos?” and learned his solution: “In a shoe box under my bed!” This young man’s intuitive response helped us to reevaluate our method of thinking. His instant solution to the problem is delightfully recalled by many of the task force members as proof that on occasion, a little bit of levity is effective in the face of a complex project.

also what it is not;

- create templates for prompts that could be adapted for different languages, levels and cultural foci; and,
- look at our own existing curriculum and units and identify areas where the topics and activities naturally lend themselves to a more deliberate inclusion of intercultural competence.

RUBRIC DEVELOPMENT

Through Michael Byram’s work, we identified the most significant components of intercultural competence and attempted to break them down into succinct, assessable behaviors. Another goal of this process was to create a rubric that was not punitive; in other words, we did not want to fail a student for not demonstrating intercultural competence, but rather identify areas for growth not only for students, but for teachers as well. Therefore, instead of choosing ratings such as exceeds expectations, meets expectations, or does not meet expectations,

we chose more simplified and direct wording: present, not present, and not observable. This way, in the beginning stages, we could simply see if students were exhibiting the components of intercultural competence or not, and perhaps in future stages, discuss more in depth to what degree.

We quickly realized how difficult it was to assess multiple constructs with the *Dinner with the Host Family* prompt and we now knew that it was extremely difficult to develop an assessment that assesses all of the complex components of intercultural competence. We also realized that the rubric could be something that a teacher uses throughout the year, with multiple forms of and opportunities for assessment. A teacher could give an assessment that focuses solely on the attitude’s aspect of intercultural competence, or in a subsequent unit could work on an activity that focuses on another aspect of intercultural competence. The goal would be to provide multiple opportunities, embedded in the curriculum (and ideally in the target language), over the course of the year where opportunities were presented to touch upon each component of intercultural competence contained in the rubric.

CREATION OF TEMPLATES

One of the initial goals was to create a bank of prompts for various languages and levels. We quickly concluded this would be a nearly impossible task to design prompts that would address the individual and unique needs of any given course. While we are familiar with the cultural foci in the curriculum of the courses offered in our language program, this could differ greatly depending on the length, frequency and duration of exposure to language in different schools and colleges throughout the United States and abroad. We understood that we needed to create a generic template which would initiate conversation. Our ultimate goal remained constant: the more teachers understand what intercultural competence is, and how it can be incorporated into what they are already doing, it could become a natural extension of what already exists in a previously developed curriculum.

Our initial template consisted of students creating a presentation, skit, dialogue, film, or other product that demonstrated a

knowledge and understanding of a cultural aspect of the target culture. We emphasized that this should not promote cultural stereotypes. We piloted the template in various classes and languages. Some examples included students presenting an article from the target culture that presents a problem within that culture, such as cyber-bullying. Other examples included a skit on some of the cultural practices in Russian culture, or with our fifth grade language students, a video that introduced the cultural practice of bargaining for items in an open air market in Ecuador. Not only did students create, or present these topics, but we developed some post-viewing questions that attempted to generate discussion and promote questioning about the cultural topics presented. Another interesting discovery from this process is that the focus cannot be on the product per se, but the process by which one gets to the product, and also that discussion which is generated by presenting and exploring these topics in the classroom. It is evident that intercultural competence is not a clear-cut skill, and the process by which one gains intercultural competence is complex, but rather a process by which one gains understanding and insight, and indeed a skill that is only improved upon by ongoing exposure to different aspects of various cultures over a prolonged period of time.

WHY REINVENT THE WHEEL?

Within our own department, we have had the opportunity to have teachers pilot the template, develop their own projects that attempt to incorporate intercultural competence, and view different samples testing out the rubric. In presenting the teachers with our work, we had a few underlying goals. We not only wanted teachers to gain a better understanding of what intercultural competence is and how we can assess it, but we wanted them to understand and realize that this is not a new notion. The idea of incorporating it more explicitly and deliberately into the curriculum might be a new notion, but this is certainly something that we have already been doing in our district and we needed to bring it to the forefront in their thinking. In addition, we wanted them to understand that they do not need to re-write the curriculum, since our thematic-based *Understanding by Design* curriculum is already set up to embrace the aspects of intercultural competence. Teachers could easily take any unit in any language or level and either tweak or expand upon an already existing activity or lesson within that unit. This was important not only to

reduce anxiety, but also to help teachers see the connection between where we are now and where we want to take our students.

In order to continue the conversation and pique interest, we created a departmental objective for the year (that was optional) for teachers to continue to explore the components of intercultural competence and how to incorporate it into the existing curriculum or course of study as well as how to assess it. Additionally, we offered a course on intercultural competence, taught by Dr. Manuela Wagner, Associate Professor of Foreign Language Education at the University of Connecticut (UConn), who not only teaches this course at the UConn, but also is part of the **GLASPORT** task force.

NEXT STEPS

This spring, we have also been presenting, in greater detail, this topic at our department meetings grades 1-12. We have shared student work, given examples of prompts, taken existing units and developed examples of how activities could be created and tweaked to address intercultural competence more explicitly. These sessions helped teachers become more comfortable with discussing and sharing ideas, successes and failures in order to engage in deeper conversation. On more than one occasion, I have heard teachers comment on a situation or scenario saying “that would be a great idea for assessing intercultural competence”. This is a notable sign of success for our task force, because we have slowly but surely guided teachers to see the importance and value of intercultural competence, and now it has become part of the professional conversation. By increasing awareness in teachers and by more explicitly including it in the curriculum on a consistent basis, means that our students will also have an increased awareness. Bringing intercultural competence from theory to practice has certainly been a process, but through the work of our FLAP grant and **GLASPORT**, there is now an increased awareness about the role of intercultural competence and how it is a natural byproduct of language also in addition to being an essential 21st Century Skill.

As the FLAP grant draws to a close at the end of this academic year, we are in total amazement at how much we have discovered and accomplished. We are poised to share our newly acquired knowledge at ACTFL 2013 in Orlando, Florida where we will focus on Intercultural Competence, and how it is incorporated into curriculum and assessment. Our goal is for participants

Lynne Campbell is a retired teacher from the Glastonbury School System where she taught Russian, Spanish and French for 37 years at her alma mater. She was instrumental in initiating the high school foreign language honor societies and international exchanges. With the conclusion of this grant, Lynne will enjoy the freedom of travel, pleasure reading and home decorating.



Rebecca Comenale has taught Spanish at Glastonbury High School since 2001 and has served as Head Teacher for the department since 2010. During her time in Glastonbury she has helped develop curriculum and assessments under two FLAP grants and has worked with the FLAP grant for GLASport since 2011. Rebecca has also served on the Strategic Planning Committee as well as various committees in both the school and district. She has presented at NNELL, ACTFL, CTCOLT, and MaFLA on various topics that include instruction, assessment and FLAP grants.

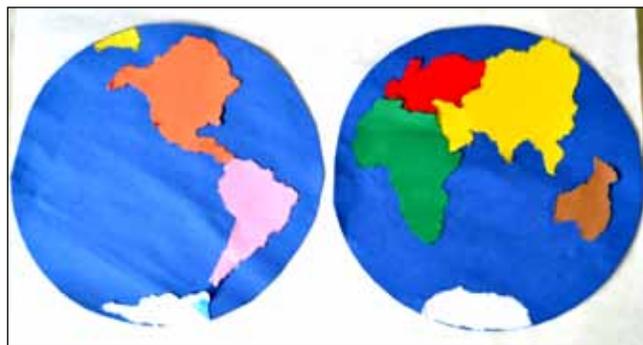


to leave with suggestions on how to effectively incorporate intercultural competence into existing units and lessons or to modify the learning appropriately. Session attendees will be able to pilot it in their own learning environments with support from the **GLASPORT** teachers. Additionally session attendees will be invited to participate in a free webinar series sponsored by Glastonbury Public Schools on this topic. Professional collaboration will be ongoing throughout the 2013-2014 school year with additional SKYPE or other online means, coordinated through Glastonbury to support this pilot throughout the year.

Note: This was the definition developed by the participants in the Intercultural Competence Course – 2013:

Intercultural competence is not about knowing everything about another culture but rather recognizing cultural nuances and being able to adapt/understand without judgment. It is understanding that culture is a very complex and changing concept and you cannot look at it just from the surface. It is not about answers, but rather the questions that are generated by curiosity and observation.

Building Intercultural Competency in the Language Immersion Montessori Classroom



A pin-punched map by a Montessori primary student using the world puzzle map. All Montessori schools, all over the world use the same maps and start with the world map as the introduction to geography and science.

By Kateri Carver-Akers, PhD

A 4½-year-old walks over to the geography area in her immersion Montessori classroom and helps herself to a green piece of paper that has the outline of Africa on it. She takes the perforating tool, referred to as a ‘pin punch’ in the other hand, and glances around the room for an open table. Then, she goes, sits and proceeds to pin-punch out the continent of Africa. Every day for the past week, her three-six Primary Montessori immersion classroom has been singing *Los Continentes del Mundo* in their daily repertoire of music during morning gathering time. This immersion Montessori classroom, which has about 25 mixed age students ranging from three to six years old, functions like a community of little people where *respect, openness, curiosity* and *discovery* reign.

In her article entitled, “Theoretical Reflections: Intercultural Framework / Model” Darla Deardorff provides the Pyramid Model of Cultural Competency (see Figure 1.1). At the bottom of the pyramid she places three ‘*Requisite Attitudes*,’ which support the remaining three blocks above. She clarifies these foundational attitudes: *Respect* (the valuing of other cultures, cultural diversity); *Openness* (to intercultural learning and to people of other cultures, withholding judgment); *Curiosity and Discovery* (tolerating ambiguity and uncertainty). While this present article will largely refer to the attitudes found at the base of Deardorff’s pyramid model, it is both interesting and important to note what the other successive blocks are within the Pyramid of Intercultural Competency: moving up the pyramid, we find the next block of *Knowledge & Comprehension/Skills*, on top of which sits *Desired Internal Outcome (informed frame of reference/ filter shift)*. Finally, at the top of the pyramid, sits the culmination of intercultural competence model, *Desired External Outcome: behaving and communicating effectively and appropriately (based on one’s intercultural knowledge & skills, attitudes to achieve one’s goals to some degree)*.

The *Requisite Attitudes of Respect, Openness, Curiosity and Discov-*

ery, identified by Darla Deardorff for Cultural Competence are both readily cultivated by the students in a Montessori primary classroom and are a part of the formal teacher training in the Montessori method of education. In *all* Montessori classrooms, the educational method and philosophy serve as the vehicle for the development of these requisite attitudes of intercultural competency. However, in the language immersion Montessori setting, the student gains the added skill of biliteracy and bilingualism to further increase the skillset of this developing culturally sensitive youngster. The development of this second language skill serves to reciprocally reinforce the intercultural competency already underway in the Montessori environment. The following article will give some of the numerous ways Montessori classrooms and specifically, immersion Montessori environments support Deardorff’s model. *Respect, Openness, Curiosity and Discovery* become embedded over the three year Montessori cycle into the everyday behaviors and thinking patterns of the young child.

Respect: In a Montessori classroom the emphasis on respect manifests itself in three main areas: the teaching paradigm, the classroom functioning and daily routines and finally, in the specific lessons. The teaching paradigm in a Montessori classroom, which implies both the instructional dynamic and the individual teacher, is rooted in the Montessori philosophy at whose center we find *Respect*.

The Montessori teacher is taught first and foremost to observe the children and refrain from judgment. Simply watch, take notes and “follow the child.” The notion of “following” the child implies respecting his needs, his place on his *own* developmental continuum and his infinite potential, which includes becoming a future contributing world citizen. The second most important element an adult learns in his/her Montessori teacher education program is the importance of modeling absolutely everything s/he does. Being conscious of what we do, how we do it, when we do it, engenders con-

tinual self-awareness on the part of the teacher. Modeling has a crucial role in the Montessori classroom because young children are exceptionally impressionable and naturally imitate most everything adults say and do. The Montessori teacher must be very self-aware about how s/he is talking, walking and speaking to the child. S/he is also cognizant of modeling the skills of observation, without judgment, of “following” the child. This conscious inner shift which certainly requires practice and self-discipline mirrors the expectations we have of the students: that they too cultivate respect of every individual.

Montessori instruction is predicated on respect; respect of the student’s individual learning needs, of personal space and even the whole person. Painting a daily scene in a Montessori classroom will help communicate this radical and deep underlying layer of respect that permeates every aspect of the learning environment. The Montessori teacher, most often sitting on the floor next to the child, gives a math lesson to a four year-old and to an almost five year-old while another five year-old, holding a card in her hand that says “las partes de la flor,” stands with her other hand on the teacher’s shoulder, waiting for the teacher to answer her question. Another 4 ½ year-old does a food preparation activity and then offers a serving to two other friends seated at tables nearby. An adult visiting the school that day sits in a chair observing these 25 students who are each doing their own activities at various places around the room while a soft mix of gentle piano music and the sounds of the forest plays in the background. A four year-old approaches the seated visitor with a glass of water and asks “Quieres agua?” Montessori classrooms are intentional about welcoming everyone.

The assistant teacher, on the other side of the classroom, hunches down to talk to a three year-old who has asked for more paper for the easel while, this same assistant is simultaneously acknowledging the presence of a little hand on her shoulder as well. The three year-old waiting next to her would like help zipping up her sweatshirt but she, too, is practicing ‘the interrupting lesson.’ There is a Montessori lesson on interrupting, which the teacher presents to the students, usually in a role play scenario at a gathering time at the beginning of the year. We have this lesson for both pragmatic and philosophical reasons. A teacher can only answer one person’s question at a time, thus it meets the practical need. Philosophically, the act of making the time to talk to one child at a time, on a one-on-one basis underlines an individual’s worthiness and value. Furthermore, it both speaks to the child’s perception of her self-value – that she can get the teacher’s

100% attention, no matter what the request and it acknowledges that no matter what the person’s age or status, every person matters as much as the next in the Montessori classroom. The interrupting lesson is just one of many lessons that belong to the *Grace* and *Courtesy* part of the Montessori three-six curriculum. These are the required ground rules of the classroom so that this intricate environment of 25 students doing about 20 different activities with only two-three adults can function smoothly, like cogs of giant gears slowly, neatly meshing into each other. *Grace* and *Courtesy*, which is the basis of all Montessori classroom functioning, finds its roots in respect of all individuals, the educational materials and the physical space.

While the adults are giving individual lessons, and the other stu-

dents are respecting the teachers’ time and their peers’ current needs by waiting with a hand on the shoulder, there are two other boys who are working together in the sensorial area of the classroom. They carefully carry blocks of various weights and lengths from the shelf to their work space. Just as precise as is the conscious intention and purposeful care with which the children transport these blocks, so is the designated area where they will construct with these blocks. They have previously laid out, at a place they choose, a 3’x 2’ light colored rug which defines the work space for them. There, in that space, they begin to construct. It is *their* work space for *their* activity. This rug on the floor represents another element in the Montessori classroom that contributes to the cultivation of respect, and also, fills the practical need of sending the silent but clear message to others: “This is my



project, please do not touch it,” or, in other words, “please respect my space.”

In the beginning of the school year, the students are instructed on the use of rugs. They learn all the functionality of its use: such as, where the rug bin is located, how to roll it up and put it away, how to carry it, what activities go on a rug etc. As in the interrupting lesson mentioned above, using a rug falls under the *Grace* and *Courtesy* area of the curriculum since these lessons are needed for smooth, respectful interactions within a busy classroom. The idea of literally defining one’s work space with a rug is another example of how the Montessori instructional method is grounded in *Respect*, which we know to be at the center of the educational philosophy. In fact, all the other students who are lying, sitting, kneeling or

crouching next to their own rugs are doing their respective activities, some alone, some with one or two friends. This classroom functions peacefully and smoothly because the instructional dynamic depends on independence and respect. Students are encouraged to choose activities and practice them on their own and at their own pace, thereby experiencing a great sense of freedom. Yet, these same students follow the deep structure and routines of the classroom (like never touching another's rug) which require the constant practice of respect. The at-



Color Box 2 and the array of Sensorial materials provide infinite opportunities for creativity and exploration. The students find much relaxation on this creative process which also promotes divergent thinking skills and problem solving.

mosphere in Montessori classrooms of ease, peacefulness, flexibility and freedom all exist due to tightly woven, underlying structure grounded in respect.

A hum of busy activity typifies a Montessori classroom, but all the students and teachers use quiet, inside voices giving messages to one person at a time, responding to an individual need, be it a spontaneous hug, a request for a new lesson, or a need for more paint. Each work space is defined by the rug which may have one or two friends working there and, which is respected as "theirs" by all members of the classroom. No one walks on another's activity rug, no one removes any items from the rug nor, ideally, does one interrupt a student working with their Montessori material on their rug. When the environment's expectation is that students maintain the same level of respect for all the people in this mixed-aged community, the children rise to the occasion. This happens day after day in hundreds of public and independent Montessori settings in the United States and all over the world. While Montessori classrooms may have a slightly different array of materials, all Montessori classrooms "feel" the same.

Openness: The second 'Requisite Attitude' found at the base of the Deardorff's Pyramid of Cultural Competency, Openness comes naturally to the children. All classrooms with young students can take advantage of the naturally non-judgmental and bias-free attitude of young children. In a

language immersion Montessori classroom, these young students receive all their lessons in the target language and, because they are in a language sensitive age, they absorb it like the native tongue. While this language acquisition process is mostly unconscious and effortless, the language immersion aspect creates an environment for these young children in which they are continuously interacting with adults of different nationalities. They are thus, practicing every day being open to people different from them, who may speak English with an accent and, whose native culture may shine through in numerous, spontaneous ways from simple gestures to cultural celebrations.

The student who pin-punched her green continent of Africa has finished her activity and put it in her work folder. The Montessori teacher, who observes that her student has now completed her work approaches her student and puts her hand on the student's shoulder. The teacher, knowing that she has now completed pin-punching all the continents, invites her student to get a large piece of blue paper to represent the Earth's water. *"Te gustaría cortar los océanos ahora para que puedas pegarlos junto a los continentes? Ve y trae tres cosas: una hoja grande de papel azul, las tijeras y el círculo del hemisferio para trazar?"*

In a Montessori three-six classroom, there is a geography area of the classroom with one or two shelves of age appropriate activities to learn about the world. In Montessori primary classrooms all over the world, the map stand, which is in this geography area, holds the famous puzzle maps: the Continent map, and puzzle maps of North America, South America, Europe, Africa and Asia. Depending on the child's home country, some Montessori classrooms have other puzzle maps with more detail that clarify their understanding of the world: a puzzle map of the Provinces of Canada, the United States, the Provinces of Oceania, even a puzzle map of the states of India. Every Montessori child, no matter on which continent they live, begins with the world map. When, for example, in a Montessori classroom in the United States, France or Canada the children does not start with their particular state, department or province since Montessori education prioritizes the world view. A four year-old starts to study the world with several lessons, likely in a small group of four or five peers by learning the continents, their characteristics and comparative sizes



Students working independently at their rugs, which define their work space while the teachers are giving one-on-one lesson to other students



The student stands with her hand on the teacher's shoulder and the teacher acknowledges her presence by touching her hand while she waits.

and forms. Because they are puzzle pieces and are color coded - which incidentally is universal among all Montessori schools all over the world- the children easily learn the continents by their shape and color. All Montessori children in primary classrooms make at least one world map by tracing and pin-punching or cutting the continents and pasting them on a background of the two hemisphere circles colored blue. After having made several times the world map of continents, typically a five year old student in a Montessori classroom will then begin to make several other maps. These other maps, also pin-punched from the puzzle map, give the detail of the countries that make up the continents. It is not unusual for all Montessori students to recognize and name several countries by their shape and also to which specific continent they belong.

We have seen that the Montessori instructional method supports the philosophy of respect for all people, for the learning materials and for the classroom environment. Our student, who cut out the two hemisphere circles from the blue paper, now glues down her pin-punched continents. There is a pedagogical reason as to why the Montessori philosophy begins with the world map. Montessori education begins with the most concrete and the most general concept as the starting point for all lessons; geography is no exception. Beginning with a map of a state or a province, represents a far more ab-

stract starting place since it calls to an administrative or political boundary instead of a natural boundary, such as an ocean coast. Thus, a state border is much more challenging to comprehend than the real, tangible and mostly natural boundaries that the continents of the world present. From a cognition perspective, going from the general, the concrete and the hands-on and progressively towards the specific and the abstract concept (as opposed to the reverse), increases the student's understanding and retention for two main reasons: multiple senses are involved and the child has a "hook" on which to hang the new concept.

Also, Montessori instructional practices underline the notion of *universality* when they start with the general and proceed to the specific. Philosophically, by beginning with the world map, we emphasize the importance of world citizenship, of the equal importance of all the continents, and the important concept of "me in the world."

Finally, the young child's ease of acquisition of the target language stands as another example of *Openness*. However, it is far deeper than the mere fact that they are 'open' to learning a second language. The children's linguistic receptivity serves to influence the adults' overall attitudes. In other words, the young children, whose concrete demonstration to *Openness* manifests itself in their clear linguistic receptivity, serve as *the teacher* for the adults. The immer-

sion children are literally constant reminders to the Montessori adults of their need to be emotionally/philosophically receptive adults. The children, likewise, nurture among the adults the art of withholding judgment and of acceptance of all people. In a Montessori immersion classroom, the circle of teaching and learning never ends: linguistic flexibility leads to philosophical flexibility for both the teacher and the student now and in the future.

Curiosity and Discovery: The third and final attitude Deardorff identifies as requisite for the building intercultural competency is *Curiosity* and *Discovery*, which she clarifies as "tolerating ambiguity and uncertainty." A Montessori language immersion classroom supports this through the instructional paradigm, which is rooted in curiosity and exploration. In all Montessori classrooms, the teacher "follows the child" to listen to his/her interests and questions. When a Montessori teacher observes children in *Sensitive Periods*, which, in Montessori terms refers to special learning opportunities, we teach to *that* moment. Teaching to an interest, sparks the child's internal motivation from which curiosity and investigation naturally flow.

The teaching dynamic in the Montessori classroom, built on individual lessons with one or two children, lets the other children work on activities independently. It is this freedom to manipulate, practice and find the answer that promotes curiosity. Furthermore, a typical morning in a Montessori classroom follows what is called a work cycle: an uninterrupted block of time between 2 ½ - 3 hours. Granting the students extensive time, individual work space and pacing for an interest-driven activity promotes a terrific sense of *Creativity and Discovery*. In order to sustain this instructional dynamic even further, many Montessori materials are designed to be self-correcting. Thus, an individual student can work for longer periods of time, discover his/her own mistakes, making adjustments in the learning process. Finally, s/he creates variations and extensions of the concepts being learned from this discovery process.

Montessori materials present much ambiguity and uncertainty! First, when an adult or child walks into any Montessori classroom, s/he will see learning materials unlike any other classroom. Yet, all Montessori schools all over the world have nearly the same materials. The student is immediately drawn to these 'never-seen-before' educational materials which are all designed to teach concepts by manipulating concrete

objects as the first step in learning. Even the names of these works are completely unfamiliar to a non-Montessori ear. For example, our French immersion primary Montessori classroom has materials that include: *la tour rose* (the pink tower), *la deuxième boîte de couleurs* (color box 2) and *l'étalage du système décimal* (decimal system layout). Thus, not only does the second language promote some ambiguity in the immersion classroom, but the uniqueness of the materials in all Montessori does as well. It is precisely this ambiguity that stimulates the interest among the students in all Montessori classrooms.

Since academic concepts from all curricula areas are presented first through actual, hands-on manipulatives, the students experience a great urge to explore, create and discover. What starts as ambiguity for the student when s/he manipulates the novel educational material, expands into a discovery phase when the student taps his own creativity and divergent thinking skills. In addition to the great self-satisfaction and ownership each student feels as a result of this instructional freedom and trust from the adults, s/he experiences ambiguity in the most positive light. Montessori classrooms promote creativity and discovery in multiple curricular aspects; in the instructional dynamic and within the materials themselves.

The mix of ages furthers ambiguity and curiosity. A four year-old sees a five year-old carrying his tray to his rug which has the actual mathematical quantity in the Montessori base -ten bead materials of 3,256: three thousand cubes, two hundred squares, five tens and six unit beads. When the younger child sees this "huge" activity, it not only incites motivation to go to the math shelf himself, but it also engenders a great amount of curiosity: *¿Que es?* In a Montessori classroom, we frequently see students simply watching other students work. These observations range from moments of vicarious learning, when a student may be silently rehearsing the creative activity or solving the problem in his/her own head, or, they may be moments of pure curiosity in watching what their friend is doing.

In a language immersion Montessori classroom, ambiguity is almost the operative word. The students in the primary classroom, who are between the ages of three to six years old, are still acquiring their mother tongue. In normal language development, children have between 2,500 and 5,000 words by age six. Thus, the reason why students do not flinch when they are amidst



A 5½-year-old's map of the countries of South America. This hands-on project, which takes several days to complete, fosters independence, attention to detail and finally a terrific sense of Geography.

the ambiguity of the language immersion classroom is because they are used to continuously encountering new words in their native language. When learning his/her own language, children rarely ask what a word means.

It is the same in the immersion classroom. They are literally accustomed to uncertainty and novelty. However, once children are over five years old, entering an immersion classroom becomes a different experience. They are aware they do not understand everything. However, like their younger peers, they typically easily tolerate some confusion. The older a person gets, the harder it is to tolerate linguistic ambiguity. In other words, a teenager or adult would have a much more uncomfortable experience walking into an immersion classroom and not understanding. However, a teenager or adult who had already experienced immersion education at a younger age will be significantly more at ease with the ambiguity. While there are many reasons for this ease, the most relevant for our discussion here of intercultural competency is the research which shows that bilingual brains demonstrate more cognitive flexibility and better executive functioning than monolingual brains.

In her book entitled, *The Science Behind the Genius*, Professor Angelina Lillard shows, through extensive evidence based research, that the Montessori classroom provides both cognitive and emotional advantages for

children from a wide range of backgrounds. In addition to these proven results in higher student achievement and better conflict resolution skills, we can point to Montessori education as also providing the building blocks to a culturally competent individual. The foundational skills named by Deardorff of *Respect, Openness, Curiosity and Discovery* were written into the Montessori philosophy over a 100 years ago and are practiced in thousands of Montessori classroom all over the world every day. The Montessori teaching methodology, materials and paradigm together address the development of the deep internal shift in a person that guarantees the desired outcome in behavior and communication – the peak of the pyramid of intercultural competency.

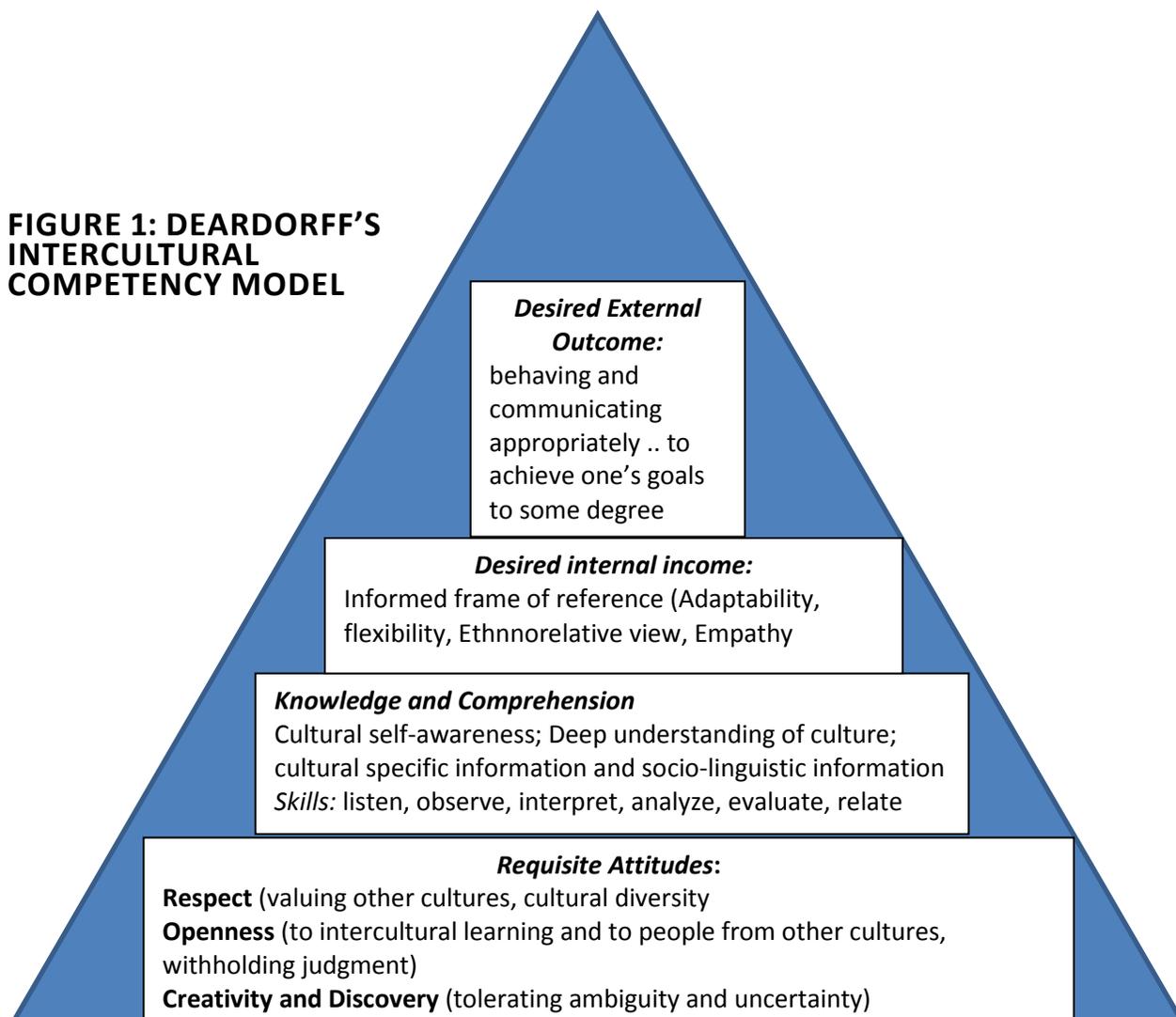
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Here being done as a collaborative project, the decimal layout of units, tens, hundreds and thousands does provide much curiosity and discovery despite the fixed mathematical categories of the base 10 system.

FIGURE 1: DEARDORFF'S INTERCULTURAL COMPETENCY MODEL



Awakening to World Languages: **INTERCULTURAL AWARENESS IN VERY YOUNG LEARNERS**

By Erin Kearney and So-Yeon Ahn

In a non-immersion, preschool world language program, what learning outcomes are reasonable to expect? Since exposure to and engagement with new languages is typically limited in these so-called “low-input” (Pinter, 2011, p. 86) programs, we should anticipate no more than modest gains in linguistic proficiency (Nikolov & Mihaljevi Djigunovi, 2011). Rather, early childhood language programs can, and often do, focus on fostering positive attitudes toward languages, language learning and speakers of other languages and on laying the groundwork for subsequent language study. Another plausible objective in such early

language learning programs can be establishing foundations for development of intercultural communicative competence. However, what development of intercultural competence looks like and how it is achieved through teaching and learning interactions, especially with preschool-aged learners, remains unclear. As Nikolov and Mihaljevi Djigunovi (2006) note, despite the growing popularity of early language learning programs around the world, “very little research has been published” (p. 243), especially observational studies that closely examine classroom practices. None specifically explores development of intercultural competence in early childhood, although

some studies that examine development of awareness of linguistic diversity in young learners (Dagenais et al., 2008, 2009; Young & Helot, 2003) are instructive.

The program we describe below and the excerpts we share from classroom interactions that occurred in several preschools in Buffalo, New York begin to illustrate what it means for very young children to build the foundations for intercultural competence through their experiences with new languages, namely through processes of awareness-raising. We review Byram’s (1997) concept of intercultural communicative competence with special attention to the role of awareness in his model and then turn



Counting cotton ball “snowballs” in Spanish with a language partner from Barcelona

to some of our data to make clearer what we can expect in terms of developing intercultural competence among the youngest of school-going language learners.

EVOLUTION OF THE PROGRAM

The “Awakening to World Languages” program was born in the fall of 2010 with a phone call from a parent whose child was enrolled in a local Head Start center. This mother, head of the parent committee, intent on obtaining a high-quality and stimulating education not only for her own child but for all of the other children enrolled in Head Start classrooms in Buffalo, proposed that the university and a Head Start chapter work together to begin providing language instruction in several preschool classrooms.

After several months of planning and preparation, the program was launched in spring of 2011, and the first set of “language partners” (graduate students enrolled in language teacher preparation programs at the local university) began to visit six different Head Start classrooms twice a week for two to three hours each visit to integrate language instruction in Chinese, Korean and Spanish. Initially, language partners were encouraged to focus on word- and phrase-learning, teaching language through games and spontaneous play, and singing songs with the children. Language partners prepared short group lessons to be implemented while children were gathered together on a rug during circle time, but they also prepared games and activities to be used as children played individually or in small groups at the centers set up around each of the preschool classrooms and were encouraged to carry out spontaneous instruction that followed the children’s interests and attention. By all accounts and through our observational research, it was clear, in the first year of the program, that the young children in these classrooms responded enthusiastically to their language partners and were clearly capable of retaining words and some communicative chunks (even though the language partners’ visits were infrequent).

Nonetheless, we began to speculate with each passing semester about how the program could aim to instill even deeper competences or competencies. We knew that once children left the preschool setting, they would likely enter elementary schools that did not continue their Chinese, Korean or Spanish learning, a reality that refocused our attention even more acutely on goals other than cultivation of linguistic proficiency. As a result we turned to notions of intercultural communicative competence and language awareness and refined the goals of the program so that some basic linguistic proficiency, but more, centrally language awareness and intercultural competence, became central objectives. In addition to reading theory and research on these topics, we explored some existing language awareness curricula and descriptions of projects to see what we might adapt for our younger learners (e.g. Dagenais et al., 2008; Maraillet & Armand, 2006; www.elodil.com).

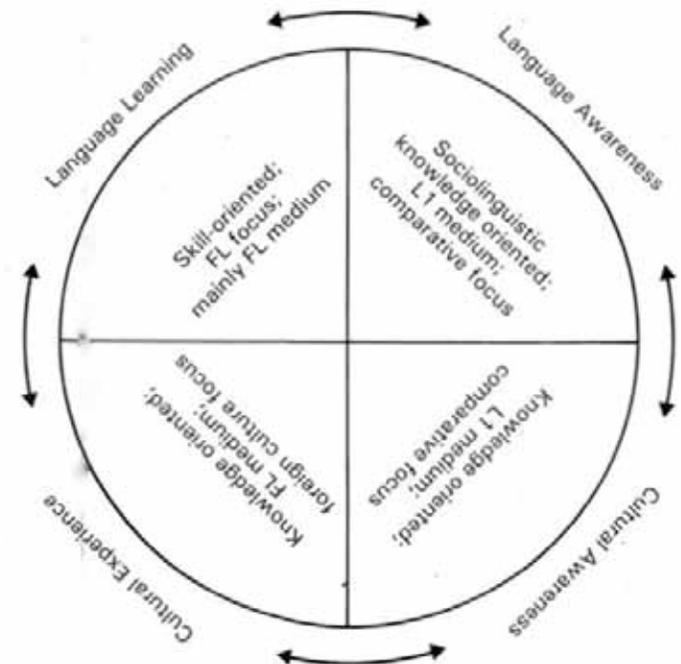
As of spring 2013, a language awareness curriculum is being piloted in one preschool classroom. The curriculum, like other language awareness approaches, involves exploration of linguistic and cultural diversity (of classroom, local and global communities) and

development of a range of awarenesses alongside the learning of linguistic forms. Donmall (1985) defines language awareness as a “sensitivity to and conscious awareness of the nature of language and its role in human life” (p. 7). So as children in the “Awakening to World Languages” program learn greetings in Spanish, for example, their attention is also drawn to the idea that these particular phrases are used with people who speak Spanish. This may seem, upon initial consideration, to be an obvious linking of linguistic form (certain phrases), social function (informal and formal greetings), and social group (Spanish speakers); yet, if a child has never encountered another language before, such a mapping of linguistic form to a

FIGURE 1: BYRAM’S MULTI-DIMENSIONAL VIEW OF INTERCULTURAL COMMUNICATIVE COMPETENCE

	Skills interpret and relate (<i>savoir comprendre</i>)	
Knowledge of self and other; of interaction: individual and societal (<i>savoirs</i>)	Education political education critical cultural awareness (<i>savoir s’engager</i>)	Attitudes relativising self valuing other (<i>savoir être</i>)
	Skills discover and/or interact (<i>savoir apprendre/faire</i>)	

FIGURE 2



Byram (1991, p. 20): “The language and culture teaching process”

particular group of people can be a potentially profound realization.

Borg (1994) explains that a language awareness approach in language teaching “attempts to develop learners’ explicit understanding of language as well as an awareness of their own learning by involving them in discovery-oriented tasks which are both affectively and cognitively motivating” (p. 62). Inquiry can extend well beyond awareness of language forms to include broader linguistic diversity. Indeed, it was with an eye to raising awareness and fostering

positive orientations toward increasing local linguistic diversity, that language awareness approaches first came into use in England in the 1980s (Hawkins, 1984). To give a specific example, in our program, engaging students in a survey of the languages represented in their classroom and community is one means through which the language awareness curriculum aims to raise learners' and teachers' awareness of local linguistic diversity. Another way in which our revised program attempts to create opportunities for raising awareness of linguistic diversity, is by sending two, rather than one, language partner to each classroom. Currently, a Chinese-speaking and a Spanish-speaking language partner both attend their assigned preschool classroom on the same days so that the children get simultaneous access to more than one new language and, in the process, also gain a sense of the natural co-existence of multiple languages and cultures in a diverse society. On many occasions, we have seen language partners naturally modeling for children ways in which one can compare languages and discover new meanings as they too engage in awakening to new languages.

In shifting the program toward language awareness and intercultural competence goals, it was clear that more support was needed for the language partners. As a result, we established a weekly seminar, during which the language partners develop their own understanding of what language awareness and intercultural competence are and share ideas of how these might be achieved instructionally in their classroom settings and for the young children with whom they work. This dialogue and collaborative planning in the seminar setting has brought coherence and focus to instruction, the curriculum, and the program as a whole. Additionally, it has been essential to the functioning of the program to remain in constant conversation with classroom teachers already working in the preschool classrooms and for the language partners to coordinate with them as much as possible. We also communicate regularly with parents about the program and have invited them to engage in dialogue with us about their children's experiences with language learning and their ideas for further developing the emerging curriculum.

Awareness: The Foundation of Intercultural Communicative Competence

We focus on awareness in our program for two reasons: (1) awareness is a crucial element in developing intercultural commu-

nicative competence, as Byram (1991, 1997, 2012) has consistently theorized over the years, and (2) since learners in the "Awakening to World Languages" program are so young (three- to five-years-old) and just at the start of the language learning process, awareness-raising is the most foundational building block in developing their intercultural communicative competence.

Byram (1997) defines intercultural communicative competence as "more than the exchange of information and the sending of messages" (p. 3). Rather, it is communication "focused on establishing and maintaining relationships, ... a willingness to relate" (p. 3) across potential differences. See Figure 1 for how Byram (1997, p. 34) represents his multi-dimensional view of this competence.

The ultimate goal in developing intercultural communicative competence (what Byram calls "critical cultural awareness") is for a person to be aware of a range of linguistic and cultural resources in communication and to be able to see them in relative terms (*savoir s'engager* or knowing how to engage). Furthermore, an interculturally competent person can leverage this sense of relativity of meaning to interact and communicate with others in situations of difference.

In early stages of language and culture learning, especially with very young learners, certain among these types of *savoirs* (knowledges) are most relevant. Byram (2008) himself outlines those elements that are particularly worthy of pursuing when working with children: "*Savoir-être*, the attitude of openness and curiosity, may be more easily encouraged in primary school than later because children in the earliest years of primary education have not yet fully absorbed the assumptions of their own cultural environment, and do not yet perceive the cultural as natural" (p. 82). He then goes on to say that young learners are also able to collect and compare knowledge about the products and practices in their own and other-language cultures (relating to the *savoirs* dimension of the model) and that they are at this age quite engaged in learning how to learn, which corresponds to the *savoir-apprendre* (knowing how to learn) dimension of his overall model.

Byram is careful to remind us that ultimate attainment of intercultural communicative competence is not possible in early stages but rather that the foundations for competence are being built. Byram is also writing about elementary school aged children, whereas our own project brings lan-

guage learning to even younger students. Nonetheless, our data suggest that the dimensions he emphasizes are also relevant to younger students' learning.

In some of his earlier work, Byram (1991) offers a model (see Figure 2) of the constant movement between direct experience with language and culture and awareness-raising in relation to language and culture that constitutes development of intercultural communicative competence.

What is particularly notable in this early theorization of the way both language awareness and cultural awareness develop is their fundamental interdependence with direct experience of language and culture. This formulation suggests that in a program such as ours, direct experience using a new language and using it in ways that connect learners with culture provide opportunities for reflection on experience. This reflection on experience can involve information-building and/or comparison of what in the language and cultural experience is new to children with what is more familiar. Also of note in Byram's theory of the way awareness develops is the inclusion of both first language and target-language use. While immersion approaches may allow for much more consistent and rich direct experience of a new language, usually leading to fairly high levels of linguistic proficiency, a program model like ours, which has goals of intercultural communicative competence, can productively alternate between first language and the target language in pursuing its goals.

Some Examples: Early Processes in Building Awareness

With an understanding of intercultural communicative competence and its strong emphasis on awareness in place, we present data excerpts from classroom interactions that occurred in our program in order to illustrate what processes represent the very first building blocks of intercultural communicative competence. We share excerpts from a Spanish-learning classroom and from a Chinese-learning classroom. In both cases, the language partner was working with three- to four-year-old children.

In the transcript of an interaction that occurred early on in Megan's (all study participants are referred to by pseudonym) visits to her assigned classroom, we see her introducing the children to her friend Dora, a paper bag puppet Megan had made using a print-out of the television show character that some of the children had confirmed knowing about and having interest in.



Megan introducing Dora to the children

EXAMPLE 1: INTRODUCING DORA TO THE CHILDREN

01 Megan: there is something special about her, she only speaks Spanish so
 02 since she's my friend and I want to be nice what do you think I'm
 03 gonna do? am I gonna speak in English or am I gonna speak in
 04 Spanish?
 05 Student 1: English
 06 Megan: no
 07 Student 2: Spanish
 08 Megan: Spanish, good job, why am I gonna speak in Spanish? (pause) so
 09 I'm nice and she knows what I'm saying, so she's gonna help us
 10 learn Spanish too okay?;

...
 15 Megan: so (pause) does anyone know who my friend is?

16 Students: Dora
 17 Megan: Dora yeah
 18 Student 5: Dora
 19 Megan: say hola Dora
 20 *hello*

21 Students: hola Dora
 22 *hello*
 23 Megan: hola clase
 24 *hello*

25 Student 6: hola lase ((student says "clase" but without the "c"))
 26 *hello*

27 Megan: very good okay we're gonna introduce ourselves okay?

28 Student 7: okay
 29 Megan: soy Dora soy Megan
 30 *I'm I'm*

31 Student 7: hi Megan
 32 Megan: thank you ((puts her hand on her chest)) soy miss Megan
 33 *I'm*
 34 ((puts her hand toward S7))

35 Student 7: yeah
 36 Megan: what is- ((laughs))
 37 HST: soy [S7's name]
 38 *I'm*

39 Student 7: ((unintelligible))
 40 Megan: very good—muy bien ((looks at her right side)) hola soy Dora
 41 *very good hello I'm*

After getting to know the children in her classroom, Megan decided to use the Dora puppet as a kind of embodiment of a target-

language speaker. In doing so, she was able to instill in learners the awareness that certain languages are used with certain people. Indeed, the students in Megan's class did come to address Dora in Spanish, recognizing her as a Spanish speaker, distinct from other members of their classroom community, even Megan, the language partner, whom they came to address in both English and Spanish. It may again appear trivial, on first consideration, that the children addressed the paper bag puppet in Spanish; it bears repeating however, that such acts were indicators of the growing awareness in the children that various options exist (i.e. many different languages) for engaging with people in the world.

Several examples from another classroom illustrate, in a different way, the basic, but crucial, awareness-raising processes that occurs through the "Awakening to World Languages" program. In the three following excerpts from a classroom where Lili taught Chinese, we see another means through which children engaged with the idea of what language is. (In the transcripts below, when participants speak in a language other than English, a translation of their utterances appears in italics directly below that line of speech).

EXAMPLE 2: HI CHINESE

01 Ms. Jill: ((to students)) no honey her name – ((to researcher)) they always
 02 call her Chinese
 03 Ms. Kara: I know
 04 Student 1: hi Chinese
 05 Student 2: 你好
 06 *hello*
 07 Lili: 你好 ((waves her hand))
 08 *hello*
 09 Students: 你好
 10 *hello*
 11 Lili: 你好 ((waves her hand))
 12 *hello*

EXAMPLE 3: HIS NAME IS CHINESE



A Chinese language partner and her class

01 Ms. Kara: go sit over there in [student name]'s spot
 02 Student 3: his name is Chinese
 03 Ms. Kara: ((to a male student)) that way he, she will talk to you
 04 Student 3: his name is Chinese
 05 Ms. Jill: [student's name]
 06 Lili: 你好
 07 *hello*
 08 Students: 你好 ((one male student waves))
 09 *hello*

- 10 Lili: what's my name?
 11 Student 5: Lili
 12 Student 6: Chinese
 13 Student 7: Ms. Lili
 14 Student 4: 谢谢
 15 thank you
 16 Student 3: Chinese

EXAMPLE 4: THANK YOU, CHINESE

- 01 Ms. Kara: ((female student waves at Lili)) how do we say thank you?
 02 Students: thank you
 03 Student 5: thank you Chinese
 04 Lili: 谢谢
 05 thank you
 06 Student 5: thank you 谢谢
 07 thank you
 08 Student 6: 谢谢
 09 thank you
 10 Ms. Kara: ((giggles)) Chinese, they always
 11 Student 5: thank you miss 谢谢
 12 thank you
 13 Student 6: 谢谢
 14 thank you
 15 Student 5: thank you
 16 Student 7: thank you
 17 Student 8: thank you miss Lili
 18 Lili: yeah thank you
 19 Student 9: thank you Lili

The three interactions in the excerpts above include several occasions in which Lili's students tried out various means for referring to her. As the Head Start teachers Ms. Kara and Ms. Jill note, and as the data illustrate, the children quite often referred to Lili as "Chinese" as if it were her name. However, the excerpts also reveal a range of other options the children used, some in English and some in Chinese, for referring to their Chinese language partner (Lili, miss Lili, miss). Given this range of names the children used and the seeming misapplication of the name of a language ("Chinese") for the name of a person (Lili), we might well ask ourselves what type of language or cultural awareness is really being cultivated in these interactions? We claim that the very beginnings of intercultural communicative competence are cultivated through exploring what options are available for using language forms in socially and culturally situated communication. In this case, children explored linguistic forms from both English and Chinese in order to engage with their language partner. That we see the children using an array of terms can be interpreted as their gaining some awareness of which options seemed to work, which didn't, when and with whom.

The process of awareness-raising among very young language learners is likely to look simple to us as adults, since we have more established categories for thinking about what language is, what languages are available in various environments, and how languages differ from each other. For children, however, who are still developing their first language, encountering new, additional languages may prompt the realization that there are in fact many linguistic resources available for communication among people (unclear) and that languages can mean in different ways in different cultural groups. Because they are still very much in the process of developing their understanding of the linguistic and social world, young children may also develop the fundamental insight that although there are norms and conventions surrounding language use in their

familiar communities, their native languages are not inherently "normal". That is, over time and with well-planned and well-implemented language awareness programs, it is possible that the seeds of awareness, that we see in the excerpts presented above, may lead to deeply-rooted intercultural communicative competence and appreciation of linguistic diversity.

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COMPARISONS: REFLECTING ON THE SILENT 'C'

By Marty Abbott

The most exciting aspect of working on the team to develop the national standards for language learning over the three year period from 1993-96 was that our charge was to be visionary about identifying what language learners should know and be able to do in the 21st Century. That is, not to reflect the *status quo*, but to “think forward” about what classrooms might look like in the next millennium. And just a reminder, we didn’t have the internet yet! So when our discussions started to move beyond just language and culture, the task became very exciting as we had lengthy discussions about what was unique about what happened in the language classroom that students could not get from any other discipline. That’s when the talk about adding Connections, Comparisons, and Communities to the vision for our language standards began. And while each of these three C’s has proved to be challenging to implement, the goal area of Comparisons remains the silent “C”, seldom reflected directly in state frameworks or local curricula, much less in individual classrooms.

We all know the importance of this goal area. I always referred to the insights learners would have as the “aha” moments—when students’ faces lit up because they had a sudden burst of insight—perhaps in terms of a linguistic structure or idiom that they realized had no equivalent in English or a very different manner of expression

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in English—or a cultural insight where they were able to understand a perspective from their own culture because they looked at it through the lens of the target culture. These were the exciting moments that most of us never formally taught in the classroom but witnessed on a regular basis through the “aha” moments of our students. In my experience since the development of the standards, there has been little movement in this area to make it a more formal part of instruction. Thus, the focus on Comparisons remains fairly silent.

After a national

survey to determine the impact of the standards was completed in 2010, it was apparent that, while some of the goal areas needed additional explanation, the five C’s should remain intact. Efforts are now underway to “refresh” our national standards after 17 years and have them reflect the current national initiatives such as 21st Century Skills, Common Core, and College and Career Readiness - and, as a part of that effort, “un-silencing” the Comparisons’ goal area. In order to bring the two standards in this goal area to life in the classroom, it is important to connect the insights that students develop with their ability to communicate in the language and function with cultural competence. So the newly refreshed version, while still in draft form, looks something like the following:

COMPARISONS: Develop insight into the nature of language and culture in order to communicate and function with cultural competence.

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

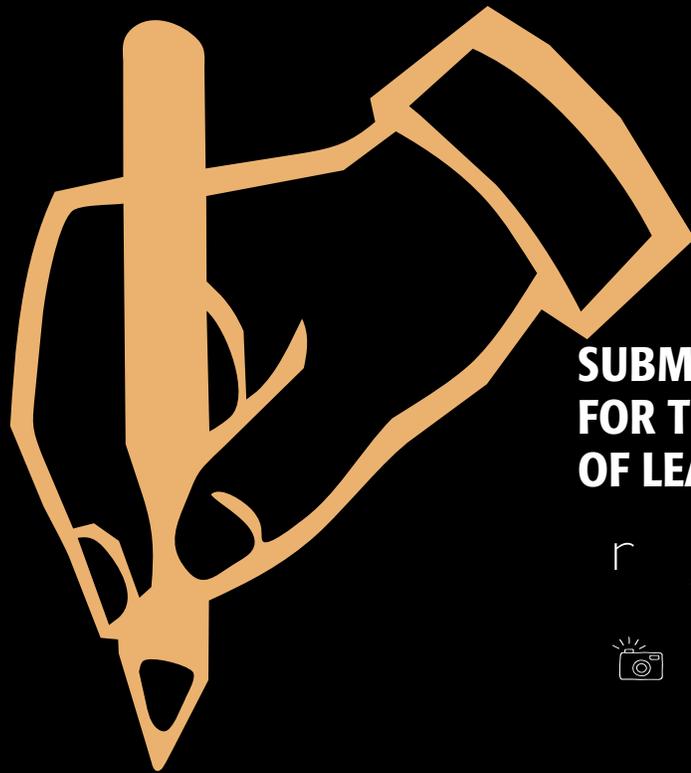
Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Teachers will find it easier to formally include the Comparison standards in their curriculum when they see the newly designed Learning Scenarios that highlight specifically what learners are doing to demonstrate competence in these areas—along with the accompanying “Can Do” statements of the Linguafolio that will be part of the standards document.

Teachers frequently make use of the Venn diagram when having students compare and contrast aspects of the target culture with their own. This can lead to student reflections and set up the expectation that learners should be thinking about the similarities and differences between and among the perspectives, practices and products and the linguistic features of the target language and culture and their own. This process can begin at a fairly basic level for young learners but has the potential of developing much high/deeper level of thinking as learners progress along the language continuum. Teachers who use thematic units will include some aspect of the Comparisons goal in their summative assessment or culminating tasks. A health unit can have learners reflect on what is considered healthy living in the target culture and compare it to their own. A rich culminating task may be to have students reflect on idioms, how they incorporate cultural perspectives, and find similar examples from their native language.

When we consider the unique and long-lasting benefits that developing these cultural and linguistic insights bring to our learners, it is incumbent upon language educators to reinvigorate their efforts to “un-silence” the Comparisons goal area and make it a vital component of their language program.

http://www.actfl.org/sites/default/files/pdfs/public/StandardsforFLLexecsumm_rev.pdf



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