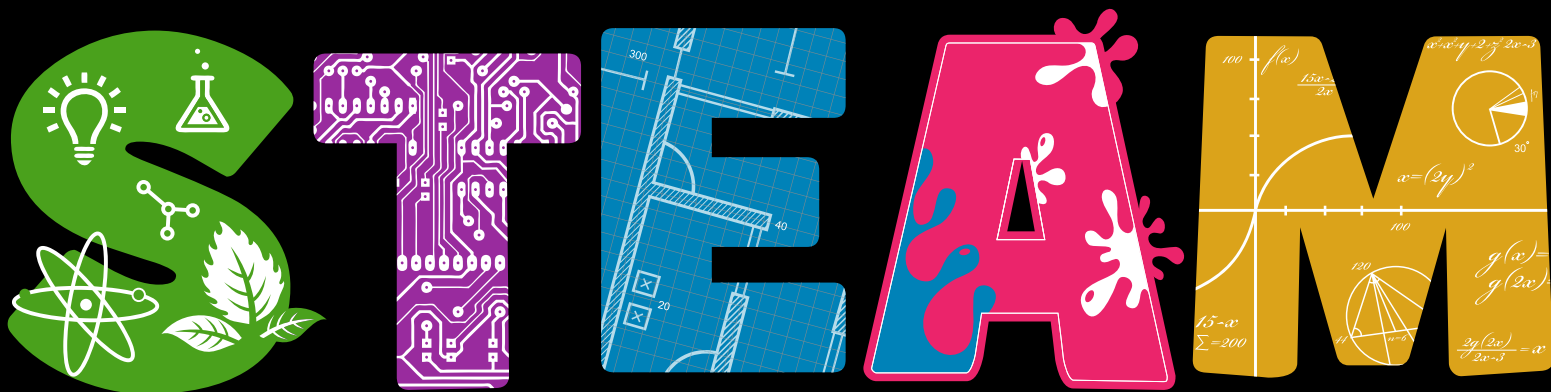


The Professional Journal of the National Network for Early Language Learning

LEARNING LANGUAGES

spring/summer 2017 volume 23 issue 2



STEAMING AHEAD

CRITICAL THINKING
AND
PROBLEM SOLVING
FOR
EARLY LANGUAGE
LEARNERS

NNELL REPRESENTATIVES

As a national organization, NNELL operates through a network of state representatives. You could help NNELL to continue with its mission by becoming a representative of your state. As a State Representative, you will serve as an advocate for early language learning, heighten public awareness of foreign languages in elementary and middle school education, serve as state representative for NNELL to your state language association and ensure that foreign languages in grades K-8 are recognized as a priority matter in your state. If you are interested in being more involved with NNELL and its advocacy efforts, please contact NNELL's National Networking Coordinator networking@nnell.org

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In this issue of Learning Languages, we explore the theme of “STEAM-ing Ahead: Critical Thinking and Problem Solving for Early Language Learners.” This topic was also the theme of this summer’s NNELL summer, which was hosted at Kent Place School, in Summit, NJ. STEAM is at the forefront of educational discourse these days. But attaching the idea of exploring STEAM in a world language is a new concept. We early language educators know the importance of keeping our young learners engaged with hands-on activities. This begs the question: why not do this type of engaging activity in the target language?

The other benefit of linking world languages to STEAM is that we show the relevance of adding communicative and cultural competence components to problem solving. After all, in our increasingly global society, we depend on participants to be able to communicate in multiple languages and operate with cultural understanding - all while doing everything else from thinking and critically and solving problems.

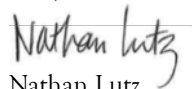
This issue is replete with fantastic articles by a community of educators I consider my PLN! Jeannette Borich’s “Linking Language Telling Tales: Acquiring a New Language by Listening to Stories” attests to the powerful process of language acquisition via storytelling - and figuring out words from a rich context. Ericka Collado, who also presented at the NNELL Summer Institute, gives us “Robots as Language Learning Tools.” For those of you who missed the Summer Institute, Ericka brought bins full of different robots that attendees got to play with and interact with in their languages. Kathryn Murphy-Judy’s “STEMming the Tide: STEAMing Ahead by Including World Language Education” shows us powerful results of collaborating among content areas. Stacie Berdan’s regular feature, our Parents’ Corner, explores the winning algorithm of “Language Learning → Critical Thinking and Problem Solving = Employability.”

In this issue, we also mark NNELL’s 30th anniversary, with a brief retrospective by Nancy C. Rhodes, NNELL’s first chair.

This year, the world language community lost one of its brightest shining stars, Terry Caccavale. Terry was a past president of NNELL - and in fact, the reason why I got involved in the organization. I always called her my “NNELL Godmother” because of her positivity and encouragement to try new things. To commemorate her life, we have included pieces written by Terry’s son, Peter Caccavale, as well as Janet Glass.

As I wind down my first year of my two year term, I am reminded that there are new teachers entering the field every year and how important NNELL is in providing leadership and support to all early language teachers. Thank you for joining me on this journey to improve our students’ learning. I wish you a great 2017-2018 academic year!

Best,



Nathan Lutz
NNELL President



President’s Message

Critical Thinking and Problem Solving = Employability

By Stacie Nevadomski Berdan

As a business person who has managed teams, advised clients and hired people across five continents, I've been invited to speak at several conferences lately where employers and higher education institutions have gotten together to discuss the skills necessary in today's global marketplace. Critical thinking and problem-solving skills are two of the top-ranked competencies employers say they want in new employees, specifically recent graduates.

As an author and advocate who has written six books on the intersection of globalization and careers, I always promote the connection among language learning, study abroad, a global mindset and the development of soft skills to satisfy these needs. For me the net effect is obvious: enhanced employability.

Humor me as I make the leap from skill building in the elementary language classroom to a direct need in the workplace today.

Although NNELL focuses on advocacy for early language learning (certainly not career counseling for college graduates), teachers often struggle to convey why language learning should be a pillar of an outstanding early childhood education to doubtful

parents. Sometimes it's helpful to explain that an hour a day of Spanish or Mandarin songs, books or cultural lessons plays a significant role in opening up students' minds and hearts to other cultures and worldviews; children understand firsthand that we are all more alike than different. Many will emphasize the importance of early language learning as laying a strong foundation for high school students to build on, striving for proficiency; students can then use their study of languages to differentiate themselves in the college admissions process. Others will be encouraged to see the value early on to continue studying in college, including an immersive study abroad program; students will gain confidence in their ability to communicate proficiently in another language, which translates into a valuable commodity in today's job market (and one that pays an average of 12 percent more than those who don't speak a second language over the course of a career).

All of these reasons resonate with parents who understand the value of language learning. But for those who have doubts about the value for their child, we need to do a better job communicating the valuable skills that come with learning another language ~ even if the student does not become proficient. In my book, *Raising Global Children* (ACTFL 2013), I did extensive research on the benefits second language learners enjoy, including:

1. Tending to outperform English-only learners in English, perhaps because learning another language requires higher-order thinking about word order, meaning, pronunciation, grammar and other building blocks of language learning.

2. Out-testing English-only learners in other core subjects, such as history,

social studies, science and math.

3. Demonstrating abilities for basic academic skills such as listening, reading, writing, speaking, comprehension, analysis, categorization and the ability to memorize.

4. Showing greater cognitive flexibility, better problem solving and higher

Parent's Corner

order thinking skills with numerous studies indicating that individuals who learn a second language are more creative and better at solving intricate problems than those who do not.

5. Experiencing firsthand the subtle, intangible and powerful benefits of self-confidence and expanded opportunities for making friends and building relationships.

Perhaps most importantly, learning languages inspires children to explore the world and learn about what is happening in other places. Students develop a different way of looking at the world and of processing information through more than one lens, thinking critically about the various problems they encounter by being open minded, confident, decisive and independent.

It's difficult to teach this combination of intellectual curiosity and problem-solving skills as such. But students seem to learn it through the study of languages and other cultures, giving them a leg up in the hiring process that started for many more than a decade earlier in an elementary school classroom.

Stacie Nevadomski Berdan is the mother of twins, a seasoned global executive and an expert on international careers. She is the author of six books on the intersection of globalization and careers, including the best-selling "A Parent Guide to Study Abroad" (IIE 2015) and the award-winning "Raising Global Children" (ACTFL 2013). www.stacieberdan.com #raisingglobalchildren #livethelanguage #languagematters



Almost 30 Years of NNELL

A BRIEF RETROSPECTIVE

by Nancy C. Rhodes, *Center for Applied Linguistics Chair, 1987-1991; Executive Secretary, 1991-2003, National Network for Early Language Learning (NNELL)*

The following is a synopsis of the keynote and slide show presented at the 2016 NNELL meeting honoring the founding members of NNELL (ACTFL [American Council on the Teaching of Foreign Languages] Convention, Boston, 2016)

As one of the founding members of NNELL, I'm pleased to provide you with a brief history of the organization, with photos and vignettes, of how NNELL has played a pivotal role in the trajectory of world language education in this country and in many educators' careers.

HISTORY OF NNELL

Why was NNELL established?

It all started in 1986 at the ACTFL Conference in Dallas where a group of like-minded ACTFL members, interested in teaching languages to young children, were attending a networking session to share resources and teaching methods. They were excited to meet others with similar interests, but frustrated that after six or seven years of meeting informally there was no way to continue to share ideas and expertise throughout the year (no internet, remember). The group

decided then and there that it was time to organize an official network to promote early language learning. So, 25 educators from 16 states who attended the meeting met again in January 1987 in Washington, DC, to discuss the organization of a network that would promote language teaching in elementary schools. The meeting took place at the Center for Applied Linguistics (CAL) in Washington, DC, a logical host because of its long-time interest in promoting early foreign language education. No one had any funding in those days, so the local organizers offered housing to many of the attendees in their homes. Mimi Met remembers, "It was like a pajama party at my house – and the excitement was palpable."

After two days of intense and exhilarating interactive meetings, dinner discussions, and late night pow-wows, NNELL was born. Meeting participants defined the network as "a forum for people interested in early language teaching." The main objectives were to: (1) facilitate communication, and (2) provide information that would improve public awareness and support for early language learning. The proposed activities were to: (1) publish a newsletter, FLES News (FLES=Foreign Language in the Elementary School), three times a year, and (2) promote

the teaching of foreign language in elementary schools, especially through presentations at and collaborations with local, regional, and national conferences (see Photo 1.).

There was a lot of energy and camaraderie in the room at the meeting, as you can imagine, and two participants, Helena Curtain and Kathleen Riordan, even proposed that we have a NNELL uniform to promote unity and collaboration among members! (see Photo 2).

The network was open "to all who [were] interested in the field" and if you signed up, you received the newsletter free of charge the first year (publishers agreed to sponsor the newsletter). Members were also encouraged to promote early language learning by organizing and attending FLES sessions at local, regional, and national conferences. Past President Carolyn Andrade noted the camaraderie of NNELL: "Many of the people I first met professionally through NNELL quickly became friends" (personal email, 10-31-16). And that is the key to NNELL – the people. We bonded quickly, and realized that it was in our best interest to support everyone in the organization and their efforts in order to further the teaching of languages to young children on a national level.

What were the key philosophies and beliefs in



PHOTO 1: Founding members of NNELL at organizational meeting, 1987



PHOTO 3: Carol Ann Dahlberg, NNELL's first president, is awarded the Florence Steiner Award for Leadership in Foreign Language Education, ACTFL, 1988, Monterey.

creating the vision for NNELL?

Two of the most important beliefs that were prevalent throughout the early years of NNELL were that (1) language instruction should start in the early grades, and (2) languages should be available for all students. These were not necessarily popular notions in the late 1980s, even among our colleagues in other language organizations, so we often felt we were fighting an uphill battle. Carolyn Andrade commented that "During those early years, we shared both progress and setbacks in our varied and often skeptical work environments while strongly advocating

for young children and best practices in their language learning experiences." Past President Kathleen Riordan, looking back, commented that, "the concept of a network encouraged teachers, usually with little administrative support, to be change makers."

How did NNELL get its name?

As with any new entity, selecting a name was part of figuring out an identity and philosophy. We spent many hours debating the pros and cons of various names. This process helped us to develop unity and clarification of purpose. We considered at least six other possibilities: NESFLE (Network of Elementary School Foreign Language Educators), FLIC (Foreign Language Instruction for Children), NELL (Network for Early Language Learning), EFLL (Early Foreign Language Learning), EAL (Early Additional Languages) and NNELE (National Network for Early Language Educators). We are glad we picked NNELL—it has stood the test of time and truly reflects not only the goals and purposes, but also, after its first twenty-nine years, the accomplishments of our nationwide organization. (And it's not too hard to pronounce!) The newly named group quickly got working

and had its first meeting in April 1987 at the Northeast Conference on the Teaching of Foreign Languages in New York City. Luckily, NNELL member Christy Brown was Conference Chair that year and gave NNELL her president's suite to use for the meeting. At that meeting we brainstormed key issues to address for the first issue of FLES News.

Very quickly, NNELL's forward-thinking members began to be recognized by the profession. By 1998, NNELL's first president, Carol Ann Dahlberg, was awarded the Florence Steiner Award for Leadership in Foreign Language Education for her work in higher education and elementary education (see Photo 3).

IMPACT ON THE PROFESSION

Becoming a formal organization

By 1991, NNELL members decided that it was time to transition from an informal network to a formal organization. The thinking was that, as we approached the 21st century, it was an opportune time for early language educators to join together as a stronger force, to coordinate efforts of all those involved in early language education, and to work collaboratively with other organizations and groups that shared NNELL's goals. One of the main differences for the readers of FLES News was that they would now be voting members of NNELL instead of just newsletter subscribers, and an annual fee of \$12 would be charged. In addition, NNELL fine-tuned its purpose



PHOTO 2: Helena Curtain (Wisconsin) and Kathleen Riordan (Massachusetts) proposed a NNELL uniform to promote unity and collaboration among members.

with the following mission statement: *To promote opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own, and to coordinate the efforts of all those involved in early language education.*

To implement that mission and improve collaboration among language teachers on a more personal level, NNELL identified regional representatives for five geographical regions who coordinated networking activi-

ties in their regions. The very successful annual NNELL Swapshop Breakfast was also established to help teachers network on a national level (see Photo 4).

GREATEST ACCOMPLISHMENTS

One of the most exciting aspects about NNELL has been seeing how a small grassroots, low-budget effort – of teachers, administrators, teacher trainers, and researchers – has been able, by working collaboratively, to make a huge impact on the teaching of languages to young children. Over the first 29 years, NNELL moved the field of K-8 language education into the forefront of K-16 language education. Major accomplishments included influencing the scope of the national language standards, playing an important role in national legislation, and providing leadership in preparing teachers and leaders in the profession.

Imagine, for a moment, a time when there were no methods textbooks, no national standards, few publications, and no national organization for elementary language teachers. When we started this network: (1) there was no Languages and Learners: Making the Match, the Curtain & Dahlberg methods text, that we could refer people to; (2) there were no acknowledged model programs that we could recommend for replication; (3) there were no national or state language standards; (4) there were few publications focused on early foreign language education; (5) there was no NADSFL (National Association of



PHOTO 4: NNELL members meet in 1991 at CAL to decide NNELL's future organizational structure and goals.



PHOTO 5: NNELL President Eileen Lorenz with JNCL-NCLIS Executive Director, J. David Edwards, a great supporter of NNELL initiatives.



PHOTO 6: NNELL members meet in 1993 to draft a proposal for the first ever federally-funded National K-12 Foreign Language Resource Center to be housed at Iowa State University (from left: Mari Haas, Helena Curtain, Mimi Met, Eileen Lorenz, Carol Ann Dahlberg, Nancy Rhodes, Marcia Rosenbusch, Karen Willetts, and Lynn Thompson).

District Supervisors of Foreign Languages) organization to help promote excellence in foreign language teaching at all levels, K-12; and (6) there was no technology interface for language instruction. Now, thanks to the involvement and perseverance of many NNELL members, we have these things and much more. And it wasn't necessarily easy. When NNELL began, there were many, many educators, including many within the language profession, who did not see value of starting language teaching at an early age. This has gradually changed, as is most evident by the national language standards recommending a K-12 sequence of study for attainment of high levels of language proficiency.

One of NNELL's greatest successes was helping the profession realize that the national standards needed to target K-12 education, and not just grades 8-12, as first drafted. After a chance encounter in an airport with Standards Task Force Committee members, NNELL editor Marcia Rosenbusch learned that they were not even considering including elementary programs in the standards. She quickly contacted the NNELL board, and in the winter 1993-94 issue of FLES News, NNELL published NNELL Statement to the Student Standards K-12 Task Force, a strongly worded statement warning that the future standards for foreign languages "will significantly impact foreign language education well into the 21st century." It went on to state that: "It is imperative that these standards speak not only to the foreign language programs in existence today, but that they also define a framework for the future. To establish standards only at eighth and twelfth grades, but not at fourth grade, would be to limit the future of the profession to current practices." The rest is history. The World Readiness Standards for Learning Languages document is in its 4th printing, it addresses a K-12 (and beyond) audience, and the majority of elementary and secondary teachers report that they use the standards in their teaching. The chair of the original Student Standards Task Force, Christy Brown, attributes NNELL's strong push for a K-12 framework as the impetus for her to organize

Task Force visits to elementary school language programs in Florida. These visits ultimately expanded Task Force members' views of language learning, helped them understand the importance of an early start, and thus led to the broadened scope and impact of the standards nationwide.

NNELL has played a major role in policy and national legislation,

working closely with JNCL/NCLIS (the Joint National Committee on Languages and the National Council for Languages and International Studies), focusing in particular on the Language Resource Centers of Title VI of the Higher Education Act (see Photos 5 and 6).

NNELL also worked with former Senator Paul Simon of Illinois, one of the leaders on Capitol Hill in promoting strong K-12 language programs and better understanding of global issues. And on a current note, legislation recently re-introduced, the Senator Paul Simon Study Abroad Program, creates a competitive grant program for universities to expand study abroad and encourage more minority, low-income students to study overseas (see Photo 7).

It is extremely satisfying to see that the leaders of NNELL have played an integral role in furthering the entire language teaching profession at all levels. NNELL officers have gone on to publish important academic works, hold leadership positions in school districts and universities, and play key roles in other major language organizations. Six of NNELL's leaders went on to become President of ACTFL.



PHOTO 7: NNELL members thank Senator Paul Simon for his tireless support of foreign language teaching, and congratulate him in 1996 at his retirement reception hosted by the language community. Left to right: Mimi Met, Kay Hewitt, Eileen Lorenz, Nancy Rhodes, Senator Simon, Donna Christian, Marcia Spielberger, Richard Donato, and Eileen Glisan.

NNELL Past Presidents are all names that we see throughout the profession today, not to mention former NNELL board member Marty Abbott, who is now Executive Director of ACTFL. Past Presidents include: Carol Ann Dahlberg, Carolyn Andrade, Audrey Heining-Boynton, Mari Haas, Eileen Lorenz, Mary Lynn Redmond, Susan Walker, Christy Brown, Myriam Met, Kathleen Riordan, Carine Feyten, Martie Semmer, Lori Langer de Ramirez, Janis Jensen, Terry Caccavale, Paula Patrick, Jacque Van Houten, Rita Oleksak, and Nadine Jacobsen-McLean. In addition, Marcia Rosenbusch's critical role first as editor of FLES News and then of Learning Languages made a huge impact on the development of the profession.

Through my roles first as Network Chair, and then as Executive Secretary, I had the great pleasure of working with these extraordinary women, and that has indeed been one of the highlights of my career. One superlative president I'd like to especially acknowledge is Terry Caccavale, who served in 2006 at a time when the board decided to make the term two years instead of one because the leaders had too much to get done in just one year. Terry showed true selfless dedication to NNELL and its members and especially to the teachers in the trenches. At the time, NNELL was going through tight financial constraints and Terry volunteered to go around the country providing day-long workshops to school districts on second language acquisition and immersion education, donating all the proceeds to NNELL. Terry passed away in March 2017, after a courageous battle with cancer. Her legacy and incredible dedication to young language students and their teachers will forever be remembered by NNELL (see Photos 8 and 9).

Major milestones for NNELL included transitioning the newsletter FLES News to a refereed journal, Learning Languages, under the leadership of Presidents Audrey Heining-Boynton and Mari Haas (see Photo 10).

Another publication of note, edited by NNELL President Mimi Met for the 10th anniversary, "Critical Issues in Early Language Learning: Building for our Children's Future," included a special forward by Secretary of State Madeleine Albright (see Photo 11).

Following the tradition of NNELL board members taking leadership roles in the profession, NNELL Editor Marcia Rosenbusch received the Florence Steiner Award for Leadership in Foreign Language Education in 1996 (see Photo 12).

NNELL President Rita Oleksak received



PHOTO 8: NNELL Presidents, 1987-2007 (left to right: Lori Langer de Ramirez, Nancy Rhodes, Susan Walker, Janis Jensen, Mimi Met, Martie Semmer, Marcia Rosenbusch (NNELL editor), Carol Ann Dahlberg, Eileen Lorenz, Kathleen Riordan, Mary Lynn Redmond, Christy Brown, Mari Haas, and Terry Caccavale).



PHOTO 9: NNELL Board Meeting, ACTFL Atlanta, 1994. Carine Feyten, tall blonde in back row, enjoyed her 2001 stint as NNELL President so much that she went on to become president and chancellor of Texas Women's University in Denton, Texas, in 2014, the nation's largest university primarily for women.



PHOTO 10: NNELL President Eileen Lorenz offers a "TPR toast" to the new NNELL refereed journal, Learning Languages, at the Advocates for Language Learning (ALL) Conference, 1995.



PHOTO 12: NNEFL Editor Marcia Rosenbusch (center with plaque) received the Florence Steiner Award for Leadership in Foreign Language Education, Postsecondary Level, 1996.

NADSFL's highest honor, the "Foreign Language Supervisor of the Year Award" in 2013, shown in photo with NNEFL Past President Kathleen Riordan, who herself had won that award in 2001. They both also served as ACTFL Presidents (2001 and 2013). These are just a few of the examples of how NNEFL board members went on to accomplish great things in the profession (see Photo 13).

A FAVORITE NNEFL MEMORY

One of the recurring issues in the field has been what to call the early world language education profession. From its heyday in the 1960's, the acronym FLES has been used to stand for foreign language in the elementary school. That was why the name FLES News was chosen for the newsletter (although later our thinking changed and we started moving away from the acronym FLES which for some conjured up "failed" programs of the 1960s). And through the years there have been a lot of misunderstandings of the term, not to mention misspellings and mispronunciations.

A favorite memory of mine is a request NNEFL received from one of our

overseas subscribers in Africa. Mailed from Ouagadougou, Burkina Faso, West Africa, the subscriber thanked us very much for the newsletter FLEA News (F-L-E-A). He wrote, "as I have to work on fleas and other

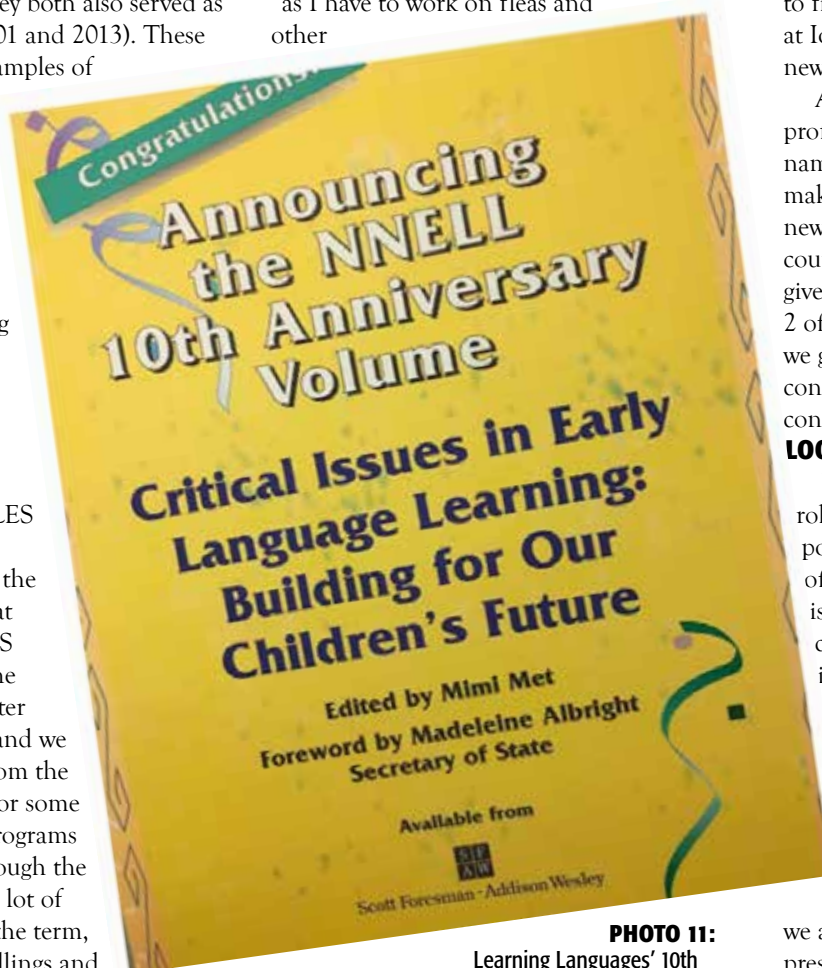


PHOTO 11: Learning Languages' 10th Anniversary Issue, with a forward by former Secretary of State Madeleine Albright

parasites of rodents [for the next] 2 years in



PHOTO 13: NNEFL President Rita Oleksak (right) received NADSFL's highest honor, the "Foreign Language Supervisor of the Year Award" in 2013 (with NNEFL Past President Kathleen Riordan).

Africa, [I appreciate receiving your newsletter]. Editor Marcia Rosenbusch, wondering if he had understood the intention of the articles in our newsletter, was later relieved to find out that the Entomology Department at Iowa State University did, in fact, have a newsletter called FLEA News.

Another request arrived in 1996 from a professor at a university (that will remain nameless) that asked for permission to make photocopies of some materials in our newsletter. They were to be included in a course packet. The request asked that we give them permission to copy Volume 5, No. 2 of FLES News. Marcia made sure that we gave permission, but the permission was contingent on the university's use of parental controls!

LOOKING TO THE FUTURE

What is NNEFL's role today and what role will it play in the future? NNEFL is poised to play a critical role in the future of language education in the U.S. What is fascinating is that current mission and core beliefs still reflect those of the founding members, with activities designed to implement the mission reflect 21st century educational values, and a focus on interactive webinars, can-do statements for interculturality, summer institutes, an online journal, and far-reaching social-media efforts for effective networking. As we begin our 30th year, we are delighted to welcome our first male president of NNEFL, Nathan Lutz, and look forward to many more exciting NNEFL endeavors in the years to come.

NNEFL's influence has grown immeasur-

ably over these last three decades; it now plays a pivotal role in advocating early foreign language education for all children in schools across the country. We'd like to take this opportunity to thank all the founding members for starting us on the right track, and the current Executive Board for leading the way in social media and online webinars to network with educators of the future in the best way possible.

NOTE

A special thanks to Janet Glass, who interviewed the "founding mothers" of NNELL in 2013 for the 25th anniversary (Glass, 2013), and provided some of the

themes for this keynote. The quotes included here are from her interviews unless otherwise noted.

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Thank You, NNELL's Founding Members!



Carolyn Andrade
Rosemarie Benya
Christine Brown
Helena Curtain
Jack Darcy
Diane Ging
Betsy Grob
Donna Grundstat
Mari Haas
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G. Richard Tucker
Susan Walker

Nancy Rhodes, a founding member of the National Network for Early Language Learning (NNELL) and its first Executive Secretary, has spent her career in the study of elementary school world language instruction and in advocating for early language learning. As Senior Language Education Consultant at the Center for Applied Linguistics (CAL), she focuses on foreign language education research, instructional program design, professional development, and program evaluation. As the former Director of World Language Education at CAL, she led numerous language education studies, including a series of federally-funded national surveys of K-12 foreign language instruction designed to provide a portrait of language teaching across the country (Rhodes & Pufahl, *Foreign Language Teaching in U.S. Schools: Results of a National Survey, 2010*, and predecessor surveys in 1987 and 1997). She has also authored *Elementary School Foreign Language Teaching: Lessons Learned Over Three Decades* (*Foreign Language Annals*, v 47, 2014); and *Language Immersion: Celebrating 40 Years of Growth* (2012), with D. Christian, J. Garretson, & A. Bruno. She was raised in Africa and South America, is fluent in Spanish, and has taught Spanish and English as a second language both abroad and in the United States.



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In Memoriam: TERRY CACCAVALE

By Janet Glass

A bright light went out on March 5, 2017, when Terry Caccavale left us. What didn't leave us is the inspiration her devoted work, brilliant vision and indomitable hopefulness left behind.

Terry began her teaching career as an elementary school teacher in Vermont. Although she went on to receive France's Chevalier of the Ordre des Palmes Académiques in 1999, the most prestigious honor in the field of French language education, she never forgot her elementary school roots.

Terry served as NNELL's secretary and later as its president from 2006-2008. It was during those years that Terry insisted we celebrate the 20th anniversary of NNELL at ACTFL with a gathering she liked to call Tea for Tous.

During her years as president, Terry was concerned about NNELL's finances. In an attempt to provide more resources, she quietly donated all the fees from her many speaking engagements to NNELL. She also paid for her own lodging and transportation.

Terry was in such demand to speak for many reasons. First, she knew her subject. Terry was immensely qualified to talk about immersion programs, having established a successful K-12 French immersion program in Holliston, Massachusetts, in 1979. As a doctoral student at Boston University, she also became deeply entrenched in research on Second Language Literacy, which became one of her specialties. Then, in 1998, she began the Spanish FLES program for which her district was awarded the Melba D. Woodruff Award for Exemplary Elementary Foreign Language Instruction. The award was granted in 2011 at the ACTFL Convention in Boston. Terry's credentials also include a dual BA in French/Elementary Education from the State University of New York at Cortland, an MA in French Language from Middlebury College and another Masters, a DEA in French Linguistics from L'Université de Besançon, France. At Cortland's commencement ceremony this month, Terry was posthumously awarded the SUNY honorary degree of Doctor of Humane Letters. Her son, Peter, accepted it on her behalf in a moving tribute to his mom. At the podium Peter repeated what I often heard Terry say, "Adding a language in an immersion curriculum was not overfilling the glass, it was just adding dye to make the water more colorful."

In addition, Terry had so many presentations—often as a keynote speaker—because she never said "no." Her generosity of spirit and her passion for her field were ever evident. Tim Eagan, the current President of the Massachusetts Foreign Language Teachers Association, which awarded Terry the Distinguished Service Award, put it this way:

Terry was a tireless advocate for language education and generous friend and colleague. I don't think she ever said no to a request to present at a conference or to help a colleague. On a personal level, Terry provided me with the mentoring and encouragement I needed to survive and thrive during my first years as an administrator. Her



love and kindness knew no bounds. Joyce Beckwith put it best in the MaFLA 2017 Spring newsletter: Terry was "unpretentious, gracious and generous to all who crossed her path."

Terry Caccavale, in her private moments, was the real thing. She would call me up excited with new insights and want to tell me about new data demonstrating that reading should not wait for oral proficiency in developing literacy strategies. Another time, she called to discuss phonemic awareness. When she heard that I had attended an institute about backward design with Grant Wiggins, she wanted me to tell her every detail about what I had learned from it. She epitomized the definition of life-long learner.

But, clearly, I am not the only one who recognized Terry's contributions as a colleague, friend and leader in the field.

Here are a few of the remarks left on the legacy.com site after the announcement of her passing:

She made the Holliston immersion program a model for schools all over the state.

I'm a better teacher for having known her.

Rarely has anyone had such positive influence on the lives of so many people.

Energetic, eager and joyful, Terry was always sparkling.

I hope her family and friends find some comfort in the fact that she made the world a better, brighter and more interesting place for so many of us.

Terry was always a fierce fighter whether it was for children, education, or fighting cancer.

Madame Caccavale cared very deeply about her students and consistently pushed us to better ourselves in and out of the classroom. From the time she worked with my grandfather to formulate and enact the program to her passing, she made Holliston a better place to live and to learn and her bright, energetic personality impacted all in a positive way. She was an evangelist for kindness and hope!

Perhaps, what we all feel is best expressed by the long-time NNELL member and leader, Tammy Dann:

Terry will always be "Mother NNELL" to me. There are few as passionate or as knowledgeable about early language learning. The only thing bigger than her smile, was her heart. She was my mentor and my friend.

Terry was fond of saying, "Love you," to her friends. In truth, we loved her back.

Rest in peace, super star.

Janet Glass served on the NNELL Board in various capacities for 12 years. She taught Spanish from pre-K to 12th grade for several decades and was named ACTFL Teacher of the Year in 2008. She is currently an adjunct at Rutgers.



Remarks by Peter Caccavale in Honor of Terry Caccavale

*Ceremony to confer the Honorary Degree of Doctor of Humane Letters
State University of New York, Cortland*

Mister President,
Members of the Convocation,
Members of the University,
Distinguished Guests,
Ladies and Gentlemen:

On behalf of my mother, Terry, I would like to thank SUNY Cortland for bestowing this honor to both her and my family. As some of you may know, Mom had been working towards her Ph.D. for many years, balancing it with her job, her family, and later on, her illness. Unfortunately, she was not able to see the fruits of all her labor, but I know how much she was looking forward to being here today and finally achieving her life-long goal. She would be so honored and proud to receive this award. Cortland always held a special place in Mom's heart, as I often heard her speak with pride about her time here, the friends she made, and the professional colleagues with whom she stayed in touch many years later.

Everyone who knew my mother knew her as a French teacher and a leader in her profession. Ironically, she always used to tell people "I don't teach French; I teach life, in French." To her, Foreign Language was so much more than just learning a 2nd language; it was learning a new way of understanding the world around us. In her mind, she spent 38 years teaching her students about the world, how it works, and what role they could play in it.

She believed that as much as learning a new language changes our views on life, it also provides us with the ability shape the world around us. Mom believed that her role as an educator was to open her students up to a variety of experiences both inside and outside of her classroom and challenge them not just to go out and speak French, but to explore the world and better understand it through French. Through this understanding, she hoped they would be confident and capable enough to change the world for the better. Bringing this type of immersive learning to her students was her defining achievement and will be her lasting legacy.

After building her innovative and award winning immersion program in Holliston, my mom dedicated her life to being a tireless advocate for the study of Foreign Language in all schools. She once told me a story about a principal in a nearby district who wanted to cut the Foreign Language program due to budget restrictions. He told Mom that keeping Foreign Language would be like adding a 6th gallon of water to a 5 gallon bucket—impossible and unrealistic. Mom's response was that Foreign Language is not equivalent to adding a 6th gallon of water—rather, it's like adding dye to that bucket and watching it bring out all the colors and beauty of the water already inside. She truly believed that

Foreign Language cut across all subjects – never interfering, but enhancing the lives of every student it touched and pushing them to reach their highest potential. She dedicated her life to ensuring that as many students as possible would have access to such a precious gift.

A few years ago my Mom gave me a book and on the inside she wrote, "There are two lasting things mothers can give their children: one is roots, the other is wings." This also summed up her thoughts on education and the responsibility she felt to her students, whom she treated as if they were her own children. She prided herself on providing her students with strong, stable roots that they could rely on, as she would never let them down. I'll never forget that during the last few days of Mom's life, the one thing she kept asking me to bring to her hospital bed was her laptop—she had lesson plans she needed to write to make sure her students were taken care of while she was away. Her students and their wellbeing were always on her mind, no matter what she was going through outside of school. That feeling of stability and community was even more obvious after Mom's death. On the day of her wake, there were high school students who waited over 90 minutes just to take a minute to say goodbye to her and tell us how much she meant to them—even those who had only known her for less than a year.

Teaching students French from kindergarten through high school certainly gave them strong roots, but Mom always wanted to see how far they would fly in the years to come. Among those former students waiting in line at the wake was a large group of people, some with small children of their own, who came up to my family and introduced themselves as her first kindergarten class from 1979. They had all come back to share stories about Madame Sullivan and tell us of the great impact she had on their lives – even all these years later. Many of them now had children of their own who were in the French Immersion program.

While my mother did leave a lasting legacy and impact on her field, many years ago she sat where you are sitting today. She had no grand notions of changing education. She simply knew that she had a gift that she wanted to share with her students and a vision of how she could best accomplish that goal. I know she would want to tell you to do the same. Take all the knowledge and experiences that you have received from your years of study at Cortland into the world – and with this precious gift do good! There is no better legacy you can leave than that.

On behalf of my mother, Terry, my family and I would like to wish you all the best of luck as you move forward into the next chapter of your lives.

Thank you.

NOT JUST A SPECIAL ANYMORE

World language classrooms, the center of meaningful problem solving

by Amanda Seewald, M.Ed.

Here is a riddle: What is the difference between school and life?

In school you are taught a lesson and given a test.

In life you are given a test that teaches you a lesson.

But why is this true in education when we know better?

We know that designing backwards and thinking about our goals first are what will ultimately lead to success. We know that real life problem solving is the most significant way to develop cognition. We know that inquiry drives motivation and ultimately leads to innovation. We know that risk taking and errors are extremely valuable for meaningful growth in every way. But most importantly, as language educators, we know that the best lessons life can teach you and that we can teach our young learners is that our best selves are seen through the eyes of another. We know, as Fernando Lázaro Carreter said, that language is the skin of the soul.

If we can together find a way to demonstrate the power of language and globally engaged learning then we will definitely not be considered “Just a Special” anymore...

What is a special? Let’s define that clearly. What comes to your mind when you think of the term specials? Specials are defined roughly as electives taught by specific, specialized teachers to give a rounded education. They’re an addition to regular classroom studies, including physical education, arts, foreign languages, and technology.

But we know the true meaning of being called a special, don’t we?

Special area subjects, ironically called “specials,” are important experiential learning opportunities for all learners that are

traditionally cut from the day whenever there is an assembly or any type of school event. Students are often pulled out of these classes to make up work or for any other reason. Specials are at the bottom of the school food chain in terms of funding and are always considered a bonus or extra because there are typically no high stakes statewide assessments made for them. Specials are considered less important and somehow on the periphery of learning.

Yes, this is a slightly sarcastic but completely true definition in terms of how schools treat our classes. You see, specials are where the experiential learning grows. Often these are the classes that if used properly, could lead to stronger understanding across the board, but one stands out. World language learning is a different breed of special because, though so marginalized by our national educational structure, it is truly the essential building block for all learning. Up to this point and for the foreseeable future, we will not be placed in the role of a core “subject” so let’s focus on what we really are.

We know that in order to set our concept for what we want language learning to be as a part of the school or district’s central focus

and essential educational experience, we need to have a clear understanding of what makes us an entrée and not a side dish. However, in order to make that understanding clear to those around us, we also have to take a big long reflective look at what we are doing or not doing to demonstrate that we are to be valued.

The history of our field as an uninspiring conjugation experience still exists and there are still many in the field who are just

learning to adjust antiquated practices, but we have the power of globalization on our sides now along with the reality of national standards and pushes for best interactive learning practices.

WE, as early language educators, are the leaders of that

effort. We need to take a strong look at what we do and how we can help influence the future of our profession and of multilingualism in our nation.

To do that we can carefully consider the four proven pillars of what world language learning represents and can be.

Ultimately, all of us, as elementary language educators, are so easily connected daily to an environment focused on discovery, literacy, nurturing learning proclivities, and development of self-reflection and growth and we can be the (pardon the expression) STEAM that powers that engine if we play our cards right. Schools are increasingly looking for ways to distinguish themselves by broadening their reach beyond the walls of the classroom whether through service learn-

WORLD LANGUAGE LEARNING...

- Is the best vehicle for culture and Global Citizenship
- Builds cognitive growth! Wrap your mind around that!
- Encompasses STEAM! We can do it all! ... Well, we can do some of it!
- Can help you address real issues through problem solving.

ing, community engagement, project based learning, IB, or simply STEM. What many schools are not able to see yet is that world language teachers and world language classrooms are the full package that students and schools need to reach many of these goals as a community.

The challenge is there for us to grab. Each one of us can take our own language learning experiences and bring them to bear for this cause. We can show the schools, the students, the parents, our colleagues, the administrators, and beyond that the vine that conveniently binds the stem together consists of language, communication, cultural understanding, and the inherent desire to connect beyond our own four walls.

Together let's take a closer look at these four essential educational goals that world language learning encompasses. It is my hope that we can wear these ideas like badges and use them to build out our pathway to leadership in our educational settings.

GLOBAL CITIZENSHIP

Global citizenship is a framework through which we bring global issues into all subject areas. A global citizen doesn't have to have a passport; it is a mindset.

- *Coco Killingsworth*

I greatly appreciate this definition of global citizenship from Coco Killingsworth as I think it speaks to the lens through which language educators can take the reins and enhance global citizenship education in schools. Organizations like UNESCO and globalcitizen.org are working very hard to provide us with great tools to introduce and explain global citizenship to our stakeholders.

What can we do to foster global citizenship in our students? In our schools? In our communities?

Consider how the ideas can convert to your classroom or your community.

We must move away from list driven topics and work towards engaging themes that connect to real life issues. We need to get our students out of their bubbles and always remember that comparing houses and families in the U.S. and Spain or France only shows part of the story. In order to show our students the world and to help them see and understand, our language class comparisons and contrasts should include people and places from all over the world. The way we raise the stakes on proficiency growth is to, in part, broaden the depth and breadth of what our students see and understand and get to discuss.

Most importantly, focus on the idea of

comparison and contrast to grow language proficiency, but also to use language for deeper understanding of issues.

Resources like The Hungry Planet, a picture based look at food around the world, are unique tools for helping students to see difference and understand the challenges faced by others. Use any and all resources available to engage students in the experience of recognizing their places or responsibilities to their communities and to the world.

COGNITIVE GROWTH

This is your brain...

This is your brain on language...

A 2016 study done by the University of Alberta demonstrated that "the most prevalent (pattern) in our studies, is that bilingualism is a positive force that enhances children's cognitive and linguistic development, improving access to literacy if the two writing systems correspond and development of general executive processes for all bilingual children solving a wide range of non-verbal problems requiring attention and control. These executive control abilities are at the centre of intelligent thought."

Cognitive growth as the result of second language development is not a myth and is supported by research that demonstrates its effects far beyond the experience of learning language. What are we doing to educate our communities about this? How are we sharing the many articles about this with our community stakeholders? Never underestimate the power of advocacy in every little way. Make it your business to find and send at least one article about brain research and language to your board of education, administrators, and especially students and parents. Put it on your list of things to do because it can have a profound impact on your success!

The upshot of this study and others is that language growth clearly affects brain function. If we know that global citizenship requires knowledge of concepts and that our brains are highly functional when we use language, then we should be sure that the way we teach reflects that. Don't teach about language. Teach via the language.

STEAM

STEAM is already in our classrooms if

we can simply begin looking at language as a pipeline that carries information and if we focus on teaching in a way that uses language to dramatically bring ideas to life. It is about turning food into understanding how people get their food or about turning family into traditions and comparisons.

STEAM!! We can do it all!...Well, some of it!

We can easily take what we are already doing and inject it with a true sense of purpose. But how??

Here are a few tricks:

- Choose the themes at each grade level that will work best for you... you don't have to do it all!
- Design backwards...and keep in mind that the resources you choose to use

CONTENT IDEAS

How do plants grow?

What is the best way to protect our air and water?

Which is the most important invention? What can you invent to solve a problem?

What can you explain about people from their art?

LANGUAGE SKILLS

I think ... statements

Ordinal numbers

Commands/giving directions

Verbs

Descriptive language

I can ... statements

I like ... statements

will help you decide on the best linguistic goals for that unit.

- Remember that STEM, STEAM, and any content you use will give you the proper platform for helping your students understand that language is truly for communicating ideas and solving problems.

In my work with teachers around the country and in Europe, I find that the biggest challenge we face is how to make this work. Adjusting is definitely a process but the work done to move in this direction will be a large part of the advocacy that you develop to make your program successful.

I often hear teachers go from extreme to extreme, but we need to be the ultimate connectors. So a science or math teacher or any "regular" classroom teacher becomes nearly dependent on the support for learning that our content-driven instruction provides to bolster student learning.

Be the connector! Start from the content not from the language goals. Whenever you plan for content, the language you need to teach, use, model, and evoke becomes crystal clear. Organically find that language ... as early childhood educators, we are the masters

of this!

Don't ever let your students lose sight of the fact that speaking another language is a journey to communication of thought and to finding solutions for problems. Make sure that this is the backbone of what you do; the "what do I want them to be able to say and do with this" piece of teaching.

This leads to the most exciting way to reach students: engage in active inquiry. Always start with a question and a problem to solve.

PROBLEM SOLVING

Problem solving requires asking questions, making guesses and predictions, experimenting, looking for clues, analyzing information, comparing and contrasting, and making decisions.

Each one of these functions is a key to language proficiency growth. And the greatest part is that it is tons of fun. Children's programming and games have been designed with these engaging concepts in mind for many years. Think back on your favorite TV shows and games and consider which ones had specific goals for problem solving. Can you think of one? Why did you like it? Chances are that it made you think around ideas and draw conclusions. These essential skills are also the ones we use to circumlocute as we develop language skills.

Take the ideas you get from your favorite board games and children's programs.

Make your lessons into a learning mystery. Any and every time we gamify the learning, our students' motivation rises and our ability to engage them is much stronger. Use problem solving as a way to drive meaningful conversation and interactive construction of ideas.

Use the steps of problem solving to help your classroom come to life

Make problem solving a visual and interactive part of your classroom. To do this You can use videos, stories (children's literature is powerful at all ages), science experiments, social experiments and keep in mind that many of the best problem solving experiences come from games.

Additionally, we can use problem solving and inquiry driven experiences to encourage metacognition. Getting students to consider their own thinking and how they learn best will inevitably assist in enabling students to reach stronger outcomes.

Focusing instruction through problem solving is motivational not only for the learner but fun for the teachers as well! The more we enjoy our instruction, the more our students will as well.

Don't you want to be the teacher and have the class that the kids can't wait to be a part of? Not because it is time off but rather because it gets them thinking....globally.... with fun...with inquiry....with mystery...and most importantly ...all of this via the target language which for them poses another intriguing aspect to the learning experience.

Step away from that correction....and inject your classroom with the ideas that make language learning a real life experience.

In order to get there, we have to envision our goals:

WE have to see ourselves and help others see us as the conduit through which culture, content, communication, and collaborative learning all connect. Language functionally braids together the tools of education, tools like Math, science, social studies, and literacy.

Remember that education is not a finite set of ideas or words, but rather the process of using these tools to understand and affect

the world around us.

By doing this we can vastly change the way we are viewed.... no longer an aside, but rather that central, pivotal

piece around which ideas revolve.

Never has this multicultural, multilingual communication goal been more important than it is now in our nation and in our world. We are the only teaching superheroes who can prepare our children for this reality.

So let's pull their unending energy towards us by attracting it with the type of learning that will inspire everyone it touches including our colleagues and administrators.

This list is only the beginning, but the possibilities are endless if we reframe our vision of language instruction to focus more on inquiry, real and meaningful content, and problem solving.

Imagine language as the vine that wraps around the stem to provide communication and impact problem solving to connect in ways that make the outcomes more powerful.

The four pillars of world language learning as described give you a reminder of what

it means to education and an energizing set of guidelines to help you create learning experiences that will ultimately help us all achieve our goal of a multilingual globally connected citizenry. By incorporating these ideas, you can make language learning the necessary component that we already know it is, keeping in focus that communication and problem solving are the true DNA of real learning and the center of cognitive and social growth.

Ultimately, we need to help the educational community at large see clearly that critical thinking and problem solving are the truest "STEM" of real learning, and the "STEAM" that powers cognitive and personal growth.

Amanda Seewald is the owner and author of MARACAS Language Programs and Learning Kaleidoscope Educational Consulting. MARACAS publishes innovative curriculum materials and music to enhance language instruction and learning. She has been

teaching children, coaching educators, and developing curricula for 18 years. Her expertise is multilingual/multicultural curriculum and instruction. Amanda works with educators and schools across the country as well as in Europe to develop meaningful language programs as well as on the re-development of their world language programs both from a curricular and instructional standpoint. Amanda is a regular presenter at national, regional, and state conferences. As an advocate for language education, Amanda works with federal and state legislative offices to garner support for legislation and funding. Her advocacy work in New Jersey led to the signing of the Seal of Biliteracy into law in 2016. Amanda is the President of the Foreign Language Educators of New Jersey and serves on the executive board of the Joint National Committee on Language. She is the New Jersey State Representative for the National Network for Early Language Learning. Most recently, Amanda joined the Board of Directors for the Pulsera Project. Amanda is a speaker of Spanish, French, and Japanese. It is Amanda's hope that through engaging and dynamic language programming we will have a multilingual future for all children. If you are interested in bringing Amanda to your district and to learn more about Learning Kaleidoscope consulting services or MARACAS materials, classes, and training, please contact her at www.maracas123.com or on Facebook <https://www.facebook.com/learningkaleidoscope> or Twitter @maracas123.



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STEMming the Tide:

STEAMing Ahead By Including World Language Education

by Kathryn Murphy-Judy, Ph.D.

In my 45 years of teaching and researching on language education, I've concluded that collaboration yields far better results than competition. As I look around our world today, tensions run high. Yet, if there is anything we know as world language educators, people able to communicate and negotiate across troubled times and borders multilingually and multiculturally are the 21st century's greatest human resource, if not our best chance for survival. No matter how great our science and technology, if we can't communicate competently with our seven billion neighbors, we fail the human race. What I'd like to do here, then, is tease out threads of current discourses—America's language crisis, early childhood education, STEM and coding priorities, and technology enhanced language learning—to see if we can't weave them into a different, stronger cloth.

This past academic year, 2016-2017, the language education community produced reports based on comprehensive data collection about the state of the field. Please click this link to see the K-12 language face of our nation: <https://www.americancouncils.org/FLEREPORT> (ACIE, 2016). The American Association of Arts and Sciences (AAAS) published a statistical report of U.S. language study. In its preface, it noted that our country “has neglected languages in its educational curricula, its international strategies.” (AAAS, 2016, p.3) It continues with a remark that “a dwindling number of the nation's schools offer any language education. In academic year 2007/2008, 25% of elementary schools taught languages other than English. This marked a six percentage point drop from 1996/1997, with the largest decline at public schools.” (p.9). In the ensuing AAAS report (AAAS, 2017), the commission contends that, “As children

prove especially receptive to language education . . . instruction should begin as early in life as possible. Its primary goal, therefore, is for every school in the nation to offer meaningful instruction in world languages as part of their standard curricula” (p.viii). Contrary to this goal, however, the report shows that there has been a six percent decline, from 31% down to 25%, in the number of elementary schools teaching languages other than English from 1997 to 2008, even fewer among public elementary schools with only 15% (p. 33) to the extent that Americans today “risk being left out of any conversation that does not take place in English.” (ibid.) Moreover, unequal educational access is particularly marked where it comes to world languages. The Commission warns, therefore, “This disparity of access and opportunity, mirroring other forms of systemic inequality, must be addressed immediately, beginning with a re-commitment by school administrators at public institutions in particular.” (p.34) So, this is our current reality quotient: we know we need more and earlier language instruction to keep the USA great, but as a nation we continue to trend in the opposite direction.

All schools, public and private, should be offering languages. Yet, pressures from all around the educational community and within it are focussing on science, technology, engineering and mathematics, or STEM, as is it commonly known. The thinking is that the American economy is based on human capital versed in STEM, that what really counts is the next Facebook, Tesla or genetic advance. Yes, they are important. The AAAS report notes correctly, however, that “language must be seen as complementary to, rather than as competing with, STEM,” (p.34). With only so much instructional time, competing learning needs, and limited resources, the mantra has become

STEM, STEM, STEM. This, to the extent that several school systems have attempted to substitute coding for the foreign language requirement (Florida, Texas, Oklahoma, Virginia, Michigan, Kentucky, New Mexico, Washington, among others). Still, even programmers like James Previtte disagree with such a move, realizing that “Computer ‘languages’ are for creating instructions for the actions of computers. Spoken languages are for the communication of ideas ... a realm not likely to be occupied by computers anytime soon. The clear communication of ideas is much more important for our race than computer instructions.” (Suhay, 2014) America faces different, necessary, and—in an ideal world—non-competing, educational forces for the 21st century. Perhaps we need to remind those pushing STEM over all else that Darwin's theory of evolution began in the context of linguistic change and that DNA is structured like a language. Humans think, discuss and do science, math, engineering and technology through languages.

World languages should look to the arts for another model of working with STEM. The powerful STEAM movement, led by the Rhode Island School of Design (RISD) and widely adopted, recognizes that art and design are fundamental aspects of science, technology, engineering, and math advances. It lists its objectives as: (1) transforming research policy to place Art and Design at the center of STEM; (2) encouraging integration of Art and Design in K–20 education; and, (3) influencing employers to hire artists and designers to drive innovation. ACTFL's new movement, Lead with Languages, offers us a similar way to put languages in the heart of STEAMing forward. We might say, there is no STEAM without TEAM, and languages are central to teamwork. For the rest of this article, I'll refer to STEAM rather than STEM, since the A team is better!

A powerful argument for early language instruction has been made over and over again in our field: bilingualism produces better brains. Moreover, these brains perform math and science better! As far back as 1989, studies were showing that elementary students taking languages scored higher on cognitive skill tests (Foster, K. M., & Reeves, C. K., 1989). Foreign Language in the Elementary School (FLES) improves cognitive skills. (FLES News, 2(3), 4.) ACTFL traces what these skills mean for all kinds of performance. “These cognitive benefits of language learning have been shown to enhance student performance producing:

- Higher standardized test scores
- Higher reading achievement
- Expanded student vocabulary in native language (English)
- Higher academic performance at the college level” (ACTFL, 2017)

Given these enhancements, it stands to reason that language learning, especially if it starts early and is ongoing, will positively impact STEAM studies, too. Standardized testing, as we know, runs the math, sciences, language, logic gamut.

The AAAS report looks at the nexus of early language learning and technology. It states that, “Young children have proven especially responsive to programs that alternate between personal instruction and online enrichment” (p.35). Working with software and apps, young learners intuit interface logics, data structures, and logical routines without so much as a coding class. This is the beauty of our digital world and the fact that they are growing up in it as “natives”. Just think, though, how much deeper this digital experience is for children engaged in global apps across national and linguistic borders. For the technology and engineering part of STEAM, our young charges sitting in front of their iPads in language class are discovering new worlds of tech, ones that a series of all-English, all-American coding can never open. The incursion of big data, neuroscience, artificial intelligence and deep learning, all kinds of scientific and technological advances, impact the field of second language acquisition. Research in our field brings progress to our classroom practices, thus improving student learning, regardless of subject matter. Our fields need each other for all to benefit. So, what if we show STEAM proponents how much our global dimension added to their endeavors would bring to everyone? If we were to all collaborate, we would all advance

so much more quickly and productively!

Finally, let’s talk about teachers. The AAAS 2017 report underscores the critical lack of language teachers across the country. “But even if language learning becomes a national priority parallel to the emphasis on STEAM education, we do not have enough certified language teachers at any level to meet the demand. According to the U.S. Department of Education, forty-four states and the District of Columbia currently report a shortage of qualified k–12 language and/or bilingual teachers for the 2016–2017 school year. Indeed, more states report a teacher shortage in languages than in any other subject. And since this count depends entirely on the states’ self-reporting, the shortage may be even more significant than it appears.” (pp.34-35) Here, too, STEAM and languages need to collaborate. Again, new technologies, online learning, and digital apps can help supply teacher training. By sharing pedagogical knowledge, all of our teacher education programs can benefit. High-leverage teaching practices, for example, came to world language teacher education from math teacher educators. We have so much to share, here, too. From our side, in that we induct novices into the inception of language use, we are clever and adept at ushering youngsters into not just new words, but the entire conceptual world that underpins it. We know how to use listening, speaking, reading, writing together to introduce, scaffold, differentiate and deliver new knowledge. We have a lot to share with our colleagues in STEAM.

To address the critical needs we have in America today for a globally STEAM literate 21st century, all of us must come to the table to discuss, share, innovate. Let the world language field cross the Sciences/Humanities divide, as we are trained to do, by using our world of words and our cornucopia of strategies. After all, we’re the ones who teach others to communicate and collaborate, wherever and wherever they may be.

Since we already connect globally to enrich student learning, why can’t we use similar media, techniques and technologies to connect across the hall to engage with our STEAM colleagues, connecting our forces and exciting learners? Here are a few suggestions for creating healthy linkages:

1. Your language day in math: a French example, Descartes, Pascal, Fermat, Mandelbrot, Germain.
2. The impact of languages on Darwin’s notion of evolution.
3. Tracing zero from India, across the Islamic/Arab conquests, to Italy and the European Renaissance.
4. Leonardo da Vinci, need I say more!
5. Ibn Rusd (a.k.a., Averroes) in physics and astronomy
6. The new Chinese engineered San Francisco-Oakland Bay bridge.

What ideas do you have? Let’s share them here: <https://goo.gl/TkvHQn>. Most, importantly, let’s start the dialogues with our STEAM colleagues to help all of us move forward together, a single voice that calls for the best 21st century education for all the children.

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LINKING LANGUAGE TELLING TALES: *Acquiring a New Language by Listening to Stories*

by Jeanette Marie Bowman Borich

ABSTRACT

The author primarily delivered comprehensible Spanish input to her novice 3rd and 4th grade Spanish students via stories she revealed and simultaneously illustrated on a white board. To document comprehension, she obtained student retells of the stories. This approach, used over six months, became an action research project with the goal of measuring growth within retells.

Individual student percent increase/decrease was calculated for the use of English phrases and Spanish words and phrases—for one retell in November, April, and May. Since that data showed that students increasingly used Spanish, percent increases in the quality of Spanish was calculated (Spanish words, subjects with verbs, and nouns with adjectives) within those three retells. The researcher also considered student feedback about listening to teacher-illustrated stories. Evidence of increases indicated that students were progressively able to provide more story details and increasingly able to use Spanish. Student feedback indicated that the illustrations provided comprehension supports. With a review of literature, the author provides a rationale for why and how revealing stories with illustrations helped students understand, retain, and use new language learning. Also considered is how story listening potentially develops critical thinking skills. The increases made by students over a six-month period should encourage use of teacher-illustrated stories for second language listeners. Action researchers should document their students' progress and consider potential benefits. Does listening to stories for novice learners lead to understanding, retain, and use Spanish?

Key words: stories, comprehensible input, listening, illustrating

Parents have been using stories for a long time to provide language input to their child and to help her learn to read. It is engaging, it is rich in input, and it is easy to accomplish. Recently I rediscovered the joys and benefits of using stories to teach Spanish with my grades three and four students. This article explores how I returned to the practice of using stories and documents what I learned about teaching another language exclusively by revealing stories as well as illustrating them at the same time.

Mayer (2002) explains that meaningful learning involves retaining new knowledge as well as being able to transfer that knowledge in new and different ways. Described another way, retention “focuses on the past; transfer emphasizes the future” (p. 1). Retention is what is learned, but transfer is being able to create something with that learning. Students who are really learning can make sense of the new knowledge and then are able to apply that knowledge. Mayer contrasts meaningful learning with rote learning or memorization. A student who memorized knowledge is not able to transfer that knowledge to a new situation. The learner who memorized information likely did not understand it. The result of memorization—rote learning—is a lack of ability to apply that knowledge in new situations.

The action research presented in this article considers two variables. The first variable is retention of Spanish heard within stories. The second variable is the transfer of that newly learned Spanish by using Spanish to retell those stories. According to Mayer (2002), students who can retain learning and transfer (apply or use) that learning truly comprehend that learning. Mayer (2009) has also discussed the use of multimedia instruction to increase learning. He defines multimedia instruction as spoken or written words combined with graphics. From November 2016 until May 2017, I used a story listening approach to introduce Spanish vocabulary in a meaningful manner to my novice Spanish students. My research seeks to answer this question: does illustrating and revealing stories lead to retention and transfer of new Spanish words and phrases?

STORIES AND CRITICAL THINKING

Stories are entertaining, but they also can be tools to develop our students' critical thinking skills. According to Paul & Elder (2008), a critical thinker “raises vital questions and problems,” and “gathers and assesses relevant information, using abstract ideas to interpret it...” McGuire (1985, 1998) says that as the story listener attends to

the revealing of the plot, she learns how to internally ask questions about the problem that emerges within a story. A story listening experience encourages the listener to think in the abstract while at the same time to pay attention to what happens in the beginning, the middle, and the end of the story.

Critical thinkers need to communicate effectively. Curtain and Dahlberg (2016) discuss using fictional narratives because they “bind us to our culture and help us to understand our world” (p. 126). Paul & Elder (2008) agree that a well-developed critical thinker “thinks open mindedly.” MacDonald (1993) explains that story listening can increase students’ understanding of other cultures as well as their own culture. McGuire (1998) explains that listening to stories connects the listener with the outside world. In the process of expanding connections with the outside world, students’ vocabularies are expanded via stories helping them to communicate more effectively. Numerous studies cited by Mason (2014) provide evidence that story listening is also a bridge to understanding the language used in schools by teachers and textbooks in different content areas.

There is scientific research to back up the use of stories with the goal of influencing our “attitudes, our attitudes, fears, hopes, and values” (Gottschall, 2012). His book *The Storytelling Animal* (2012) explains how research has found that a story is the “most powerful means of communicating a message.” The world of fiction considerably changes how the listener understands information (Green & Brock, 2000). Their research points out that when a story is revealed, the story can change the reader. In contrast with factual narratives, the revelation of a fictional narrative connects us with our emotions and encourages us to believe.

This emotional connection can trick the listener into forgetting about the task at hand by personally connecting us with the storyline. In fact, the world of commerce uses this tool to their advantage by telling customers stories that lead them to believe in their products. An internet search shows that the use of stories or testimonials are effective business development tools. Marketers promote businesses via customer success stories or hypothetical situations related to the product development. Businesses use storytelling to help their customers take in information by experiencing it rather than by reading lists of information (Forbes, 2016). Stories trick the listener—in this case the customer—into forgetting about the task at hand.

STORY LISTENING AND LANGUAGE INSTRUCTION

Story listening can work similarly for the elementary L2 (second language) learning classroom because students, when hearing interesting stories, could forget about the challenges of learning L2. Instead, they focus their attention upon the content of a story. Mason (2014), a story listening expert, points out that story listening is comprehensible input. According to Krashen (2017), “The Comprehension Hypothesis says that we acquire language when we understand what we hear or read. Our mastery of the individual components of language (skills) is the result of getting comprehensible input (CI)” (p. 1). Listening to stories provides CI which stimulates subconscious language acquisition, as contrasted with conscious language learning. “Learned” language is “fragile and easily forgotten,” but acquired language stays with us (Mason, 2014). Studies consistently show that students who experience classes providing a great deal of interesting comprehensible input outperform students in traditional classes which require “conscious learning of grammar” (Krashen, 2017). Teaching with CI is in direct contrast to a skill-building approach that leads to “consciously learned knowledge.” Krashen (2017) explains the skill-building approach this way. “The rival hypothesis, The Skill-Building Hypothesis, says that the

causality goes in the other direction” (p. 1). First, grammar rules and vocabulary are memorized, and later these new rules and vocabulary are produced in speech or writing. As errors are corrected, speaking and writing improve.

My second language students have often told me that what they most desire is to be able to communicate in the target language. Because stories allow the learner to make connections to prior knowledge and identify patterns, and because the language of a story is presented in context, that language may more easily be recalled (Curtain & Dahlberg, 2016). Stories in the classroom can provide engaging CI without memorization of vocabulary and without conscious learning of grammar. The Teacher Effectiveness for Language Learning (TELL) Project further defines CI as being meaningful, interesting, and appropriate to the learning level of the learner. The provider of the input uses visuals, gestures, caretaker speech, and concept organizers (TELL Feedback Form, 2017). Illustrating a story while revealing the story with simplified language that is rephrased and repeated can provide quality CI. Children and adults find a good story intrinsically interesting and meaningful because they endeavor to make connections between their own unique prior knowledge and the story’s beginning, middle and end.

A technique that complements story listening, the Language Experience Approach (LEA), can provide L2 students exposure to the printed word after they have listened to the story as told by the instructor. This approach advances reading and writing skills through experiences—in this case the story listening. The students retell the story, and the teacher records their words or a simplified version of their words (The Language Experience Approach, 2000). LEA used together with story listening can provide the novice L2 student optimal learning in a natural way.

ACTION RESEARCH IN MY CLASSROOM

I have previously used children’s literature along with hands-on activities to teach Spanish via a curriculum that was assessed with student dialogue journals. Documentation from student journals (Borich, 2000) demonstrated evidence of learning the goals of Cultures and Connections of the National Foreign Language Standards (1996). One year after I published my thesis research, the No Child Left Behind Act of 2001 was approved by Congress, requiring greater public school accountability for content area subjects. The school district discontinued the elementary L2 program, and I transferred to a middle school Spanish position.

The CI methods and activities I used with elementary students were not easily adaptable for our middle school culture. Nor were students’ needs being met with use of the textbook as the primary resource in the classroom. Storytelling by integrating questions in order to reveal stories was one of several approaches that I used to provide CI. One CI roadblock was the longstanding practice of using English to teach about Spanish; some students resisted any kind of CI. When I used storytelling with interactive questions, students comprehended and retained the targeted L2 for each story at very different paces. I found that the repetition required in order to establish meaning provided unnatural input for some students and for others, unnecessarily monotonous CI. Both the highly motivated and the minimally motivated novice middle school learners required differentiation despite the motivating content of the stories themselves.

Ultimately, I used a CI approach that included some storytelling with interactive questions along with mini novels. Although our curriculum had introduced standards-based elements, the textbook was still a required classroom tool. It seemed that textbook usage sent

the message that memorization of vocabulary lists and grammar was an expectation. For me, it was not clear what created the dissonance. Was it the use of interactive storytelling, or the use of any kind of CI? Was it the need to adhere to the norm of the textbook to maintain a more passive learning environment? Or was it some combination of all three?

Several years later, I began to teach in a new elementary Spanish program. In my previous elementary position wherein I repeated the same lesson many times at the same grade level, my planning efforts for this new position did not engage my students. Extensive materials preparation was not producing the student involvement essential for optimal CI learning by all learners. Grades three and four students, in particular, struggled to stay engaged. All of them were novice learners of Spanish; thus I considered how I might provide CI with fewer resource materials while achieving a routine that would fully engage students.

Social media discussions that I had been observing discussed the use of stories in a variety of ways at the elementary level. I began to participate in discussions with other CI practitioners and became curious: could an approach involving drawing and revealing a story simplify my lesson preparation, create a routine, and simultaneously engage? From November 2016 until May 2017, my students in grades K-4 listened to a variety of stories that I illustrated on whiteboard. For story sources I wanted to provide my students with narratives completely unfamiliar to them and that were engaging both for them and for me. Throughout the remaining seven months, I selected children's books from the public library along with stories from *El Ratón Pablito* (Klein, 2016).

Initially, I was skeptical that I could effectively illustrate the key vocabulary and events while simultaneously revealing the stories. However, I noticed that my students were highly engaged in the process of watching me draw as I explained, revealed, and rephrased key events for stories. The drawing of these stories for my novice learners seemed to be a key support tool that assisted them in the comprehension of stories in L2.

With each story for my novice learners I followed these guidelines:

- Choose a story interesting to students and to me.
- Review the story and simplify events.
- Create an outline of events for the draw and reveal.
- Consider what key vocabulary from the outline of events that might be unfamiliar.
- Practice drawing key story vocabulary before draw and reveal.
- Make a list of that previously introduced vocabulary.

In November I considered how to obtain feedback from the grades three and four group. I wanted to know what they were or were not comprehending during draw and reveal. I knew that in using a different approach with my students it would be beneficial to document their progress. An action research process could help me understand the extent to which the draw and reveal approach was helping them understand Spanish.

Sagor (2000) explains that an action research process is valuable because it is "always relevant to the participants." The process of collecting evidence of student learning could provide an important piece of the routine that our lessons were lacking. Additionally, if my students realized that they would have an opportunity to retell the story they had listened to, they would feel ownership in our draw and reveal lessons. Involving my students by eliciting and examining their feedback would help me as I implemented this new approach. Additionally, perhaps my documentation of student progress could inspire other teachers to explore this approach in their classrooms.

Grades three and four students had strong literacy skills in the L1 and they could retell stories in English. Beginning in November, I collected student retells after each draw and reveal session. An open-ended request with directions in English guided them before each retell: "Retell in English the story you just heard in Spanish. You may use Spanish words in your retell, but it is perfectly fine to retell our story in English. Be sure to include the beginning, middle and end of the story. Give as many details as you can." Student retells were 1-3 paragraphs in length.

From November through May I read and reflected upon their retells. At least twice I also requested their feedback in writing regarding how well the draw and reveal was working for my students. Throughout the spring semester I began to notice an increase in their use of Spanish within the retells. I decided to focus on measuring the increase or decrease in their comprehension over the seven months of story listening. I also wanted to measure the increase or decrease in their use of Spanish to retell our stories.

In May, I randomly chose a November retell for a pretest. For each student's retell, the number of English phrases, Spanish words, and Spanish phrases were tallied, based upon demonstrated comprehension and/or recall of the draw and reveal stories. A retell was similarly selected and tallied from March/early April (a mid-point assessment) and also from May (the posttest). In order to guide my students in their retells and myself in reflecting upon what they wrote, the development of a rubric was helpful (See Appendix B). Each time they began their retells, I reminded them of these expectations: include the beginning, middle, and end of the story along with as many details as possible. I explained to students that going above and beyond those expectations would be to write all or part of their retell in Spanish.

RESULTS OF RETELL ANALYSIS

Table 1. Individual Student Percentage Increase/Decrease for November to May Retells.

Student-Grade/Year	% English Phrases	% Spanish Phrases	% Spanish Words	% Average Increase
A-2/4	60.00%	0.00%	-85.71%	-8.70%
B-1/4	40.00%	300.00%	1500.00%	613.00%
C-2/4	600.00%	-88.89%	-76.92%	145.00%
D-2/4	-80.00%	1300.00%	275.00%	552.00%
E-2/4	14.29%	800.00%	2800.00%	1205.00%
F-1/4	0.00%	0.00%	400.00%	133.00%
G-1/3	-85.71%	0.00%	700.00%	205.00%
H-1/4	-20.00%	300.00%	1700.00%	666.00%
I-2/3	200.00%	100.00%	600.00%	300.00%
J-1/4	-94.44%	600.00%	450.00%	319.00%
K-2/4	-83.33%	3200.00%	2300.00%	1805.00%
L-2/3	116.67%	200.00%	142.86%	153.00%
M-2/3	-83.33%	0.00%	-75.00%	-53.00%
N-1/3	-80.00%	700.00%	-75.00%	182.00%
O-2/3	-83.33%	0.00%	800.00%	239.00%
P-2/3	150.00%	250.00%	180.00%	193.00%
Q-2/4	87.50%	600.00%	333.33%	340.00%
R-1/4	-93.33%	1400.00%	950.00%	552.00%
S-2/4	-66.67%	700.00%	650.00%	428.00%
T-1/4	42.86%	0.00%	600.00%	214.00%

Table 1 records the percent increases for 20 students from three categories: English phrases, Spanish words, and Spanish phrases. Also calculated was an average increase for all three categories combined: English phrases, Spanish words, and Spanish phrases. 18 of the 20 students increased overall retells more than 100%. There were two students who did not increase comprehension regularly; they needed repeated reminders to stay engaged—listen and watch—during story draw and reveal.

All eight of the “new to our school students” made gains of more than 100%. No students who had enrolled within the last year were known to have significantly more Spanish input time (prior to arrival at our school) as compared to the students who were with me in the first year of the school. This data shows that the “new to our school students” increased their learning as much as than those who had experienced CI with me in the previous year in ways other than story listening. A review of the increases for each category—English phrases, Spanish words, and Spanish phrases—shows that 40% of the total increase numbers (24 of 60) are increases of over 300%.

Some students were much more ready than others to produce Spanish; there are wide variances in use of Spanish words or Spanish phrases for individual students within their retells as illustrated in Table 1. It may be possible to attribute the significant gains of students B, D, E, H, K, O, and R to our LEA session following each story listening experience. In the lesson immediately following a story reveal lesson, students would retell (mostly in English) the story and I would record their retelling in Spanish on large paper. Use of LEA following the draw and reveal story lesson reinforced and added to the learning needs of the students with the strongest literacy skills. This approach differentiated to their learning needs by providing them with exposure to the written word in L2. For the students with lower literacy skills, the LEA provided additional CI.

Two additional tables below summarize the overall mean increase for these 20 students at two different times in the school year.

Table 2. Change between the Pretest to the Midpoint Retells

English Phrases	Spanish Words	Spanish Phrases
-157%	+341%	+198%

Table 3. Change between the Pretest to the Posttest Retells

English Phrases	Spanish Words	Spanish Phrases
+63%	+321%	+219%

Table 2 indicates a significant desire or motivation to use Spanish words instead of English from November through March/early April. There was also growth during this time in the use of Spanish phrases. There was a decrease in the number of English phrases used to retell from November to March/early April. Table 3 results are similar except for a

slight increase in use of English phrases. The increase in use of Spanish words and phrases from November until May is similar to the increases seen in Table 2 from November until March/early April. In summary, there was continuous growth in the motivation and/or desire to use Spanish to retell our stories.

SPANISH WORD ANALYSIS

Because there was continuous increase in the usage of Spanish within all of the retells, I examined Spanish words used within the context of the retell. Any word that was spelled correctly or spelled with inventive spelling was tallied. A second category considered any subject and verb combination whether or not the subject/verb conjugation matched in number or gender. Lastly, I tallied any noun and adjective combination whether or not the noun agreed with the adjective in number or gender.

Table 4. Change in Use of Spanish between Pretest, Midpoint, and Posttest

	Pretest	Mid-Point	Posttest
Words	50	166	386
Subject/Verb	10	36	91
Noun/Adjective	1	20	72

Table 4 provides evidence of percent increases in the use of Spanish at two different points in the year—between the Pretest and Midpoint, and between Pretest and Posttest retells. Spanish noun/adjective usage, Spanish subject/verb usage and Spanish word usage all increased with continued input via draw and reveal. Students demonstrated growth in all three areas. For example, students who began the project with a mean of 50 Spanish words more than doubled this by the Midpoint retell, with 166 words. By the Post test these students demonstrated a mean of 386 words. Students who began the project with a mean of 10 Spanish subjects and verbs tripled this by the Midpoint retell, with 36 subjects and verbs. By the Post test these students demonstrated a mean of 91 subjects and verbs. Students who began the project with a mean of 1 Spanish noun and adjective combination doubled this by the Midpoint retell, with 20 noun and adjective combinations. By the Post test these students had demonstrated a mean of 72 noun and adjective combinations.

Student Reflections

I obtained student feedback in order to inform my instruction moving forward. When we began our story listening journey, for each story I asked the students to rate how well they believed that I revealed that story to them with words and illustrations. A 4 rating indicated that she/he understood all

or most of the story. A 2 indicated that there were parts of the story listening experience that were very confusing. Student ratings varied from 2 to 4, and allowing them to rate my efforts seemed to foster a semblance of collaboration. I discouraged students from using a rating of 1 because my illustrations for them should have provided at least some comprehension of the storyline.

Written student comments (See Appendix A2) provided the third piece of evidence of student growth during the draw and reveal approach. Their comments explained that my illustrations engaged them as the story was revealed. The illustrations helped fill in the comprehension gaps when spoken words were unfamiliar to them. Given the engagement struggles of the grades three and four group from August-October, their own comments indicate that draw and reveal was a good fit for the wide variety of that group’s learning needs. End of the year student comments (See Appendix A1) seem to indicate that they forgot about the task of learning L2 as they focused upon draw and reveal. Perhaps story listening created a lower anxiety environment which then increased student engagement and learning. Student comments show ownership and control of their learning. Two examples include “My listening progress has gone up because I gave Señora B. more 4s than 3s,” and “I see improvements because I see me using more Spanish.” They could identify elements of their learning progression by reviewing retells over time.

Conclusions and Potential Benefits

In conclusion, this relatively short period of story listening from November through May led to increases in my students’ ability to produce L2. There is evidence of retention and transfer of learning within their retells at varying levels. It is important to note that the number of students within this study was only 20. These data are limited to a calculation of increases/decreases noted in retells using English or Spanish during draw and reveal.

There is research that documents L2 acquisition via story listening with older learners as well at the junior college level (Mason, 2004, 2007). The story listening approach for teaching an L2 to novice learners also has potential for use at the secondary level as well. Interestingly, Egan’s (1986) Teaching as Storytelling discusses the idea that all teachers design all of their instruction around the qualities of an engaging story. Stories can potentially promote L2 learning without memorization,

which can then lead to improved retention and transfer of knowledge—the ability to apply in speaking and writing the L2 they are learning. Teachers at both the elementary and secondary levels of novice learners should further explore the story listening approach. Does draw and reveal input in L2 help other groups of students retain knowledge of L2 well enough to transfer that knowledge by using L2 comprehensibly in retells?

There were likely additional benefits for my students beyond learning in L2. With story listening my students were making valuable connections and receiving quality CI. As they listened, they likely used abstract ideas and their imaginations to interpret and assess difficult situations of the story characters. Several of our stories may have opened their imaginations because those stories included a surprise ending or revealed characters from another culture that encountered a life challenge. It is possible that the increases in being able to produce Spanish resulted from repeated exposure to Spanish via story listening over a seven month period of time. These potential benefits point to promising opportunities for developing language and communication skills.

Highlights from some of the stories that I revealed to this group of students show that my learners were required to use critical thinking skills and their imaginations. In Maria's story—revealed in November, her Mexican parents emigrated to the United States in order to earn money to support their family (Krull, 1994). When Maria joined her parents in the United States, she realized that Mexico's Days of the Dead could be celebrated away from her homeland. They empathized with Maria's journey.

In a December story, my students imagined how little deer's secret voyage in Santa's sleigh could end with a surprise (Wright, 1997). (See images below.)

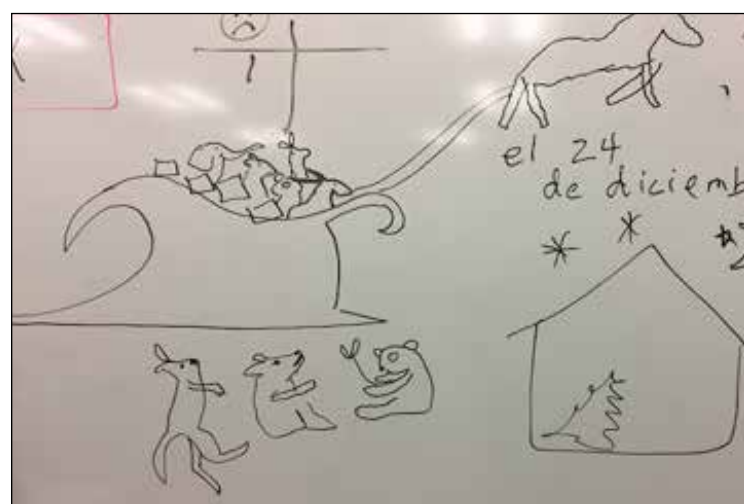
In a February story, students learned about Valentín who worked and lived alone but was able to conquer his loneliness through help from friends (Spinelli, 1999). By listening to Valentín's story, they considered the value of reaching out to others. In our April and May stories, students waited with anticipation to discover how Pablito the mouse (Klein, 2016) would solve some rather unusual challenges and predicaments. As they listened, they learned how Pablito solved problems when he traveled to Buenos Aires, to the countryside, and later to the ocean. Story listening has the potential to help learners develop cognitive strategies and their social and affective skills. As they listen, students explore elements of narration while identifying with the characters in the story.

Story listening in the L2 classroom has the potential to increase one's understanding of other cultures and develop empathy for

another's life struggles by stretching one's imagination. Listening to stories revealed and illustrated provided engaging CI that increased the proficiency for my students' at their individual L2 levels. Because story listening has the potential to differentiate, it can help teachers provide engaging CI to all of their learners in a relatively simple way.

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APPENDIX A1: STUDENT SELF ASSESSMENT/REFLECTIONS

End of year reflection prompt: “Compare the three retells from the beginning of the year, mid year and end of the year. What do you notice? Also, tell how the drawing and reveal of

- the stories worked for you.”
- “I did not say enough.” [in response to: “I wrote a lot.”]
 - “I did a lot more writing. I did better.”
 - “I got better!”
 - “I showed progress.”
 - “My listening progress has gone up because I gave Sra. B more 4s than 3s.
 - “I got better at describing.”
 - “My listening progress I think is a 3.”
 - “#1 and #2 had no Spanish. My second one had more details and it was longer. My third one was almost two pages long, and it had Spanish in it. It was a whole page longer than my others. I think I improved a lot.”
 - “I see improvements because I see me using more Spanish.”
 - “I have gotten better from #1 was good. #2 was better and #3 was amazing. I have wrote more. I think I am doing great.”

APPENDIX A2: VALUE OF DRAW AND REVEAL

- “The pictures explain the words.”
- “When Señora B tells and draws pictures for the stories, it does help me a lot.”
- “When Señora B tells, it is good that she draws.”
- “When you tell and draw, it helps my listening. My listening is a 3 out of 4!”
- “When you draw, I see what is going on in the story.”
- “When you tell and draw it helps me because then I know what’s going on better, and if there is a word I don’t know, you tell us.”
- “When you draw and tell it’s easier so I can [know] what’s going on and hear it.”

- “When you draw a picture and tell a story, it helps me.”
- “I think that when I don’t understand the words, I look at the pictures.”
- “When you draw, it helps with my learning.”
- “And drawing helps me a lot.”
- “When Sra. B tells and draws, it helps because you get to see the story happen and listen to help you see it happening.”
- “When you say a [new] word and draw a picture, I can comprehend what it means.”
- “When Sra. B tells and draws pictures, it helps me understand what a word means.”
- “I think the pictures kind of help.”

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APPENDIX B: STORY LISTENING RUBRIC

Story Listening Skills to Develop Proficiency in Spanish

Name _____

	Beginner/ Struggling	Developing/ Approaching	Expanding/ Increasing	Bridging/ Excelling
A student listens, watches. She/he asks questions or indicates clarification is needed during story listening.	Has great difficulty listening and/or watching. Interrupts the story listening. Never asks clarifying questions.	Occasionally needs reminders to listen and/or watch. Rarely asks questions. Allows self to fall behind before clarifying.	Listens and watches regularly. Clarifies meaning from time to time. Asks questions with prompting.	Eyes always on the speaker. Consistently listens with the intent to understand. Clarifies meaning whenever needed and/or asks questions at appropriate times.

Once someone has become an alert, competent listener, it is possible to assess how much of communication has been comprehended.

Evidence Of Story Listening Skills during Spanish class

	Beginning/ Emerging	Developing/ Approaching	Expanding/ Increasing	Bridging/ Excelling
After Listening To A Story A Student...	Is unable to retell story without assistance.	Reveals some important elements of the story's beginning/middle/end without assistance.	Can retell the entire story revealing the beginning, middle and end with several descriptive details.	Retells all or part of the story using Spanish. The retell includes many descriptive details and reveals an accurate beginning, middle and end.

ROBOTS as LANGUAGE LEARNING TOOLS

by Ericka Collado Ph.D.

Robots are machines that resemble different forms, usually those of humans or animals, that can perform preprogrammed or autonomous tasks (Robot, n.d.). With the emergence of STEM programs, there has been a rise in the use of robots in educational settings. STEM programs are those where students study science, technology, engineering and mathematics collectively (U.S. Department of Education, n.d.). Robots are considered a staple of STEM programs because the building and use of these tools seemingly incorporate all content areas of STEM seemingly (STEM Center USA, 2015). On the other hand, STEAM programs aim to fill the gap STEM programs may leave by bringing the liberal arts into the mix. In this approach, science and technology are interpreted through engineering and the arts, with a foundation in mathematics (STEAM Education, 2015).

World language classes can positively impact STEAM programs by incorporating elements of robotics. As defined by Bers (2008), a robotics manipulative is a “medium for engaging young children in developing technological fluency and learning about math and science through integrated curricula in a fun and playful environment” (p. 69). Through her research, Bers (2008) has successfully developed robotics kits for

children in early childhood programs. Using Bers (2008) definition of robots as a basis, the author expands this definition and applies it to world language teaching and learning. Accordingly, robots may be defined as interactive tools that promote skills such as vocabulary building, critical thinking, and collaboration, while supporting STEM subjects and providing a lens into the culture of the target language. To illustrate this statement, a list of robots along with a brief description and uses in the world language setting is provided below.

WINDUP TOYS

Windup toys are traditional toys that might not be seen as a robot. But they are! As a matter of fact, they were called automata, another word for a robot, when first created back in the fifteenth century. They were originally made for adults, particularly those members of the royalty because they were sophisticated and expensive. They were the brainchild of German inventor Karel Grod. He created a metal fly that would buzz around the room and return to his hand. Later, painter Leonardo Da Vinci built a mechanical lion as a gift for Louis XIII of France (Wulffson, 2014). Two other legendary creations were a life-size mechanical girl named Franchina, created by Rene Descartes, and a clockwork boy known as “the Writer,” built by Jean Pierre Droz (Wulffson, 2014).

By the nineteenth century, the creation of these hand-made robots declined and was replaced by machine made windup toys made of tin or plastic (Wulffson, 2014).

Windup toys are appropriate for children learning languages in preschool. It is ideal for introduction and reinforcement of vocabulary based on a culturally authentic song or story (Curtain & Dahlberg, 2016). For example, the teacher can sit in a circle with a group of eight students or less after reading or viewing a story such as “El Ratoncito Pérez” (Guiainfantil.com, 2017). Then, the teacher could give each student a windup toy that represents a character in the story and elicit comments from the students using the teaching strategy known as Total Physical Response, or TPR (Curtain & Dahlberg, 2016).

BLUE BOT

The Blue Bot is the newer version of the Bee Bot, a robot designed for young children meant to teach sequencing, estimation, and problem solving while increasing engagement (Terrapin Software, 2016). Besides the ability to light up while moving due to its see-through design, the Blue Bot has Bluetooth capabilities which allow the user to control it remotely using a tablet (Terrapin Software, 2016). The students can program the robot by using arrow keys to move forward, back, right or left. Once programmed, and after the GO

key has been pressed, the Blue Bot moves in the desired direction. These robots work best when used along with the mats. This accessory provides a surface on which the Blue Bot can move effortlessly in addition to having squares scaled to represent one motion of the robot (Terrapin Software, 2016).

The Blue Bot is perfect for introducing the alphabet, reinforcing spelling, playing word games, and teaching directions, numbers, and vocabulary in general. The grid can be filled with print-outs of letters, words or pictures based on the thematic unit being studied. In two classes of third grade Spanish, the author printed out the letters of the alphabet. Next, the cutouts were placed on the grid in a sequence. In addition, a cutout with the word "SALIDA" representing the "START" button was placed on the mat. After introducing the phrases in Spanish for the different commands of the Blue

Bot, the students worked collaboratively to discover a mystery word. In groups of three, each student took turns to read the code in Spanish, listen to the code and program the Blue Bot, and write the resulting letter until finding the mystery word. In a subsequent lesson, each student wrote a code in Spanish to spell their name and shared with their classmates. In this project, third graders helped each

other in coding the Blue Bot, discussed the possibility that there could be more than one solution to solve one problem (as there were multiple codes to spell a word), reviewed mathematics, and were engaged throughout the lesson. One recommendation might be to have several sets of the Blue Bot and mats so that students can work individually or in small groups. A good ratio is less than four students per robot/mat set.

OZOBOT

The Ozobot is a miniature robot that can be programmed to recognize patterns, colors, and codes through an automatic detection functionality (Ozobot & Evolve, 2016). It was created in 2012 by Evolve, a company that creates tools that promote social interac-

tion, computational thinking, and interactive games for children (Crowdfunder, 2016).

The Ozobot gives teachers the opportunity to introduce coding in their classes through individual or group projects. The Ozobot Starter Kit comes with a set of codes, stickers and skins, markers and activities (Ozobot & Evolve, 2016). The benefit of the Ozobot is its user-friendliness. Within minutes, the user can create a code by tracing an illustration on regular paper and using markers that the Ozobot can follow. The student can also download the App and use a tablet, program the robot through the drag and drop blocks of code, and interact remotely with other users (Ozobot & Evolve, 2016).

In the world language classroom, the Ozobot is best suited for storytelling projects. The code sheets included in the starter pack can be translated by the teacher from English to

the target language and taught as an introductory lesson. In a couple of tryouts, the author used the Ozobot to illustrate the tourist routes in Puerto Rico by tracing different codes on a blank map of the island. Different codes were assigned to each route using markers, to make a distinction between the routes based on their characteristics. For example, the Ozobot was programmed to make zigzag movements when passing

through the area where most mountains are located. A description of the routes was recorded in the target language at the same time that the Ozobot moved around the map. In another test, a fourth grade student used the Ozobot to outline holidays in his favorite month. The student created a monthly calendar and video recorded the robot highlighting his favorite celebrations in the month while he narrated it in Spanish. The Ozobot can be used for problem-solving activities as well where students create a code to get to different points on a map or scavenger hunt activities, where the codes serve as clues to find hidden messages.

MINI DRONES

Drones are a type of aircraft piloted by

remote control, hence the name unmanned aerial vehicles (UAVs) (Federal Aviation Administration [FAA], n. d.). These flying robots are quickly growing in popularity for recreational activities as well as in educational settings. Therefore, the Federal Aviation Administration established guidelines to assist educators in the integration of drones. These guidelines outline that the students may operate drones as part of a lesson while the teacher helps them in its operation (Federal Aviation Administration, n.d.). It is worth noting that, the FAA does not regulate the indoor flying of mini drones. Nevertheless, it is equally important to follow safety procedures when integrating them into lessons.

In the book *Drones in Education* (Carnahan, Zieger & Crowley, 2016), the authors share the S.O.A.R. Model as a framework that each educator should follow when integrating drones in the classroom. S.O.A.R. stands for: safety, operation, active learning, and research. Safety must be the priority when using a drone. Although the FAA may not regulate the indoor use of drones, the teacher must be mindful of drone proximity to students, furniture, and air conditioning vents that may influence the drone performance, just to name a few challenges. Since drones are sophisticated technologies, it is crucial that the educator learns how to operate them well before teaching the students to troubleshoot any issues that come up. Active learning is an important component of this framework. Therefore, teachers must assure that the use of the drone fosters engagement and participation through interactive tasks. Finally, the instructor must be familiar with the latest research and current practices in the field to guarantee successful implementation (Carnahan et al., 2016).

The beauty of the integration of drones in the world language setting lies in the possibility to incorporate an emerging technology, combined with culturally-thematic lessons (Curtain & Dahlberg, 2016) and real-world tasks. Currently, news about companies using drones to deliver goods is released in the media on a regular basis. The corporation JD.com in China uses drones to deliver packages (Aleem, 2017), Pizzeria Francesco delivers pizza in Mumbai (n.a., 2014), while in Cantabria, Spain, the coffee shop Currus & Co. is awaiting permits to become the first bakery to deliver bread using drones in the world (Coquillat, n.d.). These articles are written in the target language of the country where the event took place. They can be appropriately used by world language teachers

In addition to being culturally thematic and providing a chance for students to practice conversational skills, incorporating a chatbot hosted online crosses that fine line between reality and fiction that makes a lesson magical.

as authentic texts to teach comprehension strategies, as well as cultural perspectives and practices.

In a culturally thematic unit the author is developing on drones, the story of Currus & Co. can be used as a basis for the lesson. Using the mini drone Mambo developed by Parrot (2017), students of Spanish engage in a role-play exercise where they act as the coffee shop employees and customers. For example, one student takes the order by phone, and another student fulfills the order by selecting paper cut outs with pictures of the bread, or the names written on a piece of paper, glued to a craft stick. Then, using the grabber tool attached to the mini drone, it is flown to a destination that represents the house of the customer who placed the order. Both the Mambo and Rolling Spider drone models (Parrot, 2017) have been used by the author in trial activities to introduce vocabulary to describe locations within a room, as well as the different movement a drone performs. Likewise, problem-solving tasks can be easily included in drone flying lessons. Real world issues, like legislation over civil drone use in Europe, could lead to mock meetings with the European Aviation Safety Agency in Spain where representatives examine the possibilities of allowing business to fly drones (European Aviation Safety Agency, n.d.). The students could write persuasive essays that support the drone flying in areas currently restricted. Another use of drone flying as a cultural theme is fantasy trips (Curtain & Dahlberg, 2016). These trips are traditionally carried out with the idea of boarding an airplane and traveling to another country. Due to the amount of drone flying videos available on YouTube (2017) from countries around the world, the teacher can easily incorporate these as interpretive viewing and listening activities that set the tone for the subsequent drone flying tasks.

CHATBOTS

A chatbot, also known as chatter bot or conversational agent, is a computer program that simulates human conversation and generates a representation using an image of a human, animal, or other creature. It is programmed by a developer to ask and respond to questions or statements using voice or text (Chatbots.org, 2017). It dates to the year 1966 when scientist Joseph Weizenbaum at the Massachusetts Institute of Technology created the first-ever chatbot named Eliza (Mullins, 2005). Eliza was programmed to mimic a psychotherapist and paraphrase the statements of patients in the form of questions. Consequently, chatbots continued to evolve

along with research in artificial intelligence. Just like drones, chatbots are a technology that serve as a window into the culture of the target language country. Take, for instance, Luigi, the virtual assistant in Fiat-Argentina who chats with prospective customers through Facebook (Cutuli, 2013).

In a blended learning project with fifth-grade students, the author created a chatbot called “Don Quijote” embedded within a virtual classroom, with whom students engaged in a conversational practice using the online platform Rebot.me (2015). This online platform is free of charge and allows the subscriber to upload a picture representing the chatbot and assigned it a name. The chatbot is then programmed by typing questions that the students interacting with the chatbot may ask, and answers to the questions. In the fifth grade project, students were asked to use questions previously learned in class. After typing their question, the chatbot would show the pre-programmed answer and perhaps ask a question to the student. In addition to being culturally thematic and providing a chance for students to practice conversational skills, incorporating a chatbot hosted online crosses that fine line between reality and fiction that makes a lesson magical. Although students recognized that they were conversing with a robot, they were intrinsically motivated to create with language to keep the conversation going with “Don Quijote.” Teachers that desire to create chatbots can incorporate them through an ongoing basis and update the repertoire of questions and phrases the chatbot regularly uses so that it matches the progress of the students.

The use of chatbots can also be aligned with with culturally thematic planning (Curtain & Dahlberg, 2016) by using an existing chatbot like Luigi from Fiat in Argentina (Cutuli, 2013). The students can read the Facebook page posts as part of an interpretive task, followed by the creation of their chatbot in the target language as a presentational task, in this case, Spanish, and then engage in conversation with the chatbots created by their classmates as a culminating interpersonal task. Although the conversational skills of the chatbot might be limited to the pro-

grammed phrases, it provides the element of spontaneity to the conversational experience of the student since s/he does not know for sure what the chatbot will ask or answer.

Undoubtedly, traditional and emerging robots such as windup toys, the Bluebot, Ozo-bot, mini drones, and chatbots are technological tools that support proficiency growth in world language classes, through interactive communication and culturally-thematic lessons, while supporting the STEAM curricula. However, they may require more careful consideration than the average foreign language teaching props. Given this, the R.O.S.A. framework has been developed by the author, based on the S.O.A.R. Model and with permission of the authors (Carnahan et al., 2016). R.O.S.A. is an acronym that stands for research, operation, safety, and active learning as it relates to foreign language teaching



and learning. R.O.S.A. (<http://www.erickacollado.com/rosa.html>), which means rose in more than one language, is intended to provide teachers with a criterion to assess the feasibility of the integration of the robots in their classes. Through the use of R.O.S.A., the author aims to encourage world language teachers to research the desired robot before purchasing it, regarding applications that are conducive to activities in the target language, cost and age appropriateness. Secondly, it is important that the instructor learns to operate the robot well before showing the students in order to maximize its use during the lessons. Thirdly, the teacher must develop a set of classroom rules, procedures, and commands in the target language for students to follow when using the robots. Finally, the robot-based lessons must be aligned to culturally authentic learning experiences and support active learning in the three modes of communication for students to have a successful experience.

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