

THE DEVELOPMENT OF INTERCULTURAL CITIZENSHIP IN THE ELEMENTARY SCHOOL SPANISH CLASSROOM

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

INTRODUCTION TO THE TOPIC

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

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

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

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

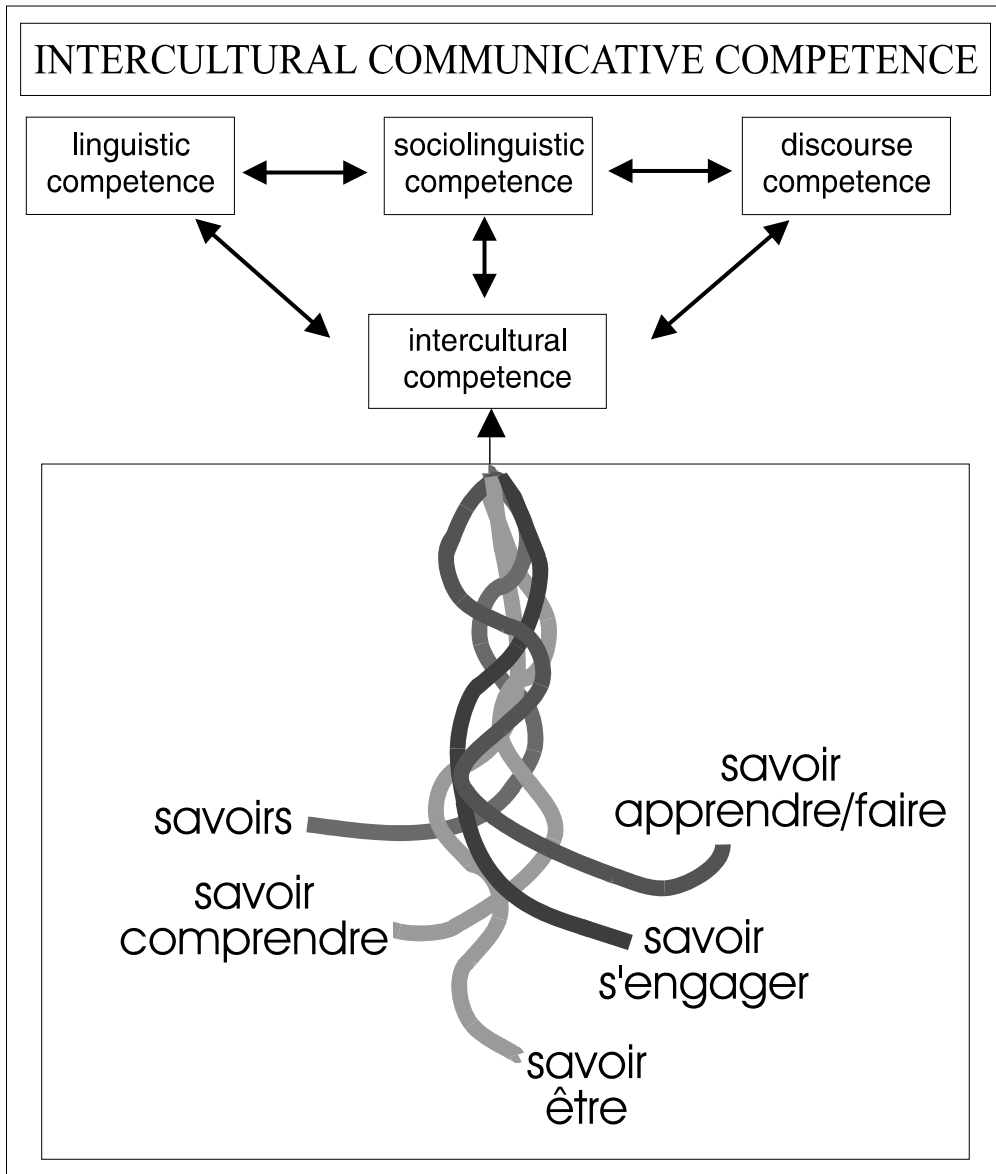
What we want to do in this article is tell the story of how this happened in a small experiment and how it can become part of routine teaching.

HOW CAN IT HAPPEN?

We want first to narrate and explain

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

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



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

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

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

KEY

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

of a community of practice among students.

RESEARCH QUESTIONS AND FOCUS

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

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

The second referred to the processes that might arise:

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

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

UNDERLYING THEORY AND MODEL

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

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

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

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

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

INTERCULTURAL CITIZENSHIP

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

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

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

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

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

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

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

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

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

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

In practice this might involve:

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

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

SPECIFIC CONTEXT

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

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

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

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

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

Quick Facts about Naubuc School [2]

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

THE PRACTICE

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

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

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

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

What fruit do people eat?

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

Are there places that don't have fruit?

Is fruit the same around everywhere?

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

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

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

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

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

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

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

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

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

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

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

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

During the 45-minute math les-

ite fruit.

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

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

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



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

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

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

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

INSERT SCREEN SHOT WITH LINK TO LIVE MAP

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

Quotes from student Exit Slips:

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

like bread, it looked like an apple.

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

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

DISCUSSION

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

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

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

than something static.

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

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

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

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

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

One of the stimulating dimensions of

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

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

CROSS-CURRICULAR COLLABORATIONS

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

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

Research Question 2: What kinds of collaborations

can facilitate successful ICC curricula?

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

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

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

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

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

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

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

CHALLENGES

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

TABLE 2: COMPARISON OF TRADITIONAL

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

AL UNIT AND ICC UNIT

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

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

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

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

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

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

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

CONCLUSIONS AND FURTHER PERSPECTIVES

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

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

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

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

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

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

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

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

Considering developmental aspects of

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

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

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

Providing professional development opportunities including webinars and networking opportunities.

Producing teacher guides connecting ICC to Common Core State Standards.

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Michael Byram ‘read’ languages at Cambridge University, wrote a PhD in Danish literature, and then taught French and German in secondary and adult education. At Durham University since 1980, now Professor Emeritus, he is now also Guest Professor at the University of Luxembourg. He has trained teachers and researched linguistic minorities and foreign language education. His most recent book is *From Foreign Language Education to Education for Intercultural Citizenship* (2008). Until recently he was Adviser to the Language Policy Division of the Council of Europe and, with Adelheid Hu, has just produced the second edition of the Routledge Encyclopedia of Language Teaching and Learning (2013).



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



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



Unit Map 2012-2013

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

Thursday, December 6, 2012, 1:42PM

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

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

express an idea in the target language.

Understanding of culture to communicate and function

target language, such as toys, dress, types of

work that are enjoyed or made by their peer group

of the target culture.

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

in their study of a world language.

age class in their study of other subjects.

ong Languages

ges How do I demonstrate an understanding of the
ges?

uage and used in another, and develop an

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

ny knowledge of language and culture to enrich my life

language and culture for enjoyment and/or

es related to fruit:

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

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

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

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

¿Cómo es la manzana? La manzana es dulce.

Podemos agrupar las frutas en distintas formas.

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

Aquí tenemos la manzana, el guineo, el limón

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

Si piensan en el sabor,

¿Qué fruta no pertenece con el resto? El limón

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

Esta es la/una manzana.

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

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

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

¿Por qué? Porque es dulce y sabrosa

Key Vocabulary*

Fruits:

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

APPENDIX A CONTINUED

Fruits from Around the World Unit Plan

Fruits from Around

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

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

APPENDIX B

Me llamo _____

the World Unit Plan

ich becomes relevant when talking about the

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

quired Resources

assessments

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

o check for basic comprehension of the fruits.

ver.

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

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

Mi fruta favorita es _____.

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

Mi fruta **menos** favorita es _____.

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

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

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

La fruta más popular en España es _____.

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

Como _____ frutas al día.

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

Debo comer _____ frutas al día.

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

Mis amigos comen _____ frutas al día.

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

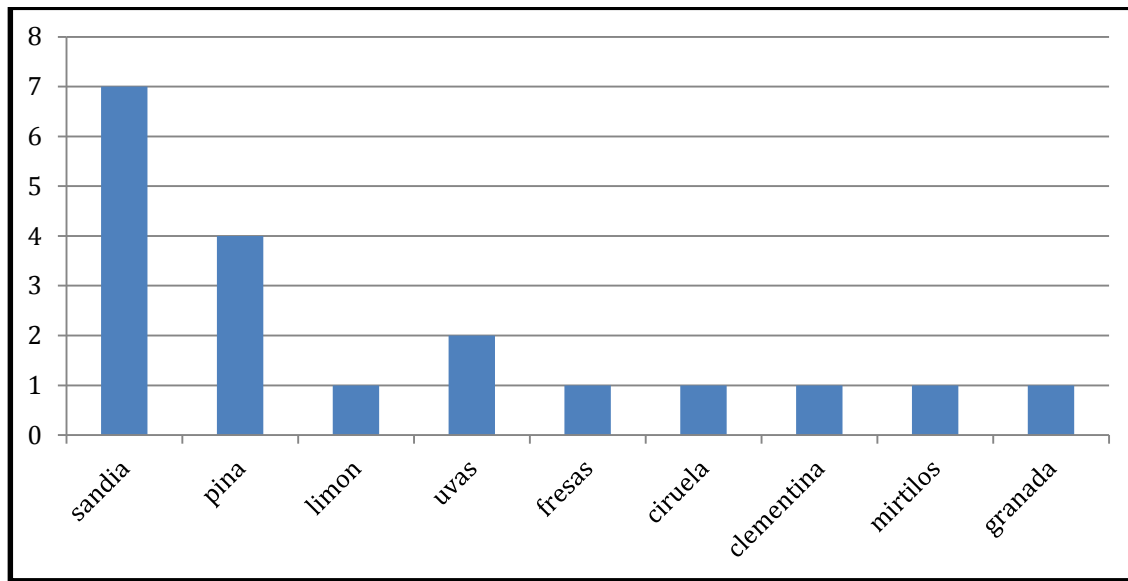
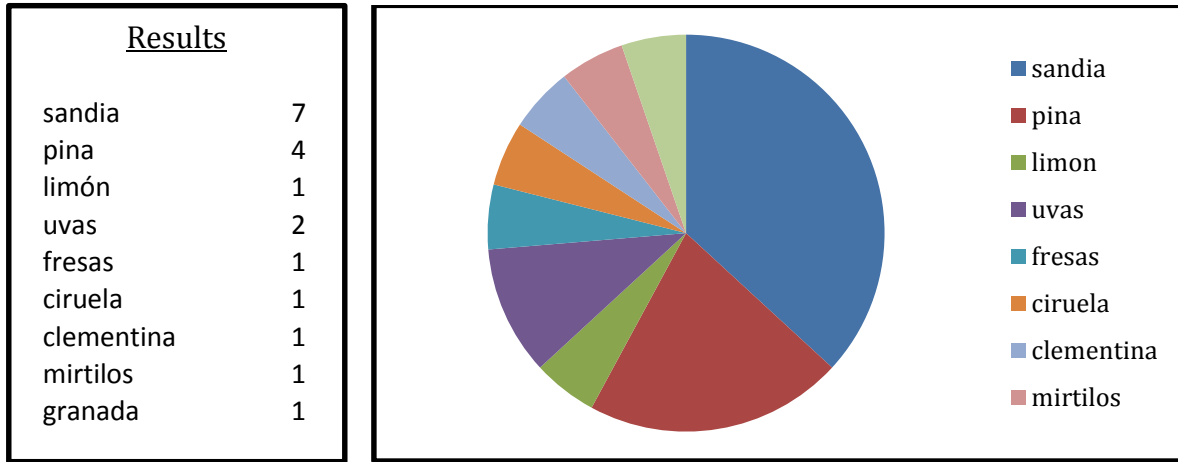
Mis amigos comen _____ frutas al día.

APPENDIX C

Sample of Student Answers

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

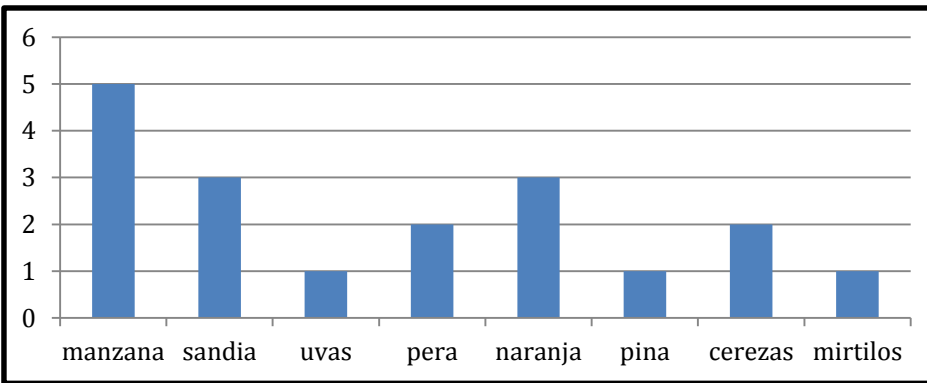
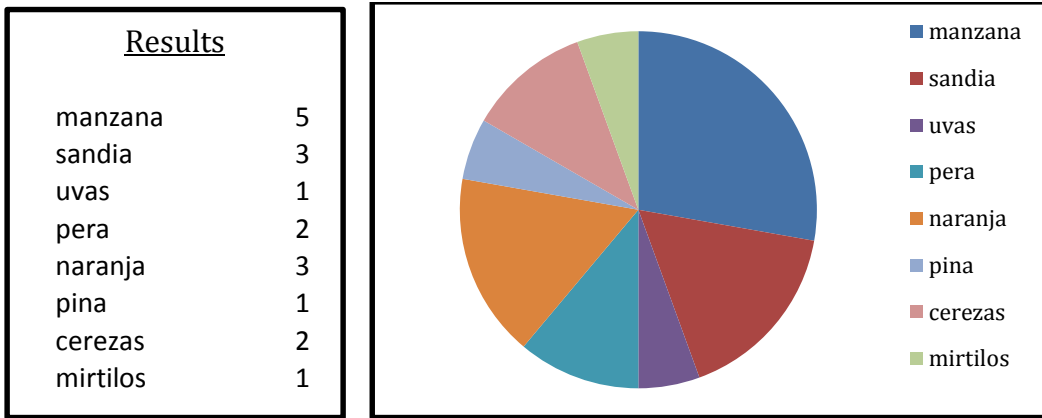
Question 1: ¿Cuál es tu fruta favorita?



Sample of Student Answers

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

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



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

