



IN-NELL Conference 2008 : At A Glance

Molly Murphy, IN-NELL President

On Friday January 25, Terry Cacavalle, NNELL president, shared compelling reasons to include reading in the world language classroom. She discussed phonemic awareness, the ability to hear and manipulate sounds in words, and its place in the reading process. Drawing parallels with L1 reading instruction, Terry reminded us all about the importance of including poetry, stories and other texts into our lessons. Terry's vast knowledge of language acquisition theories and practical strategies for instruction were included in a truly unforgettable workshop.

On Saturday January 26, Dr, Scott Hamilton addressed a crowd of educators, administrators and parents on the insights into language acquisition gleaned from current brain research. Included in the presentation were structural differences in the bilingual brain, insights into second language learning from infant speech perception, myths and misconceptions about bilingualism, and much more. In the end, Dr. Hamilton affirmed what language educators already know: that early language exposure can go a long way towards second language fluency.



IN-NELL

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Visit our new website:
www.in-nell.org

Calendar of Events



- IFLTA Conference, Indianapolis, Nov. 6-8, 2008
- ACTFL Conference, Orlando, Nov. 21-23, 2008
- International Festival, Indiana State Fairgrounds, Nov. 20-23, 2008
- Concurso Académico (State Spanish Contest) sponsored by IAATSP, Indianapolis, April 19, 2008
- IFLTA Poster Contest Deadline, Apr. 28, 2008 (postmarked)
- IN-NELL Conference, Park Tudor, Indianapolis, Mar 7, 2009
- Central States Conference on the Teaching of Foreign Languages, Chicago, Mar. 19-21, 2009
- Central States Conference on the Teaching of Foreign Languages, Mar 19-21 2009, Chicago, IL
- El Día De Los Niños, Indianapolis Children's Museum, Apr. 27, 2008

IFLTA Poster Contest

IFLTA Poster Contest is just around the corner. We look forward to even more entries this year. Please encourage all of your students to participate. Winners will receive cash prizes and their work will be distributed to Foreign Language teachers throughout the state of Indiana...what a way to promote your foreign language program?!?!?

DEADLINE: April 28, 2008 (postmarked by this date)

THEME: Connect to the Future

SIZE: 8 1/2 X11" in size with a 3/4" margin.

GUIDELINES: Teachers must be a member of IFLTA. Only 5 entries per school are allowed (please consult with your schools language instructors to select the 5 entries). Only original work may be submitted. No copyrighted figures or designs or computer-created designs may be used. Each must come with its own separate entry form (up to 5). All entries become the property of IFLTA.

PRIZES: Cash prizes to 1st, 2nd, and 3rd place winners.

For entry forms, complete rules, and previous winners, visit www.iflta.org/postercontest/

Please send all entries to:

Shawn Whistler, Spanish Instructor

Christel House Academy

2717 S East ST

Indianapolis, Indiana 46225

swhistler@cha.christelhouse.org

Highlights from 2008 NNELL/IN-NELL Conference



IN-NELL President Pamela Gemmer poses with IN-NELL 2007 Master Teacher Award Winner Kathy Hollander



Pamela Gemmer says a few remarks to award the 2007 Ambassador of IN-NELL to Terry Cacavalle, NNELL President



Loic Andre and Molly Murphy, IN-NELL Vice-President, give a tribute to Pamela Gemmer, titled "Señora Gemmer"



Pamela Gemmer pays tribute to 2007 Spirit of IN-NELL winner Cheryl Rich



NNELL President Terry Cacavalle gives her workshop on Language Acquisition and Reading



Dr. Scott Hamilton provides insights on Language Acquisition and the Brain



IN-NELL Board with Terry Cacavalle (From L to R): Patricia Hanna, Amy Malott, Nicci Saari, Joanne Jones, Terry Cacavalle, Molly Murphy, Pamela Gemmer





Phonological Awareness

Presenter: Terry Cacavalle

In-Nell Conference- 1/25/08

Summarized by: Amy Malott

Phonetics: is decoding and unlocking language.

Phonemic segmentation: is making sense of a "stream" of sounds. Children pick out the words as segments and make sense of the words one at a time.

Teaching a second language (L2) at a very young age causes children to "pay attention" and listen for the unfamiliar segments in the "stream" of language.

Research: Ellen B. Ollisstock (language researcher) found that bilingualism produces:

- 1) "Analytical thinking" (math)
- 2) "Executive functioning" (multi-tasking)
- 3) "Problem solving skills" (comparing and contrasting)

Learning vocabulary in the L1 is a result of higher problem solving skills and strategies. There is NOT a direct relationship from L2 to L1. But the LONG RUN will be worth it!

Experiment: Several pre-school aged children were asked to determine which of two buildings would be able to hold more people. Half of the children were mono-lingual and the other half had grown up in a bilingual environment from birth. The two buildings were each the exact same height, but made with different materials. One building was made with standard Lego's (very small) while the other was made with much larger building blocks. After careful consideration the two test groups disagreed on which of the two buildings would hold more people. The mono-lingual children all agreed that both buildings would be able to hold the exact same number of people because they were the exact same height. However, the bilingual children with their advantage of advanced problem solving skills and analytical thinking easily concluded that the Lego building would hold far more people because using smaller blocks created many more levels (floors) where people could live.

Case Study: A deaf couple's hearing child was exposed to TV several hours daily to promote language, but it did no good because language **must** be interactive! Even sign language is processed in the same way and in the same area of the brain as oral language!

Practical Application:

What?? Teach rhymes and poetry to increase phonological awareness!

How?? First MEMORIZE the verses and THEN the students can internalize the meaning of the text. Chart the words to songs and rhymes and then laminate the chart. (If chart paper is too big for the laminator, fold the paper in half, laminate, cut the 3 outside edges, fold the opposite way, laminate again and cut the 3 outside edges again.)

Why?? Children should start learning language EARLY because:

1) Language learning takes a LONG TIME!

2) Learning a second language fosters phonological awareness in the L1.

(continued on page 5)

Vocabulary: is learned best when it is presented in context!

Do not teach vocabulary by rote lists or by isolated repetition.

Do not focus on spelling when teaching vocabulary, but rather on meaning.

Vocabulary must be connected because the brain works by "connectivity".

Write sentences together using new vocabulary and then illustrate the sentences.

Write stories together using new vocabulary and then illustrate the stories.

Teach letter sounds and syllables so kids can decode texts in the L2 and then teach themselves new vocabulary from illustrations correlated with text

Teach basic sight word vocabulary early on when teaching reading, (ie) "Hay". Sight words can be written on cards and kept in envelopes for students to review with a partner or use in a small group activity.

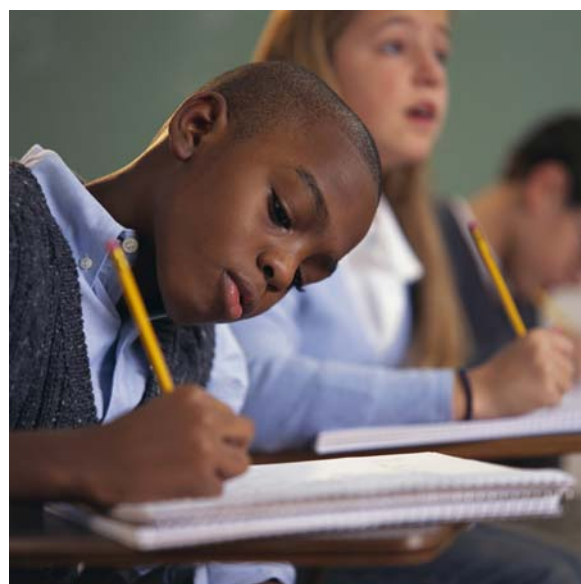
Reading: is the single most powerful pedagogical teaching tool on earth!

- Children DO NOT need oral language before they learn to read in the target language! Read! Read! Read!
- When students see a book for the first time they should take a "story walk" in order to contextualize the content of the story. They should look at the cover and thumb through the pages to look at the pictures, etc.
- "Scaffolding" is instruction that makes literacy connections from one language to another through the use of root words, cognates, etc.
- Reading gives kids the "big picture" so they see the forest before the trees.
- Read to students on a regular basis exposing them to rich literature, poetry and chapter books in the L2.
- Reading selections should have BIG words and past tenses. How will kids learn these concepts if they are never exposed? This is important in developing an "ear" for the target language...that which "sounds right".
- "Interactive" storybook reading is better than the "performance style". Reading aloud shouldn't be a "show". Let students interrupt you as many times as necessary to ask questions and clarify meaning in the story.
- Do not have students read to each other. They don't have correct pronunciation or intonation. It's better for them to hear the teacher model reading.

Log on to www.readingAtoZ.com and download FREE books in the L2!

Important: DO NOT get caught up in the desire for immediate gratification!

- Learning a L2 at an EARLY age **enhances problem solving skills/strategies.**
- Learning a L2 at an EARLY age aids in **correct pronunciation.**
- Learning a L2 at an EARLY age aids in an **accurate accent.**
- Learning a L2 at an EARLY age is **time well spent.**
- Learning a L2 takes a **LONG TIME! BE PATIENT!**



Teaching Tip: ¡Qué lastima!

Julie Canady

K-6 Spanish Teacher

SENSE Charter School

This is a favorite game in my 3rd grade Spanish class but it could be tailored for any language. The idea was given to me by a French Teacher. If you are looking for a group activity or a vocabulary practice game then this is the game for you!

Materials needed:

Vocabulary Flashcards- I make mine from this free website www.kitzkikz.com/flashcards

Make plenty of ¡Qué lastima! (whammy cards)

For a class of 20 students you will need 5 sets of cards (4 students per group)

Brown paper lunch bags

Paper and Pencils

How to play:

Cut out the cards and place each set in a brown paper lunch bag. Place students in groups of 3 or 4. Have the groups begin by designating one student to be the recorder and one person to draw the vocabulary words from the bag.

The game begins by having one student draw a card from the bag and he/she will ask the player for the word in English or Spanish. I vary this depending on how well students know the vocabulary. If the player responds correctly he/she receives a point, if the response is wrong a point isn't recorded. The player keeps going until a whammy card is drawn and then the next student in the group has a turn. Reverse the roles of who is the recorder and who draws the words so everyone gets a turn. The student with the most points wins.

My students really enjoy this game because they have a fair chance to answer all of the questions and if they are wrong they still have the chance to play. This game can be used for vocabulary review or also for spelling vocabulary correctly. My Spanish classes are only thirty minutes and we often play this game as a review before a quiz. My students are usually so into the game it will take the entire period.



Preterite of -AR verbs (military chant)

written by Nicci Saari



Preterite is definite past (repeat)
we're gonna learn it really fast (repeat)
For -AR preterite you will see (repeat)
how easy it is-now chant with me!(repeat)

yo	é
tu	aste
él	ó
(repeat)	
ella	ó
Ud.	ó
(repeat)	
nosotros	amos
(repeat)	
nosotras	amos
(repeat)	
ellos, ellas,	
Uds. -----	aron!





Citizens Gas presents



El Día de los Niños

at The Children's Museum of Indianapolis

Sunday, April 27

Special Activities 10 a.m. – 3 p.m.

Celebrate Hispanic and Latino culture with live musical performances, hands-on art activities and storytelling!

FREE ADMISSION

Special guest appearance:

Meet Maya and Miguel, the incredible 10-year-old twins from the hit PBS Kids GO! series.



The Children's Museum of Indianapolis

Open Daily, 10 a.m. – 5 p.m.
3000 N. Meridian St., Indianapolis
(317) 334-3322 or (800) 208-KIDS
ChildrensMuseum.org

Media partners:



Important News Flash From the Indiana Department of Education!



Adriana Melnyk, World Languages Consultant for the Indiana Department of Education, provided a staggering statistic: **52% of high school students in Indiana are currently enrolled in a World Language.** This is the first time that Indiana has had over half of its high school students enrolled in languages. This is a 6% increase in enrollment from last year, with every language but Russian increasing its numbers. This is wonderful news! The implications of this are great. This interest in language learning has potential for filtering down to increased interest in starting languages earlier. This could be the start of increased elementary and middle school programs across the state. What an exciting time to be teaching a World Language in Indiana!

Colleagues! We need your submissions! Send us announcements, important events, and teaching ideas!

We're looking forward to hearing from you!



Please send your submitted items to:

Nicci Saari, IN-NELL Public Relations Chair
Eastwood Middle School
4401 E. 62nd. St.
Indianapolis, IN 46220

Phone: (317) 254-5588, ext. 109

Fax: (317) 259-5407

Email: nsaari@msdwt.k12.in.us