

¡Hola... Hola!

Moshi Moshi

Elementary Second Language Programs
Portland Public Schools

Distance Learning Programs
that Get Results!

Unique Characteristics...

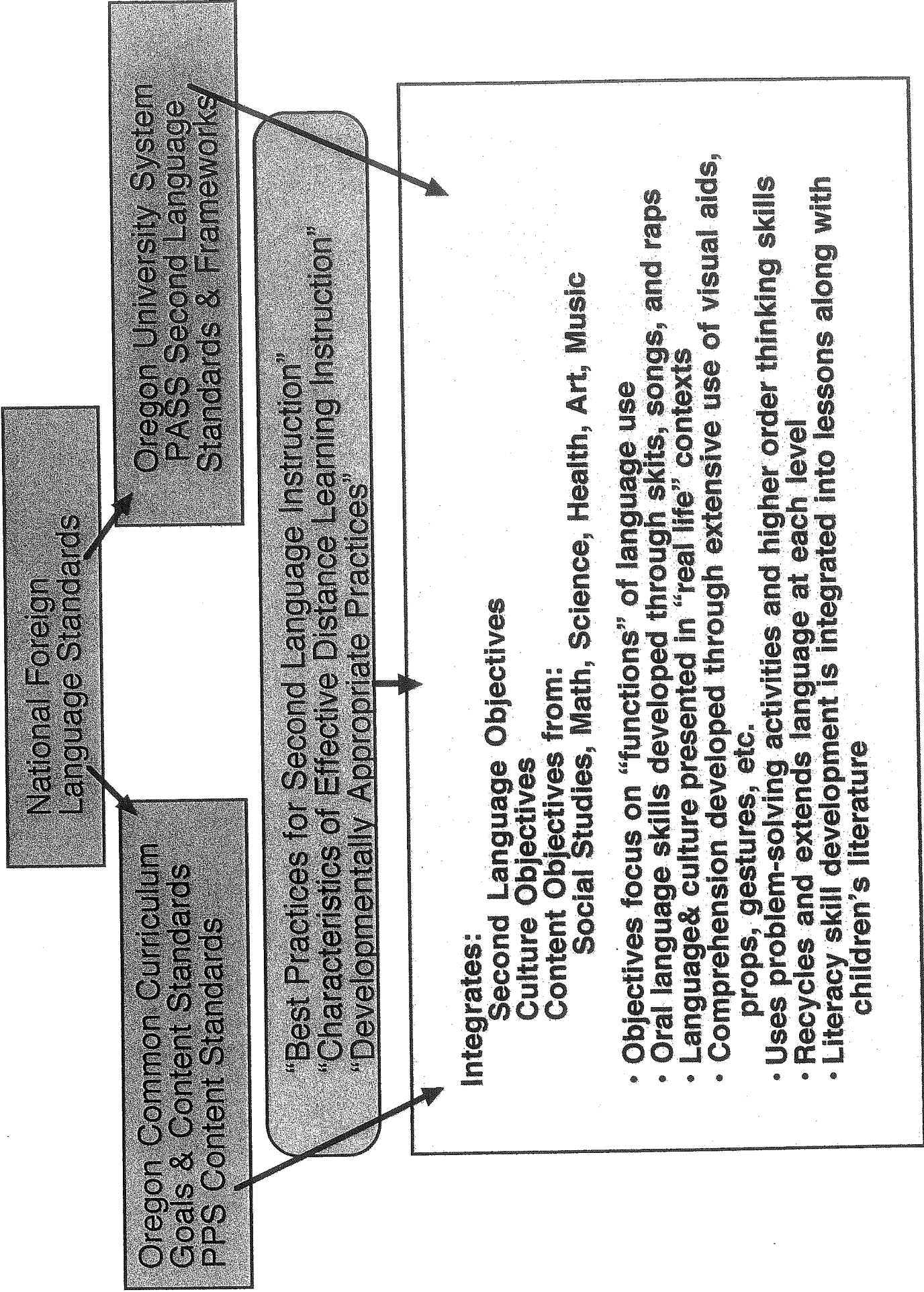
The *Moshi Moshi* and ¡Hola... Hola! Projects are breaking new ground in distance learning education. Several components distinguish these projects from other distance learning programs. These unique features contribute to success with students...

- the curriculum is developed from Oregon's second language frameworks to begin preparing students to meet the second language standards of Oregon's education reform and university entrance requirements
- they are locally produced with curricular changes made based upon ongoing feedback from the end-users
- they use an immersion style of instruction using the second language as the language of instruction
- lessons are active and designed to invite children to participate
- activities are specifically designed to engage students verbally, mentally and physically and to tap higher order thinking skills
- staff support and extensive facilitator materials are available
- a comprehensive project evaluation and student assessment plan is conducted annually
- collaborative partnerships between higher education, community, and business members in support of the projects are promoted
- updates, interactive student activities, and other resources are available on the moshihola.org web site

Moshi Moshi ¡Hola... Hola!

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Curriculum Development



National Foreign Language Standards

Oregon Common Curriculum Goals & Content Standards
PPS Content Standards

Oregon University System
PASS Second Language
Standards & Frameworks

"Best Practices for Second Language Instruction"
"Characteristics of Effective Distance Learning Instruction"
"Developmentally Appropriate Practices"

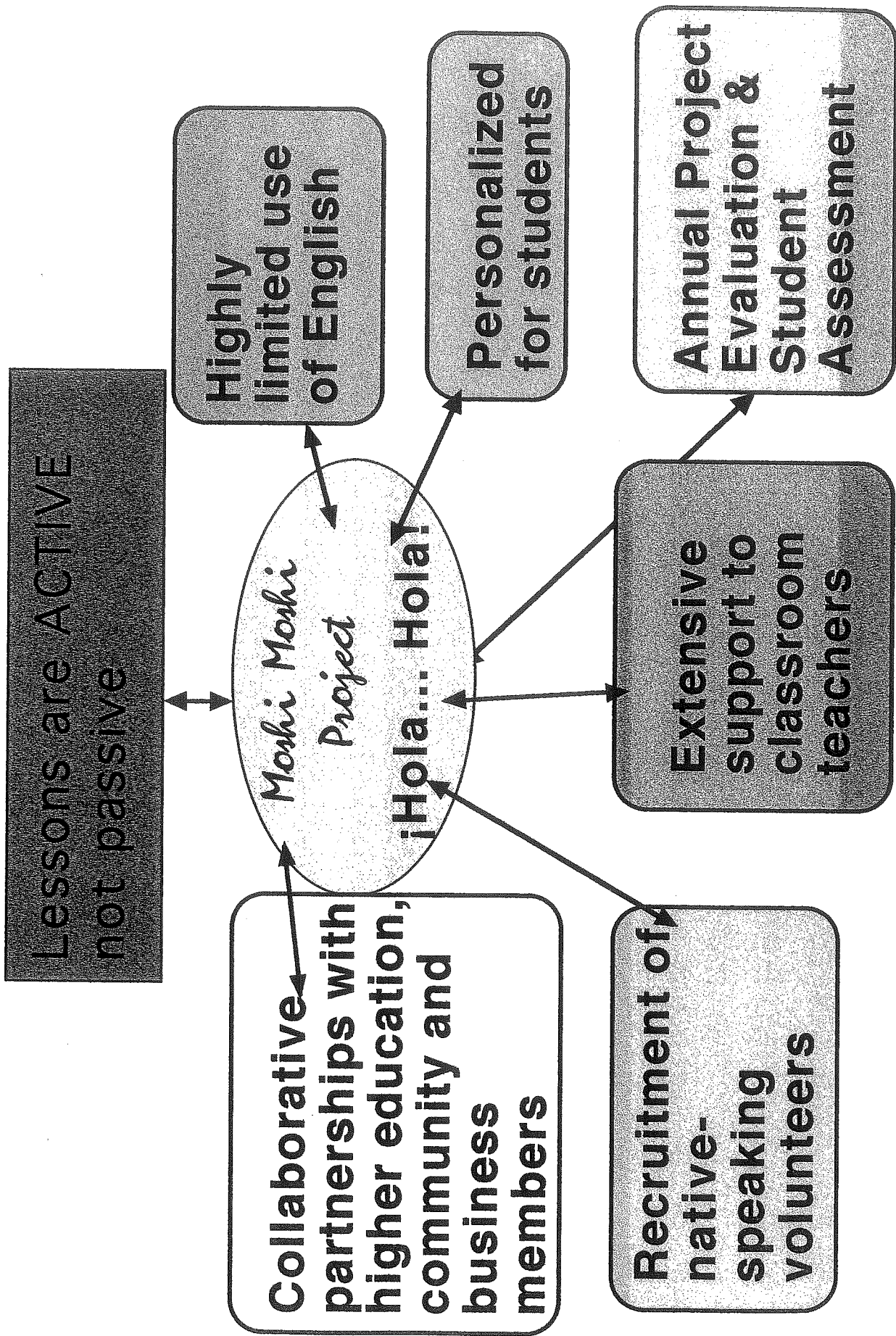
Integrates:

Second Language Objectives
Culture Objectives
Content Objectives from:
Social Studies, Math, Science, Health, Art, Music

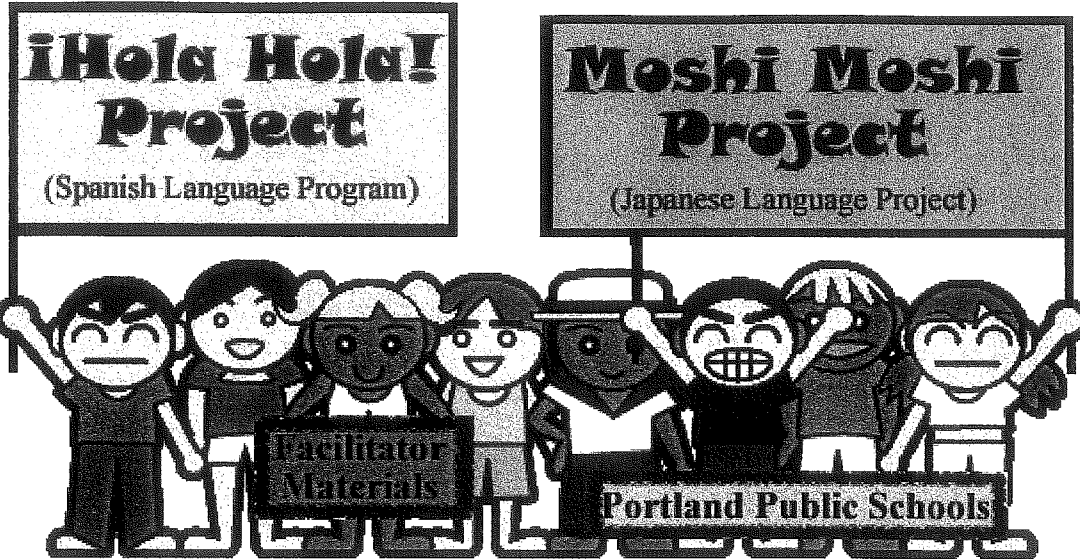
- Objectives focus on "functions" of language use
- Oral language skills developed through skits, songs, and raps
- Language & culture presented in "real life" contexts
- Comprehension developed through extensive use of visual aids, props, gestures, etc.
- Uses problem-solving activities and higher order thinking skills
- Recycles and extends language at each level
- Literacy skill development is integrated into lessons along with children's literature

What Contributes to Student Success?

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Portland Public Schools Distance Learning Programs



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A Summary of Research Findings and Key Benefits for Children Learning a Second Language

Research studies yield the following significant information concerning the implementation of second language instruction in elementary schools.

Children who have studied a foreign language in elementary school

- achieve expected gains and even have higher scores on standardized tests in reading, language arts, and mathematics than those who have not, (See Lipton; Masciantonio; McCaig; Rafferty.)
- show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher order thinking skills, (See Foster and Reeves; Landry; Rafferty; Bamford and Mizokawa.)
- excel in the pronunciation of a second language, (See Dulay and Krashen; Fathman; Krashen; Krashen and Long, et al.; Krashen and Terrell.)
- have an improved self-concept and sense of achievement in school, (See Genesee; Masciantonio.)
- develop a sense of cultural pluralism (openness to and appreciation of other cultures). (See Carpenter and Torney; Hancock and Lipton et al; Lambert and Tucker; Lambert and Klineberg: Broward County, Florida, Schools.)

The Louisiana Study found that students in foreign language classes outperformed those who were not taking a foreign language in the third, fourth, and fifth grade language arts sections of Louisiana's Basic Skills Tests, regardless of their race, sex, or academic level. The results of this study suggest that foreign language study aids, not hinders, the acquisition of English language arts skills. Students who are performing poorly in reading and language arts should be encouraged, not discouraged, from participating in foreign language study. (See Rafferty.)

Numerous other studies have also shown a positive relationship between foreign language study and English language arts achievement (Barik and Swain, 1975; Genesee, 1987; Swain, 1981). All of these results suggest that second language study helps enhance English and other academic skills.

In addition to academic and cognitive benefits, many personal benefits can be gained. Among these are:

- access to people and resources available only through another language;
- ability to communicate with more people, read more literature, and benefit more fully from travel to other countries;
- gaining greater depth to understanding the human experience by fostering an appreciation for the customs and achievements of people beyond our communities;
- having a competitive advantage in the work force by opening up additional job opportunities (Villano).

Moshi Moshi and ¡Hola... Hola!
Second Language Programs for Elementary Students

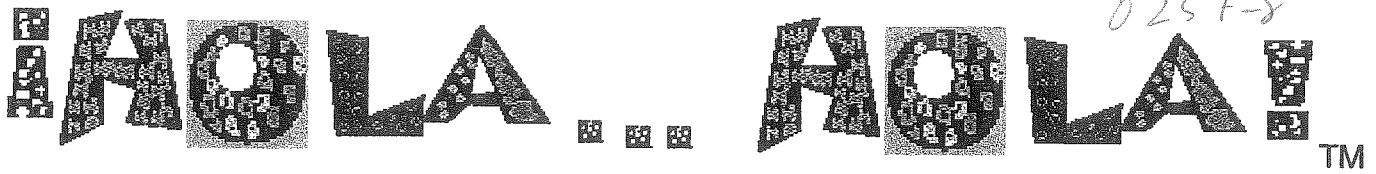
2000 - 2001 User Fees
 All Fees are Per School Site

# of Schools (per District or per ESD area)	User Fee Per Language Program Per School (Includes all 3 levels)	Total Range of User Fees Per Language Program
1-10	\$1,500.00	\$1,500 - \$15,000
11 - 20	\$1,300.00	\$14,300 - \$26,000
21 or more	\$ 1,100.00	# of Schools X \$1,100.00

To receive lessons on video, add the following amount to the user fee.
 Fees are based on one copy of each level per school site.

Program	Levels	1 - 10 Schools	11 - 20 Schools	21 or more
Moshi Moshi	Levels 1 - 3	\$750.00	\$700.00	\$650.00
Hola Hola	Levels 1 - 3	\$750.00	\$700.00	\$650.00

Facilitator training is in addition to the above fees.



Spanish Language Program for Elementary Students

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By signing this contract you are agreeing to abide by this copyright protection and to abide by the following conditions regarding use of the 2000-2001 broadcast lessons and materials.

- 1) Provide the Project with the name of your school and names of teachers at your school site along with contact information for each (e.g., e-mail, etc.) who will be using the ¡Hola... Hola! lessons.
2) ¡Hola... Hola!™ broadcast lessons and facilitator materials are not to be copied or duplicated for any other school site other than the one provided in #1 above.
3) ¡Hola... Hola!™ broadcast lessons and facilitator materials are not to be copied for nor provided to any home school students.
4) The ¡Hola... Hola!™ lessons are to be used only at the school site and by the teachers provided in #1 above and only during the 2000-2001 school year.

We agree to these conditions.

Name of Administrator (Printed)

Date

Signature of Administrator

Title

School

Phone number

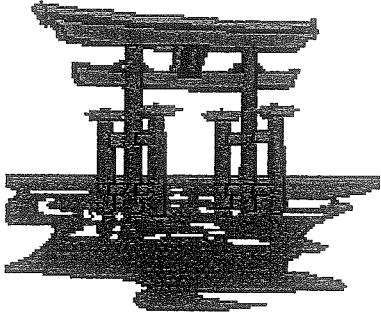
Fax number

Mailing Address

City/State

Zip

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Moshi Moshi Project

Japanese Language Program for Elementary Students

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Zip