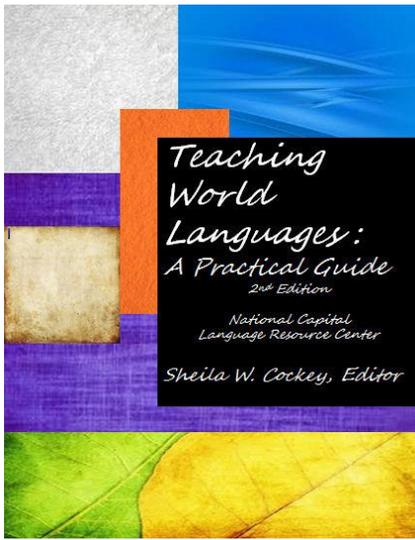


Teaching World Languages: A Practical Guide

Welcome to NCLRC's guide for teachers of K-12 world languages!



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The teaching of foreign language in the U.S. is guided by the *Standards for Foreign Language Learning in the 21st Century* (2006) and the *NCSSFL-ACTFL Can-Do Statements* (2013). Their focus is on the importance of communicative and cultural competence. Helping students to communicate effectively in a foreign language and develop a deep understanding and appreciation of the cultures embodied in the language is the goal of all Standards-based instruction.



About this Guide

Fig. IA-1-2

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This guide provides insight into the teaching of world languages principally for K-12 teachers, although instructors at the university level will also find this a valuable resource. It is based on current best practices, *Standards for Foreign Language Learning* (2006) and the *NCSSFL-ACTFL Can-Do Statements* (2013). The content was developed by Sheila W. Cockey, Dora Johnson, and Catharine W. Keatley.

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What is in this Guide

Fig. IA-1-2

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Teaching World Languages: A Practical Guide is written as a series of stand-alone chapters, divided into three sections: Principles, Practice, and References and Resources. The five chapters in the Principles section address Essential Concepts in Language Teaching, including chapters on Essential Concepts, Standards for Language Learning, Planning Instruction, Assessment, and Methods and Motivation. The seven chapters in the Practice section are designed to provide you with practical examples and classroom activities. Each Practices chapter addresses one of the Standards. These include the three modes of communication: Interpersonal (conversation, correspondence), Interpretive (reading, listening,

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and viewing), and Presentational (formal speaking and writing); and the goal areas of Cultures, Connections (connections to other subject areas), Comparisons (between languages and between cultures) and Communities. Examples are provided throughout each of the chapters to demonstrate the implementation of the content. The final section provides a compilation of references, resources, credits, and appendices from each of the content chapters.

Each chapter is designed to stand on its own so that the reader can go directly to an area of immediate interest. Within each chapter there are links to other chapters, as well as links to other portions within the same chapter. We encourage you to follow these links. Because of the stand-alone nature of the chapters, you will find that some material is presented in more than one chapter. This is because such material is integral to the content of more than one chapter and bears repeating.

Each chapter has a “Resources” section at the end of the chapter. These include references and links to resources on the internet or in print. The final two sections of *Teaching World Languages: A Practical Guide* contain resources for the reader. The first of these, “References, Resources, and Credits,” compiles all the references and resources together in one place. The second, “Appendices,” compiles all the appendices from each chapter in one place for easy access. Each has active links where appropriate.

No work such as this is totally complete. We realize that that there will be opinions that may differ from the posted material. We also know that new information is constantly becoming available that would be a valuable addition to this guide. If you come across something, please let us know. This information will be collected to inform future revisions of this guide.



How to Use this Guide

Fig. IA-1-2

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This site is designed to be used in a random fashion, allowing the user to access the particular chapter in which s/he has the most interest or need. The content is divided into two major sections: Principles and Practices. Consult the menu or the table of contents to select individual chapters that are of interest to you. Within each chapter you will find internal links that take you to other places in the same chapter, or to other chapters. At the end of each chapter you will find external links or references to both electronic and print sources.

Each of the chapters is in .pdf format to enable easy access and downloading. To read these documents you will need Adobe Acrobat Reader. To download the free reader, go to <http://get.adobe.com/reader/> and follow the prompts to download it to your computer. You will then be able to read these chapters.

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How to Cite this Guide

Fig. IA-1-2

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Please feel free to use the contents of the website in any way that is useful for teaching or for teacher preparation. You may copy and use material, send links, and link to any chapter or the entire website. We only ask that you do not use any of these materials for commercial purposes (they were developed with U.S. government funds to provide free resources), and that if you copy our materials that you provide a citation:

National Capital Language Resource Center (2014). Chapter Name in *Teaching World Languages: A Practical Guide*. The George Washington University. Washington, D.C. Retrieved (date) from www.nclrc.org/TeachingWorldLanguages/xxx.pdf.

Please note:

- This citation follows APA style. You will need to adapt it if you are using another style sheet.
- For the Retrieved date, substitute the most recent date you accessed the site.
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About the NCLRC

Fig. IA-1-2

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The National Capital Language Resource Center (NCLRC), a consortium of The George Washington University, the Center for Applied Linguistics, and Georgetown University, is one of fifteen foreign language resource centers nationwide funded by the U.S. Department of Education through Title VI of the Higher Education Act.¹ Since 1990 the NCLRC has worked to strengthen the nation's capacity to teach and learn foreign languages through professional development, research on language learning and teaching, materials development, and dissemination. The Center conducts workshops, summer institutes, and presentations on the use of effective teaching strategies, the administration and interpretation of performance tests, and the use of new technologies. Through these teacher education opportunities and via its on-going projects, the Center promotes professional development for foreign language educators. For more information about the Center's projects, visit our web site: <http://www.nclrc.org>.

¹The views, opinions, and findings included here are those of the authors and should not be construed as an official Department of Education position, policy or decision unless so designated by other official documentation.

Acknowledgements

This guide is the work of many people who have provided the skeleton, muscle, and clothing for the body of what has become *Teaching World Languages: A Practical Guide*. Originally conceived as an update to *The Essentials of Language Teaching*, it evolved into something quite different: a series of stand-alone chapters that address both the Principles of Language Teaching and the Practices of Language Teaching. It incorporates current methodologies, including Understanding by Design, ACTFL's standards for language teaching and Can-Do Statements, as well as contributions from practitioners in the field representing all levels of learning from pre-K to adults.

The *Essentials of Language Teaching* was originally developed as a series of print-based Modules for the Professional Preparation of Teaching Assistants in Foreign Languages, which was later converted to a website. We discovered that many K-12 teachers were consulting and using the site as well. Based on that information and the NCLRC's experience with K-12 teachers in summer institutes and training programs, the staff of the NCLRC decided to adapt the modules to standards-based K-12 teaching. Versions of the English-language generic guide seen here will soon be available on our website in Arabic and Chinese.

As indicated above, these chapters were completed with the help of many people. Our thanks especially go to:

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Fig. IA-5-1 ©MSWord Clipart

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