

Teaching World Languages: A Practical Guide

Practices



Fig. TPP-1-1
©Geotrac

The seven chapters in this section are designed to provide you with practical examples and classroom activities. Each chapter addresses one of the Standards. Examples are provided throughout each of the chapters to demonstrate the implementation of the content. Emphasis is placed on the authenticity of the resources, experiences, and activities in which the learners are engaged.

6. *Interpersonal Communication – Speaking and Writing*. The goal of the Interpersonal Communication standard is to enable the learner to engage directly with other speakers in real-life situations starting in the early stages of language learning. Interpersonal communication is the continued negotiation of meaning through language.

7. *Interpretive Communication – Reading, Listening, and Viewing*. The goal of the Interpretive Communication standard is to enable the learner to engage in one-way communication successfully. Interpretive Communication does not allow the learner recourse to questioning, asking for repetition, or otherwise seeking clarification of the meaning of the text.

8. *Presentational Communication – Writing and Speaking*. The goal of the Presentational Communication standard is to enable the learner to prepare and present one-way informational presentations to an audience. Presentational Communication does not allow the learner recourse to ask for feedback from the audience, thus requiring the learner to make sure the content is clear and accomplishes its goals before it is sent.

9. *Cultures*. The goal of the Cultures standard is to enable the learner to understand a different culture on its own terms, through the study of the products, practices, and perspectives of the culture. Each language learning activity is imbued with culture and thus language and culture are inextricably linked.

10. *Connections*. The goal of the Connections standard is to enable the learner to make connections to other areas of learning and interest in order to have a context in which to use language effectively and meaningfully.

11. *Comparisons*. The goal of the Comparisons standard is to enable the learner to draw parallels with, and to note similarities and differences between, their own language or culture and another.

12. [*Communities*](#). The goal of the Communities standard is to enable the learner to use language outside of the classroom in meaningful ways through interaction with individuals and institutions. The Communities standard encourages direct involvement in the greater community of the foreign language and culture during their years of formal study and as lifelong learners after formal study is over.

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 that bears repeating is presented in more than one chapter.