

# Teaching World Languages: A Practical Guide

## Chapter 5: Methods and Motivation

Learning to communicate well in another language takes a long time and is one of the more challenging tasks your students are likely to undertake. For this reason, an important part of your teaching involves finding techniques to keep students interested and motivated. You need to help them understand how to learn another language, develop realistic goals for themselves and connect these goals to their larger educational and life purposes.

This module outlines the accepted methods that language educators in the United States use to keep their students motivated and actively engaged in language learning. It then provides guidelines for implementing those methods in your classroom. The methods discussion references the appropriate guidelines.



Fig. 5-1-1 ©adriancrowe

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### Engaging Your Students in Language Learning

Teaching your students to communicate in another language requires effective teaching methods. This means the teacher must help students learn how to use the language in meaningful contexts and real-life situations. Along the way, you may also find that you and your students can have fun in the process.

#### Understanding the language learning process

Students need to understand that the first purpose of learning a language is to exchange information and ideas. Even when they don't have an extensive vocabulary or perfect pronunciation, students can still function in the language, have meaningful experiences, and explore important and interesting ideas. Students should be encouraged to use their current knowledge and skills to the fullest extent possible at all times – whether online, at home, or abroad. In other words, they need to use the new language with confidence even when not fully proficient. Helping students do this requires that teachers use the target language as much as possible. Grammar can be addressed consciously, but should not be the focus of instruction. Feedback should be appropriate and accurate, but not discouraging. Appropriate feedback includes responding to students' ideas and opinions, not just the form of the language. See Guidelines [1](#), [2](#), [3](#), and [4](#) below.



Fig. 5-3-1 ©Skypixel

#### *Developing realistic learning expectations*

Many learners believe that success in language learning is only defined as full fluency in the language. Students need help to understand the level of language proficiency they can expect to achieve during a given amount of instruction. When success is defined as a progressive series of accomplishments, students can succeed from the earliest stages of learning. One way to make this clear is to tell students what they are expected to achieve at specific points in the course of study. To do this, you need to find out what students already know about the language and culture. This will help you to provide students with appropriate input for their proficiency level. It also will assist both teachers and students to use the language in authentic ways. Throughout the course, teachers will guide students in using previously acquired language and concepts to deepen their understanding of the language and culture. See [Guidelines 5, 6, 7, 8, and 9](#) below.



Fig. 5-3-2 ©SWCockey

#### *Connecting language learning objectives with larger educational and life goals*

Students' motivation for learning a language increases when they see connections between what they do in the classroom and their personal interests. They pay more attention when classroom activities are relevant to these interests. The Understanding by Design approach to curriculum development and lesson planning motivates students because it focuses on using the foreign language to explore concepts or "big ideas" that have a real impact on students' lives and

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thinking. To learn more about **backward design**, go to the section on Backward Design in Chapter 3: [Planning Instruction](#).

When planning instruction, know your students' goals and interests because this will help you to integrate content that is interesting to them. See [Guidelines 10, 11, 12 and 13](#) below.

The final two guidelines are not specific to language teaching, but are, in general, helpful techniques for use in a classroom that emphasizes communicative competence. See [Guidelines 14 and 15](#) below.

## Guidelines for Teaching

The following guidelines will help you to engage students and maintain their enthusiasm as they study the language.

1. Use the target language
2. Provide context and make cultural connections
3. Address grammar consciously
4. Adjust feedback/error correction to the situation
5. Find out what your students know and what they bring to the classroom
6. Provide appropriate input
7. Use authentic materials and language
8. Design tasks for transfer
9. Travel *with* your students; don't drag them along behind you
10. Take your students' goals and interests seriously
11. Develop enduring understandings and essential questions that interest the students
12. Integrate content and language learning
13. Engage students in meaningful activities in the language
14. Encourage collaboration
15. Incorporate technology in classroom activities and projects



Fig. 5-5-1 ©SWCockey

### 1. Use the target language

Use the target language as much as possible with the students – both inside and outside the classroom. It is exciting and motivating for many students to have the experience of actually using a foreign language in a real-life situation. ACTFL recommends using the target language 90% or more of the time during instruction (ACTFL position statement, 2010: <http://www.actfl.org/i4a/pages/index.cfm?pageid=4368#targetlang>). By using the target language with students from the beginning, you are:

- providing students with regular opportunities to use the language in meaningful real-life situations with you and their peers
- establishing the target language as the normal means of communication in your classroom
- providing models of spoken and written communication in a real context.

Sometimes you may wonder, “*How much of what I am saying do they really understand?*” This is a valid concern and one you should remain conscious of when speaking with students. The use of facial expressions, body language, gestures, and props can aid communication along with an occasional pause to check student comprehension. Refer to Guideline 7, “Use [Authentic Materials and Language](#),” for additional tips.

Using the target language in the classroom helps students to meet the objectives described in Communication Standards 1.1, 1.2, and 1.3 for communicating in the interpersonal, interpretive, and presentational communication modes.

### 2. Provide context and make cultural connections

In addition to using the target language, it is important to provide context for language learning and connections to culture.

Context includes knowledge of:

- the topic or content
- the vocabulary and language structures in which the content is usually presented
- the social and cultural expectations associated with the content

To help students have an authentic experience of understanding and using language, prepare them by raising their awareness of the context in which it occurs. Some teachers prefer to introduce cultural contexts to beginning level students in their native language with a gradual shift to teaching in the target language. Others mostly use the target language.

To raise awareness of the context:

- Ask students what they know about the topic.
- Ask what they can predict from the title or heading of a reading selection or the opening line of a listening selection.
- Review the vocabulary, including idiomatic expressions, and sentence structures that are usually found in that type of material.
- Review relevant social and cultural aspects and assumptions.



Fig. 5-6-1 ©Jcifkova

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Languages express ideas and transmit cultural values. Culture is interesting and can be highly motivating for students. Students enjoy talking about YouTube, movies, television shows, vacation plans, famous people, and other popular culture topics.

When you are discussing language use with your students, it is important to make cultural connections by including information on the social, cultural, and historical context that certain language forms carry for native speakers. Often these explanations include reference to what a native speaker would hear or say, and why. For example, many languages differentiate use of the pronoun “you” based on the degree of formality and respect between speakers. Formality varies across cultures and is often determined by a variety of factors – age, relationship, familiarity, societal or institutional position, etc. Providing context for students about formality and respect in the target culture can guide them to choose appropriate language forms when communicating with native speakers. Relating the grammatical forms to social conventions is interesting and broadens students’ perspectives on the new culture and their own. Teaching about context and cultural connections helps students meet the objectives described in Culture Standard 2.1.

### 3. **Address grammar consciously**

Making students aware of the grammar and associated terminology of the target language can support your teaching. By drawing comparisons between the target language and the students’ language, students gain a deeper understanding of how both languages work. This can be very interesting and broadening for students, many of whom suddenly discover the grammar of their native language for the first time and the surprising fact that other grammars are possible. Through this discovery Comparison Standard 4.1 is addressed. If you choose to teach grammar, provide resources and show students through example rather than spending a great deal of time explaining it.

Discuss points of grammar in the contexts where they arise. Asking students to think through a rule at the moment when they are trying to express themselves clearly is a more effective way of helping them to always remember the rule than teaching it in isolation.

There are two types of grammar rules to address:

- Prescriptive rules state how the language "should" or "must" be used and define what is "correct." These are the rules that are taught in most language textbooks.
- Descriptive rules state how the language is actually used by fluent speakers. The degree to which descriptive rules differ from prescriptive rules depends on the setting—casual/formal use of language—, the topic, and the backgrounds of the speakers.

### 4. **Adjust feedback/error correction to the situation**

Encourage students to speak freely to help them gain confidence in their ability to use the target language. The flow of talk should not be interrupted by the teacher's corrections. When students address you, react to the content of their utterances, not just the form. Your response is a useful comprehension check for students, and on the affective level it shows that you are listening to

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what they say. This builds students' confidence in their ability to communicate in the language, and increases their motivation to use the language. Make note of recurring errors you hear so that you can address them with the whole group in the feedback session later. Encourage students to self-correct by waiting after they have spoken or by asking them to try again.

Feedback techniques:

- Paraphrase a student's utterances, modeling the correct forms
- Ask students to clarify their utterances, providing paraphrases of their own.

Avoid feeding students the correct forms every time. Encouraging them to depend less on you and more on themselves is what learner-centered language teaching is all about.

### 5. Find out what your students know and bring to the classroom

What do your students already know about the language and culture of the target language and country? They probably know more than they think they know, and the teacher can bring this knowledge out through careful questioning and listening. What do they know about cities or famous places where the target language is spoken? What do they know about pop culture and celebrities? What do they know about popular foods eaten by people of the target culture? What are they able to do? A focus on what the students know, rather than what they don't know, sets a positive tone for the language classroom.



Fig. 5-8-1 ©Trufflepix

Teaching is most effective when it builds on students' previous knowledge and strengths. Focus on what is already there and seek to increase it. Have students had cultural interactions with native speakers of the target language through travel, Skype, or in online chat rooms? Do they know any words or phrases in the target language? Are there heritage learners in your classroom? What perceptions have students developed about the people, the culture, and the language as a result of these experiences?

### 6. Provide appropriate input

The language that students are exposed to, both in spoken and written form is called *input*. Input gives learners the material they need to develop their ability to use the language on their own. Input that is too difficult to accomplish a task or goal is discouraging for students. Input that is consistently too easy can be boring and does not push students to develop their language capacity. Teachers can provide a variety of kinds and levels of input as well as a variety of tasks. There are two important kinds of input that teachers can use in the classroom to maintain motivation and interest, while increasing students' capacity in the language: teacher-controlled language input and authentic language input.



Fig. 5-8-2 ©Artistashmita

Teacher-controlled input:

- Is matched to learners' current comprehension level and connected to what they already know

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- Focuses on conscious learning of a specific point: the pronunciation of a word, the contrast in the uses of two verb tenses, new vocabulary, useful social formulas
- Is modified or controlled by the teacher or textbook author
- Is used in the presentation or modeling stage of a lesson (see Chapter 3: [Planning](#))

Authentic language input:

- Includes materials produced by and intended for native speakers of the target language (see the Authentic Materials section of Chapter 1: [Essential Concepts](#)).
- Is used in the practice and evaluation stages of lesson planning. .

Students benefit when teachers use both teacher-controlled and authentic language input in the classroom. When planning a unit, teachers can evaluate the various kinds of input available to them for use in the classroom to ensure that a balance of teacher-controlled and authentic language input are used and that they are placed in the lesson according to instructional needs at appropriate stages.

### 7. Use Authentic Materials and Language

In order to learn a language, instead of merely learning about it, students need to hear and read the language as native speakers use it, as much as possible. Authentic materials can be highly motivating for students, whether they are texts or songs or advertisements in a magazine. Authentic materials take the students out of the familiar and into the “foreign” culture. They provide an opportunity to “travel” to the other country and culture.



Fig. 5-9-1 ©SWCockey

Authentic materials and language are the spoken language or written materials that have been produced by and intended for native speakers of the language. Cultural viewpoints and values are embedded in authentic materials and language, addressing Cultures Standard 2.2. Teachers can provide students with authentic materials and language through **teacher talk, materials, and activities**.

#### Teacher talk.

Use the target language as naturally as possible when you are talking to students. Slowing down unnaturally may seem to make the message more comprehensible, but it also distorts the subtle shifts in pronunciation that occur in naturally paced speech.

- Speak at a normal rate.
- Pause at natural phrasal points, for example, after commas and periods in written language, to allow students time to understand the message without destroying the meaning and the natural flow of speech.
- Use vocabulary and sentence structures that are familiar to students.
- State the same idea in different ways to aid comprehension.



Fig. 5-9-2 ©Laduschka

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### Materials.

Give students authentic reading and listening materials produced by and intended for native speakers, such as newspapers, magazines, websites, radio broadcasts, podcasts, and TV or movie clips.

Authentic materials:

- Can be more complex than learners' current proficiency and stretch the boundaries of their current knowledge
- Focus on authentic use of language in listening or reading passages
- Are used "as is," with minimal alteration by the teacher or textbook author

Your goal is to make the materials accessible without altering them beyond recognition. To do this,

- Select a meaningful task for your students and include authentic materials that can be used to help them complete the task.
- Review the materials carefully to ensure that you are asking the students to work at an appropriate language level and that the cultural content is comprehensible.
- When appropriate to the task, introduce relevant vocabulary, grammar, and cultural information in advance.
- Explicitly teach and discuss learning strategies that will help the students use the materials to complete the task.
- Ask students to read, listen to and/or view the materials to gain information for a purpose at a level appropriate to their comprehension. For example, if the students are at novice level, and you want them to

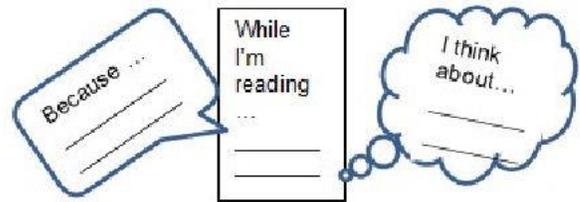


Fig. 5-10-1 ©SWCockey

use a specific magazine article, you might ask them to use the learning strategy *make inferences* to infer the topic or theme from a picture and the title and whatever words they can read in the text. More advanced students could read the article for the main idea. The meaning gained from the reading should help students complete a larger task, such as using the information from the reading to discuss the topic in a debate with peers.

Students gain confidence when they are able to use authentic materials to accomplish meaningful tasks. This is true of novice students as well as advanced. This confidence encourages them to continue to use the language and to learn more.

Teachers have access to a variety of authentic materials for students; the Internet is a particularly rich source. These materials can be found in a wide variety of levels of language difficulty. The teacher can select authentic materials for beginning students of a language as well as advanced. One resource for examples of authentic materials is the UCLA Language Materials Project: <http://www.lmp.ucla.edu/Lessons.aspx?menu=003>.



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Transfer is:

- the ability to use knowledge and skills in a different context, setting, or situation from how it was originally learned on one's own, with few to no cues or supports.
- demonstrated through the complexities and variables of a task; the more complexities or variables the task contains, the more it demonstrates transfer and true understanding.
- thoughtful use of a repertoire, as opposed to just cued, simple plug-in, or rote responses (Eddy, 2006).

Transfer requires the ability to spontaneously adjust to a new situation; it does not occur as the result of just amassing facts and completing a drill. Using a language appropriately in a given culture requires high adaptability, tolerance of new situations, dealing with incomplete information, and problem-solving with minimal or no cues.

Teaching for transfer means the teacher and students use the target language in the classroom as much as possible, and, in addition, it includes using authentic materials and activities in instruction. These conditions provide the students with ample experiences with ambiguity, lack of clarity, and minimal cues in using the language. However, in this sheltered situation, the teacher can help students develop strategies to deal with the incomplete input so that they can carry out tasks and projects in the language, and explore interesting ideas. Authentic language experiences outside the classroom are not too different from inside the classroom, and the students have developed the skills to function in the language and communicate even though they are not proficient. In the classroom, students also develop strategies to learn more language from these authentic experiences.

The ability to transfer is motivating for students because it affirms their linguistic and cultural knowledge and skills; it gives them confidence in their ability to use the language.

### 9. Travel *with* your students; don't drag them along behind you

It takes a long time, and a lot of repetition, to learn a language. Be prepared to cycle back to give students repeated practice with any and all aspects of language and culture, as needed. In addition to summative assessments, use formative assessments frequently so you know how your students are doing and when they need repetition or review (see Chapter 4: [Assessment](#)). Build regular student self-assessment into your plans, so that students themselves can reflect on their language learning goals and progress, and inform you of their needs.

### 10. Take your students' goals and interests seriously

Why are your students in your classroom? How do they spend their time outside of the classroom? What are they interested in—art, sports, music, etc.? How do they want to use their new language? Find out, and incorporate those goals and interests into your curriculum design and instruction. An example of how you can learn about their goals and



Fig. 5-12-1 ©Denis Pepin

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interests is to give students—and parents at the elementary level—a questionnaire to fill out for homework, and then discuss it the next day in class.

Thinking about how they can use the target language in the future motivates students. You can ask them to list the ways they think they may use it and then use these purposes and tasks as the basis for enduring understandings (“big ideas” that guide content) and classroom activities. For more about “enduring understandings” go to the section on Backward Design in Chapter 3: [Planning Instruction](#).

Try to be as flexible as possible in your classroom content, and sensitive to the interest level of your students. If the students are not interested, or lose interest in a particular theme or topic, do not be afraid to drop it and try something else. Ask them to suggest alternatives. When students know that they have some control over what they do in the language classroom, they have more interest in the lessons and assume more responsibility for their own learning.

### 11. Develop enduring understandings and essential questions that interest the students

The Understanding by Design (UbD) framework for instructional planning puts conceptual learning and critical thinking at the center of language instruction. Two key components of UbD are enduring understandings and essential questions. *Enduring understandings* are broad intellectual concepts and *essential questions* are open-ended questions that provoke reflection and critical thinking about the concepts described in the enduring understanding (see Chapter 3: [Planning Instruction](#)).

As you develop enduring understandings and essential questions, knowing your students’ interests, goals, and abilities will help you to keep these “big ideas” focused on topics that will interest them.

Enduring understandings and essential questions that focus on culture give students a window into life in another country and culture. This picture is often a powerful motivator for students who then make comparisons with their own culture. They draw connections to their existing knowledge, and find their place in a new community.

### 12. Integrate content and language learning

Create lessons that integrate subject matter content from students’ other classes into the language curriculum. Students often find it interesting to read, discuss, and write about material whose content about which they already know something. Their knowledge of the topic helps them understand and use the new language. Students are able to scaffold: to build on existing knowledge as they increase their language proficiency. Integrating subject-matter content with language learning provides a real-life application for students who plan to study and/or work in a field that will require them to use the language. This can be a powerful motivator. Integrating content helps students meet the objectives for Connections Standards 3.1 and 3.2, making connections with other disciplines and acquiring information in the new language. The Center for

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Advanced Research on Language Acquisition offers detailed information about implementing content-based language teaching with technology in the classroom: <http://www.carla.umn.edu/cobaltt/index.html>.

### 13. Engage students in meaningful activities in the language

If students are to learn to use the language in real world situations, they must have real world purposes—preferably purposes that they themselves have identified—for using it in classroom activities. Make explicit connections between what students do in the classroom and what they would like to do with the language outside the classroom.



Fig. 5-14-1  
©Monkeybusinessimages

Ordinarily, communication has a purpose: to convey and receive information. In real life, people use language to perform tasks such as solving problems, developing plans, and working together to complete projects. Activities in the language classroom mirror communication outside the classroom when they are structured with a purpose. In these classroom activities, students use the language to get information, expand a partial understanding, or complete a task. Tasks may involve solving a mathematical word problem, creating a crossword puzzle, making a video, preparing a presentation, or drawing up a plan. For examples of meaningful activities see Chapters 6-8 on the three modes of Communication ([Interpersonal](#), [Interpretive](#), and [Presentational](#)), and Chapters 9-12 on the teaching of: [Cultures](#), [Connections](#), [Comparisons](#), and [Communities](#).

### 14. Encourage collaboration

Whenever possible, ask students to work in pairs or small groups in class. Pair and group work can be highly motivating. It also provides opportunities for practice speaking the language in smaller groups, which builds confidence for those learners who are initially reluctant to speak up in the larger class. Give students structure in pair and group work in the form of a defined task and outcome. In collaborative work it is a good idea to establish roles for the work that needs to be done, for example, reporter, recorder, leader, etc. This structure will allow students to collaborate as they develop a work plan, discuss the substance of the task, and report the outcome. They will use language in a variety of ways and learn from each other. Remember to rotate roles regularly so that each student learns the skills and language necessary to negotiate each role.

Teach students the language they need to work in groups. This includes the language they need to negotiate their roles, get attention in the group, express an idea, agree, disagree, make a suggestion, etc. The teacher can structure the task and the roles to create group discussions that require more or less complex language for interaction.

Remember that you need to carefully plan collaborative learning activities, monitor them while the students are working together, and then evaluate the students' learning and the success of your teaching.

Effective collaborative activities are:

- Dependent on student interaction: Students must pool resources by drawing on each other's strengths and knowledge.
- Task oriented: The activity has a defined outcome, such as solving a problem or drawing a map.
- Limited in time: Students have a preset amount of time to complete the task.

### 15. Incorporate technology in classroom activities and projects

The way students learn is changing with advances in technology. Students quickly turn to computers, smartphones, and other electronic devices to find answers to their questions about almost everything. While teachers sometimes feel that incorporating technology in lessons is scary or risky (what if it doesn't work?!), when done well, using technology in the classroom can be a great way to reach students and allow them to build on the technological skills they use and will need in their future careers.



Fig. 5-15-1 ©Mquirk

Technology can give students the opportunity to access authentic materials and authentic language instantly. Whether it is reading the news, listening to podcasts, watching videos, or Skyping in the target language, students have the ability to expand their linguistic and cultural knowledge both in and outside of the classroom.

The Tech for Teachers section of the National Capital Language Resource Center (NCLRC) website – [http://nclrc.org/teachers\\_corner/tech\\_for\\_teachers/feature.html](http://nclrc.org/teachers_corner/tech_for_teachers/feature.html) - and the Content-based Teaching through Technology learning modules from the Center for Advanced Research in Language Acquisition (CARLA) – <http://www.carla.umn.edu/cobalrt/index.html> - offer ideas for incorporating technology in classroom activities and projects.

### Resources, References, Images, and Credits

#### References:

American Council on the Teaching of Foreign Languages. (2011). *ACTFL Position Statement on Class Size*. Available at:  
<http://www.actfl.org/i4a/pages/index.cfm?pageid=4368#targetlang>

American Council on the Teaching of Foreign Languages (2014). World-readiness standards for learning languages newly refreshed. *The Language Educator*, January 2014, 9/1, p.6. Also available at: <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

Eddy, J. (Writer) & Couet, R. (Director). (2006). *What is performance assessment?* (Television series episode of the Teaching and language Learning Collaborative). Columbia, SC: South Carolina Department of Education.

National Standards in Foreign Language Education Project. (2006, in press). *Standards for Foreign Language Learning in the 21st Century*. Lawrence, KS: Allen Press.

#### Resources:

Adair-Hauck, B. Glissan, E.W., and Troyan, F. *Implementing Integrated Performance Assessment*. Alexandria VA: ACTFL. Available at:  
<http://www.actfl.org/publications/guidelines-and-manuals/implementing-integrated-performance-assessment>

This manual explains how to carefully create summative performance assessments that connect each of the three modes. The publication includes examples from Novice through Advanced levels.

American Council on the Teaching of Foreign Languages (2013). *NCSSFL-ACTFL Can-Do Statements: Progress Indicators for Language Learners*.  
[http://www.actfl.org/sites/default/files/pdfs/Can-Do\\_Statements.pdf](http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf)

American Council on the Teaching of Foreign Languages (2013). *NCSSFL-ACTFL Global Can-Do Benchmarks*. [http://www.actfl.org/global\\_statements](http://www.actfl.org/global_statements)

Clementi, Donna and Terrill, L. (2013). *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design*. Alexandria VA: ACTFL.

The publication provides a template and several examples of units built around summative performance assessments in each of the three modes of communication (Interpretive, Interpersonal, and Presentational). At the ACTFL publication website, several unit samples and the blank template may be downloaded:

<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

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- Center for Advanced Research on Language Acquisition (CARLA). *Technology Integration Modules*. Available at: <http://www.carla.umn.edu/technology/modules/>  
These pages can help you integrate technology into your language instruction. Once you locate the modules and explore the contents, you can then explore the larger Content-Based Instruction website, of which the technology modules are a part.
- National Capital Language Resource Center (NCLRC). *Developing Autonomy in Language Learners*. Available at: <http://nclrc.org/guides/HED/index.html>  
This is a learning strategies guide for the higher education level.
- National Capital Language Resource Center (NCLRC). *Elementary Immersion Learning Strategies Guide*. Available at: <http://nclrc.org/eils/index.html>.  
This takes a look at the various strategies children use to learn a foreign language in an immersion setting.
- National Capital Language Resource Center (NCLRC). (2007). *The Essentials of Language Teaching*. Available at: <http://nclrc.org/essentials/index.htm>  
This site gives an introduction to the language teaching methods in use. Contains sections on the principles, practice, and examples of language teaching.
- National Capital Language Resource Center (NCLRC). (2007) *Sailing the 5 C's with Learning Strategies*. Available at: <http://www.nclrc.org/sailing/index.html>.  
Includes resources on integrating strategy instruction into a language lesson. Learning strategies charts are available in multiple languages in the Appendices. Twenty learning strategies are highlighted.
- National Capital Language Resource Center (NCLRC). *Tech for Teachers*. Available at: [http://nclrc.org/teachers\\_corner/tech\\_for\\_teachers/feature.html](http://nclrc.org/teachers_corner/tech_for_teachers/feature.html)  
The articles include information for teachers of all languages, levels and ages about how technology can be used in the language classroom.
- National Standards in Foreign Language Education Project (NSFLEP). (2013). World-readiness standards for foreign language learning. Alexandria, VA: Author. Retrieved from the ACTFL website: <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>
- University of California, Los Angeles. *UCLA Language Materials Project*. Available at: <http://www.lmp.ucla.edu/>  
This is a rich source for authentic materials that can be used in language classes. The materials include links to websites and news outlets, photographs of everyday objects, advertisements for everything from shampoo to houses, and links to music sites and music lyrics. When you go to the website type in the language you want, the level you are teaching (beginner, intermediate, advanced) and the grade level of your students (elementary, secondary, university).

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### Images:

5-1-1	Motivation Carrot	<a href="https://adriancrowe.wordpress.com/2011/09/page/2/">https://adriancrowe.wordpress.com/2011/09/page/2/</a> Modified by SW Cockey
5-3-1	Information Exchange	© Skypixel   Dreamstime.com ID 17639268 <a href="#">Brain Head Communications Networking</a>
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