

Teaching World Languages: A Practical Guide

References, Resources and Images

References and Resources appear throughout this e-book are compiled here.



Fig. 13-1-1 ©Photogl

References, starting on page 2, contains those sources that have been used in the text of at least one of the modules.

Resources, starting on page 6, contains additional materials and sources mentioned in the text, or in the Resources section at the end of each chapter, but are not cited in the References section.

If you know of additional materials that are relevant for the References and Resources section please let us know about them. The information will be collected and should there be an opportunity to revise the information, we will do so.

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From Teaching World Languages: A Practical Guide
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www.nclrc.org



Fig. 13-2-1 ©MSWord

Adair-Hauck, B. (2006). The Integrated Performance Assessment (IPA): Connecting assessment to instruction and learning. *Foreign Language Annals*, 39(3), 359-382.

Adair-Hauck, Bonnie, Eileen W. Glisan, and Francis J. Troyan. *Implementing Integrated Performance Assessment Guide*. (2003, 2012). Alexandria VA: ACTFL.

American Council on the Teaching of Foreign Languages. (2003). *ACTFL Integrated performance assessment*. Eileen Glisan, ed. Yonkers, NY: ACTFL.

American Council on the Teaching of Foreign Languages. *ACTFL Performance Assessment Guide*. (2003). Alexandria VA: ACTFL.

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 (2013). *NCSSFL-ACTFL Can-Do Statements Progress Indicators for Language Learners*. Available at:
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*. Available at: http://www.actfl.org/global_statements

American Council on the Teaching of Foreign Languages. (1998). *Performance Guidelines for K-12 Learners*. Yonkers, NY: American Council on the Teaching of Foreign Languages.

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>

Blaz, Deborah. *Bringing the Standards for Foreign Languages to Life*. (2002). Larchmont, NY: Eye on Education.

Center for Advanced Research on Language Acquisition (CARLA). *CARLA Technology Integration Modules*. Available at: <http://www.carla.umn.edu/technology/modules/>

References, Resources and Images

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.

- Chamot, A. (2009). *The CALLA Handbook: Implementing the cognitive academic language learning approach* 2nd Ed. White Plains, NY: Pearson.
- Cockey, Sheila W. and A. Chamot. "Communities & Connections: Hardest Standards to Meet or Greatest Opportunities?" Northeastern Conference on Foreign Language Teaching, New York, NY. March 29, 2008. Conference Presentation.
- De Bortoli, Mario & Jesús Maroto. *Colours Across Cultures: Translating Colours in Interactive Marketing Communications*. (2001) Available at: <http://globalpropaganda.com/articles/TranslatingColours.pdf>
- Eddy, J. (2007a). Uncovering content: Designing for performance. *Academic Exchange Quarterly*, 11(1).
- Eddy, J. (2007b). Children and art. *Learning Languages*, 12(2).
- Eddy, J. (2007d). *Unpacking the standards: Informing instruction through performance assessment*. Retrieved from National Capitol Language Resource Center: The Language Resource: http://nclrc.org/newsletter/older_issues/0705.pdf
- 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.
- edHelper.com *Graphic Organizers: Venn Diagrams, Concept Maps, Writing, Character, Reading*. Available at: http://edhelper.com/teachers/graphic_organizers.htm
- Education Northwest. *6+1 Trait Writing Model of Instruction & Assessment*. Available from: <http://educationnorthwest.org/traits>
A source for teachers to improve their writing instruction, increase their understanding of the qualities of good writing, and hone their ability to provide effective feedback to students.
- European Commission. *Content and Language Integrated Learning*. (2013). Available at: http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-learning_en.htm .
- Freierman, Art. Presentation Pointers. *The Art of Communicating Effectively*. (nd). Available at: <http://www.presentation-pointers.com/showarticle/articleid/64/>
- Fresno Unified School District. *Graphic Organizers*. Available at: <http://www.fresno.k12.ca.us/divdept/sscience/graphisorgan.htm>

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The Fresno (CA) Unified School District, History-Social Science Department, has a collection of graphic organizers that are applicable to a variety of ways to compare and contrast information and concepts.

- Harris, J. (1998). *Virtual Architecture: Designing and Directing Curriculum-Based Telecomputing*. Eugene, OR: International Society for Technology in Education. Also available on-line at <http://virtual-architecture.wm.edu/>
- Jensen, J. & Sandrock, P. (2007). *The Essentials of World Languages, Grades K-12*. Alexandria, VA: ASCD.
- Langer de Ramirez, Lori. Miscositas.com. Products, Practices, Perspectives Triangle image. Available at: <http://www.miscositas.com/triangle>.
- McTighe, J. & Wiggins, G. (2004). *The Understanding by Design Professional Development Workbook*. Alexandria, VA: ASCD.
- McTighe, J. & Wiggins, G (2013). *Essential Questions: Opening doors to student understanding*. Alexandria, VA: ASCD.
- National Council of Social Studies (NCSS). *National Curriculum Standards for Social Studies*. (2010). Silver Spring MD. Available at: <http://www.socialstudies.org/standards> .
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<http://www.nctm.org/standards/content.aspx?id=16909>
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- 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>
- Omaggio Hadley, A. (2001). *Teaching Language in Context*. Boston, MA: Heinle & Heinle.
- Palmerton, Patricia R. *Talking, Learning: Oral Communication Across the Curriculum*. (2001). Hamline University. St. Paul, Minnesota.
<http://www.hamline.edu/cla/communication-studies/resources.html>

References, Resources and Images

- Rolheiser, C. & Ross, J. (2000). *Student Self-Evaluation: What research says and what practice shows*. Center for Development and Learning. .Available at: http://www.cdl.org/resource-library/articles/self_eval.php
- Sandrock, Paul. “RE:Form submission – Standards for other languages.” (Personal communication, Feb. 27, 2014.)
- Teachers of English to Speakers of Other Languages. (1997). *Managing the Assessment Process: A framework for measuring student attainment of the ESL standards*. Alexandria, VA: TESOL.
- Wiggins,G. & McTighe, J. (2006). *Understanding by Design*. Upper Saddle River, NJ: Pearson.
- Wiggins, G. & McTighe, J. (2005). *Understanding by Design* (Expanded 2nd ed.). Alexandria, VA: ASCD.
- Wiggins, G. & McTighe, J. (2011). *The Understanding by Design Guide to Creating High-Quality Units*. Alexandria, VA: ASCD.
- Wiggins, G. & McTighe, J. (2012). *The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units*. Alexandria, VA: ASCD.



Fig. 13-6-1 ©MSWord

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.

Adair-Hauck, B. (2006). The Integrated Performance Assessment (IPA): Connecting assessment to instruction and learning. *Foreign Language Annals*, 39(3), 359-382.

American Council on the Teaching of Foreign Languages (2013). *NCSSFL-ACTFL Can-Do Statements* Progress Indicators for Language Learners. Available at:

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*. Available at: http://www.actfl.org/global_statements

American Council on the Teaching of Foreign Languages. *Executive Summary of the Standards for Foreign Language Learning in the 21st Century* (2006). Alexandria VA: ACTFL.

The Executive Summary is available for downloading from the ACTFL website: <http://www.actfl.org/i4a/pages/index.cfm?pageid=3324>. Information on how to order the Standards can also be found on the ACTFL website: <http://www.actfl.org/i4a/pages/index.cfm?pageid=4283>.

American Council on the Teaching of Foreign Languages. (1998, 2002). *Integrated Performance Guide*. Performance Guidelines for K-12 Learners. Alexandria VA: ACTFL. Available at: <http://www.actfl.org/i4a/pages/index.cfm?pageid=3565>
Contains rubrics for each of the three modes of communication, published in 2003.

American Council on the Teaching of Foreign Languages. *ACTFL Integrated Performance Assessment Manual*. Available at:

<http://www.actfl.org/i4a/pages/index.cfm?pageid=3565>.

The manual is available for purchase through ACTFL. The manual includes guidelines for developing IPAs and already developed rubrics for assessment in each of the three modes of communication:

References, Resources and Images

American Council on the Teaching of Foreign Languages. (2003). *ACTFL Performance Assessment Guide*. Alexandria VA: ACTFL.

American Council on the Teaching of Foreign Languages. *Performance Guidelines for K-12 Learners*. Available at: <http://www.actfl.org/i4a/pages/index.cfm?pageid=3327>
Contains performance descriptors for teaching and learning a foreign language. These are available on—line or for purchase.

Broadcast-Live.com. Live Radio and TV Broadcasts from around the world in many languages. Available at: <http://broadcast-live.com/index.html>

Center for Advanced Research on Language Acquisition (CARLA). *Content-based Instruction*. Available at: <http://www.carla.umn.edu/culture/index.html>.

The page has a wealth of information on basic concepts in education, including the pages on Content-based Instruction, which are particularly useful for understanding language teaching practices with a focus on content-based methodology: Available at: <http://www.carla.umn.edu/cobaltt/index.html>.

Center for Advanced Research on Language Acquisition (CARLA). *Content-Based Language Teaching with Technology*. (2014). Available at: <http://www.carla.umn.edu/cobaltt/index.html>

Center for Advanced Research on Language Acquisition (CARLA). *Creating Thematic Units*. Available at: http://www.carla.umn.edu/assessment/vac/CreateUnit/p_1.html .

They introduce the concept of backward design, demonstrate how to develop thematic units, which they call “assessment units,” and then give examples. The examples are of integrated performance activities that can be used to frame a unit or lesson. There example activities for a variety of languages Available at:

http://www.carla.umn.edu/assessment/vac/CreateUnit/e_1.html

What Makes Basketball Important?	What Makes a Good Travel Destination?
What Does My Name Really Mean?	Cinema and Society
Why Do We Value Places?	What Makes a Hero?
Could You Live On Another Planet?	My Family
Clothes Tell A Story?	

Center for Advanced Research on Language Acquisition (CARLA). *Culture and Language Learning*. Available at: <http://www.carla.umn.edu/culture/index.html>

These pages explore the connection between language and culture learning in an interdisciplinary manner.

The pages on Content-based Instruction are particularly useful for understanding language teaching practices with a focus on content-based methodology. Available at: <http://www.carla.umn.edu/ecu/cobaltt/index/html>

Center for Advanced Research on Language Acquisition (CARLA). *Lesson Plans*.

References, Resources and Images

Available at: <http://www.carla.umn.edu/cobaltd/lessonplans/search.php>

They have developed on-line units and lessons for French, Spanish, Japanese and German that can be adapted to other languages . When you click on the link, it will take you to a dialog box. You can select the 8 best model units by putting a check in the box for “the 8 stellar units.” The templates for the unit and lesson plans are also useful.

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.

Center for Advanced Research on Language Acquisition (CARLA). *Virtual Assessment Center*.

Available at: <http://www.carla.umn.edu/assessment/VAC/index.html>.

The VAC is a series of web- based learning modules that provides teachers with background information and step-by- step guidance on assessment. Specific areas of interest include the sections on:

- [Assessing the communicative modes:](http://www.carla.umn.edu/assessment/vac/Modes/p_3.html)
http://www.carla.umn.edu/assessment/vac/Modes/p_3.html
- [Developing and using rubrics for performance assessment,](http://www.carla.umn.edu/assessment/vac/Evaluation/p_4.html)
http://www.carla.umn.edu/assessment/vac/Evaluation/p_4.html, which includes explanations and definitions of the principles of developing rubrics and also a collection of existing rubrics organized by the communications modes.
- [Creating an assessment unit](http://www.carla.umn.edu/assessment/vac/CreateUnit/p_1.html) provides step-by-step instruction for developing an integrated performance assessment unit of interpersonal, interpretive and presentational communication modes based on Understanding by Design:
http://www.carla.umn.edu/assessment/vac/CreateUnit/p_1.html.

Center for Applied Linguistics. *Center for Applied Linguistics Resource Guide*. Available at:

<http://www.cal.org/resources/>

A resource for curriculum frameworks, especially for some LCTLs.

Center for Applied Linguistics. *Foreign Language Assessment Directory (FLAD)*. (2013).

Available at: <http://www.cal.org/projects/fldirectory.html#flad>

This is a searchable online database of information about assessments: Users can search the database using several different parameters, including language, grade-level, and assessment purpose.

Center for Applied Linguistics. *Understanding Assessment*. Available at:

<http://www.cal.org/projects/fldirectory.html#tutorial>

This online tutorial from CAL helps teachers define their purposes for assessment and then select an assessment that matches their purposes and resources. The tutorial also provides an overview of key testing concepts.

Center for Applied Second Language Studies (CASLS). *MOSAIC: Content-based Thematic*

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References, Resources and Images

Units. Available at: <http://casls.uoregon.edu/pages/tools/mosaic.php>

Available in French, Spanish, and Japanese, these Standards-based thematic units are targeted for high school and lower-level college students, and can be adapted to other languages.

Center for Applied Second Language Studies (CASLS). *Presentational Communication Resources*. Available at:

<http://casls-nflrc.blogspot.com/2013/08/presentational-communication-resources.html>

Included are several web sites that offer excellent examples of students preparing and presenting information to diverse audiences.

Center for Applied Second Language Studies (CASLS). *LinguaFolio On-Line*. Available at:

<http://casls.uoregon.edu/pages/tools/linguafolio.php>

CASLS partnered with the National Council of State Supervisors of Foreign Language (NCSSL) to develop *LinguaFolio*, an online tool for portfolio assessment.

Linguafolio includes self- assessment checklists in which students can indicate what they can do in the target language and allows students to upload samples of their work.

Center for Open Educational Resources and Language Learning (COERLL). *Foreign Language Teaching Methods*. Available at: <http://coerll.utexas.edu/methods/>

This site provides 14 modules on teaching foreign language. Each module includes video examples, opportunities for reflection, and quizzes to check comprehension. The entire website is a very good introduction to teaching foreign language for teachers of any language.

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>

Daily Teaching Tools. *Free Graphic Organizers for Teaching Literature and Reading*. [Items for 1 grade through Advanced]. Available at: <http://www.dailyteachingtools.com/free-graphic-organizers.html>

edHelper.com *Graphic Organizers: Venn Diagrams, Concept Maps, Writing, Character, Reading*. Available at: http://edhelper.com/teachers/graphic_organizers.htm

Education Northwest. *6+1 Trait Writing Model of Instruction & Assessment*. Available at: <http://educationnorthwest.org/traits>

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European Commission. *Content and Language Integrated Learning*. (2013). Available at: http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-learning_en.htm .

Fairfax County Public Schools. *PALS*. Available at: <http://www.fcps.edu/DIS/OHSICS/forlang/PALS/rubrics/index.htm>
analytic and holistic rubrics for the interpretive, interpersonal, and presentational communication modes

Fresno Unified School District. *Graphic Organizers*. Available at: <http://www.fresno.k12.ca.us/divdept/sscience/graphisorgan.htm>
The Fresno (CA) Unified School District, History-Social Science Department, has a collection of graphic organizers that are applicable to a variety of ways to compare and contrast information and concepts.

Glastonbury Public Schools. *Foreign Language Curriculum Lesson Plans*. Available at: <https://www.glastonburyus.org/CURRICULUM/FOREIGNLANGUAGE/FOREIGNLANGUAGECURRICULUM/LESSONPLANS/Pages/default.aspx>
This web page contains several model thematic units for Chinese, Russian, French, and Spanish at different levels and grades on their website: Glastonbury Public Schools: Foreign Languages.. These are adaptable to other languages and provide good food for thought.

Glastonbury Public Schools. *Foreign Language Curriculum Rubrics*. Available at: <https://www.glastonburyus.org/curriculum/foreignlanguage/foreignlanguagecurriculum/rubrics/Pages/default.aspx>
This web page contains rubrics for interpersonal and presentational communication, culture, narrative, and writing.

Glastonbury Public Schools. *Foreign Language Lesson Plans*. Available at: <http://www.glastonburyus.org/CURRICULUM/FOREIGNLANGUAGE/FOREIGNLANGUAGECURRICULUM/LESSONPLANS/Pages.default.aspx>
This web page contains several model thematic units for Chinese, Russian, French, and Spanish at different levels and grades.

Hamline University. *Resources for Students: Presentational speaking*. Available at: <http://www.hamline.edu/cla/communication-studies/resources.html>
This website contains advice about formal presentational speaking and oral communication.

Manis, Chad. *Daily Teaching Tools*. Graphic Organizer Tools. Available at: <http://www.dailyteachingtools.com>
Items for grades 1 through Advanced.

Musical Instruments Museum. (2014). Available at: <http://mim.org/>

References, Resources and Images

Displays and information about music and instruments from around the world and through the ages. Organized chronologically by country or ethnic origin. Curriculum materials, newsletter, and other resources available on-line.

National Capital Language Resource Center (NCLRC). *The Culture Club Hangout*. Available at: <http://nclrc.org/cultureclub/hangout.html>

A series of interviews in both the target language and English with teens around the world about their daily routines, school activities, and goals for the future.

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>.

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). *Portfolio Assessment in the Foreign Language Classroom*. Available at: <http://www.nclrc.org/portfolio/index.html>

This online resource is designed to introduce teachers to portfolio assessment.

National Capital Language Resource Center (NCLRC). *Russian for Russians*. Available at: <http://www2.gwu.edu/~slavic/rdr/>

A website for and by Russians.

National Capital Language Resource Center (NCLRC). *Russian Webcasts*. Available at: <http://nclrc.org/webcasts/russian/>

Russian webcasts are posted to the web twice monthly and deliver a survey of the previous two weeks' news in simplified standard Russian. Authentic news comes from a variety of Russian sites and are accompanied by a variety of exercises.

National Capital Language Resource Center (NCLRC). *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

The articles include information for teachers of all languages, levels and ages about how technology can be used in the language classroom.

References, Resources and Images

National Council of Social Studies (NCSS). *National Curriculum Standards for Social Studies*. (2010). Silver Spring MD. Available at: <http://www.socialstudies.org/standards> .

National Council of Teachers of English (NCTE). *NCTE/IRA Standards for the English Language Arts*. (2006, 2012). Urbana IL: NCTE. Available at: <http://www.ncte.org/standards/ncte-ira> .

National Council of Teachers of Mathematics (NCTM). *Principles and Standards for School Mathematics*. (2000). Reston VA: NCTM. Available at: <http://www.nctm.org/standards/content.aspx?id=16909>

National Foreign Language Center. *STARTALK Online Curriculum Development Guides & Templates*. Available at: <http://startalk.umd.edu/curriculum-guide/>
The *STARTALK* website has on-line guidelines for curriculum development for summer institutes that can be useful for many languages, especially LCTLs. They have useful templates for thematic units and lessons, and a good online curriculum development guide.

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

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>

New Jersey Department of Education, World Languages. *World Languages Framework Project*. Available at: <http://www.nj.gov/education/aps/cccs/wl/frameworks/wlo/>
To reflect the 2004 revised state standards, the New Jersey Department of Education, World Languages developed Standards-based thematic units using the backward design approach to curriculum development. The units are targeted for K-12 students at the Novice-mid to Pre-advanced proficiency range and can be adapted to any language. Four units include excellent, detailed unit and lesson plans.

Occidental College Foreign Language Project. *Integrating Language, Culture, and Content*. Available at: <https://media.startalk.umd.edu/workshops/2009/Occidental/index.php>
The on-line workshop for teachers of Arabic to aid in the integration of language, culture, and content.

Peace Corps. *Paul D. Coverdell World Wise Schools*. Available at: <http://www.peacecorps.gov/wws/>
This site is dedicated to promoting 21st century global learning through stories, activities, and classroom resources, including lesson plans – all of which are based on Peace Corps Volunteer experiences.

National Capital Language Resource Center (NCLRC). *Portfolio Assessment in the Foreign*

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Language Classroom. Available at: <http://www.nclrc.org/portfolio/index.html>
An on-line resource designed to introduce teachers to portfolio assessment.

Presentation-Pointers.com. (2010). *The Art of Communicating Effectively*. Available at: <http://www.presentation-pointers.com/showarticle/articleid/64/>
Provides a detailed process for preparing a presentation before an audience. Contains easy-to-read tips on presentations.

The REALIA Project. *Rich Electronic Archive for Language Instruction Anywhere*. Available at: <http://www.realiaproject.org/index.html>
The goal of the REALIA Project is to develop and implement a searchable digitized media database which will provide instructors of modern languages with teaching resources accessible via the Web. The project seeks to increase through collaboration the quantity of high-quality teaching and learning materials by providing a respected venue for media projects. Faculty reviewed images.

Scholastic, Inc. *Graphic Organizers for Reading Comprehension*. Available at: <http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension>

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).

University of Leicester. *Deliver better presentations*. Available at: <http://www2.le.ac.uk/offices/ld/resources/presentation>
As part of the Learning Development web page the section on Presentation Skills includes everything from choosing a topic, to researching and organizing your content, illustrating with posters or PowerPoint, the importance of practice, and many other facets of preparing a successful presentation.

Wisconsin Association for Language Teachers. *Language Educator Development E-Learning Modules (LEDE)*. Available at <http://www.waflt.org/asp/modules/about.htm>
The first module on Standards is free. Access beyond this free area costs \$35.00 for an individual user. The modules are well written, comprehensive, and interactive.

Wisconsin Department of Public Instruction Educational Communications Board, Wisconsin Association for Language Teachers, and Wisconsin Public Television. *World Language Assessment: Get in the Mode!* Available at: <http://www.ecb.org/worldlanguageassessment/programs.htm>

References, Resources and Images

The website includes videos and professional development guides on world language assessment and specifically on integrated performance assessment based on Understanding by Design.

WWITV. World News (Live). Available at: http://wwitv.com/news_tv_live/
TV newscasts from around the world in many languages.

References, Resources and Images



Fig. 13-16-1 ©MSWord

0-TOC	Tree	© Geotrac Dreamstime Stock Photos ID: 61570
1-1		Golden Tree
0 TOC	Table of Contents	© Photogl Dreamstime.com ID 20785096 - Book On
1-2		Library Table
0 IA 1-1	Cover	Design by: SW Cockey
0 IA 1-2	World in Hand	© Photoeuphoria Dreamstime Stock Photos ID 33939 Illustrated Globe in Hand
0 IA 5-1	Thanks	MS Word Clip Art Image
1-1-1	Content Blocks	Design by: Sylvia Lillehoj
1-3-1	Communicative Competence	Photo by: SW Cockey
1-3-2	Cultural Competence Faces	© Dantadd Brasileiros
1-3-3	Learner Centered Classroom	Photo by: SW Cockey
1-4-1	Standards Cover	© ACTFL 1999
1-4-2	Know where you are going	Design by: SW Cockey
1-4-3	Performance Assessment	© Stephanieberg88 Dreamstime.com ID 42537433 Multiple Choice Exam
1-5-1	Meaning Making and Transfer	Design by: SW Cockey
1-5-2	Culture and Language	© Ifede Dreamstime.com ID 14994273
1-5-3	Keep It Real	Navigation Tools
1-6-1	String Can Phone	Design by: SW Cockey
1-6-2	Socio-linguistics – Japanese Wedding	© Sjenner13 Dreamstime.com ID 21589964 Asian Business Man And Woman Using Tin Can Phone
1-7-1	Teamwork	© Ioana Grecu \ Dreamstime.com ID 35100115 - Japanese Traditional Wedding Couple
1-7-2	Teacher Lecturing	© Dmitry Rukhlenko Dreamstime.com ID 5316137 Leadership Concept
1-8-1	Learning Centered	© Pixattitude Dreamstime.com ID 24405330 Man Professsor Teacher Teaching
1-9-1	What is YOUR Strategy?	© Anke Van Wyk Dreamstime.com ID 3559443 Busy Kids
1-9-2	Metacognition	Design by: SW Cockey
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