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FOCUS TOPIC

Implementing the World-Readiness Standards

- Opportunities for Innovation
- Changing Evidence of Learning
- Using Standards to Drive Change
- Standards as Words of Action
- Putting the "I" in IPA
- Pathway to Effective Practices

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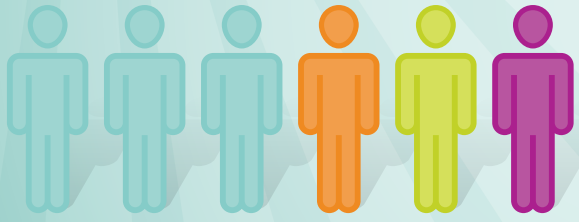

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ON THE COVER:
Keynote Speaker Rick Steves surrounded by attendees at the opening of the World Languages Expo at the 2015 ACTFL Annual Convention in San Diego.

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The Language Educator

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INSTRUCTION

The Effects of Form-Focused Instruction on the Acquisition of Subject-Verb Inversion in German

Martina Lindseth examined the effects of Form-Focused Instruction (FFI) on the acquisition of subject–verb inversion. Data on frequency and accuracy obtained from spontaneous speech samples suggest that FFI may help learners progress faster toward accurate use of this structure in spontaneous speech.

Beginning Learners' Development of Interactional Competence: Alignment Activity

Marta Tecedor explored how learners expressed alignment in video-conferencing conversations with a peer of a similar proficiency level. The results show that beginning learners of Spanish can express varying degrees of alignment and test different options from their linguistic repertoire.

Learner–Learner Interaction During Collaborative Pragmatic Tasks: The Role of Cognitive and Pragmatic Task Demands

YouJin Kim & Naoko Taguchi examined the occurrences of interaction-driven learning opportunities for request-making expressions during collaborative writing tasks. The results showed that task complexity played an important role, targeting sociopragmatic factors and not pragmalinguistic forms, regardless of the level of pragmatic task demands.

Supporting L2 Writing Using Multimodal Feedback

Idoia Elola & Ana Oskoz examined how learners enrolled in an advanced writing course perceived and acted on written feedback offered via Microsoft Word and oral feedback using a screencast software. Results indicate that the tool used affected the quantity and quality of the instructor's comments. Learners tended to prefer oral feedback on content, structure, and organization but preferred written feedback on form.

ASSESSMENT

Comparing the OPI and the OPIc: The Effect of Test Method on Oral Proficiency Scores and Student Preferences

Greg Thompson, Troy Cox, & Nieves Knapp compared ratings for 154 Spanish language learners on the OPI and OPIc. Although the majority of the participants preferred the OPI, 31.8% scored higher on the OPIc; 13.6% scored higher on the OPI; and 54.5% received the same rating on both assessments.

University Students' Perceptions of IPA and the Connection Between Classroom Learning and Assessment

Gabriela Zapata analyzed the opinions of 1,236 Novice, Intermediate Low, and Intermediate Mid Spanish students concerning integrated performance assessments (IPAs). Opinions were generally positive, but varied based on proficiency level, previous assessment experiences, reasons for taking Spanish, and instructor characteristics.

IPAs: A Balanced Approach to Assessment

Scott Kissau & Mary Jo Adams analyzed formative and summative IPAs that were used in nine introductory secondary Level I and II language classes and interviewed both teachers and students to determine the extent to which equal emphasis was placed on each of the communicative modes. The findings suggest teachers placed greater emphasis on interpretive reading and presentational writing than on interpretive listening and interpersonal speaking.

DIVERSITY

Students' Perspectives on Communities-Oriented Goals

Kelsey White investigated students' definitions of target language communities and the extent to which students valued community-oriented goals. She found that some aspects of community participation were more valued and that target language communities were defined by native speaker status and geographical location, excluding groups that met in local settings or language clubs and classes.

Global Student Mobility, Campus Diversity, and Foreign Language Education: A Case of a Japanese Program

Junko Mori & Jae Takeuchi recognized that the influx of international students from Asia to the United States has changed the demographics in postsecondary language classrooms. Their study investigated differences among traditional L1 English-speaking learners of Japanese and their international classmates as well as the extent to which learner diversity supported the development of global competence.

Student Enrollment in World Languages: L'Égalité des Chances?

Hannah Carson Baggett analyzed enrollment patterns in language classes among and within four large school districts in North Carolina. Results indicated that more choices and levels of languages were offered in schools where 50% or more of the students were White. African-American and Latino male students were consistently underrepresented in language classes.

Awareness of Racial Diversity in the Spanish-Speaking World Among L2 Spanish Speakers

Laurel Abreu investigated students' awareness of diversity among Spanish-speaking peoples and cultures. Results of a photo ratings survey revealed students' limited perceptions of this diversity, particularly with respect to Afro-Latino populations. Results confirm the importance of having contact with diverse Spanish speakers within and beyond the classroom.

About Foreign Language Annals

Foreign Language Annals, ACTFL's official research journal, addresses issues of interest to K–12 teachers, postsecondary instructors, teacher educators, researchers, and administrators and is dedicated to the advancement of the teaching and learning of languages.

Foreign Language Annals is published four times each year. Articles are available in print and may also be accessed electronically at ***www.actfl.org/publications/all/foreign-language-annals***. To submit an article, go to ***mc.manuscriptcentral.com/flajournal***.

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President's Message

Pete Swanson, ACTFL President

ACTFL Strengthens Teacher Efficacy Through Collaboration

Achievements Through Collaboration in **2015**

- *World-Readiness Standards for Learning Languages* released
- *Leadership Initiative for Language Learning*—where more than **100** language professionals gathered to develop their leadership skills
- *Seal of Biliteracy* now adopted in **14** states, *International Skills Diploma Seal* approved in **3** others to recognize students' global competencies
- Executive Director Marty Abbott appointed to serve with other prominent individuals on the *American Academy of Arts and Sciences Commission on Language Learning*, a national effort to examine the current state of U.S. language capacity
- Certifications for *National Board Certified Teachers* expanded to more languages beginning in 2017-2018

EFFICACY relates to:

The 2015 ACTFL Annual Convention in San Diego was an outstanding event for language educators from around the world. Attendees were treated to our extraordinary keynote speaker Rick Steves, inspiring plenary discussions, and a multitude of engaging workshops and sessions designed to transform our teaching and learning for students.

Each ACTFL Convention is a dynamic and memorable experience where individuals come together to share research and its implications to promote the teaching and learning of languages. ACTFL's leadership in the profession, in collaboration with other organizations and stakeholders, has helped produce landmark developments—such as the National Standards, the ACTFL Proficiency Guidelines, and the NCSSFL-ACTFL Can-Do Statements—in order to improve language learning and teaching. The newly refreshed World-Readiness Standards for Learning Languages "create a roadmap to guide learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world."

By integrating a Standards-based communicative approach to language teaching with the Proficiency Guidelines and the Can-Do Statements, educators can build a strong sense of **efficacy**, which is critical for effective teachers.

Our efficacy (i.e., the belief that we can impact student learning) is strengthened by engaging in professional development via presentations, poster sessions, plenaries, and workshops at the ACTFL Annual Convention, as well as by participating in the many different webinars offered. ACTFL publishes our flagship journal, ***Foreign Language Annals***, and each issue contains important research that has the power to help build teachers' sense of efficacy. By staying abreast of the latest research and implementing new ideas in our classrooms to build students' linguistic proficiency and intercultural competence, their sense of efficacy in acquiring a new language can increase. The research is clear: Our sense of efficacy is cyclical in nature.

Our efficacy beliefs determine how we perceive obstacles and opportunities and they affect our choice of activities, how much effort we exert, and how long we will persist when confronted with obstacles. As language teachers, each successful teaching performance helps to create new mastery experiences for us, which then serve as new information that forms our future efficacy beliefs. A strong sense of efficacy leads to increased effort and persistence, which leads to better teaching performances later, which, in turn, leads to even stronger efficacy beliefs.

This year, I would like to work with the ACTFL Board of Directors and other individuals and organizations to identify, recruit, and prepare the next generation of teachers and to support veteran teachers to become highly efficacious language educators. This is an important endeavor which is critical to laying the foundation for building our nation's language capacity.

I am indebted to Jacque Bott Van Houten, Mary Lynn Redmond, and Marty Abbott as I prepare to serve as your 2016 ACTFL President. Please join me this year as we celebrate ACTFL's many past achievements and develop new initiatives.

Bilingual Patients Fare Better After a Stroke

A new study published in the American Heart Association journal *Stroke* shows that speaking multiple languages may help protect the brain after a stroke. Bilingual patients in the study were twice as likely to have normal cognitive functions after a stroke as those who were monolingual.

Researchers from Nizam's Institute of Medical Sciences (NIMS) in India and the University of Edinburgh in the UK studied records of over 600 stroke patients in Hyderabad, India, a city in which multiple languages are commonly spoken. Analysis showed that about 40% of the bilingual patients retained normal cognitive function following a stroke, compared to 20% of those who spoke a single language. The bilingual patients performed better on post-stroke tests that measured attention and ability to retrieve and organize information.

The researchers said the study suggests that years of switching back and forth from one language to another enhances the development of executive function in the brain, offering protective benefits against cognitive impairment after a stroke. To ensure that lifestyle factors were not at play, the researchers took into account factors such as smoking, high blood pressure, diabetes, and age.

The authors noted that the findings may not be applicable to all bilingual people, as Hyderabad encompasses many cultures and multiple languages are commonly spoken, including Telugu, Urdu, Hindi, and English. It may be that the cognitive benefit would not not be seen in places where the need to function in two or more languages is not as extensive, they said.

Find out more about the study at ***tinyurl.com/bilingual-stroke***.

A "Forgotten" First Language Wires Brain for Second Language

People who spoke another language as a young child but no longer speak it usually assume they have forgotten it completely. However, a recent study suggests that the brain is still affected by the "forgotten" language when an individual speaks later in life. Researchers believe the finding is important because it not only shows how the brain becomes wired for language, but also how that hardwiring can change and adapt over time in response to new language environments. The research has implications for understanding how brain plasticity functions, and could also be important when creating educational practices geared to different types of learners.

For this new study, three groups of children (ages 10–17) with very different linguistic backgrounds were asked to perform a task that involved identifying French pseudo-words (such as *vapagne* and *chansette*). The children of one group were born and raised in monolingual French-speaking families. Children in the second group were adopted from China into a French-speaking family before age 3, stopped speaking Chinese, and from that point on heard and used only French. Children in the third group were fluently bilingual in Chinese and French.

As the children responded to the words they heard, researchers used functional magnetic resonance imaging (fMRI) to look at which parts of their brains were activated.

All groups performed the tasks equally well, however different areas of the brain were activated among the groups. In monolingual French children with no exposure to Chinese, areas of the brain (notably the left inferior frontal gyrus and anterior insula) expected to be involved in processing of language-associated sounds were activated.

However, among both the children who were bilingual (Chinese/French) and those who had been exposed to Chinese as young infants and had then stopped speaking it, additional areas of the brain, particularly the right middle frontal gyrus, left medial frontal cortex, and bilateral superior temporal gyrus were also activated. These results indicate that the Chinese children who had been adopted into French families and no longer spoke Chinese still had brains that processed language in a way similar to bilingual children.

The findings, published in the journal *Nature Communications*, speak to the unique and lasting influence of early language experience on later brain organization, as well as to the brain's ability to adapt to new language environments in order to gain proficiency in a new language, the researchers say.

Learn more at ***tinyurl.com/forgotten-language-study***.

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Most Languages Still Left Out of Internet Growth

In September 2015, the Broadband Commission for Digital Development, an organization established 5 years ago to monitor the growth and use of the Internet around the world, released its 2015 report on the state of broadband.

The report argues that representation of the world's languages online remains one of the major challenges in expanding the Internet to reach the four billion people who do not yet have access. At the moment, the Internet only has webpages in about 5% of the world's languages. Even national languages like Hindi and Swahili are used on only .01% of the 10 million most popular websites. The majority of the world's languages lack an online presence that is actually useful.

Nine key measures are presented for policymakers to consider as a means of promoting broadband as a foundation for sustainable development; one of these is to invest in the creation of local content in local languages.

"Language barriers are real, and preventing people around the world from connecting and participating in the knowledge economy," notes the report. It mentions the following solutions:

- Partnerships are needed for tech companies, mobile manufacturers, service providers, operators, and ISPs to join together in a long-term commitment to making their devices available and accessible in, and compatible with, different languages and fonts;
- Technical solutions must be developed to deliver font support and input methods on mobile devices for various language scripts;
- Handset manufacturers should pre-install as many relevant languages as possible for given markets;
- Service providers must support language diversity, while language communities can get involved in translation crowdsourcing to ensure that some language communities are not left behind; and
- Language communities must be engaged and mobilized to ensure that meaningful content is available in many different languages.

Access the report online at ***tinyurl.com/broadband-study-languages***.

10 TIPS for Raising Global Children

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IIE Releases Open Doors 2015 Data

The number of international students in the United States is up by 10% and study abroad by American students has picked up momentum, according to the *2015 Open Doors Report on International Educational Exchange*, recently released by the Institute of International Education (IIE).

The nearly one million international students at U.S. colleges and universities represents the highest rate of growth in 35 years—increasing by 10% to a record high of 974,926 in the 2014–2015 academic year. This confirms that the United States remains the destination of choice in higher education. The United States hosts more of the world's 4.5 million globally mobile college and university students than any other country in the world, almost double the number in the United Kingdom, the second leading host country.

The report also found the number of U.S. students studying abroad increased by 5% in 2013–2014, the highest rate of growth since before the 2008 economic downturn. While study abroad by American students has more than tripled in the last two decades, reaching a new high of 304,467, it is still only about 10% of U.S. students who study abroad before graduating from college.

In 2014–2015, there were 88,874 more international students enrolled in U.S. higher education compared to the previous year. India, China, and Brazil account for most of the growth in international students on U.S. campuses. While China remains the top country of origin of international students in the United States—increasing by 11% to 304,040—India's growth outpaced China's this year, with the number of students from India increasing by 29.4% to a record high of 132,888. In 2014–2015, China and India together accounted for 67% of the increase in international students, and they now constitute nearly 45% of the total number of international students in U.S. higher education.

The *Open Doors* report also surveys U.S. colleges and universities regarding the number and destinations of their students who study abroad. A total of 304,467 studied abroad for academic credit from their U.S. colleges and universities in 2013–2014, 5% more than the prior year. This is the highest rate of growth in study abroad in 5 years, since the 9% increase in 2007–2008.

Study abroad had decreased slightly following the 2008 economic downturn, followed by modest increases in recent years. American students studying abroad in the United Kingdom increased by 6% to 38,250; the UK hosted 13% of all Americans who study abroad for credit at home institutions in the United States. However, there were also large increases in the number of students going to other host countries in Europe, Latin America, and other regions.

Notably, double-digit growth in the number of American students studying in Mexico, Chile, and Peru contributed to an 8% rise in study abroad to the Latin American and Caribbean region. The number of U.S. students in Cuba rose for the ninth consecutive year, increasing 13% to 1,845 students. Ireland and Germany each had a 9% increase.

Among the top 25 host countries, only three—China, South Africa, and Argentina—hosted fewer U.S. students compared to the previous year. American students majoring in STEM (Science, Technology, Engineering, and Math) fields represent the largest proportion of students studying abroad at nearly 23%, slightly outnumbering Business and the Social Sciences majors, which made up just under 20% and 19% of study abroad students respectively. But compared to the 36% of all U.S. undergraduates who major in STEM fields, STEM students are still underrepresented in study abroad.

To address the challenge of encouraging more U.S. students to study abroad, IIE created Generation Study Abroad in 2015 (***www.iie.org/Programs/Generation-Study-Abroad***), a national campaign to double the number of students who study abroad by the end of the decade. The campaign encourages and tracks campus activities that expand diversity in race and ethnicity, academic disciplines, and destinations of those who study abroad. A total of 600 partners—including ACTFL—have joined the initiative to date. They include 350 U.S. colleges and universities from 48 states as well as higher education institutions and organizations in other countries, education associations, organizations including study abroad, K–12, and social network agencies, and 14 U.S. and foreign country partners.

The *Open Doors* report is published annually by the IIE in partnership with the U.S. Department of State's Bureau of Educational and Cultural Affairs. Find out more at ***www.iie.org/Research-and-Publications/Open-Doors***.

Generation Study Abroad Report Released

IIE recently released a report, *Generation Study Abroad: Year One Impact*, which examines the progress that has been made since the initiative began.

According to the report, 84% of U.S. higher education partners have pledged to create scholarship opportunities for underrepresented students, and 54% are implementing fee waivers or travel grants. The Council on International Educational Exchange (CIEE) has committed to funding 10,000 passports over the next 5 years. In addition, 91% of U.S. institutions are either creating or expanding upon international for-credit academic opportunities, 71% have committed to increased financing for faculty members to develop and lead study abroad trips, and 77% of international partners are creating or expanding short-term travel programs. ACTFL, a partner in this endeavor, was cited in this report for its establishment of the new ACTFL Global Engagement initiative.

Learn more at ***www.insightintodiversity.com/one-year-in-iie-reflects-on-the-impact-of-generation-study-abroad-initiative***.

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BriefBits

Here we present some language-related articles which appeared in newspapers and online, and were recently featured in ACTFL SmartBrief. *To subscribe to this free e-newsletter and get the most up-to-date news sent directly to you via email, go to* ***www.actfl.org/smartbrief.***

Increasing Diversity Seen in Learners of Mandarin

Chinese heritage schools in the United States are seeing increased interest and enrollment among non-Chinese students who want to immerse themselves in Mandarin and Chinese culture. Participation among high schoolers in the AP Chinese exam has surged 257% since the College Board introduced it in 2007. Of those who took the Chinese exam in 2015, 21% (2,444 students) self-identified as "standard students," meaning they studied the language primarily in the classroom, not by speaking it at home with their families.

From "The Changing Face of America's Chinese Schools," in The Atlantic Online, 11/30/15

Group Uses Social Media to Keep Haida Language Alive and Relevant

The Haida Language Learners group in Alaska is using social media to teach the language of the Haida people to a broader audience. The group shares videos on its YouTube channel and uses Instagram and Snapchat to teach vocabulary, phrases, and expressions in everyday conversation of Haida—an endangered language spoken fluently by fewer than 20 people. Haida is spoken in the Haida Gwaii archipelago of the coast of Canada and on Prince Wales Island in Alaska.

From "Reviving an Endangered Language Over Social Media," in Alaska Public Media, 11/23/15

Nebraska School's Saturday Program Teaches English and First Languages

Students from immigrant families are learning English and their native languages during a Saturday program at their Nebraska elementary school. The Karen and Karenni students, many of whom came to the United States as refugees, receive instruction in math, reading, and writing. Karen are an ethnic minority group from Myanmar, formerly called Burma, who began arriving in Omaha around 2005 as they fled persecution in their home country. Karen is their language and Karenni is an additional dialect.

From "Children in Omaha's Large Karen Community Practice Language Skills in Special Classes," in Omaha World-Herald, 11/16/15

Inside ACTFL

An update from the American Council on the Teaching of Foreign Languages

ACTFL Official Election Results

President-Elect

Desiann Dawson, Oklahoma State Department of Education, Oklahoma City, OK

Members of the Board of Directors

Susann Davis, Western Kentucky University, Bowling Green, KY
Helga Fasciano, North Carolina Department of Public Instruction, Raleigh, NC
Erin Kearney, State University of New York at Buffalo, NY

William Anderson of Massapequa Public Schools (NY) was elected by NECTFL to be their new representative to the ACTFL Board. **Lisa Lilley** was elected as Treasurer for 2016.

Congratulations to all of these new leaders! More information will be featured in the March/April issue of *The Language Educator*. For information about nominating someone for the ACTFL Board of Directors, visit ***www.actfl.org/about-the-american-council-the-teaching-foreign-languages/governance/electionsnominations***. Nominations for 2017 President-Elect (2018 President) and Board of Directors positions must be postmarked by **April 30, 2016**.

We also extend our sincere thanks to outgoing Board members **Todd Bowen** (Treasurer), **Ben Rifkin**, **Deborah Robinson**, **Toni Theisen**, and **Laura Franklin** (NECTFL), as well as outgoing Past President **Mary Lynn Redmond**.

Participate in the ACTFL Mentoring Program

This program is designed to help early career language teachers succeed in their current assignments and learn the skills to be successful long-term in their careers. Mentoring will be conducted virtually. Mentors and mentees will be matched by needs, skills, and experiences. Mentees must be a new teacher within the first 5 years of teaching. Mentors must have completed at least 3 years of teaching. If you do not fall within these requirements, please include an explanation in your application. Applicants must be and remain a current ACTFL member.

- Mentees who successfully complete the program can earn 2 CEUs through George Mason University
- Mentors will be entered into a raffle for 1 year of free ACTFL membership

The Mentoring Program will run from September 2016 through May 2017. Details can be found at ***www.actfl.org/professional-development/career-resources/mentoring-program.***

ACTFL Partnering with NBPTS to Expand Certification to More Languages

The National Board for Professional Teaching Standards (NBPTS) and ACTFL are pleased to announce an alliance that will, in the future, enable the NBPTS to expand National Board Certification to teachers of world languages other than French and Spanish, through the use of ACTFL assessments to evaluate proficiency in the specific language taught.

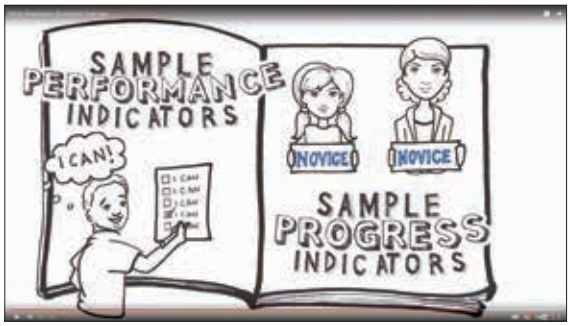
Nationwide more than 110,000 teachers have achieved National Board Certification, with 1,936 in the World Language certificate area, demonstrating that they have met the profession's standards for accomplished practice through a rigorous, performance-based, peer-review process. Working together, the National Board and ACTFL aim to further professional community building in world languages departments, strengthen the teaching of world languages, and increase the number of world languages students who learn from accomplished, Board-certified teachers. Updates will be provided as additional information becomes available.

Implementing the World-Readiness Standards for Learning Languages Video

How do the revised National Standards help language learners become world-ready 21st century thinkers? What does it mean to "use the language to investigate, explain, and reflect on" cultural practices, products, and perspectives? How are literacy skills integrated in the World-Readiness Standards? How might learners set goals and reflect on their progress in learning language?

Check out this new video now available at ***www.standards4languages.org***.

Produced by ACTFL



Register Now for ACTFL Workshops at Regional Conferences

ACTFL will offer several full-day workshops at regional conferences in spring 2016. Add the workshops when you register for your regional conference.

Northeast Conference on the Teaching of Foreign Languages (NECTFL): February 11
www.nectfl.org
Two ACTFL pre-conference workshops:

- *What Works? Selecting and Evaluating Effective Instructional Strategies* (Presenter: Leslie Grahn)
- *Lessons for Your Classroom from the Oral Proficiency Interview* (Presenter: Cindy Martin)

Southern Conference on Language Teaching (SCOLT): February 18
www.scolt.org

- *Guiding Learners' Performance to the Next Level* (Presenter: Paul Sandrock)

Southwest Conference on Language Teaching (SWCOLT): March 3
www.swcolt.org

- *Guiding Learners' Performance to the Next Level* (Presenter: Paul Sandrock)

ACTFL Proficiency Training Summer Institute

—Offered in Three Locations in June and July 2016—

The third annual ACTFL Proficiency Training Summer Institute will be offered this summer in three locations: June 7–10 at Brigham Young University, July 18–19 at Glastonbury High School, and July 25–28 at The Ohio State University.

Schedule:

OPI Assessment Workshop (4 days) – June 7–10, 2016
Brigham Young University, Provo, UT
Languages: Chinese, English, French, German, Japanese, Portuguese, Russian, Spanish
Fees: $750 (member); $900 (non-member)

MOPI Assessment Workshop (2 days) – July 18–19, 2016
Glastonbury High School, Glastonbury, CT
Languages: English/Mixed Language, French, Spanish
Fees: $375 (member); $450 (non-member)

OPI Assessment Workshop (4 days) – July 25–28, 2016
Ohio State University, Columbus, OH
Languages: Arabic, Chinese, English/Mixed Language, French, Spanish, and Others (TBA)
Fees: $750 (member); $900 (non-member)

More information about registering, descriptions for each workshop, cancellation policies, and nearby hotels are available at ***www.actfl.org/professional-development/professional-development-workshops/actfl-sponsored-workshops***.

Mark Your Calendar Now for Future ACTFL Conventions

November 18–20, 2016	Boston Convention and Exhibition Center, Boston, MA
November 17–19, 2017	Music City Convention Center, Nashville, TN
November 16–18, 2018	Ernest N. Morial Convention Center, New Orleans, LA
November 22–24, 2019	Walter E. Washington Convention Center and Washington Marriott Marquis Hotel, Washington, DC
November 20–22, 2020	Henry B. Gonzalez Convention Center and Grand Hyatt Hotel, San Antonio, TX

2016 Scholarship Opportunities

The scholarship programs described here are provided for the information of ACTFL members. These are not ACTFL programs and are not officially endorsed by ACTFL. Application deadline for all scholarships is **March 31, 2016** and winners will be notified in late April. One can apply for multiple scholarships. Incomplete applications will not be considered. Go to ***www.actfl.org/scholarships-and-grants*** for more information and to apply.

ARABIC: Arab Academy Scholarship: Arab Academy offers online scholarships for three ACTFL members with 3 months of access to the online Arabic program in addition to one weekly 1–on-1 speaking class. In addition, Arab Academy offers onsite scholarships for two ACTFL members for 8 weeks of Arabic language in its center in Cairo.

CHINESE: SpeakMandarin Scholarship: Two scholarships for ACTFL members for an online intensive course of live 1-on-1 Chinese lessons, customized to your level, with our certified instructors in Beijing (60 sessions total to be completed within 9 weeks).

FRENCH: France Langue French Teacher Refresher Course Scholarship: Two-week scholarship for a French as a foreign language teacher refresher course at France Langue Nice.

SPANISH: ACTFL Lynn Sandstedt Scholarship for Study Abroad: A $1,500 award for one Spanish teacher to study at an accredited program in Spain during summer 2016.

The Cemanahuac Educational Community Scholarship: Spanish language study in Cuernavaca, Mexico. The scholarship includes registration and tuition for 2 weeks, housing, meals, and one field study trip.

IMAC Spanish Language Programs Scholarship: Two scholarships for 2 weeks of Spanish language study in Guadalajara, Mexico.

COINED Scholarship: Two scholarships for two different Spanish teachers who are ACTFL members for 2 weeks of Spanish language course each, to be taken during 2016 in Santiago de Chile.

CELAS Maya Spanish Student/Teacher Scholarship: CELAS Maya Spanish School offers two scholarships through ACTFL. Scholarship recipients are responsible for all travel to Quetzaltenango, Guatemala.

Other scholarship opportunities are listed at ***www.actfl.org/assessment-professional-development/scholarships-and-grants***.

Collaborate and Learn Through ACTFL

How can I stay connected with what is most effective in the teaching and learning of languages, access—at any time—high quality professional resources, and hear language educators talk about how they are improving their practices? **ACTFL Professional Learning** is your answer.

Numerous resources are under development and will become available in February, including recorded webinars, discussion guides, and related articles. Each series is designed for your individual learning, group study, or whole department discussion, ideal for guiding collaborative study as a professional learning community. Check the "Assessment & PD" tab on the ACTFL website (***www.actfl.org***) for updates.

Literacy Development Through the Teaching of World Languages

This launch pad for literacy provides practical strategies and classroom examples around:

- **Literacy and Reading:** What does that look like in the Novice world language classroom?
- **Getting Students Engaged:** Before-reading and during-reading strategies
- **What Now?:** After-reading strategies that build proficiency

Presenters: *Greta Lundgaard, Jane Shea, and Carolina Reyt, Plano Independent School District (TX)*

Creating Sustainable Teacher Reflection Through Exploratory Practice

Learn the basics of "Exploratory Practice," a reflective teaching-learning model designed to support reflection among busy language teachers. This series provides a roadmap for working with students and colleagues to develop deeper understanding about teaching and learning. The webinars will address the following questions:

- What is Exploratory Practice all about?
- What are its goals and benefits?
- What kinds of questions can I explore in Exploratory Practice?
- What kinds of resources can I draw on to better understand my questions about my own instruction and student learning? How can I involve my learners in the process?
- How do I process what I am learning and integrate it back into my classroom?
- How can I work to make the reflection a sustainable practice?

Presenters: *Aleidine J. Moeller, University of Nebraska-Lincoln, and Cori Crane, University of Texas-Austin*

Exploring Multiliteracies in Language Teaching

Take a deep look at the expanded definition of literacy and how to focus language learning around developing that broadened literacy in all learners.

Segments focus on:

- What is literacy and how is it conceptualized in the multiliteracies framework?
- How do I plan instruction and assessment using the multiliteracies framework?
- What textual features can I target in instruction to develop students' literacy?
- How can the grammar and vocabulary in texts be used to make form-meaning connections?
- How is literacy development linked to interpersonal oral language use?
- How does video-mediated listening contribute to students' abilities in interpretive communication?
- How can the texts students read contribute to their presentational writing abilities?

Presenters: *Kate Paesani, Wayne State University (MI); Heather Willis Allen, University of Wisconsin-Madison; and Beatrice Dupuy, University of Arizona*

Designing Units and Lessons with Literacy as a Focus

How do language educators support the development of 21st century literacies among learners? How do we write lesson and unit objectives that reflect the integration of 21st century literacies? Finally, what changes are needed in our assessment practices in order to provide evidence that literacy skills are reinforced and strengthened through world languages? Learn from examples of lessons and units designed with this broadened literacy focus to support the development of language performance.

Presenter: *Donna Clementi, Lawrence University (WI)*

Core Practices for Effective Language Learning

Explore six of the core teaching practices identified as being critical for effective language learning experiences to take place in the classroom. These are the important practices that new language educators need to be ready to implement (and veteran educators will want to revisit to strengthen their "core"). Each core practice is defined and explained by unwrapping the elements making the practice effective. The series includes discussion/study guides and additional readings and resources.

Presenter: *Eileen Glisan, Indiana University of Pennsylvania*

Language educators are invited to sign up as a literacy team through the Languages and Literacy Collaboration Center (funded through a grant from the Bill and Melinda Gates Foundation), gaining free access to many of these materials, plus additional resources and networking. Learn more at ***www.actfl.org/assessment-professional-development/languages-and-literacy***.

Q&A Interview

with founder of Duolingo

Luis von Ahn

On behalf of the more than 12,500 ACTFL members and the ACTFL officers, we thank you for participating in this Q&A interview, as well as your participation in the plenary session at the 2015 ACTFL Annual Convention and World Languages Expo in San Diego, California.

Q&A

Q: We are pleased you could join us at the ACTFL Convention, where thousands of language educators gather annually for the largest professional development opportunity in our field. You spoke there primarily about Duolingo, the software you created which has motivated over 100 million people around the world to learn a new language for free and is currently the most downloaded education app worldwide.

At the convention, you said that you feel Duolingo works best when used in conjunction with a teacher. Could you elaborate on why you believe this is so? What is it about Duolingo that makes it so successful?

A: We never saw Duolingo as being a replacement for a language class. Yes, a lot of times, folks in technology say, "We'll be able to replace this or that," but I think replacing language teaching is really hard—and why should we do that? It seems to be working pretty well. So, our goal was never that. I myself am a computer science teacher and I don't want to be replaced.

In my own experience, I have found that gaming is extremely motivating. I grew up playing games and I'm a big fan of games generally. I also found that, as a professor at Carnegie Mellon, I spent most of my time motivating rather than teaching. I would put things into context. Some teachers have the idea: "I have this material to cover. I'm going to cover it all." A lot of times, I decided that I couldn't effectively cover it all, but I could motivate my students to go learn it by themselves. When learning a language, you need to be motivated to spend time beyond class because you can't learn everything in class.

Duolingo works better with a teacher involved because it can't answer your questions like a teacher can. It also doesn't focus on 21st century skills like critical thinking or problem-solving. Teachers are good at motivating. Duolingo's game mechanics are also pretty motivating but I think that they are motivating in conjunction with a real human that learners look to, someone that is there for them. At least for now, the whole aspect of culture is something we kind of ignore with Duolingo and which teachers are good at explaining. Teachers are great at putting things into context. We know from our data that Duolingo works better with teachers; we have measured it.

The way we think of it is to be a complement to the classroom. About a year ago, we launched Duolingo for Schools, which offers the same app for the students along with a website where the teacher can track students' progress. We have about 100,000 classrooms all over the world using Duolingo in one way or another.

Q: After you had great success early in your career, you didn't need to work to make money and so you were able to spend your time and energy on what you really wanted to do, which turned out to be Duolingo. What inspired you to focus on language learning?

A: Coming from Guatemala, a developing country, I always saw that education could either be an equalizer, or at times it could widen the divide between people who have a lot of money and those that don't. People who have a lot of money can usually buy themselves the best education in the world. So I wanted to do something that would give

equal access to education to everyone. Of course, education is very general—so we decided to focus specifically on language education. The vast majority of people learning a foreign language worldwide are learning English in an effort to get out of poverty. Ironically, most of the ways there were to learn a language through software were very expensive before this. That did not make much sense to us. So, we decided to make Duolingo as a completely free way to learn a language.

We launched it about 3.5 years ago and it has grown a lot. Today, Duolingo is the most popular way to learn languages in the world. We have about 110 million people that have used it to learn a language and about 50 million current users. This is even though we have never spent a single dollar on advertisement.

What I'm most proud of in terms of Duolingo is the numbers and diversity of people using it. For example, every single school that is connected to the Internet in Colombia is using Duolingo to learn English. We have many schools in different countries, low-income kids in public schools in developing countries using Duolingo to learn a language. On the other end, Bill Gates is using it. The richest man in the world uses the exact same tool as very poor kids; this means a lot to me.

Q: You speak the language most commonly studied in the United States, Spanish, and Duolingo focuses in large part on the most popular language in the world, English. As you well know, less commonly taught languages (LCTLs) often have limited materials and access. Do you have any vision to offer Duolingo in more LCTLs? Have you thought about how to adapt what you have developed in Duolingo for American Sign Language (ASL)?

A: Our dream would be to teach every single language in the world, so, yes, we are trying to expand. When we launched Duolingo, it was a way to learn Spanish. Then we started with English, then on to German, and we kept going. Now we have many languages—some of which are much less commonly spoken or taught. So, for example, on Duolingo right now, you can learn Swedish, Norwegian, Esperanto, and Irish. We just launched Catalan. We're working on more but it's going to take a while since there are 7,000 of them. People always ask why we don't teach Chinese and Japanese. We have been working on that but we do not feel like the product that we have envisioned is good enough yet. It's difficult because we don't yet have a great way to teach the characters.

What to do about ASL is a common conversation at the Duolingo offices. We have thought a lot about it but it really is a very different teaching method than spoken and written languages. When using Duolingo, there is a lot of typing and it would have to be pretty different from what we do now. So that's why we haven't done anything on American Sign Language yet, but we do want to address this as well.

Q: How open are you to collaborating with language teachers and second language acquisition researchers? The research done in the field is vast and with projects like the ACTFL Research Priorities Initiative, we have amassed a great deal of knowledge on best practices in language education. You have gathered a lot of data about language learning with users of your app and it seems a natural fit.

A: We are very interested in and open to collaboration. One of the things we want to do is open up a lot of our data to further research. We observe our users completing about seven billion exercises per month and we know a lot about each exercise, how they got it wrong, how long it took them, and so on. It's a pretty interesting dataset across all kinds of languages, so we definitely want to open that up to collaborating with researchers.

With classroom teachers, something we're doing is sending members of our Duolingo team to a few different schools in the New York and Pittsburgh area, where we observe how teachers and their students use Duolingo in the classroom. We gave iPads to all the students and in exchange we said, "Let us watch how you are using the app so we can keep improving it." They have had a lot of feedback about how to make it better and we have been listening.

In terms of how we can provide more data, if you go to the Teacher Dashboard at Duolingo.com right now, you can see that educators can get feedback about students using the app. We want to start giving a lot more precise data back about how they are doing and where they have problems and how long it takes to do each exercises, so that teachers can identify areas to focus their lessons. We don't, however, collect demographic data because we take privacy concerns seriously.

Q: Right now the app follows the topics and grammar in a particular order. Do you have any plans to make it more able to be personalized for individual teachers?

A: We do. This was a scalability issue at first; we thought we would teach things in the same order for everyone and that would be it. That has changed a lot now. Although we do keep the same order for everyone, the lessons are very personalized to each student. The teacher isn't able to change the order right now. Duolingo looks at everything the student has done so far and takes into account what they have gotten

wrong, so then the lesson is personalized for him or her. That was our first step really, but next we want to start letting teachers choose what their students can do. We're working on that now. We hear a lot from teachers that they'd like to coordinate the Duolingo exercises to go along with their curriculum.

Q: What can you say about variation in different languages or among learners? Do you teach people who learn in different ways? Do you teach German differently than Spanish or English? What is your vision in terms of addressing interculturality? How would you infuse the opportunity to use language in a cultural context?

A: People don't realize what sophisticated things are happening when you start a lesson on Duolingo. You may think that we just have a prewritten lesson that is the same for everyone, but it's actually a pretty sophisticated artificial intelligence. When a user clicks Start, it goes back to our server and looks at that user and every single thing that he or she has done. For example, we know things like every time we show you the word for pineapple you take an extra 800 milliseconds. We take all these things into account to be able to generate a lesson for you. When we started doing that (instead of preset one-size-fits-all lessons), it made a huge increase in the amount that people learned and also the length of time people stuck around. We teach distinct languages differently, and even teach the same language differently to different learners. For example, we teach English differently to Chinese speakers than we do to Spanish speakers because the type of things that Chinese speakers have trouble with are different than the types of things that Spanish speakers have trouble with.

I do think that culture should be infused in language learning. We've thought a lot about this. We originally planned and launched this as a tool that would just teach languages by itself without culture, but now I don't know if that was a good idea or not. Right now it's pretty devoid of culture. We're starting over time to regret that and so we are going to start teaching more about cultures.

Note: This interview was compiled from Luis Von Ahn's plenary session at the 2015 ACTFL Convention, his responses to attendee questions, and a one-on-one interview he gave to the Editor of *The Language Educator*.

ACTFL President Jacque Bott Van Houten meets with Luis von Ahn at the 2015 ACTFL Convention in San Diego.

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Duolingo
duolingo.com

Duolingo for Schools
schools.duolingo.com

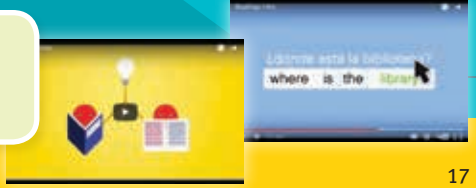
See this video in *TLE Online* at ***www.thelanguageeducator.org***.

Learn a Language While Translating the Web

Check out this brief video (***duolingo.wikia.com/wiki/File:Duolingo_Intro***) to learn more about what Duolingo does to help translate the web into different languages.

From the introductory video:

"We've developed . . . a way for you to learn a language for free, while at the same time helping to translate text from the web, enabling a wealth of language-shackled information to be liberated for all of humanity. It's called duolingo. Here's how it works: Let's say you are a native English speaker who wants to learn Spanish. We start by giving you a sentence from a Spanish website and asking you to translate it. . . . Duolingo only gives you sentences that fit your language level . . . Because you create valuable translations while you learn, we return the favor by offering Duolingo completely free of charge."



INSPIRE. ENGAGE.

ACTFL

ANNUAL CONVENTION & WORLD LANGUAGES EXPO

SAN DIEGO 2015
SAN DIEGO CONVENTION CENTER
NOVEMBER 20–22

"We have been speaking of inspiration all throughout the year and we've focused on three little words that are actually very big in scope: Inspire. Engage. Transform."

–Jacque Bott Van Houten

Smiling faces and the joyous sound of many different languages blending into their own unique harmony marked the 2015 ACTFL Annual Convention and World Languages Expo in San Diego, California, where nearly 7,000 attendees came to take part in the largest annual professional development opportunity for language educators.

Of course, having a good time is nothing new for those attending an ACTFL Convention—where attendees come not only to participate in the 879 different educational sessions, events, and meetings but also to connect with their colleagues and share passionately about language learning and teaching. More than 43% of those who created new memories in San Diego were first-time convention attendees and 95% were teachers at all levels (of those, 53% were K–12; 47% postsecondary).

The weather was something special outside and the professional development happening inside the San Diego Convention Center and Marriott Marquis Hotel was just as remarkable. Just walking around at an ACTFL Convention, one can hear a multitude of languages in the air—something that stood out again this year. Whether at or between sessions or while browsing in the World Languages Expo, participants were learning and conversing with their colleagues in Spanish, Chinese, French, German (the top four represented in that order), as well as many other languages including but not limited to Japanese, Chinese, Arabic, Russian, Italian, and American Sign Language.

The ACTFL Convention in 2015 once again offered something to meet the needs of every attendee, no matter their language, level, or length of time in the classroom. Participants came not only to experience the sessions and networking opportunities but also to peruse the diverse exhibits in the Expo—the premier showcase of products and services for language educators and their classrooms.

TRANSFORM.

By Sandy Cutshall

"It begins with important fundamentals in the classroom but don't leave it there. Take it with you. Get connected. Use the power of connectivity for those important intercultural experiences. They give you the nuances of a language in context and allow you to transform yourself and your students to develop higher levels of proficiency." –Jacque Bott Van Houten

WE WERE INSPIRED.

Opening General Session

The convention officially began with the **Opening General Session** on Friday, November 20, where ACTFL President Jacque Bott Van Houten took the stage to deliver her remarks to the gathering. Rather than standing formally at a podium and giving a speech, Van Houten engaged in a lively conversation with special guest and former CNN correspondent Susan Candiotti, also a dedicated supporter of language education.

Together they discussed the importance of connectivity in today's global workplace and then presented a series of videos featuring business professionals from around the world answering questions via Skype such as: "Why is learning other languages important?" "How do you connect with global colleagues?" "Can you think of an example when your ability to speak another language helped you solve a problem?" "How proficient in another language do you need to be to make a difference in a job?" "When you travel to a country where you don't speak the language, how do you prepare for the work that you need to do while you're there?" "Can you share with us a funny story that happened while you were doing business, thanks to a language mix-up?" and "How did your language teachers inspire you?"

The responses were certainly entertaining and illuminating and enjoyed by everyone at the Opening General Session. All language educators are encouraged to watch these videos and share them with their students, administrators, and throughout their school communities.

"As language educators, we have a responsibility to prepare our students–not only for employment but for their lives after schooling. So as we go back to our classrooms after the convention, I'd like to challenge you to ask yourself how you are using the power of connectivity to create opportunities so that both you and your students can improve language proficiency and intercultural competencies." –Jacque Bott Van Houten

"However relevant language proficiency might be today, it will be even more important as it gets easier and easier to connect with each other." –Susan Candiotti

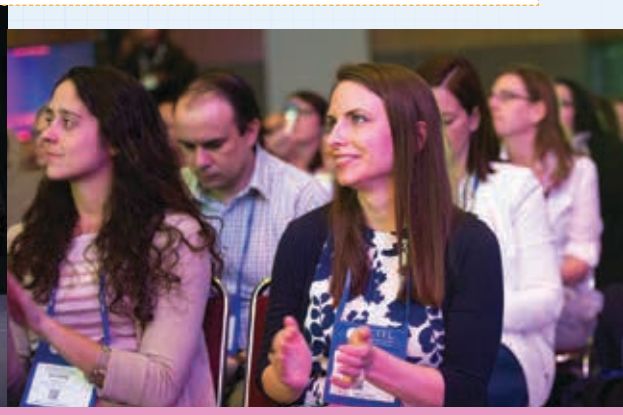
HIGHLIGHTS FROM THE 2015 ACTFL CONVENTION

Check out the Convention page on the ACTFL website to find video clips of highlights from the 2015 ACTFL Convention including:

- Jacque Bott Van Houten & Susan Candiotti on Connectivity (featuring Skype sessions with global professionals)
- Keynote with Rick Steves on Developing a Global Perspective Through Travel
- Edward Zarrow named ACTFL National Language Teacher of the Year
- New TOY Talks (I & II)

www.actfl.org/conventions/2015-annual-convention-and-world-languages-expo

"When we travel, we humanize 'them' and they get to humanize us. And it makes it tougher for their propaganda to dehumanize us and demonize us, and it makes it tougher for our propaganda to dehumanize and demonize them." –Rick Steves



"You are here today to stand up for a smart and engaged society–and that is not subversive; that is important for the fabric of our community. If you care about democracy and if you are a patriot, more important than wearing a flag on your lapel is challenging our younger generation to be engaged and not dumbed-down, mindless consumers. In the political discourse, you can hear it already that we're spending too much money to get people to be philosophers, linguists, historians, and generally thoughtful people. 'We just need to work harder and make more money so we have more stuff'–that's the conventional wisdom these days. So when I had the opportunity to come here and celebrate your work, I said–'Sign me up.' I'm so thrilled with the work you are doing. Thank you!" –Rick Steves

The OPENING GENERAL SESSION welcomed keynote speaker Rick Steves who delighted the crowd with his travel stories and highlighted the importance of connecting with diverse peoples around the world. He commended the language educators for offering something vital to society by helping their students become educated and engaged citizens.

"Fear is for people who don't get out much. The flip side to fear is understanding and we gain understanding with courageous teaching, with travel, with media that is not entertainment masquerading as news. There are so many factors that are making us a fearful society and the irony is our fear will make us a less safe place in the long run." –Rick Steves

Murmurs could be heard throughout the hall and similar sentiments were shared throughout the Twitterverse (see **#ACTFL15**) that Steves was one of the best and most inspiring keynote speakers ever to speak at an ACTFL Convention.

WE WERE ENGAGED.

Pre-Convention Workshops

Twenty-one workshops, both half- and full-day, were presented on Thursday, November 19 on topics ranging from "World Readiness-Standards: Defining Instruction and Assessment Goals for Today's Language Learners" to "Building 21st Century Skills: Tapping Technology." Participants benefited from the longer format of these workshops to enjoy in-depth exploration of a key topic.

Educational Sessions

Attendees could not possibly get to all the interesting and informative hour-long sessions they might have wanted, since there were hundreds each day on virtually every topic of interest to language educators at any level, in every language. But certainly every participant came away with something valuable from the different sessions he or she attended during the convention.

Continued on p. 22

ACTFL NAMES 2016 NATIONAL LANGUAGE TEACHER OF THE YEAR

During the Opening General Session in San Diego, Latin teacher Edward Zarrow from Westwood High School in Westwood, MA, was named the **2016 ACTFL National Language Teacher of the Year.** Zarrow, who represented the Northeast Conference on the Teaching of Foreign Languages (NECTFL), was one of five regional representatives from around the United States who were finalists for this national recognition.

The other finalists were Leni Bronstein, Williamsburg Middle School, Arlington, VA, representing the Southern Conference on Language Teaching (SCOLT); Brenda Gaver, East Valley High School, Spokane, WA, representing the Pacific Northwest Council for Languages (PNCFL); Fernando Rubio, University of Utah, Salt Lake City, UT, representing the Southwest Conference on Language Teaching (SWCOLT); and Deana Zorko, Madison West High School, Madison, WI, representing the Central States Conference on the Teaching of Foreign Languages (CSCTFL).

Zarrow will serve as a spokesperson for the language profession throughout the year in order to increase visibility of the importance of learning languages and cultures to the general public. He will be highlighted with an interview in the August/September 2016 issue of *The Language Educator*.

The ACTFL National Language Teacher of the Year program annually recognizes an individual who exhibits excellence in language education. The selection process includes the submission of a portfolio and a teaching video. Nominees are first selected by by their state language associations and then each state submits its representatives to one of five regional committees for selection as a Regional Teacher of the Year.

"The study of a foreign language in the United States should never be viewed as an elective. Students may be able to choose what language they wish to study—but ***the study of language should not be a choice****. It is the principal window through which we experience world cultures and it is essential for the success of every student in this country, beginning at the elementary level."*

—Edward Zarrow, 2016 ACTFL National Language Teacher of the Year

TOP: Edward Zarrow with ACTFL President Jacque Bott Van Houten.

MIDDLE: The finalists for the 2016 ACTFL National Language Teacher of the Year, left to right: Deana Zorko, Brenda Gaver, Edward Zarrow, Leni Bronstein, and Fernando Rubio.

BELOW: Finalists and recipients of the ACTFL National Language Teacher of the Year award, 2006-2016.

ACTFL Thanks Our Convention Partner Organizations

American Association of Teachers of German (AATG)
American Association of Teachers of Italian (AATI)
American Association of Teachers of Japanese (AATJ)
California Language Teachers' Association (CLTA)
Chinese Language Association of Secondary-Elementary Schools (CLASS)
Chinese Language Teachers Association (CLTA)
National Association of District Supervisors of Foreign Languages (NADSFL)
National Council of State Supervisors for Languages (NCSSFL)
National Network for Early Language Learning (NNELL)

Continued from p. 20

Roundtable and Poster Sessions

Again popular at this convention were alternate ways to inform and engage educators, such as Electronic Poster Presentations on topics like "Developing Intercultural Competence Through Community-Based Initiatives" and "Augmented Reality: Supporting 21st Century World Language Learning" and Roundtable Presentations covering everything from "Seal of Biliteracy: Local Grassroots Efforts in Changing Language Policy" to "iPads in the Classroom: Gimmick or Godsend?"

BELOW: Clockwise, starting with top left: Toni Theisen, Noah Geisel, Christine Lanphere, Nicole Naditz, Linda Egnatz, and Lisa Lilley.

TOY Talks

In the style of the popular and powerful TED Talks featured online, the all-new TOY Talks presented at this year's convention were live, focused presentations of approximately 20 minutes from recent ACTFL National Language Teachers of the Year. These included Linda Egnatz ("Envisioning the Win: Coaching for Intrinsic Motivation"), Noah Geisel ("Recognizing Assets and Opening Doors"), Christine Lanphere ("Connected Circles . . . Skipping Stones . . . Spheres of Influence"), Lisa Lilley ("Impacting Student Achievement by Hearing What Teachers Need"), Nicole Naditz ("Students Don't Need a 'Cushion'"), and Toni Theisen ("Balance: Listening to the Voices of Students and Teachers").

Didn't see the talks in-person or want to experience them again? These not-to-be-missed TOY Talks are being featured both on the ACTFL Convention Highlights page and on the ACTFL YouTube channel (***https://www.youtube.com/user/ACTFL***). Be sure to check them out!

TOY Talks

Plenary Sessions

In addition to the hundreds of excellent sessions and events at the convention, ACTFL offered three special plenary sessions which explored topics of current importance to our profession.

The Inspiration Behind the Science of Language Learning Duolingo founder Luis von Ahn discussed the creation of the Duolingo curriculum, the company's scientific approach to optimizing learning efficacy, and the use of gamification to motivate language students to persevere.

"Using Duolingo by itself without a class—that's not our real intent. We actually don't want to see Duolingo as something that replaces the classroom part of language learning. In fact, we believe the best way to use Duolingo is with a teacher. This is why I'm here . . . an app is not as good as a teacher at motivating. It turns out that a teacher is extremely motivating. We know the difference; we've measured the difference between using Duolingo with a teacher and just using Duolingo by itself. With a teacher, it is more motivating, people use it more often, and also our research shows that people who use it with a teacher are doing better than people who don't use it with a teacher. Our goal is to be a complement to the classroom rather than a replacement." —Luis von Ahn

Global Engagement: Stories from Around the World Plenary panelists Renate Schulz and Susan Candiotti challenged the audience to consider global engagement in all its facets from the personal to the professional. Their stories serve as models for language educators to engage their learners globally and set them on a path to global competence.

"Traveling and using language always made me more grateful for all the blessings we have living in the United States. When I would interview people in the worst possible conditions, who had just come through for example a Category 5 hurricane [in Cancun, Mexico]—these people lost everything and somehow when the storm had passed they were back out there working to put their lives back together again—I saw these amazing human connections. . . . I always encourage young journalists—'Don't be afraid. Go out, go to the country, and talk to real people. You'll learn so much from your experience.'" —Susan Candiotti

"My post-retirement experiences in the Peace Corps have been incredible learning experiences. Not only have I had the opportunity to learn a new language, but the experiences also tested my ability to survive. You think you know yourself, but I got into some situations where I couldn't believe I said the things I did, reacted the way I did. Gaining a perspective on a new culture is a very enriching experience for anyone. Speaking as a retiree, it gives you the feeling that not only are you alive but that you are still contributing." —Renate Schulz

Research Priorities—Phase III: Using Research to Transform Professional Practice Three researchers from Phase III of the Research Priorities Initiative described key results of their studies that share the common goal of transforming teaching through participation in communities of practice. Presentations were given by Kristin Davin, Loyola University, Chicago ("Transforming Classroom Discourse"); Jason Martel, Middlebury Institute of International Studies at Monterey ("Exploring Content-Based Instruction at the Middlebury Institute of International Studies); and Joe Terantino, Kennesaw State University ("Examining the Communities of Practice Established Through INFORM"). Eileen Glisan moderated the panel and helped synthesize threads running through the presentations.

TOP: Luis von Ahn; BELOW (l-r): Eileen Glisan, Kristin Davin, Jason Martel, and Joe Terantino; BOTTOM: Susan Candiotti (l) and Renate Schulz (r)

*"In each of these three cases, we heard about a team of **teachers being presented with a challenge**—a challenge to explore and a challenge to work with. We heard about teachers using corrective feedback within a dynamic assessment framework and the challenges that may bring in terms of one's teaching beliefs and in terms of practice in the classroom. We heard about the challenges of blending together content instruction with language instruction in a CBI setting. And we heard about the challenges involved in preparing our preservice teachers and providing them with effective models that they can observe and begin to imitate . . .*

*We heard about **teachers coming together to form communities of practice** so that they are not isolated in their own classrooms . . . how they supported one another and how they handled the challenges through debriefing and discussions with one another.*

*We also heard a lot about **identity construction of the teachers**—teachers looking at their own identities, whether they were preservice teachers or in-service teachers, and in some cases, maybe changing those identities as they began to examine their beliefs in a different light." —Eileen Glisan*

WE WERE TRANSFORMED.

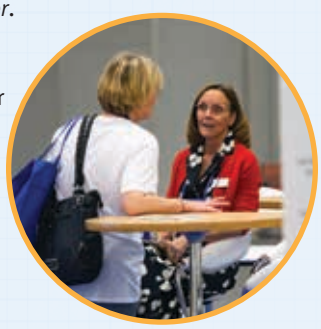
World Languages Expo—Something for Everyone

With nearly 250 companies and organizations packing the **World Languages Expo** in the exhibit hall—this was truly the place to be in San Diego with something to appeal to educators no matter the language, level, or special interest. Exhibitors offered 65 sponsored workshops in the Expo, in addition to the 35 presentations given at the three special ACTFL locations: the Career Café, Collab Zone, and Social Media Lounge.

ACTFL CENTRAL

At the heart of the World Languages Expo was **ACTFL Central**, a one-stop shop to learn all about ACTFL programs and services, connect with ACTFL staff, and purchase ACTFL publications and products. Visitors to ACTFL Central this year could also get informed on what ACTFL is planning about digital badges; pick up the most recent copies of *The Language Educator* and *Foreign Language Annals*; and learn more about ACTFL membership, professional and career development, language testing, and much more. Keynote speaker Rick Steves visited ACTFL Central twice to meet convention attendees and sign several of his very popular books. Other book signing events featured Renate Schulz, author of *Life in Alien Territory: Memories of Peace Corps Service in Mali* (photo on right); and Eileen Glisan and Judith Shrum, co-authors of *Teacher's Handbook: Contextualized Language Instruction* (photo on top right). Close to ACTFL Central, attendees could stop at the ACTFL Photo Booth, sponsored by Qatar Foundation International, to get a free souvenir photo with themselves on the cover of *The Language Educator*.

CAREER CAFÉ



Attendees enjoyed learning from and sharing with colleagues involved in the career search process in the comfortable atmosphere of the **ACTFL Career Café** in the World Languages Expo.

Discussions were geared towards pre-K–16 preservice or in-service teachers and facilitated by Paula Patrick (photo on right), on topics such as the career search, interviewing, creating résumés, and having a successful first year.

Collab Zone New this year!

COLLAB ZONE

The **ACTFL Collab Zone** was offered in the World Languages Expo for the first time this year—a new learning experience featuring presentations from representatives of Language Testing International and ACTFL (photo on left). Participants were able to learn about and explore ACTFL assessment tools in a relaxed and hands-on environment. Topics covered include OPI/MOPI, AAPPL, and the Conversation Builder app. The Collab Zone was such a popular feature of this year's Expo that ACTFL will be offering two of them in 2016 in Boston!

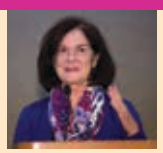
SOCIAL MEDIA LOUNGE

The popularity of the first ever **Social Media Lounge** last year brought this innovative concept back again in 2015. The comfortable space allowed attendees to recharge their devices and relax, but beyond that several "mini-byte" sessions hosted by Carmen Scoggins were offered during the convention (photo on right). Topics included: Twitter, infographics, tech tools by the modes, apps, exit tickets, trending topics, and "un-chat." In fact, the Social Media Lounge was such a hot spot that not only will it be returning in 2016 in Boston, but it will be even bigger!

While the 2015 ACTFL Annual Convention and World Languages Expo was truly an inspiring, engaging, and transforming experience, the presenters and attendees next year will no doubt find a way to top that as we gather together in Boston, MA, November 18–20, 2016.

We'll see you all then for an IMPACTFL time!

Sandy Cutshall is Editor of The Language Educator. *She is based in Mountain View, California, where she also teaches English as a second language and U.S. citizenship preparation to adults.*



Learn about Global Certificate Programs
Preparing Educators for a Global Age at ***www.globalteachereducation.org/world-language-study-all-teachers***

Learn about LangCred
Language Credentialing Made Easy at ***langcred.org***

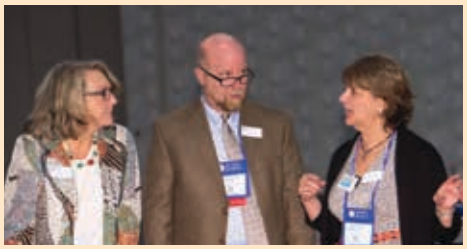
Assembly of Delegates

The Annual Delegate Assembly was held on Thursday, November 19, prior to the official kickoff of the convention. The Assembly gathered together leaders of the language education profession representing ACTFL and state, regional, and national language organizations—including co-sponsors, the National Association of District Supervisors of Foreign Languages (NADSFL) and the National Council of State Supervisors for Languages (NCSSFL)—for a productive day of presentations, discussion, and planning.

ACTFL leaders, including President Jacque Bott Van Houten, Executive Director Marty Abbott, and Director of Education Paul Sandrock, discussed key issues such as planning for action, advocacy, and various ACTFL initiatives. NADSFL President Leslie Baldwin, NCSSFL President Ryan Wertz, and ACTFL President-Elect Pete Swanson were also active participants in the Assembly.

Presentations included:

- *Our Organizations Lead: Core Practices in Every Language Classroom,* highlighting the Leadership Initiative for Language Learning (LILL): modeling and practicing collaboration (Todd Bowen, ACTFL; Greta Lundgaard, NADSFL) and with stories from LILL emerging leaders: action plans (Lucas Hoffman, CSCTFL; Tonja Byrom, California)
- *Our Organizations Share: Practices of An Effective Organization,* with stories of organizing as an effective voice and resource (Tanya Zaccone & Svetlana Lazarova, California; Erin Papa, Rhode Island)
- *Our Organizations Collaborate for Effective Language Learning,* featuring a focus on engaging learners through content such as building literacy through language learning (Justin Fisk, Illinois) and connecting with social justice and global engagement (Carrie Toth, Illinois; Kathleen Roche-Tansey, Sister Cities International)
- *Legislative Panel,* where the latest issues relating to legislative action and advocacy were discussed, including the update to the Elementary and Secondary Education Act (Marty Abbott, ACTFL; Bill Rivers, JNCL-NCLIS; Jill Allen Murray & Liz Murphy, The Sheridan Group)
- *Leadership Around Teacher Efficacy* (Pete Swanson, ACTFL; Ryan Wertz, NCSSFL), with a focus on educator effectiveness and measuring student growth—building capacity among educators through initiatives such as the LangCred online resource (Betsy Hart, STARTALK); LangTalks (Lea Graner-Kennedy, Connecticut); assessments to evaluate student growth, credential language learning, and earn the Seal of Biliteracy (Noah Geisel and Paul Sandrock, ACTFL); and Global Educator Certificates (Michaela Claus-Nix, Georgia)



Participants also engaged in roundtable discussions on various topics including:

- Leadership planning around organizations' core issues, with guiding questions like: *What can our organizations do to support language educators to implement the most effective practices?*
- Pressing issues for organizations, with guiding questions such as: *What have our members identified as their needs? What resources does our organization have to respond to these needs? How can we leverage limited resources to support all language educators?*
- Sharing strategies to bring "real-world" application and a broadened content focus to language learning
- Identifying two top strategies for action around incentives for building teacher efficacy; measuring student growth and educator effectiveness; incentivizing language learning

A breakfast for ACTFL, NADSFL, and NCSSFL delegates was sponsored by EF Education First. The day's luncheon was sponsored by the College Board, which featured an update from Marcia Arndt and David Jahner, as well as a presentation from 2015 ACTFL National Language Teacher of the Year Nicole Naditz.

Learn about LangTalks
Professional Development for All Language Educators at ***langtalks.org*** (password: languages)

ACTFL leaders, guests, staff, and delegates at the Assembly, including Jacque Bott Van Houten, Pete Swanson, Mary Lynn Redmond, Ryan Wertz, Leslie Baldwin, Paul Sandrock, and more.

Learn about the Seal of Biliteracy
Recognition of Language Proficiency at ***sealofbiliteracy.org***.

Congratulations

TO THE AWARD WINNERS AT ACTFL 2015

Linda Quinn Allen

Gregg Roberts

Rob A. Martinsen, Wendy Baker-Smemoe, Jennifer Bown, and Dan P. Dewey

Rita Oleksak

Antonia Schleicher

Linda Quinn Allen, recipient of the ACTFL-NYSAFLT Anthony Papalia Award for Excellence in Teacher Education. Allen is Associate Professor of French and World Language Education at Iowa State University. She has been a leader in the Iowa World Language Association and the ACTFL Teacher Development SIG for many years.

"It is extremely rewarding to be part of the professional development of aspiring teachers. Their desire to become effective, caring teachers and to share their love of the languages and cultures they plan to teach inspires me to continue to grow as a teacher educator."

Gregg Roberts, recipient of the ACTFL Leo Benardo Award for Innovation in K–12 Language Education. Roberts is the Language Specialist for the Utah Department of Education and an influential force in the halls of the Utah legislature. He was instrumental in growing the Utah dual language immersion program to 28,000 students in less than a decade—an unprecedented initiative.

"No one individual could have done this alone. The success of Utah's dual language immersion program is the direct result of the work of an extraordinary team of coordinators, school administrators, and classroom teachers."

Wendy Baker-Smemoe, Dan P. Dewey, Jennifer Bown, and Rob A. Martinsen, recipients of the ACTFL-NFMLTA/*MLJ* Paul Pimsleur Award for Research in Foreign Language Education. They investigated second language proficiency in an innovative study that analyzed data excerpted from 126 ACTFL OPIs of 86 individuals representing a wide range of proficiency levels across five different languages. This is the first study to demonstrate the extent to which various measures of utterance fluency might serve as predictors of L2 proficiency at different levels for multiple languages.

"It has been a deeply rewarding experience to work with such dedicated and talented students and faculty and to be among you in this profession."

Rita Oleksak, recipient of the ACTFL Florence Steiner Award for Leadership in Foreign Language Education (K–12). Oleksak is Director of the Foreign Language Department at Glastonbury Public Schools (CT). She has held positions of leadership throughout the profession, including President of ACTFL, the National Network for Early Language Learning (NNELL), and the National Association of District Supervisors of Foreign Languages (NADSFL).

"I have learned much from inspiring and supportive mentors and I strive to 'pay it forward' every day. Knowing that life is a precious gift, I look at each day as a new opportunity to share my passion for learning languages and make a difference in this world."

Antonia Folarin Schleicher, recipient of the ACTFL Wilga Rivers Award for Leadership in Foreign Language Education (Postsecondary). Schleicher is Executive Director of the Indiana University Center for Language Excellence and former Director of the National African Language Resource Center. She has been a distinguished leader in promoting the learning and teaching of Less Commonly Taught Languages (LCTLs).

Lexington County School District One, recipient of the ACTFL Melba D. Woodruff Award for Exemplary Elementary Foreign Language Program.

"This award is a testament to the fact that collaboration and hard work to achieve a shared vision do make possible the innovative practices and institutional changes in our education system that we have been striving for in world languages."

—Alisha Dawn Samples, Lexington County School District One

Award winners pose proudly at the 2015 ACTFL Awards Ceremony. Not pictured: Jon Huntsman and Carmen Fariña.

"This award is really not only for me but for all LCTL instructors who learned to give their best to our profession of language teaching despite outdated materials, lack of tenure-track positions, limited resources, and job insecurity."

Carmen Scoggins, recipient of the ACTFL Award for Excellence in Foreign Language Instruction Using Technology with IALLT (K–12). Scoggins is a Spanish teacher at Watauga High School (NC). Her embrace of technology has allowed her to plan individualized learning experiences so that her students reach their linguistic destinations at their own pace.

"Technology has changed the way I teach in profound ways. It has opened up a new world for my students. My goal is to make Spanish relevant, real, and rewarding for my students. Technology is the vehicle that carries us down the path to proficiency."

Senta Goertler, recipient of the ACTFL/Cengage Learning Faculty Development Programs Award for Excellence in Foreign Language Instruction Using Technology with IALLT (Postsecondary). Goertler is Associate Professor of Second Language Studies and German Studies at Michigan State University. She uses technology to guide students in exploring the complex interactions between language and culture while also building language skills. Her hands-on instruction of graduate students in technology enhances language learning and her program direction extends these goals to future students around the world.

"Implementing innovative technologies and researching their effectiveness have been the cornerstones of my career."

Stacey Weber-Féve, recipient of the ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture. Weber-Féve is an Associate Professor of French in the Department of World Languages and Cultures at Iowa State University of Science and Technology.

"What a thrill to be recognized for a 'job' (my teaching, research, and service) that I so love doing! I am very fortunate to be in an institution that not only fully supports excellence in teaching but also recognizes the value in the scholarship of teaching and encourages its faculty to become true scholar-teachers."

Liudmila Klimanova, recipient of the ACTFL-NFLMTA/*MLJ* Emma Marie Birkmaier Award for Doctoral Research in Foreign Language Education. Klimanova received her PhD from the University of Iowa and currently teaches at the University of Arizona. She received recognition for her dissertation entitled, "Second Language Identity Building Through Participation in Internet-Mediated Social Environments: A Critical Perspective."

"This acknowledgment of my achievements will encourage me to continue my research with the goal of contributing to the advancement of our profession by bridging the gap between cutting-edge social research and high-quality foreign language instruction."

Jon Huntsman, recipient of the ACTFL Edwin Cudecki Award for Support for Foreign Language Education, presented by the ACTFL Board of Directors. Huntsman is the former Governor of Utah and also previously served as U.S. Ambassador to Singapore and China. He is currently serving on the Honorary Council for ACTFL's *Lead with Languages* public awareness campaign.

"Languages are a critically important driver in educating our young people. Math, science, and all the other traditional classes are extremely important but if you really want to get serious about bridging cultural divides, then languages are going to have to be a part of that."

Carmen Fariña, recipient of the NNELL Award for Outstanding Support of Early Second Language Learning.* Fariña is the Chancellor of New York City Public Schools. She announced a new initiative to grow 40 additional dual language programs within their district for 2015–2016.

"Thank you for sharing our commitment to teaching foreign languages and to providing all students the life-changing education they deserve."

* *This award, from the National Network for Early Language Learning, is highlighted at the ACTFL Awards Ceremony.*

Carmen Scoggins

Senta Goertler

Stacey Weber-Fève

Liudmila Klimanova

Jon Huntsman

Carmen Fariña

FOCUS TOPIC

Implementing the

EDITOR'S NOTE:

In this issue, we present articles on the focus topic, "Implementing the World-Readiness Standards." The submissions for this issue were blind reviewed by two education experts, in addition to staff from *The Language Educator* and ACTFL. See p. 64 of this issue for information about contributing articles on other focus topics for 2016 and look for articles on "Creating Standards-Based Assessment, Evaluation, and Grading" in March/April 2016. We thank Rita Oleksak of Glastonbury (CT) Public Schools and Ann Marie Gunter of the North Carolina Department of Public Instruction for writing an introduction to this important topic.

Wish to discuss this topic further? Head over to *The Language Educator* Magazine community in the ACTFL Online Community (***tinyurl.com/thelanguageeducator***).

As our profession is always seeking to improve language instruction, the Standards for Foreign Language Learning (aka, the National Standards or "5 Cs") have also been improved by becoming the World-Readiness Standards for Learning Languages. While this new version of the Standards was published last year, there are still language educators who have not yet encountered or transitioned to some of these changes. We answer some of your key questions about implementing the World-Readiness Standards here.

1. What has changed from the original Standards to the World-Readiness Standards for Learning Languages?

The biggest changes made to refresh the 5 Cs into the World-Readiness Standards for Learning Languages have to do with learning languages more broadly and actively as part of the nationwide emphases on:

- **literacies** as reflected in many states' standards for English and other areas (e.g., civic literacy, media literacy);
- **21st Century Skills** such as collaboration, creativity, critical thinking, innovation, and problem solving; and
- **Science, Technology, Engineering, and Mathematics (STEM)**

The original Standards were aimed at students, but now we talk about more active and empowered learners who may or may not be in a formal education environment. Language learning is a lifelong endeavor in the refreshed Standards, which encompasses all ages, learning environments, and languages—whether spoken, written, or signed.

There is also more specificity in the new Standards, with a call not just to communicate but to communicate effectively in more than one language in a variety of situations and for multiple purposes such as travel, career, or personal interests. There are also higher levels of thinking and action required with language learning. In the first C—the Goal Area of Communication—learners still have to:

- converse, but now also *negotiate meaning*,
- understand and interpret but also *analyze*, and
- present information but *with the purposes of informing, explaining, persuading, and narrating* while using various media.

This continues with the other Cs, starting with Cultures—where learners do not stop at knowledge and understanding but now must go on to use the language to *investigate*, *explain*, *and reflect*, all while interacting with cultural competence. Language is put into action "in order to" communicate and interact with the world as learners truly become engaged global citizens.

2. What effective strategies are helping learners use or demonstrate their new language meaningfully?

The World-Readiness Standards for Learning Languages push students, teachers, parents, and administrators even further toward a communicative use of language as the end goal based on personal and professional motivations and outcomes.

The language of the refreshed Standards and the NCSSFL-ACTFL Can-Do Statements embody the changes needed for a proficiency-based approach that empowers students to become autonomous learners.

In her article in this issue's focus topic section, "Changing Evidence of Learning: Redesigning Instruction Through the World-Readiness Standards," Rachel Gressel makes reference to the fact that the World-Readiness Standards outline the need to learn strategies to bridge communication gaps, including circumlocution, deriving meaning, interpreting, inferring, reflecting, and predicting. She

World-Readiness Standards

By Rita Oleksak and Ann Marie Gunter

Learn About the World-Readiness Standards for Learning Languages

The World-Readiness Standards for Learning Languages define the central role of world languages in the learning career of every student. The five goal areas of the Standards establish an inextricable link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities.

The World-Readiness Standards for Learning Languages are a revision of the original standards for language learning, keeping the organization around five goal areas, but adding clarification and elaboration of what learners are expected to be able to do as they move from a Novice level through Intermediate and Advanced levels and beyond. The original language standards were developed by an 11-member task force, representing a variety of languages, levels of instruction, program models, and geographic regions, which undertook the task of defining content standards—what students should know and be able to do—in language learning. The final document, *Standards for Foreign Language Learning: Preparing for the 21st Century*, first published in 1996, represented an unprecedented consensus among educators, business leaders, government, and the community on the definition and role of language instruction in American education. This visionary document has been used by teachers, administrators, and curriculum developers at both state and local levels to improve language education in our nation's schools.

The National Standards for Learning Languages now have been revised based on what language educators have learned from more than 15 years of implementing the Standards. The guiding principle was to clarify what language learners would do to demonstrate progress on each Standard. The articles in this focus section highlight ways that the World-Readiness Standards are changing curriculum, assessment, and instruction, all to improve language learning so learners reach their goals for using a new language.

The World-Readiness Standards for Learning Languages create a roadmap to guide learners to develop competence to communicate effectively and interact with cultural understanding. "World-Readiness" signals that the Standards have been revised with important changes to focus on the development of literacy and on real-world applications. Learners who add another language and culture to their preparation are not only college- and career-ready, but are also "world-ready"—that is, prepared to add the necessary knowledge, skills, and dispositions to their résumés for entering postsecondary study or a career.

Excerpts from: www.standards4languages.org

highlights the fact that the World-Readiness Standards help guide teachers to create a framework for "knowing how, when, and why to say what to whom" rather than just knowing how to say what (i.e., using grammar and vocabulary in isolation).

Students use the language to express themselves and to learn academic content. As Andrea Behn states in her article, "My Journey Following the Path of the World-Readiness Standards," students demonstrate metacognition, reflecting on their learning and thought processes. Opportunities to develop collaboration and critical thinking in the language classroom are directly connected to specific units of instruction, where students need to come together around a culturally appropriate topic of interest based on their age and developmental ability. Allowing for a variety of performance-based assessments also challenges students to be more creative and innovative as they work to find a solution. The ACTFL Performance Descriptors for Language Learners help teachers design units and lessons with a closer connection to the proficiency ranges and levels across the modes of communication.

The refreshed Standards reflect the changing mindset of language instruction to one that prepares students for success in the real world.

Teachers construct classrooms that are learner-centered where they serve as the facilitator or collaborator, and the focus is on the three modes of communication (Interpersonal, Interpretive, and Presentational) and the relationship among the perspectives, practices, and products of culture (aka, the 3 Ps). As Behn mentions in her article, "We discuss how perspectives influence the products and practices of a culture and I model how to investigate, explain, and reflect on those relationships."

Technology is integrated into instruction as a tool to enhance and expand learning. Backward design is used to develop and implement thematic units which focus on the end goal and incorporate authentic resources. Instruction is differentiated to meet individual needs, and learning tasks are for the real world and personalized. Students are doers and creators who seek opportunities to use language beyond the classroom. Assessment is ongoing and is done to find out what students can do. Students know and understand the criteria on how they will be assessed by reviewing the task rubric, and learners create to "share and publish" to audiences beyond the teacher and the classroom.

3. How are educators redesigning instruction and assessment to reflect the updated Standards?

Educators are embracing the Backward Design Model, beginning with the end in mind. Teachers are establishing the criteria for success and are sharing those criteria with students, along with the rubrics that students will need to guide them as they work through the unit and build toward the final performance assessment.

Periodic self-assessments using the NCSSFL-ACTFL Can-Do Statements, which are embedded in the World-Readiness Standards for Learning Languages, empower students to take ownership of their learning and offer a glimpse of where they are in their language proficiency by providing a snapshot of what they "can do" in the language. These snapshots are a motivator for students as they work to engage more deeply in their use of the language.

In addition, the use of the NCSSFL-ACTFL Can-Do Statements and self-assessment checklists provide an opportunity for teachers to reflect on what their learners know and can do in the language, which can help to establish learning targets for designing instruction that takes students where they need to go in order to continue moving up the proficiency scale. The NCSSFL-ACTFL Can-Do Statements and the 2012 ACTFL Proficiency Guidelines give teachers a firm foundation in proficiency that they can use to adjust lessons and create learning situations that allow individual students to demonstrate the "show me" results in the classroom.

In thinking about the connection between the Goal Areas and the Can-Do Statements, Christina Gilliland mentions in her article, "World-Readiness Standards for Learning Languages: Words of Action," that teachers should break the goal down into student-friendly learning targets. The NCSSFL-ACTFL Can-Do Statements are a great model for creating learning targets. What are the mini-goals that a student will have to accomplish before tackling the performance assessment? The refreshed Standards reflect the changing mindset of language instruction to one that prepares students for success in the real world.

Gressel mentions that there are countless ways to insert learning checks and formative assessments into the language classroom on a daily basis, and Gilliland summarizes how the World-Readiness Standards help teachers to create an action plan for language learners to reach their communication goals.

Behn's article emphasizes the detailed language of the refreshed standards. The World-Readiness Standards for Learning Languages combine the best of many documents. They incorporate the 5 Cs from the original version of the Standards, but provide us with more detail for each Goal Area. Under Communication, the modes of communication—Interpersonal, Interpretive, and Presentational—are clearly defined with specific language taken from the NCSSFL-ACTFL Can-Do Statements, like ***interact***, ***negotiate meaning***, ***interpret***, ***analyze***, ***present***, ***inform***, ***explain***, ***persuade***, and ***narrate***.

Professional questions and conversations abound as teachers reflect on student work from their classrooms as part of their evaluation process. Justin Fisk challenges us in his article, "Using Standards to Drive Change," to think about how the World-Readiness Standards for Learning Languages could impact our professional growth, and Kate Falvey shares insight she has gained through her own use of integrated performance assessments (IPAs) in her article, "Putting the "I" in IPA."

As Greta Lundgaard and Brandon Locke say in their article, "A Different Perspective: Seeing the World-Readiness Standards as Innovation," the World-Readiness Standards for Learning Languages have been refreshed within the familiar frame of the 5 Cs but with the emphasis on critical thinking, creativity, and the collaborative interplay between language, culture, and communication.

The World-Readiness Standards for Learning Languages, the 2012 ACTFL Proficiency Guidelines, the ACTFL Performance Descriptors for Language Learners, and the NCSSFL-ACTFL Can-Do Statements are a suite of resources that can be used across languages to assist in the development of high-quality curriculum and assessments, as well as teacher professional development. We encourage all language educators to think about how the ideas shared in the focus topic section in this issue apply to their own classrooms.

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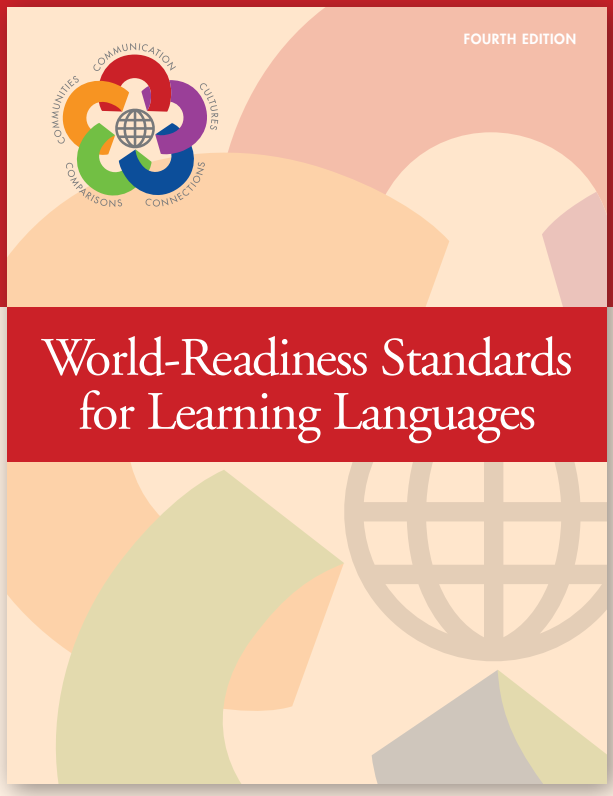

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By Greta Lundgaard and Brandon Locke

A Different Perspective: **Seeing the World-Readiness Standards as**

In his national bestseller, *Creating Innovators: The Making of Young People Who Will Change the World* (2012), Harvard Professor Tony Wagner states: "We have to become the country that produces more ideas to solve more different kinds of problems. We have to be the country that leads the way in developing the new technologies for a sustainable planet and affordable health care. We have to become the country that creates the new and better products, processes, and services that other countries want and need. We can no longer create wealth by out-manufacturing or out-consuming the rest of the world. We must out-innovate our economic competitors."

So what does this have to do with teaching world languages? After all, we know that by the very nature of our profession, we are already preparing future generations to be global citizens equipped to tackle the issues Wagner warns about, right? Since the 5 Cs have been around for quite awhile, we must be on the right path to accomplish this, right?

Standards for Foreign Language Learning: Preparing for the 21st Century was a publication originally released in 1996, at the onset of the Standards-movement, and the National Standards was a collaborative project among the leading organizations and minds in world language education. This task force undertook the mission of defining content standards—what students should know and be able to do—for foreign language education. Scott Berkun (2013) defines innovation as a significant positive change, and the Standards met that definition and more. Language educators have been designing curricula, authors and publishers have been developing instructional materials, and researchers have been participating and documenting studies based on these content standards ever since. "The framework of interrelated goals has helped states institute standards for learning, helped teachers set learning goals, and helped students achieve them. It has had a major impact on language teaching and student learning in the United States . . ." (Magnan, Murphy, Sahakyah, & Kim, 2012).

The paradigm shift brought about by the publication of the National Standards was a radical one. But over time, this innovative shift has become comfortable and routine, and many in world language education slip into the phrase "Yes, I teach the 5 Cs!" as easily as they slip into that worn flannel shirt from college. However, this is actually the problem. Innovation leads to imitation, the miraculous becomes the norm, and the unique becomes the commonplace.

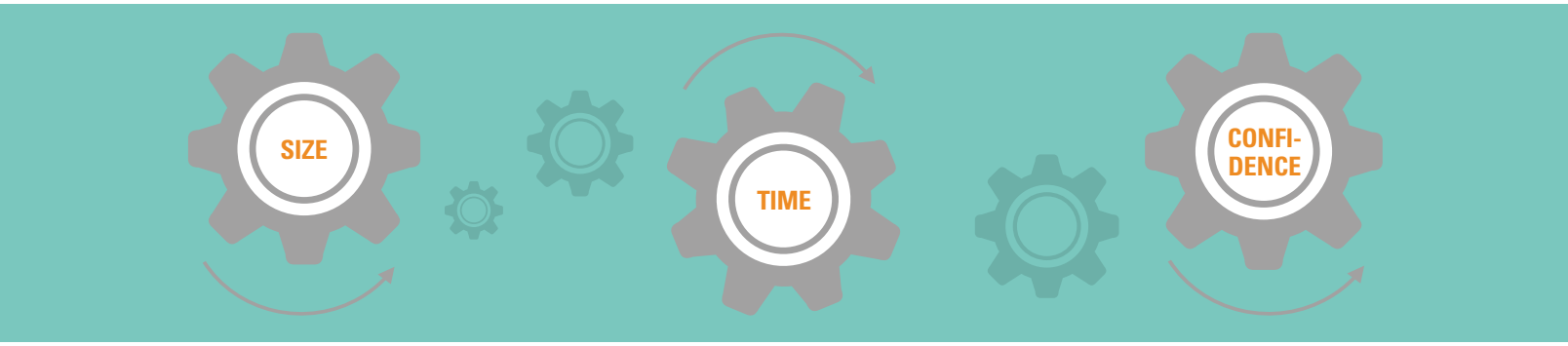
> *The challenge is rarely getting new ideas into your head; it's getting the old ones out!*
>
> —Innovative Inspiration #16 (*everythingbrilliant.co.uk/2014/06/innovation-inspiration-16*)

The Standards for Foreign Language Learning had a long and productive maturity stage. Then, responding to an increased emphasis on college and career readiness, multiple modes of literacy, and the components of the 21st Century Skills Maps, the World-Readiness Standards for Learning Languages framework was unveiled in November 2013 (and officially published in early 2015). The Standards have been refreshed within the familiar frame of the 5 Cs but with a new emphasis on critical thinking, creativity, and the collaborative interplay between language, culture, and communication. Our profession has now been charged with a new challenge: that of getting the previous constructs of the National Standards out of our heads and internalizing the refreshed definitions. The legacy of the Standards can both enhance and inhibit this effort. The positive impact of the Standards on language education and teacher preparation has resulted in a firm academic foundation for instruction and assessment as well as a sense of trust in the framework. Nonetheless, the demonstrated success of the framework itself can bring about an "if it's not broken, why fix it?" attitude, inhibiting future steps toward enhancement, and thus, improvement.

The fact that most educational organizations are designed to execute—not to recognize and respond to innovation—is another factor that can inhibit progress. Implementation of this innovation is the work before us now; waiting for the moment when the innovation creates a spark of interest, when it piques the curiosity, and when it results in a desire to lead the process in one's respective context. As noted by Sheryl Castro, Director of Global Citizenship Education for the Catalina Foothills School District in Arizona: "Teachers will want solid modeling. They will want examples of what the World-Readiness Standards look like and sound like in the classroom. They will need time and feedback as they make adjustments to their assessments and daily teaching and learning practices."

> *They always say time changes things, but you actually have to change them yourself.*
>
> —Andy Warhol

What does past experience tell us about how people react to innovation and change? Are educators any different? What happens when teachers are tasked to work in an environment influenced by a change that asks them to reorganize their curriculum, instruction, and assessments? Past experience tells us that ultimately classroom teachers must put any reform or refashioning of standards into practice in order for them to be truly implemented. Teachers make substantive decisions and address fundamental questions regarding how an innovation or innovative change comes to life in the classroom, and their decisions and answers are based on their prior beliefs, experiences, and attitudes. Attitudes are different from beliefs in that they are evaluative and correlate to beliefs, predisposing a person to behave a certain way in reaction to influences that call the belief into question. Adding to an already complicated mix, some researchers hold with the existence of two kinds of beliefs, beliefs *in* something and beliefs *about* something (Fishbein & Ajzen, 1975). Darling-Hammond (1990) reminds us that we all construct meaning from the information we process using our existing schema—we interpret the new through the lens of the familiar. All of these elements and factors have the potential to inhibit, slow down, or stop progress in response to innovation.



Three things in particular may cause a reluctance to shift from the familiar previous version of the National Standards to the new World-Readiness Standards:

1. **Size.** There's a challenge around operationalization and making the transition from something that is successful on a small scale (a pilot, one school, a small district) to something that is broadly deployed across a large organization, or as in this case, for K–16 language educators nationwide. All individuals do not adopt innovations in a social system at the same time, so the size of the system is an obvious factor. Diffusion research points out that members of a system tend to adopt new ideas in a time sequence and can be grouped according to this sequence as change agents, early adopters, early majority, late majority, and laggards or skeptics. Recognizing this pattern and acknowledging the practitioners who fall into these groups can result in a differentiated approach to change that has a greater potential to result in a groundswell of support and practical implementation.
2. **Time.** Most often, incorporating innovations will take a significantly greater length of time to implement, and implement well, than initial estimations. Successful implementation is a process, and a 1-day, 2-day, or even 3-day professional learning experience is not sufficient to sustain either incremental or transformative change. Moreover, it is time-consuming and mentally demanding for teachers to examine their beliefs and adjust their teaching practices, especially in their already packed schedules. Most researchers agree that teachers need an extended period of time to work through personal guiding principles and belief systems before they are ready to begin initial experimentation and to embark on the essential trial-and-error phase as they adjust to the innovation. Teachers are very aware of the amount of time and effort implementation requires, and without direct evidence and immediate results of positive effects on learners, the tendency is for them to quickly abandon the new and return to the old. Creating a culture that rewards perseverance, resilience, and the long-term thinking required to refine instructional ideas and to become adept at new practices is critical for ongoing success.
3. **Confidence.** We all remember our first year as a classroom teacher. Even the most successful of us might still have nightmares about specific instances during that year. Feeling competent, capable, and skilled at teaching results in a comfort level that many teachers will not willingly relinquish. As far back as Aristotle, humans have realized that competency and proficiency come about because we repeatedly do something to the point of excellence, thus excellence should be considered a habit and not an act. Habits are difficult to break, and as noted above, persistence, perseverance, and resilience over time are required to change an existing habit of excellence for a different habit of excellence. There is no silver bullet to magically make this transformation complete. Conflict between a teacher's implicit beliefs and what the innovation is asking the teacher to change is another reality that affects confidence. Implicit beliefs shape a personal belief system about one's identity as an educator, and personal beliefs influence educators' decision-making. These basic beliefs include the purpose of teaching; the role of the teacher; the role of schools; the passivity or activeness of the learner; and the definitions of accountability, mastery, and proficiency, to name a few. If the innovative practice is in conflict with a personal belief, teachers often feel that they are being asked to give up their sense of "self"—while at the same time their sense of competence as "teacher."

There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.

—Niccolò Machiavelli

As we consider the World-Readiness Standards for Learning Languages, it is important to center our thinking on the optimal conditions necessary for implementation at scale, and we cannot disregard the role human interaction through interpersonal networks has on the adoption of a new idea. An initial step might be to examine our personal learning and teaching network and identify a change agent who will seek out other early adopters to help speed the diffusion of this innovation. It makes sense that any network, no matter the size, will be a diverse group of early adopters, late adopters, and skeptics, and slightly different strategies are needed to appeal to each group.

There are some guidelines about change that can create a greenhouse to protect the growth of change within a personal or professional network or system: (1) communicate and share everything; (2) celebrate breakthroughs large and small; and (3) consistently involve the entire community of learners.

According to John Kotter, an expert in change management: "The central issue is never strategy, structure, culture, or systems. The core of the matter is always about changing the behavior of people." Acknowledging diverse perspectives and beliefs and focusing on helping the members of a network work through the process will ultimately result in the feeling of supported follow-up and follow-through that leads to momentum for change.

Within the World-Readiness Standards themselves are points of divergence from the legacy standards that could be effective places to start conversations within professional or personal learning communities.

- **Key changes in the definition of Communication.** The original National Standards defined Communication as simply: *Students communicate in languages other than English*. The World-Readiness Standards has expanded this definition, now requiring learners to *Communicate effectively in more than one language in order to function in a variety of situations and multiple purposes*. This definition itself can be disruptive innovation to some.

  Allison Ginn, Languages Other Than English Instructional Lead in Frisco ISD, Frisco, TX, feels that the key word in the definition is *function*, and that designing extended professional learning around the concept of functional language is an ideal starting point. Ginn continues this train of thought and poses a key question that language educators will have to answer with respect to curriculum development or revision revolving around using functional language in a variety of settings: What are the settings and how do they connect with and through Interpersonal, Interpretive, and Presentational Communication?

  As Tom Guskey notes in his 1990 *Educational Leadership* article, "Integrating Innovations," a great deal of initial effort in implementation of new ideas involves not only adjusting to the innovation itself but also in adjusting it to fit each individual teacher's particular learning context, learning environment, and classroom. Dedicating collaborative professional learning over time around these adjustment points is valuable work.

- **The inclusion of "analyze" as an expectation in Interpretive Communication.** An impressive upgrade to the World-Readiness Standards is inclusion of specific descriptive nouns and verbs that expand the definitions for each Standard. Presentational Communication, for example, now reads: *Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers*. This longer description is much more informative than the legacy definition of Presentational Mode: *Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics*. The refreshed definition of Interpretive Communication, however slight the change, is a great opportunity for conversations, collaboration, exploration, and personal growth.

  As Marita Cleaver, Coordinator of Advanced Academics and Languages Other than English in McKinney, TX and Bonnie Flint, Secondary World Language Supervisor for Davis School District (UT), both point out, the World-Readiness Standards consistently ask educators to *notice* and *reflect* on how the skills (reading, writing, speaking, listening) now more obviously touch on all of the modes of communication in ways that actually align to language use in the real world. The consequence of this alignment to real-life language is an overall increase in the cognitive demand required to meet the Standard. This increase particularly stands out with the addition of analyze to the previous verbs associated with Interpretive Communication: *understand* and *interpret*. Teachers who have already made the shift to proficiency through a performance-based curriculum will be able to successfully guide students from the more passive *understand* to the more engaged and active *analyze*, notes Flint. Her focus will now be to work with groups of teachers to create understanding around what *analysis* looks like at various proficiency levels, developing instructional tasks that ask for analysis in all three communicative modes, what scaffolding for analysis looks like within instructional tasks at different proficiency levels, and creating static but reflective professional development modules containing video, podcasts, and screencasts to support teachers as they progress.

- **Key changes in the definitions of Connections, Comparisons, and Communities.** Cleaver considers this aspect of the new World-Readiness Standards as perhaps the most problematic to implement. It would be easy to see these Standards as overly reliant on technology, but for some communities, in order to get an authentic learning experience or to integrate authentic experiences into learning episodes, they will have to rely on technological solutions to free themselves from the constraints of their immediate surroundings or of their own knowledge about the wider community of target language speakers. Another area of consideration is how to work with the gaps in existing knowledge or the lack of substantive knowledge about their own culture that will hinder learners as they strive to develop the insights called for in the Comparisons Goal Area. Students need to bring a collection of experiences from their own lives to this conversation, and often, meaningful comparisons are difficult to make without targeted backfilling of necessary information or nuanced facilitation and coaching by their teachers. This notion is also supported in the World-

Readiness Standards document (2015), particularly in reference to the "3 Ps" of the Cultures Goal Area, stating, "learners often do not recognize and understand the cultural roots of many of the behaviors and beliefs in their own society until they see how these are manifested in another culture." Connections, on the other hand, might be the entry point for both learners and teachers, starting with what connections the student has in his or her own world, and linking these to the connections of the teacher, as well.

> *It's easy to welcome innovation and accept new ideas. What most people find difficult, however, is accepting the way these new ideas are put into practice.*
>
> —from the GRE Issue Essay Sample 16

Sheryl Castro originally thought that the Cultures Goal Area would be the most challenging to implement in her district. However, she is happy to share that she has changed that initial impression. In the past, gaps in teacher background knowledge around specific aspects of either the target culture, the learners' home cultures, or a combination of both has been a source of anxiety for teachers. Castro explains that the Cultures Goal Area places the emphasis on the students acting as cultural sleuths as they use the target language to investigate, explain, and reflect on the relationship among perspectives, practices, and products. In her view, teachers will feel more confident to address these Standards if they realize they are about the process of developing cultural understanding in their learners rather than the creation of an end product that focuses on culture. No longer is the teacher expected to be the cultural expert of their respective target culture(s). Not only was this a daunting task, but an impossible one.

Now, teachers can help guide students through the process of developing a true sense of cultural competence—a skill that is now, more than ever, of critical importance. In their 2013 book, *Raising Global Children*, authors Stacie Nevadomski Berdan and Marshall S. Berdan cite one human resources executive who states that "American students are 'strong technically' but 'cross culturally short-changed' and 'linguistically deprived.'" They go on to mention that acquiring the kind of intercultural communication skills that today's employers value will offer them an economic, as well as intellectual advantage. Furthermore, the authors profess that the single most important part of raising global children is to instill in them the right attitude—traits such as curiosity, empathy, compassion, and flexibility cannot be bought—they must be taught.

> *The essential nature of resilience is the capacity for change without dysfunction.*
>
> —Daryl Conners

Fast-forward to the 21st century and the innovation of the World-Readiness Standards for Learning Languages. As referenced in the 2015 Standards document, "learners who add another language and culture to their preparation are not only college- and career-ready, but are also 'world-ready'—that is, they bring additional knowledge, skills, and dispositions to add to their résumé for entering postsecondary study or a career."

No longer can we view ourselves simply as elective teachers teaching luxury classes; we must embrace the innovation and change embedded within the World-Readiness Standards and recognize the critical importance of our profession. Furthermore, we continue to be tasked with the ultra-critical goal of preparing the next generation to be true global citizens. In a 2006 report, the Committee for Economic Development (CED) stated, "To confront the 21st century challenges to our economy and national security, our education system must be strengthened to increase the foreign language skills and cultural awareness of our students. America's continued global leadership will depend on our students' abilities to interact with the world community both inside and outside our borders."

As Winston Churchill said, "To improve is to change; to be perfect is to change often." While we know that change is difficult and often uncomfortable, we owe it to ourselves, and more importantly to our students—the leaders of the next generation—to embrace this change and celebrate the innovation of which we will collectively reap the benefits. After all, isn't this the very essence of world language educators?

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Brandon Locke is the Director of World Languages for Anchorage School District in Anchorage, Alaska.

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Using Standards to Drive Change

By Justin Fisk

LEFT: Students in Adlai E. Stevenson High School's Information and Learning Center, Lincolnshire, IL. ABOVE: One of Stevenson's collaborative teams at work.

"Change? Again?"

Whenever the subject of change visits an academic department, particularly if that department has enjoyed some measure of success, a feeling of dread can set in. Quite often and sometimes justifiably, this anxiety can be born out of a response to prior short-lived or stillborn initiatives—or "initiative fatigue," by another name. Similarly, there can also be a pervasive fear that any effort that effectively rocks the boat will jeopardize hard-won successes.

Jim Collins, in his now classic business school favorite, *Good to Great: Why Some Companies Make the Leap . . . And Others Don't* (2001), lays it out: "We don't have great schools, principally because we have good schools." In our school district, our Division of World Languages and ELL is currently engaged in the hard work required of a team that does not want simply to coast along. We have worked to overcome this stagnation of "being good" by collectively committing to two things: (1) teacher- and team-driven change and (2) a firm grounding of our change initiatives in standards.

"If Something's Not Broken, Why Fix It?"

This refrain typified some of the early conversations that our school's World Language Division had around the need to assess students through performance-based assessments when we began dialogue on that subject around 5 years ago. At the time, we had just been challenged to examine anew the Standards for Foreign Language Learning (aka, the National Standards; now the World-Readiness Standards for Learning Languages) through a series of ACTFL-facilitated professional development workshops.

While there was some initial dissonance, it was this grounding in best practices and the standards of our professional discipline that eventually won the day and led to a shift in the way we thought about assessing students. We began to move away from a sole focus on cumulative vocabulary- and grammar-based unit tests to one that included assessments that were rooted in the three modes of communication. This first shift, as important as it was, did not entirely transform our curricula, although it did represent an important start. That said, individual teams' interpretations of best practices would remain in flux for some time, with most teams still hewing to curricula that were developed based on sequential grammar introduction.

A few short years later, in the summer of 2013, when a small group of Spanish II teachers dared to ask if the communicative standards that had portended this initial shift could form the very core of our expectations for our curriculum, our grading, and our assessments, the refrain of "why fix it?" was heard yet again. In fact, many of us (and I count myself in this group) expressed misgivings about fiddling with a system that produced, by almost any measure, a great number of highly successful students who scored quite well on standardized exams.

We began our journey toward this new shift by scheduling a chat with our district's Director of Research, Evaluation, and Assessment. He had been spearheading our exploration of what we call Evidence-Based Reporting—our district-designed implementation of Standards-Based Grading (see ***myebrexperience.com*** for more information)—and had invited us to meet with him once he learned of our small group's interest in change. He challenged us to distill the entirety of our curriculum into a few core values by asking us quite simply: "What do you want your students to learn?" Though we certainly knew better, our curriculum and assessment regime to that point (apart from the few performance assessments we had successfully integrated a few years back) still maintained a decidedly grammar- and vocabulary-centric slant to it. As a team we had not made the shift in its entirety.

What followed was a lightbulb moment of sorts. Amazingly, every one of us involved in the discussion immediately thought of the three modes of communication as the benchmarks of our students' learning. When we peeled away what was effectively supporting content—the building blocks of language learning—we were left with communication as the core aim of our course. Consequently, the National Standards became the guidebook for our journey toward a Standards-based approach to grading and reporting and the Presentational, Interpersonal, and Interpretive Modes became the three overarching standards that would form the nexus around which all assessments, feedback, and, ultimately, grade reporting would focus.

Was the change just that easy? Not at all. We knew where we wanted to go, but our curriculum at that point consisted of sequential and ostensibly thematic units that were, in fact, a progressive series of introductions to discrete vocabulary and grammar sets. The bulk of our assessments—some 80%, perhaps—still consisted of vocabulary and grammar quizzes, with the remaining 20% focusing on the Interpersonal and Presentational Modes. Fortunately, we had seen the incredible value of these performance-based assessments and had already aligned them to proficiency expectations.

What followed over the next couple of years was a beautiful mesh of research-based experimentation and response to feedback (in the form of hard data) from our students. We adjusted our learning targets a few times, relegated vocabulary and grammar quizzes to unscored supporting formative assessments, and won the commitment of every language teacher in the process. We now have three standards with two scaled learning targets apiece that are universal for all of our standards-based courses within our

The Shift That Occurred in Our District

Research-Informed Support	Fundamental Changes
NCSSFL-ACTFL Can-Do Statements and ACTFL *Sample Performance Indicators* to shape our performance-toward-proficiency expectations and drive our curricular development	Performance-toward-proficiency expectations developed for all levels and languages in our district
Implementing Integrated Performance Assessment to guide our assessment development	Integrated performance assessment used in our district, with an emphasis on co-constructed feedback and common rubrics
World-Readiness Standards for Learning Languages to underpin our vision for students' learning	Three overarching communicative standards with six common learning targets developed

What were the initial commitments of our teams?

- We committed right away to a 4-point integer-based system of learning targets inspired by the work of Thomas Guskey, Ken O'Connor, and others
- We similarly committed to a grading system that divorced performance (or product) from behavior
- We made performance-based assessment the engine of instruction
- We used three Standards (Presentational, Interpersonal, Interpretive) to form the core of learning
- We decided to use NCSSFL-ACTFL Can-Do Statements as important indicators of student progress at different proficiency levels, but not as learning targets

What came with a little more work?

- Once we concluded (after a great deal of discussion) that vocabulary and grammar represented content that supported performance, we removed them as learning targets

language program. We are actively exploring integrated performance assessment and are igniting the power of these assessments as we purposefully co-construct feedback with our students. Our overall course enrollment is up and our students are achieving more than ever.

How Will the World-Readiness Standards Continue to Shape Our Development?

The publication of the revised World-Readiness Standards for Learning Languages in 2015 was a clarion call for us to revisit our progress. This work has formed the centerpiece of a strand of our curricular division's professional development this year and is sure to continue to inform our collaborative efforts. As a division, we are in the process of examining the Sample Performance Indicators for the Communication Goal and are using them to support a reevaluation of our performance-toward-proficiency expectations for assessments for each of our levels. The Global Statements within the Sample Performance Indicators provide a powerful framework that effectively and clearly points to ways we can design tasks and supports to push our students to higher proficiency levels. Similarly, the Sample Progress Indicators within each of the other four Goal Areas have proven a particularly powerful tool as our teams look to purposefully weave each of the 5 Cs into our work. Any organization looking for ways to integrate all of the Goal Areas into its work would be wise to focus on the Sample Progress Indicators. Along with the valuable book, ***Implementing Integrated Performance Assessment*** (Adair-Hauck, Glisan, & Troyan, 2013; see p. 58), the World-Readiness Standards provide an incredibly solid foundation for our future curricular revisions.

We have also seen, as an added bonus, a high degree of correspondence between ACTFL's Sample Performance Indicators and WIDA's Model Performance Indicators from that organization's 2012 *Amplification of the ELD Standards* document (***https://www.wida.us/standards/eld.aspx***)—something that has the potential to allow for more comprehensive articulation between our World Language and our English Language Learning teams. Both departments within our division share the common goal of fostering second language acquisition and the enhanced correspondence between ACTFL and WIDA's performance indicators may prove to be just the jumping-off point needed to spark more active collaboration between these two groups.

All of this work, once again, will be predicated on a firm commitment to team-driven exploration and innovation. We have seen that the sharing of best practices through larger professional development opportunities can only create the critical mass needed for actual change when teachers are afforded the subsequent opportunity to engage in dialogue (both structured and informal) about their practices. That ACTFL is an essential partner in our journey is a fact that we have all come to fully appreciate.

Justin Fisk is the Director of World Languages and English Language Learning at Adlai E. Stevenson High School District 125, Lincolnshire, Illinois.

What are the commitments that continue to guide our shift?

Our teachers and our teams drive everything:
- Dissonance is essential for shared growth and we expect it
- Learning is a shared commitment: We are on this evolving journey together

World-Readiness Communication Standards form the core of our work:
- The other Goal Areas are similarly critical and we must weave them into our curriculum
- We must make decisions guided by the right data and research

Members of Stevenson's World Languages-ELL Core Team collaboratively planning a professional development opportunity.

"What do you want your students to learn?"

to communicate

My Journey Following the Path of the World-Readiness Standards

By Andrea Behn

I began my teaching career the same time that the National Standards were released, so I have never known teaching French without them. As a novice teacher, I found that they were sometimes difficult to navigate, but as I grew in the profession those 5 Cs helped me plan and gave me goals to work toward—allowing me to spark an interest in world language learning in my students and lead them to success in the language. Like my teaching practice, the Standards have evolved and they reflect the world we live in, concentrating not only what students should know, but what they can do in a global context.

When I began my current job, the curriculum was heavily based on the Standards and the textbook that was being used. I recognized that my students were in my classes because world languages had traditionally been fun classes, though proficiency in the language was not always the primary goal for them. After several years of building my program and figuring out what I wanted my students to achieve in the program, I couldn't get past the feeling that my students wanted to be more proficient. However, I did not know where to begin to change my practice to get them there. Not only was I facing that challenge, but beyond the classroom, my district began an initiative to encourage our students to become global citizens and I was struggling to implement that as well.

It was around this time that I started my path to National Board Certification and rediscovered the National Standards and ACTFL Proficiency Guidelines. I referenced them daily as I planned the perfect lessons for my portfolio, but sometimes struggled with all of the necessary resources that I felt I needed to reference to create proficiency-based lessons, complete the Board's process, and cover the material I needed to cover.

After I completed my last attempt at National Board Certification, I focused on creating a more proficiency-based classroom at all levels. I spent the summer combing through authentic resources that I had been collecting for years, researching what proficiency-based units of study looked like and how to best assess students' progress toward proficiency. It was then that I discovered the World-Readiness Standards for Learning Languages—an updated version of the original Standards, with the intention to create language proficient college- and career-ready individuals who can communicate and collaborate with those of other cultures.

The World-Readiness Standards combine the best of many documents. They incorporate the 5 Cs from the previous versions of the Standards, but provide us with more detail for each of the Goal Areas. For instance, under Communication, the modes of communication—Interpersonal, Interpretive, and Presentational—are clearly defined with specific language taken from the NCSSFL-ACTFL Can-Do Statements, like *interact*, *negotiate meaning*, *interpret*, *analyze*, *present*, *inform*, *explain*, *persuade*, and *narrate*. Because language from the Can-Do Statements are embedded in the World-Readiness Standards, the document also relates to the ACTFL Proficiency Guidelines. All of this published in one document enables educators, administrators, and curriculum coordinators to use the World-Readiness Standards more effectively for planning units and developing curriculum. Writing essential questions, learning targets, and incorporating "I can" statements are facilitated by these Standards.

This year, my district started an initiative for providing essential questions and "I can" statements to students at the beginning of each lesson. At the beginning of my French IV class, students walk in and see the essential question for the unit, the "I can" statements that we will be focusing on for the period, indicators for how they will know when they achieved their goals, and why it is important. Their first activity is either a formative assessment or introduction to new material, while their lessons include at least one of the modes of communication embedded in culture. At the end of their lesson, students hand in the work they did for the day and a reflection on how they did that day, how they are coming along with the material, their ability to stay in French, or what vocabulary or structures they feel they need to learn to be successful in the unit. This serves two purposes: (1) They show me what they did during the class period; and (2) They demonstrate metacognition, reflecting on their learning and thought process. Educators in our district are also being encouraged to promote critical thinking (Common Core), college- and career-readiness, and 21st century skills, along with continuing to promote global competence through travel, global connections, and the Wisconsin Global Education Achievement Certificate. Planning with the World-Readiness Standards provides me with a document that highlights all of these aspects and ensures my students are ready to be lifelong learners.

Practices in Language Learning to Support Standards-Based Instruction

Last summer, I had the opportunity to attend the Leadership Initiative for Language Learning (LILL) Summer Institute at The Ohio State University in Columbus, OH. More than 100 educators from different states, backgrounds, and languages, spent two days learning about core practices in language learning from Dr. Eileen Glisan, co-author of *Teacher's Handbook: Contextualized Language Instruction*. During the institute, participants deconstructed some core practices that are essential for a beginning teacher to be ready to implement in order to effectively guide language learners, practices that definitely incorporate strategies to help learners use and demonstrate their new language meaningfully. Examples of such core practices are using the target language as the vehicle and content of the instruction, designing and carrying out interactive reading and listening comprehension tasks using authentic resources with appropriate scaffolding, and designing lessons and tasks that have functional goals.

While such core practices are technically not new to world language educators, they do provide us with an approachable set

Interpersonal Communication

NOVICE LOW:

I can answer a few simple questions.

- ☐ I can respond to yes/no questions.
- ☐ I can answer an either/or question.
- ☐ I can respond to who, what, when, where questions.

NOVICE MID:

I can answer a variety of simple questions.

- ☐ I can answer questions about what I like and dislike.
- ☐ I can answer questions about what I am doing and what I did.
- ☐ I can answer questions about where I'm going or where I went.
- ☐ I can answer questions about something I have learned.

I can ask some simple questions.

- ☐ I can ask who, what, when, where questions.
- ☐ I can ask questions about something that I am learning.

NOVICE HIGH:

I can make plans with others.

- ☐ I can accept or reject an invitation to do something or go somewhere.
- ☐ I can invite and make plans with someone to do something or go somewhere.
- ☐ I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.

My students have surprised me; they are so proud of what they can do and they have definite plans to move forward.

of goals and areas of concentration no matter where we are in our teaching career. I find it helpful to choose one or two essential practices to focus on as an individual, with a colleague, or as a department. These are goals and we must remember that goals take time to reach. Start small, take baby steps, and move to becoming a more proficient, proficiency-based educator.

Strategies Which Help Learners Use or Demonstrate their New Language Meaningfully

A strategy that I found to be effective is displaying proficiency level posters in my classroom. I continually have conversations with my students about where they are (Novice Low, Novice Mid, etc.) for each of the modes (Interpersonal, Interpretive, and Presentational). True joy for a world language teacher is having a student finish an assessment and tell her that he used as many transitions and adjectives as he could because he is working hard to move to the Intermediate level of proficiency while in French II!

Another strategy I use to encourage learners to demonstrate their language is LinguaFolio. I have adapted the Wisconsin version and the national version to meet my needs, both as a hard copy and digitally. I frequently ask students to self-assess and we discuss how to increase their proficiency. This tool provides data, which helps me plan and assess my teaching practice, while supplying students with a constant resource that lists what they can do. This does not have to be something that one spends a lot of time on either. Some teachers have students work on it as they have free time, include a portion as part of an assessment, or include one or two items to reflect on as part of a warm-up or exit ticket.

A third strategy I use is having students do a cultural comparison project each semester, similar to and preparing them at all levels for the AP exam. To introduce the project and the concept of culture, I highlight the 3 Ps: products, practices, and perspectives. We discuss how perspectives influence the products and practices of a culture and I model how to investigate, explain, and reflect on those relationships. I frequently tell students that I don't know everything about all cultures and encourage them to use this project to teach me something while using the language in the Cultures standards. Though the introduction is done in English, upper-level students

Presentational Writing

INTERMEDIATE LOW:

I can write about people, activities, events, and experiences.

- ☐ I can describe the physical appearance and personality of a friend or family member.
- ☐ I can write about a school, workplace, famous place, or place I have visited.
- ☐ I can write about a holiday, vacation, or a typical celebration.
- ☐ I can write about something I have learned.
- ☐ I can write about what I plan to do next in my life.

INTERMEDIATE MID:

I can compose communications for public distribution.

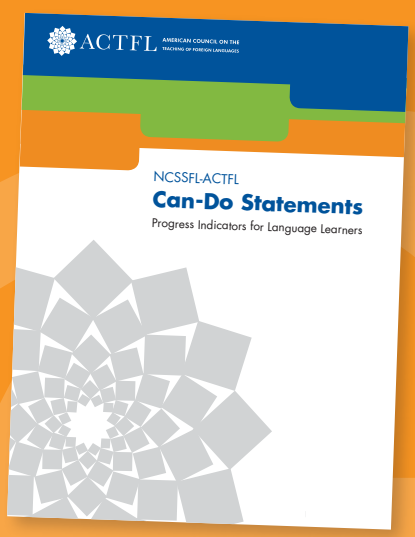
- ☐ I can create a flyer for an upcoming event at my school or at work.
- ☐ I can write a review of a movie, book, play, exhibit, etc.
- ☐ I can post an entry to a blog or a discussion forum.
- ☐ I can compose a simple letter, response, or article for a publication.
- ☐ I can contribute to a school or work publication.

INTERMEDIATE HIGH:

I can write about community topics and events.

- ☐ I can write a simple summary about something I have researched.
- ☐ I can write the content for a multimedia presentation, a handout, a synopsis, etc.
- ☐ I can write the series of steps needed to complete a task, such as for a community event or a fundraiser.
- ☐ I can summarize what has been happening in the community for someone who is new or has been away.

ABOVE: The author focuses on the NCSSFL-ACTFL Can-Do Statements (adapting to her units from examples such as these excerpts).



complete the task in the target language. Novice-level students do the task in English until they can successfully show they can complete it and have more proficiency in the language, though I do require that they incorporate important vocabulary in the target language. For example, if they are comparing school systems, they should have the different terms for schools, grade levels, and teachers. Since implementing this project, I have noticed that my students are much more open to what they see and read in authentic resources, ask thoughtful questions, respectfully discuss cultural differences, and recognize that language is embedded in the culture. The beauty is that culture is never a separate lesson in my classroom; it is the vehicle by which all students learn.

Proficiency levels, Standards, the 3 Ps—these shouldn't be terms reserved for language educators. Share these with your students. Make them part of your units. Discuss them and have students reflect on their own learning. My students have surprised me; they are so proud of what they can do and they have definite plans to move forward.

Redesigning Instruction and Assessment to Reflect the Updated Standards

Many educators are embracing backward design (see *Understanding by Design* by Wiggins & McTighe, 1998) as a means to design instruction and assessment to reflect the updated Standards. My colleagues

and I are implementing goal bubble sheets and real-world, meaningful homework for students. We are finding that they help guide our lesson planning, give the students skills that they can practice and review, and offer a way for students to connect with the global community.

Another change my colleagues and I have been working on is incorporating more proficiency-based lessons that support and prepare students for integrated performance assessments (IPAs). I find the format of IPAs to be logical and helpful in marking progress across proficiency levels. To begin, students practice the Interpretive Mode, either reading (which supports critical thinking through summarizing, making inferences, and finding supporting details), or listening to authentic resources (resources that were created by native speakers for native speakers). The wonderful aspect about authentic resources is that the task can be adapted for different proficiency levels and the resource itself does not change. For Novice levels, students might find cognates and rely more on visuals, while Intermediate levels might rely more on keywords and background knowledge or connections to other subject areas. I'm finding that instead of dreading using authentic resources, my students look forward to the challenge and improvement. Once the students have some background knowledge about the topic, the next step is completing an Interpersonal task. These unscripted conversations encourage students to improve their skills in giving opinions, offering suggestions, and describing events. Additionally, students quickly learn that Interpersonal activities are important because they will always take the information that they exchanged with their partners and reuse it in the next portion, the Presentational Mode. Here students take the information that they gleaned from the Interpretive and Interpersonal and synthesize it to complete a real-world task. By creating IPAs and lessons/activities that prepare students for them, we are providing contextual, focused tasks that give students a purpose for communication.

Are you looking to incorporate practices that reflect the World-Readiness Standards into your practice? I encourage you to do so! It can be intimidating and exhausting to try and incorporate all of these new strategies at the same time, so start small. Choose one thing, practice it, analyze it, and reflect on it. Make changes. Are you ready?

Andrea Behn is a French teacher at Parker High School, Janesville, Wisconsin.

CHECK OUT THESE ONLINE RESOURCES

madameshepard.com
teacherbehn.weebly.com/core-practices.html
tonitheisen.wikispaces.com
www.creativelanguageclass.com

Example of a Proficiency-Based Lesson

In my French IV Honors class, I took the traditional illness and doctor unit and created a unit in which students go beyond the vocabulary and grammar for expressing illness and injury. Students explore brochures and websites from different Francophone countries to determine what people need in emergencies and discuss what they need with classmates. From there, students create an infographic for people to plan for a specific emergency in a specific location. To tie it all together, students create public service announcements to inform people about the issue, what symptoms to look for, and what to do in case of infection.

ESSENTIAL QUESTION	• What does one require to live day-to-day and in emergencies? How do our locations have an impact on this?
GUIDING QUESTIONS	• How does one identify illness/injury and indicate these to others? • How does one prepare for unexpected situations and stay safe? • How does one encourage others to prepare for emergencies and describe how to look for symptoms of diseases?
LEARNING GOALS	• Students will learn to interpret people's symptoms and discuss injuries/illnesses with a partner. • Students will learn how to use information from authentic listening and reading resources to prepare a plan for people in emergency situations, including items they need, places they should go, and for how long. • Students will tell what people should and must do in the case of emergency or illness.
I CAN STATEMENTS	• I can create a plan for survival. • I can ask for and give information. • I can persuade people to become organized. • I can analyze text for information. • I can draw conclusions from written texts and video/listening. • I can report events. • I can talk about illness and injury. • I can identify objects needed for survival in a disaster. • I can tell what people could or should do in certain circumstances. • I can tell people what they must do.

World-Readiness Standards for Learning Languages: Words of Action

By Christina Gilliland

I remember sitting on the floor in our living room watching secret agent Angus MacGyver, protagonist of the 1980s TV show *MacGyver*, get himself out of countless tricky situations with only his wits and a paperclip. I could not wait to see what cool contraption he came up with next to best the bad guys—not to mention he had the best mullet of the decade. It was always impressive to watch MacGyver employ his extensive knowledge to creatively pilot his way in and out of the criminal world. These memories were triggered one afternoon when a guy in the car in front of me looked rather like MacGyver. (Hey, it's Nashville after all and the mullet look is still thriving here.)

After reminiscing about the many antics of MacGyver, my brain began to wander about the numerous ways that this character used his unique set of skills to solve complex problems in resourceful ways. Isn't this what we want our language students to be able to do? We want our students to use their language skills to successfully navigate new situations and be self-reliant. A good language teacher will use the many tools of language learning to design dynamic lessons in order to prepare students to be successful with language in the real world. Much like MacGyver's paperclip, the World-Readiness Standards for Learning Languages is a tool that can help teachers create an action plan for language learners to reach their communication goals.

Authors Helena Curtain and Carol Ann Dahlberg state in their book, *Languages and Learners: Making the Match* (2015), that "one of the important features of the World-Readiness Standards for Language Learning is their emphasis on working toward a goal, and focusing on the 'big picture'—or the 'big idea'" (p. 36). The big idea of each of the 5 Cs requires action—getting the students to use language for a meaningful purpose. One of the marked differences between the World-Readiness Standards for Learning Languages and the previous version is the verbs. For example, Standard 2.1 of the previous version of the Cultures Goal Two states:

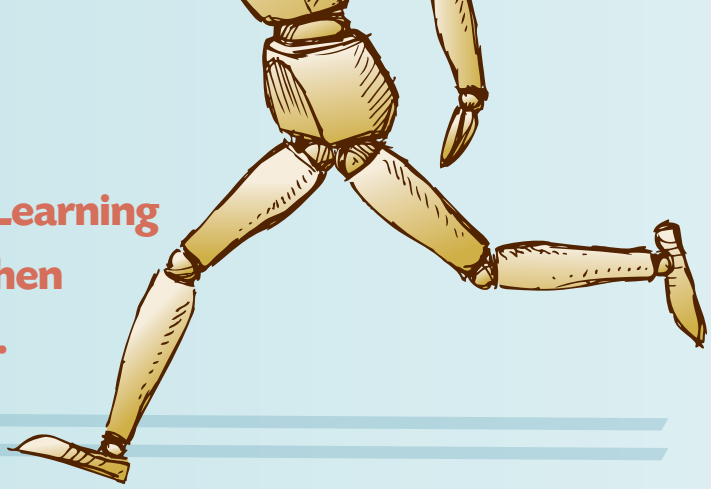
> Students *demonstrate* an understanding of the relationship between the practices and perspectives of the culture studied.

The revised World-Readiness Standards for Learning Languages version gives further guidance as to what students should be able to **do**:

> Learners use the language to *investigate*, *explain*, and *reflect* on the relationship between the practices and the perspectives of the cultures studied.

While the difference may seem slight, it is actually quite significant. Students are now expected to use the language for a meaningful purpose. The goal is not for students to merely communicate with language but to use language as a tool to dig deeper into the practices and perspectives of the culture.

Language classrooms are self-contained laboratories for learning where learners can



If the World-Readiness Standards for Learning Languages are the brain of the body, then performance assessments are the legs.

experiment and practice. The best language classrooms create an environment for purposeful language practice every day. For example, teachers can put the Standards into action by creating stations where students experience authentic materials and practice language in small groups. One of our district's middle school teachers, Ben Poore, makes the Standards come alive by using stations as a way to reinforce a classroom culture of routine target language use. Students rotate through various activities meant to reinforce the day's learning target. Poore stations himself in a semi-circle of desks where students interact with him. He helps his Novice-level students work through the challenge of negotiating meaning and he can differentiate his communication, targeting exactly what each learner needs to improve. The great advantage of stations is that they allow a student to work on building the language skill that he or she is lacking, rather than completing one homogenous assignment given to the entire class that may not address his or her specific deficit skill. Because the teacher can give individual attention and feedback, Poore's students leave his station satisfied and exhilarated that they can actually "do this Spanish stuff."

Next year, our district will use the ACTFL Assessment of Performance toward Proficiency (AAPPL) as an external measure of our progress toward preparing students for real-world language use. The AAPPL will also inform classroom instruction in the areas of the three modes of communication as outlined in Goal One of the World-Readiness Standards for Learning Languages. In preparation for the AAPPL, we have been working with Thomas Sauer for the past year to build our understanding of proficiency, specifically how to achieve proficiency through the use of performance assessments. Performance assessments have the power to transform learners from those that learn about language to those that learn to use the language to accomplish real-life tasks because good performance assessments are the World-Readiness Standards in action.

If the World-Readiness Standards for Learning Languages are the brain of the body, then performance assessments are the legs. Performance assessments prepare students to do a specific task that has relevance in the real world. Teachers design activities that help students accumulate the language skills they need to accomplish tasks for the performance assessment. The trick is to choose or design a performance assessment that has a real-world application. Students can be more motivated to learn when they know the goal and see the value in preparing for a task that they will be able to use outside the classroom. Using the principles of backward design, teachers should ask themselves a few important questions when preparing students for a performance assessment. Here are a few guiding questions that Sauer shared with our district to help teachers create effective performance assessments along with a sample Novice performance assessment to practice World-Readiness Standards for Learning Languages Standard 5.1. The School and Global Communities Standard states:

> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

1. Choose or design the appropriate performance assessment for the unit or lesson goals. In the end, what do you want the student to be able to do with language?

Sample Performance Assessment
Unit Theme: How can I be helpful in my family and community?
Your grandmother is unable to drive, but needs to pick up a few items around town. Since you are still working to buy a car you cannot take her. You send a request for an Uber driver to pick her up and drive her to the various shops she needs to go to. The driver pulls up, your grandmother gets in, and off they go. Several minutes later you get a phone call from your grandmother. She says the driver doesn't speak English and she needs you to tell the Spanish-speaking driver which shops she needs to go to. Fortunately, your grandmother left her list on the kitchen table. Use the items on the list to determine which stores you should tell the Uber driver to visit. Be sure to share any details that might be helpful.

2. Break the goal down into student-friendly learning targets. The NCSSFL-ACTFL Can-Do Statements are a great model for creating learning targets. What are the mini-goals that a student will have to accomplish before tackling the performance assessment?

Sample Learning Targets
I can look at authentic store advertisements to determine what kind of items can be found inside. *Interpretive Reading*
I can determine where to go to get the items on my partner's shopping list. *Interpretive Listening/Reading*
I can ask my classmate what his or her favorite shop is in the city and what he or she buys there as well as answer when asked about my own preferences. *Interpersonal Communication*
I can present information regarding my classmate's favorite shops and what he or she can buy there. Presentational Speaking

3. Specify how the teacher will determine that the learning target is met by establishing a check for understanding. How will the student show you what they can do in preparation for the performance assessment?

Sample Learning Targets	Sample Checks for Understanding
I can look at authentic store advertisements to determine what kind of items can be found inside. *Interpretive Reading*	Students complete a graphic organizer by circling only the items that belong in each shop.
I can determine where to go to get the items on my partner's shopping list. *Interpretive Listening/Reading*	Student A will list several items found in the shop to tell Student B. Student B will draw a picture of a shop that has all of the listed items.
I can ask my classmate what his or her favorite shop is in the city and what he or she buys there as well as answer when asked about my own preferences. *Interpersonal Communication*	Students will obtain signatures on a bingo card of a classmate that prefers that particular shop and ask each classmate what his or her favorite item is there.
I can present information regarding my classmates' favorite shops and what they buy there. *Presentational Speaking*	Students fill out a graphic organizer as other students share information about classmates in order to complete a top 10 ranking of the class's favorite shops.

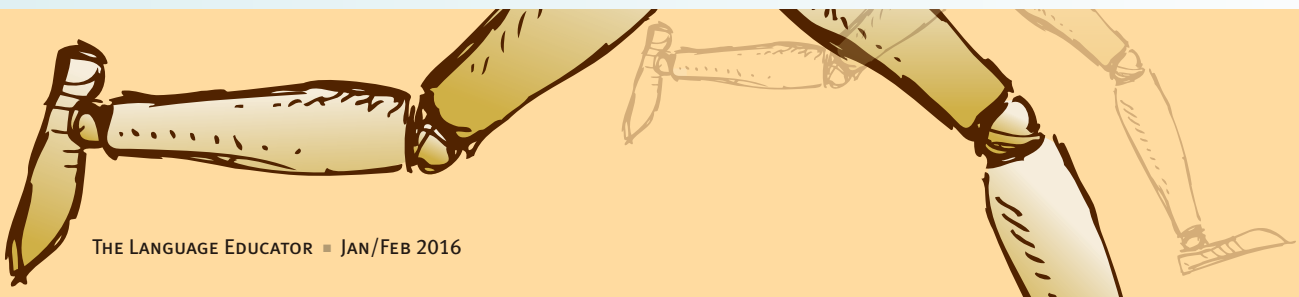
By giving students a road map of where the teacher is leading them, they are more likely to see the point of the journey and go along willingly.

It is important to note that students greatly benefit from seeing the performance assessment, the learning targets, and the rubric used for grading at the very beginning of the unit. The rubric tells students exactly what you will be looking for—no surprises. The students can use the learning targets or Can-Do Statements to self-monitor their own progress through the task. Giving students this information ahead of time will likely cut down on the "Is this for a grade?" kind of questions. The beauty of planning instruction this way is that the teacher is taking the mystery out of learning a language. By giving students a road map of where the teacher is leading them, they are more likely to see the point of the journey and go along willingly.

Once the performance assessment is complete, the learning does not stop there. In fact, some experts would argue that one of the most effective strategies to improve learning is to give the students feedback regarding their performances. John Hattie in his book, *Visible Learning for Teachers: Maximizing Impact on Learning* (2012), states that giving students specific feedback about what they did and did not do is one of the most significant ways to positively affect student growth. Students need help identifying when they are on target and what adjustments should be made to future performances. The feedback is most powerful when the teacher can refer back to the original performance goal and discuss what he or she needs to do to improve his or her future performance. During the feedback sessions, the teacher should continually keep the goal of the performance assessment in focus so the student and the teacher know when the goal is achieved. Grant Wiggins affirms in his book, *Educative Assessments: Designing Assessments to Inform and Improve Student Performance* (1998), that "students must have routine access to the criteria and standards for the task they need to master; they must have feedback in their attempts to master those tasks . . . Excellence is attained by such cycles of model–practice–perform–feedback–perform" (p. 64). Many performances over time and specific feedback regarding those performances will fulfill the goals of the World-Readiness Standards for Learning Languages.

As demonstrated in the examples above, the World-Readiness Standards for Learning Languages have the potential to have a great impact on planning for language instruction, classroom practices, assessment, and student growth. The new Standards reflect the changing mindset of language instruction to one that prepares students for success in the real world. Whether in work, play, or international espionage, the World-Readiness Standards for Learning Languages help teachers equip each student with the skills and confidence to use language in real-world situations. We can't wait to see what this new generation of learners uses their language tools to create next. No mullets required.

Christi Gilliland is the World Language Curriculum Specialist for Williamson County Schools in Franklin, Tennessee.



Changing Evidence of Learning: Redesigning Instruction Through the World-Readiness Standards

By Rachel Gressel

> World-Readiness Standards for Learning Languages state, "regardless of reason [for studying], languages have something to offer everyone."

When I started teaching in 1999, I often heard, "Why are we learning Spanish? Why doesn't everyone just learn English?" Students have not asked me those questions in years. Today's learners have so many options as to which languages they will study. Each may have a different reason for studying languages, but as the World-Readiness Standards for Learning Languages state, "regardless of reason, languages have something to offer everyone." This means that as language educators, we need to ensure we are redesigning instruction and assessment so that we are reaching out to students learning a heritage language, students wanting to travel, students wanting to learn for business, for communicative purposes, or for making connections, and more.

I have a vivid memory of learning the irregular preterite verbs from my AMSCO Spanish workbook during my freshman year of high school. I sat on my bedroom floor with my back against my bed, legs spread out across my grey carpet. I repeated to myself, "Andar goes to anduv. Poner goes to pus. Poder goes to pud." Then, I remember repeating "e, iste, o, imos, skip vosotros, ieron." After about 15 minutes of repetition, I had the verbs down cold. Two weeks later, my friend Kristin needed to memorize the verbs. I used the same strategy to help her; I went to her house and we repeated the verbs. The next day, I quizzed her. She couldn't remember any of the verbs. Why was she forgetting them? Why was she wasting my time? It was as though

we had never practiced them at all. Kristin ended up taking Spanish for 2 years, then moving on to other electives.

I became a Spanish teacher for many reasons. One of the major reasons is because I excelled in Spanish and I was a good student. The memory of teaching myself the irregular preterite on my bedroom floor is one that makes me smile. When Kristin thinks of me quizzing her and her struggling to remember the irregular preterite, I don't think she has that same feeling. I think about how my current district has 16 sections of beginning Spanish comprised mostly of freshman students. By the time these students are enrolled in a class senior year, there are usually only about seven sections of Spanish. We have lost over half of our pool of language learners due to attrition. Teaching grammar in isolation does not make our students world ready. The World-Readiness Standards are designed to provide global competence for all students. Getting them to the Novice level of proficiency is not enough. That means we have to vary our approach in order to reach all of our learners.

I have been out of the classroom for a little over 3 years now, serving as the World Languages Department chair at a school that offers eight different languages. My school is one school district with Grades 9–12. My favorite thing to do is to observe in classes where I don't know the language. Based on my language background, I can usually adapt quickly in an American Sign Language, French, German, or Hebrew class. The students always think I am proficient in every language we offer, and I am happy to keep up the charade. However, if I am observing a Chinese or Japanese class, I am out of my element. I can figure out what is going on because I know what teaching looks like and I know what language learning looks like. Although when the teachers and students are speaking in Chinese and Japanese, 90% of the time I can't understand what is being said, I can read gestures and body language, follow visual cues, and pick up on routines. But I like to sit back and look around, letting the language wash over me. Students are asking questions of one another, interpreting short texts, comparing and contrasting daily routines, presenting their research to one another. These students have a language skill I do not have. They can communicate with so many people in so many situations that they will have many doors open up for them.

Teaching to the World-Readiness Standards means there is direct instruction on learning strategies. Students need to be encouraged to be fearless and speak in the language they are learning. They need to feel safe to make mistakes in the classroom or they never will feel comfortable speaking in a real-world situation. I was observing in a Spanish II class recently. The teacher said to the students, "Everyone speak Spanish, no extra chatter. If someone doesn't know, let them struggle like a little kid does. You tell the kid to get a spoon, he comes back with a sock. He can't eat his soup. He learns how to get the spoon."

Teachers must in fact encourage mistakes. That same teacher said to the students, "Go ahead, ask the question. It's OK. Don't be nervous. We're all learning together." Students repeat memorized phrases to one another that had been reinforced the previous day, including: "It is similar to . . .", "It is used to. . .", or "You find it in . . ." Students use cues to move the conversation forward, such as "I agree with you because . . .", "I disagree because . . .", "In my opinion . . .", and "I don't understand. Can you explain in other words?" The World-Readiness Standards outline the need to learn strategies to bridge communication gaps, including circumlocution, deriving meaning, interpreting, inferring, reflecting, and predicting. The energy level in that class is high. Students are excited to create with the language.

Redesigning instruction and assessment is hard work. The World-Readiness Standards contain powerful information about performance and proficiency to help ensure that students become better communicators. There are Standards for Communication, Cultures, Connections, Comparisons, and Communities. We can make direct correlations to Common Core, to disciplinary literacy, and to teacher evaluation frameworks. But there is no silver bullet where we can be handed a curriculum saying teach these skills in this sequence in Spanish I. Use these authentic resources and infographics. Incorporate these technologies.

Fifteen years ago, I worked for a school district where our curriculum was not aligned. There were eight different teachers teaching Spanish II in eight different ways, preparing students differently for Spanish III. In order to get the teachers on the same page, our director purchased a new textbook series. We were all required to use materials only from the textbook for the first year after adoption. Once we began to incorporate other materials, every teacher had to use them. In this way, the curriculum became common to all members of the department.

This textbook-based strategy will not work as we redesign instruction and assessment to incorporate the World-Readiness Standards, as the document states: "The standards have been written to suggest that the goals of language learning cannot be divided into a set of sequenced steps . . . differences in cognitive development, maturity, and interests will determine the pace at which learners make progress."

Textbooks do not always take into account the needs of our heritage learners, do not always include authentic and timely materials, and do not always allow for a shift from teacher-directed to student-directed course of study, based on students' personal interests. In order to create a curriculum that will help students be college-, career-, and world-ready, that curriculum design needs to shift from planning for the four skills (reading, writing, speaking, listening) to the three modes of communication (Interpretive, Interpersonal, Presentational). The new edition of World-Readiness Standards allows for real-world applications; thinking of languages as world languages instead of foreign languages. The World-Readiness Standards help guide teachers to create a framework for "knowing how, when, and why to say what to whom" rather than just knowing how to say what (using grammar and vocabulary in isolation).

Change is hard. However, these shifts in strategies will pay off in ways both great and small. One of the teachers at my school attended a transformative workshop this past summer put on by

Students told the teacher that instead of listening to 20 different presentations, they felt empowered presenting to a partner, and then learning from a partner.

our state organization. TALL-IL (Training for the Assessment of Language Learning in Illinois) is a joint project by Illinois Council on the Teaching of Foreign Languages (ICTFL) and ACTFL, which takes teachers through the implementation of Standards-based unit design through a focus on performance assessments. This teacher was able to collaborate with other language educators to explore a unit via *Understanding by Design* (Wiggins & McTighe, 1998) which challenged the more traditional ways he had taught in the past (with vocabulary and grammar in isolation).

This teacher is a singleton, meaning he is the only teacher of his language. He is 20 years into his teaching career, so he refers to this year as his "mid-life teaching crisis." He has changed his gradebook to include only Interpretive, Interpersonal, and Presentational categories and he is modifying his assessments and projects so that all are directly connected to the modes of communication. He has discovered infographics. During his formal 2-day observation, he had students work together to interpret infographics of ***shinkansen***, the high speed trains in Japan. Students in Level III spoke entirely in Japanese. The engaging level of the infographic allowed for differentiated conversations; each learner was able to enter the dialogue at a level where he or she felt comfortable. Students created questions about the infographic and passed the questions to different groups, then they worked together to interpret the infographic and solve the questions the other groups posed to them. As they left class, students stopped the teacher to tell him that they had fun with the infographic.

A few weeks previously, this teacher had spun a traditional research project on its head. Students researched a region in Japan and presented information to their partner. They needed to focus on their questioning techniques, on their ability to clarify, and on their ability to negotiate meaning with one another. Students told the teacher that instead of listening to 20 different presentations, they felt empowered presenting to a partner, and then learning from a partner. They were able to learn more in depth about regions of Japan. As the presenter, they felt more accountable to their partner, knowing they really had to make sure they understood the project. As the listener, they felt more engaged, knowing they had to follow up, ask questions, and clarify their understanding.

With the World-Readiness Standards for Learning Languages, more emphasis is placed on assessment than has been in the past. As the Standards are tied to Performance Descriptors and Progress Indicators, both students and teachers need to know how well learners are able to use the language. Instructors need to create scaffolded tasks based on what students can do with the language; they need formative assessment checks in order to do this. There are several assessments that are built on frameworks grounded on the World-Readiness Standards, such as integrated performance assessments (IPAs), the Advanced Placement (AP) exams, and the ACTFL Assessment of Performance towards Proficiency in Languages (AAPPL). However, there are many ways to tie in more formative assessment as well; our interpretation of formative assessment in the language classroom continues to evolve. When I began evaluating language teachers a few years ago, they would tell me on their pre-observation planning forms that they were going to formatively assess by checking entrance and exit slips, homework, and look at the quizzes later in the week. While some of these strategies are still used today, we hear a lot of talk about assessment being used as a checkup rather than a postmortem; but we need to know today, in the moment, how students are doing with what they are learning. If they are struggling, educators need to be able to check in and reteach to reach all learners.

There are countless ways to insert learning checks and formative assessments into the language classroom on a daily basis. Technology makes this very possible. Currently, my district is phasing in a 1:1 initiative with Google Chromebooks, so our freshmen and sophomores all have devices. Some of the tools that our language teachers have found successful include Kahoot, PollEverywhere, GoSoapbox, Google Forms, Socrative, Peardeck, Today's Meet, and Quizlet. It does not really matter which tool is used. The point is that teachers are able to systematically diagnose how much a student has understood, how well a student can interpret, and how a learner can perform in a controlled environment, so they can modify instruction accordingly. I have observed teachers that do the same thing without technology just as effectively. They have students hold up answers

on whiteboards or hold their thumbs up/down/to the side. Students snap their fingers if they think the answer is A and clap their hands if they think the answer is B. Students rate themselves on a post-it on the corner of their desk or display a colored cup (red=stop and help; yellow=still thinking; green=go ahead). Students compose a Facebook status, tweet, or #hashtag of the most important point from class that day. Teachers can use this information and modify instruction instantly. These learning checks are usually most effective when pre-planned and varied.

Students should play an active role in the path toward world readiness by self-assessing. It is important that students understand what they need to know and be able to do, what they actually can do, and how they can fill in that gap. When working with students to self-assess, another powerful tool is the NCSSFL-ACTFL Can-Do Statements. When students see that the next step in the language acquisition process is not to perfectly form complex sentences with the imperfect subjunctive and the conditional, but instead to ask for and provide information about a hobby or a lifestyle, such as sports, language learning becomes more manageable.

Instead of telling the teacher "I don't get this," the Can-Do Statements can help students express that "I can introduce myself but I keep struggling and I can't introduce someone else." Linking the formative assessment and learning checks explicitly to the Can-Do Statements (or daily learning objectives) will make the connection clearer for students. "I got #1 and #2 right on the GoSoapbox assessment, so I know that I can introduce myself. I got #3 and #4 wrong on the assessment, which is how I know that I need help introducing someone else."

Teaching to the World-Readiness Standards means assessing performance and proficiency. Rubrics are an important part of the assessment equation, especially in today's climate where student growth is a part of many teachers' evaluations. I have spent 4 days this year designing common rubrics with five members of our department. To begin, we focused on interpersonal rubrics, as we felt this is an area that requires lifting up in our department. As a district, we need to build capacity of what an effective interpersonal task looks like. We have begun to create tasks together that can transcend languages. We examined rubrics from ***Implementing Integrated Performance Assessment*** by Bonnie Adair-Hauck, Eileen Glisan, and Francis Troyan (2013; see p. 58), from ***The Keys to Assessing Language Performance*** by Paul Sandrock (2010; see p. 54), and by many of the documents by the Ohio Foreign Language Association (OFLA).

We decided that we wanted to create living rubrics on Google Docs that had links for both students and teachers. These rubrics have instructions for teacher use, strategies for students to advance from one performance level to the next, and an ability to cut and paste performance levels based on student level, from Novice Low through Advanced Low. We are still in our planning stages, talking through the various components in the rubrics, discussing what this will look like in different languages, and debating how to transfer this into a Student Learning Objective for the state.

We do struggle to find the time to come together and we hesitate to implement something new in our classrooms before it is tried, tested, and considered more polished and ready. We are piloting our rubrics department-wide during this semester and reviewing them over the summer. Our Interpersonal Communication rubric has three categories, which include Language Function and Structure, Interaction, and Comprehensibility. The rubric is written in student-friendly, "I can" statements. Our strategies for students include links to programs like WeSpeke, where students can practice their language online for free, or to Quizlet, with explanations of how each type of activity (Cards, Learn, Speller, Race, Scatter, Test) will help them reach their target. Moving forward, we plan on having district-wide Interpersonal and Presentational rubrics so that we can focus on incorporating IPAs into our curricula.

In our district, we are fortunate to have the support of our administration in making shifts that are aligned with the World-Readiness Standards. The challenge is to align these shifts to district and state initiatives that are not specific to world languages, so that all change is as meaningful as we can make it for our language learners. When working with Student Learning Objectives for the state, we will tie in our common rubrics. When working with student discussion techniques for the district, we will hone in on Interpersonal Communication. When focusing in on increasing access to AP classes for all students, we will work to align our course sequence beginning at the lower levels. In the conclusion of the World-Readiness Standards, it states that they have had a transformative impact on language learning. In our district, this has certainly proven to be true. We are moving away from teaching grammar in isolation (such as lists of irregular preterite verbs), towards a more integrated approach. At the end of 2015, for the first time, we administered the AAPPL to 500 incoming freshmen to best place them in language classes for next year. In previous years, we used a multiple-choice vocabulary and grammar test to decide if someone is ready for French I or French II.

We need to empower our students. By providing rich curricular experiences with real-world applications, we ensure that "students are not just college-and career-ready, but are also world-ready." By focusing on language learning strategies, using formative assessment techniques to modify instruction in the moment, and viewing rubrics as living documents, teachers will take great strides forward in making the learning process more transparent to learners. I know that my colleagues and I have a long road ahead of us and that much work is still in store, but I look forward to a day where our curriculum, instruction, and assessment will entice more of our students to remain in our program for its full duration. Looking back at the progress made since my high school years and since the beginning of my teaching career, I can see how far I have come and I have great hope for the future.

Remember my friend Kristin? I'm hoping that she will let me try again with her, if I promise not to drill her on all of the verb endings.

Rachel Gressel is the Department Chair of World Languages/Bilingual Education at Evanston Township High School, Evanston, Illinois.

Putting the "I" in IPA

By Kate Falvey

What is IPA? To the average person, hearing talk of an IPA might mean a beer (aka, India Pale Ale), but to language educators today, the IPA—or integrated performance assessment—is becoming the preferred method of assessing students' proficiency in world languages. I have been dabbling with what I thought was an IPA for a while now, but I have since learned that I was forgetting something very important: the "**I**"

How Did I Forget the "I"?

At the start of this process, I was very proud of myself for implementing some creative and culture-filled ways to assess my students. They really *use* the language in these assessments. After reading books in the *Keys* series from ACTFL (see p. 54), attending sessions at conferences, and working through the World-Readiness Standards for Learning Languages, I thought: "If I change my assessments to involve the three modes of communication, the students will really be using the language. Instead of just conjugating verbs out of context, memorizing dialogues that are odd and uncomfortable, and completing rote, mechanical vocabulary tests (e.g., *What is the English definition for "das Haus"?*), the students will be speaking and writing and interpreting authentic materials. My colleagues and I worked very hard to create authentic situations, find authentic materials, and write valid rubrics that aligned with the ACTFL Proficiency Guidelines. This takes a lot of thought and a lot of planning. We worked together to create three-mode assessments and we had some hits and some really big misses. But we persevered!

So here is what I did: I started with greetings. Like all languages, greetings in German can vary based on where you live and whether you have a dialect influencing your region. That is easy . . . you say "Guten Tag" all over Germany, "moin moin" in the North, and "Grüß dich" in Bavaria/Austria. But how do German-speaking people greet one another? That is equally important to know. Knowing the "how" will be especially valuable to the students when they actually travel to a German-speaking country.

To complete this interpersonal assessment, the students were asked to get into pairs and greet each other. They were also told that they were from a certain area of Germany or another German-speaking country. As I monitored the pairs, not only was I listening to their words, but I was also watching their behavior. Did they shake hands correctly? Did they do the cheek-kiss? Did they ask and answer the right questions? If there was a formal vs. informal piece, did they execute that in a culturally correct manner as well?

The outcome was great. The students were excited to get up and move around, I was happy to see them using the language, and the non-verbal piece was just the icing on the cake. This was also after only 2 weeks of instruction.

You may be thinking that this sounds like a pretty good performance assessment. Well, it is—but it is not in fact an IPA. Alas, I had forgotten the big element: the "I". In order to successfully implement an **I**PA, you need to create one assessment that will incorporate each of the modes: Interpersonal, Interpretive, and Presentational. I had only assessed the Interpersonal Mode here. And to be fully effective pedagogically, you need to incorporate culture as well. Although I had not forgotten the culture piece, I did not assess all three modes in one integrated performance assessment.

How Would I Modify my Interpersonal Greetings Assessment?

GERMAN: NOVICE LOW/NOVICE MID LEVEL
Theme: Greetings

Standards Addressed:
Interpersonal Communication
Interpretive Communication
Presentational Communication
Relating Cultural Practices to Perspectives
Language and Cultural Comparisons
School and Global Communities

You and your friends are shopping in streets of Köln. What would you say to people if you were to greet them on the street?

Your interpretive task is to watch the YouTube video from *Easy German:* Lesson 1 "Hallo!" Make note of the greetings that the people are using and if (or how) the students' language changes if they greet someone who is older than they are. Also make note of any regional greetings said in the course of the on-street interviews. This is a multiple-choice worksheet.

Your interpersonal task is to recreate the scene on the street. You and several other students will be in a group and randomly "run into" one another. Each student will be given a pre-determined age and home city. What greetings would you use? How would you behave?

Your presentational task is to copy a list of the different greetings and place them in the country or region they are used.

Here, the three modes of assessment have been integrated into one big concept: How do people in German-speaking countries greet one another? Since my interpersonal assessment was such a big hit, I wanted to keep doing it, but I had to take the next step to make an ***integrated*** performance assessment. I now know that I have to go back and rework all of my disconnected interpersonal, interpretive, and presentational assessments in order to integrate them. The integration process will (hopefully) not be difficult since I already assess all three modes in each unit, but I do need to figure out how they all interconnect and how the students can show evidence of the new World-Readiness Standards within them.

What Do the Students Need to Know and Understand If They Are to Do This?

Overall, I would say the most valuable lesson that I have learned through this process was to shift my thinking when I create assessments. The end comes first. This point was reinforced to me at the Leadership Initiative for Language Learning (LILL) Summer Institute in 2015. What do I want my students to be able to ***do*** with the language at the end of this unit? This is probably the most important question teachers should be asking themselves when they design lesson/unit plans.

For example, if the interpretive task in my IPA asks my students to read and execute a recipe in German, then somewhere along the way we had better practice reading some recipes first. The students also need to practice the cooking vocabulary and learn how to convert Celsius and metric measurements. This might also be an additional cultural piece, as well as a "Connections to Other Disciplines" piece because we are using math in German class.

Why Should All Language Teachers Use the IPA?

The IPA takes away the guesswork. The best part of using the IPA is that not only do students use "real" language in "real" situations, but teachers also receive better data regarding what their students can do with the language. In the age of standardized tests and Common Core, using the IPA in order to get an informed read on your students' abilities is more important than ever. The IPA provides a method in which teachers can easily document proficiency data to share with students, parents, and administrators.

My final advice is this: Start slowly, know your support resources, and ask questions. The collaboration piece within our department has been vital to my development as an IPA implementer. I am still in the early stages of embracing this method, so having a support system is essential to my growth. Visit the ACTFL website (***www.actfl.org***) for assistance; ***The Keys series*** and ***Implementing Integrated Performance Assessment*** are both extremely helpful resources. Make it a goal to take one unit this year and start with the end. Design your IPA, then go back to pick it apart and determine what your students will need from you in order to be successful.

Kate Falvey is a German Teacher at Hutchinson High School, Hutchinson, Minnesota.

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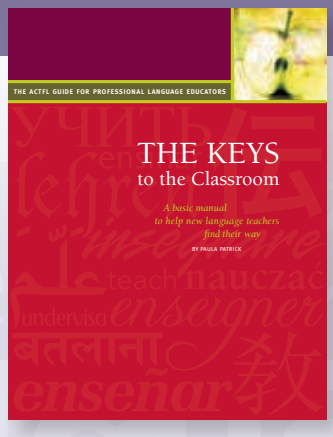

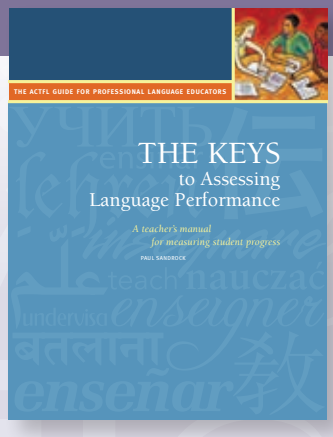

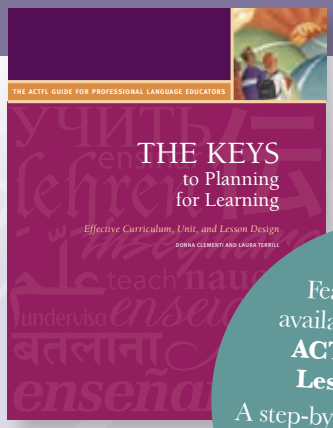

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So You Say

Reader responses to issues in language learning

Q: How are you redesigning your instruction and assessment to reflect the updated World-Readiness Standards for Learning Languages? Tell us about a time when your learners combined their development, practice, or assessment of Communication with engaging content of Cultures, Connections, Comparisons, or Communities.

This past year, teachers in New Haven Public Schools rewrote our Level III curriculum with the refreshed World-Readiness Standards. One of the new units introduces students to "Health Issues" in the target culture. For example, students will study diabetes in Spanish classes and pollution-related cancer in Chinese classes. They will investigate the causes and symptoms of the health issue and discuss lifestyle implications and necessary precautions. They will write arguments using evidence from authentic target language sources (newscasts, articles, infographics, etc.). As assessments, students participate in a "scaffolded debate" (some preparation allowed) and prepare a public service announcement (PSA) about the health issue they have studied. This unit also encourages students to think about how their work could be used in the larger community (brochure or PSA) and asks teachers to consider bringing in target language speakers from the community to discuss the topic with students.

Jessica Haxhi
New Haven Public Schools, New Haven, CT

Offer Your Views in *So You Say*

MAR/APR

Q: What strategies for evaluation or feedback provide learners with guidance to improve their performance? Share your most effective strategy for assessing the modes of communication, measuring growth in language proficiency, or demonstrating development of interculturality (the ability to negotiate between two cultures).

To offer your views on the topic, go to ***www.actfl.org/publications/all/the-language-educator/so-you-say***.

We are developing assessments that require students to use cultural knowledge acquired during interpretive mode activities in their presentational mode assessments. Students typically complete 3–4 interpretive activities in a mini-unit, a combination of readings and videos, designed using the ACTFL Unit Design Template (***www.actfl.org/publications/books-and-brochures/the-keys-planning-learning***). During whole class discussion of the authentic materials, students note key words and/or phrases in the target language directly on their activity handout, which they later use as resources for their presentational assessment. This process helps students in the middle grades see the clear connection between the open-ended prompt and the cultural exploration previously completed, and invites students to say as much as they can about what they learned.

Dawn Carney
Public Schools of Brookline Sperber Education Center, Brookline, MA

Last year, I wondered what would happen if my junior and senior-level students interviewed local Spanish-speaking individuals and asked them about specific topics related to our courses. I required each student to interview two different people and record the dialogue as part of their final grade. So far, from the results of their conversations, I have noticed that learners: (1) use Spanish beyond the classroom with individuals who live, work, and study in our local community; (2) compare their language with other tongues as they construct and then ask appropriate questions of their interviewees; (3) connect with people who have diverse perspectives on the topics related to the course; (4) relate cultural practices to perspectives as they speak face-to-face with their collaborator from the target culture; and (5) improve their interpersonal communication skills as they negotiate meaning with their partner and clarify what they hear.

Grant Moss, Spanish
Pittsburg State University, Pittsburg, KS

Legislative *Look*

National, State, and Local News on Policy and Legislation

New Version of Elementary and Secondary Education Act Signed Into Law

The Every Student Succeeds Act (ESSA) was passed by the House of Representatives on December 3, was passed by the Senate on December 9, and was signed by President Obama on December 10. The new law replaces No Child Left Behind (NCLB)—which was passed in 2002 and officially expired in 2007—as the newest version of the 1965 Elementary and Secondary Education Act, an overarching law that defines federal involvement in K–12 education.

After many years of no progress on an overhaul, large majorities of both Republicans and Democrats in the House supported the bill to reauthorize federal K–12 education programs. It was the product of a joint House–Senate panel that ironed out differences between versions of the bill passed by each chamber earlier in 2015. The bill includes many of the key reforms the Administration has called on Congress to enact and encouraged states and districts to adopt, in exchange for waivers offering relief from some of the provisions of NCLB.

The ESSA will:

- put more control of education back into the hands of states and school districts;
- end the one-size-fits-all scoring system known as "Adequate Yearly Progress";
- give more flexibility to school districts in how they use federal dollars to educate students and enable states to determine how to measure student achievement and school performance;
- allow states and districts to determine which assessments and curricula work best for students and their teachers;
- prohibit the federal government from requiring states to adopt Common Core; and
- help identify schools that are underperforming and determine what needs to be done to get them back on track.

The ESSA includes foreign language learning as a subject area under a new well-rounded grant program, which means that language programs should be available for grants. The legislation also includes a section titled, "Native American and Alaska Native Language Immersion Schools and Programs," which would establish a grant program to support schools that use Native American and Alaska Native languages as the primary language of instruction.

When he signed the ESSA, President Obama remarked, "This is a big step in the right direction, a true bipartisan effort, a reminder of what can be done when people enter into these issues in a spirit of listening and compromise. But, of course, now the hard work begins. Laws are only as good as the implementation. That means that we're going to have to be engaging with schools and communities all across the country, educators, school leaders, families, students, elected officials, community leaders, philanthropies—all to make the promise of this law reality."

A fact sheet from the Department of Education is available at ***tinyurl.com/essa-fact-sheet***. View the ESSA at ***tinyurl.com/essa-full-text***.

See You at 2016 Language Advocacy Days February 25–26, 2016

Join colleagues from around the country to advocate for language on Capitol Hill, at the Department of Education, and the White House. The JNCL-NCLIS 2016 Language Advocacy Days will be held **February 25–26, 2016**, at the Hyatt Regency on Capitol Hill. Please note that this timing has changed from early May in order to better align advocacy efforts with the Congressional calendar.

Language advocates representing member organizations of JNCL-NCLIS will meet in Washington, D.C. to visit their Members of Congress, demonstrate the impact of their own work in language, and discuss the overall importance of world languages to the nation's well-being.

Be sure to book your stay at the Hyatt Regency Washington on Capitol Hill here: ***https://aws.passkey.com/g/51371504***. Don't miss the opportunity to influence national policy and network with other advocates. For more information, contact Maria Pulcini at *mpulcini@languagepolicy.org*.

More Than $4.4 Million in Grants for Fulbright-Hays Awarded

The U.S. Department of Education recently announced the awarding of 59 new grants—totaling more than $4.4 million—under two Fulbright-Hays international education programs to institutions and organizations in 34 states, Puerto Rico, and the District of Columbia:

- $1.43 million for 17 new grants to institutions and organizations in 12 states, Puerto Rico, and the District of Columbia for Group Projects Abroad (GPA) short-term projects; and
- $3 million to 42 institutions of higher education in 22 states and the District of Columbia for Doctoral Dissertation Research Abroad (DDRA) projects.

The GPA short-term projects support overseas training, research and curriculum development in modern foreign languages and area studies for groups of teachers, students, and faculty who return to the United States to share their new global learning with their students and fellow educators.

At the 42 institutions receiving DDRA grants, 86 individual fellowships are being awarded to doctoral students to conduct research in modern foreign languages and area studies in other countries for periods of 6–12 months. The goal of these grants is to deepen knowledge of areas of the world not generally included in U.S. educational programs and to build a cadre of students, educators, and other professionals with deep global expertise.

This year, both competitions invited applications from minority-serving institutions, community colleges, and, in the case of DDRA, other institutions that promote the participation of students from minority and less-advantaged backgrounds. Competitive preference was given to projects that focus on Sub-Saharan Africa, South Asia, and Southeast Asia, and both programs encouraged applications that focus on one of 78 less commonly taught languages.

In addition to these new grants, the Department also awarded $1.9 million for 11 continuation grants for GPA long-term projects, which provide advanced intensive language training overseas. Unlike the short-term projects, which hold annual competitions, the GPA long-term program is competed for every 4 years. Finally, the Office of International and Foreign Language Education also awarded $63,968,643 in continuation grants under the following Title VI discretionary grant programs to support the capacity of institutions of higher education to establish and strengthen area studies, and world language training:

- $22,743,107 for 100 National Resource Centers focused on developing expertise in foreign languages and the world regions in which they are used, and $30,339,238 for 108 Foreign Language and Area Studies Fellowships training programs at institutions in 27 states and the District of Columbia.
- $4,571,400 for 17 Centers for International Business Education at institutions of higher education in 14 states and the District of Columbia.
- $649,700 to support 10 American Overseas Research Centers in Indonesia, India, Pakistan, Sri Lanka, Mongolia, Cyprus, Bangladesh, Senegal, Armenia, and Italy.
- $2,746,768 for 16 Language Resource Centers at institutions of higher education in 13 states and the District of Columbia.
- $2,928,430 to support 31 Undergraduate International Studies and Foreign Language projects at institutions of higher education in 16 states.

Find out more about the 16 National Language Resource Centers at ***www.nflrc.org/index.php***.

Education Department Offers Guide on Supporting Undocumented Students

The Department of Education is offering a resource guide to help educators, school leaders, and community organizations better support undocumented youth, including Deferred Action for Childhood Arrivals (DACA) recipients.

The guide offers resources for high school and college students and includes:

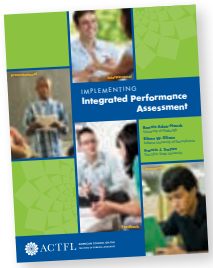
- an overview of the rights of undocumented students;
- tips for educators on how to support undocumented youth in high school and college;
- key information on non-citizen access to federal financial aid;
- a list of private scholarships for which undocumented youth might be eligible;
- information on federally funded adult education programs at the local level; and
- guidance for migrant students in accessing their education records for DACA.

The aim of the guide is to help educators and school staff support the academic success of undocumented youth, to debunk misconceptions by clarifying the legal rights of undocumented students as well as sharing helpful information about financial aid options open to undocumented students, and to support youth in applying for DACA consideration or renewal.

The resource guide is online at ***www2.ed.gov/about/overview/focus/supporting-undocumented-youth.pdf***.

A Great Teaching Resource

IMPLEMENTING INTEGRATED PERFORMANCE ASSESSMENT



GET YOUR COPY TODAY!

By Bonnie Adair-Hauck, Eileen W. Glisan, and Francis J. Troyan

This publication from ACTFL by well-known and highly respected language education experts Bonnie Adair-Hauck, Eileen W. Glisan, and Francis J. Troyan explores integrated performance assessment (IPA) and its use by language educators.

Implementing Integrated Performance Assessment is a follow-up to the *ACTFL Integrated Performance Assessment Manual* published in 2003. The book provides readers with expanded guidelines for how to design IPA tasks to inform the backward design of a unit. Suggestions on how to provide effective feedback and how to improve learner performance are shared. Also included is a reconceptualized rubric for the Interpretive Mode and the addition of IPA rubrics for Advanced-level language performance.

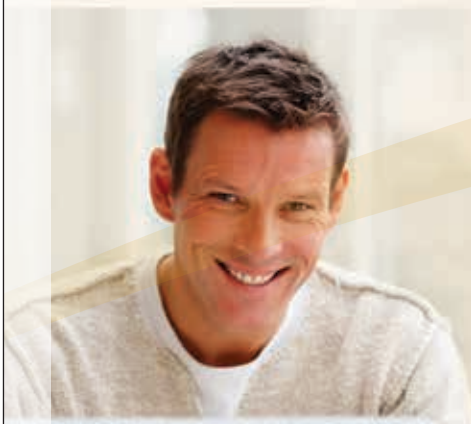
The book is available from the ACTFL Online Store at ***www.actfl.org/store***.

ACTFL member price: $25.95; Non-member price: $29.95

ACTFL
AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

University of Maryland University College

SPRING COURSES IN GRADUATE PROGRAM: ONLINE CERTIFICATE IN INSTRUCTIONAL TECHNOLOGY INTEGRATION



25% tuition reduction for ACTFL members

"Everything we discussed and shared was relevant and applicable to our own students. As a result of this class, I started an e-pal collaboration with teachers from southern France, and created my own website to use with my students. No matter what personal level of technology you begin with (novice, intermediate, or advanced), the class will take you to the next level." **– Larissa Arist**

The following courses (each three graduate credits) will be offered in the Spring 2016 semester, which begins **February 1**.

- Foundations of Technology in Teaching and Learning
- Teaching Information and Media Literacies in the Digital World
- Web-Based Teaching and Learning: Design and Pedagogy
- Using Technology for Instructional Improvement: Research, Data and Best Practices

The last day to register is **January 28**. For more information, visit ***www.umuc.edu/actfl*** or contact the UMUC Corporate Learning Solutions office at 855-CLS-5300 or *cls@umuc.edu*.

TIPS FROM Educators

This issue's tip comes from Bobby Hobgood, Director of The Language Resource Center, University of North Carolina at Charlotte.

What new technology tool do you recommend—and how do you use it in your classroom?

Devoting class time for student oral exams or student presentations can be time-consuming. Even though the return on investment can be great, we all recognize just how precious class time can be. How can we maximize this time while seeking opportunities for students to demonstrate their oral proficiency in the target language?

Such was one of those ongoing hallway conversations I had with colleagues at the University of North Carolina at Charlotte. Students in the first two levels needed more opportunities to speak both through Interpretive and Interpersonal Communication tasks. They also needed opportunities to develop speaking skills in a setting that builds confidence before they are required to speak in front of the class.

Repeating this conversation over a period of weeks motivated me to seek a solution that would address this challenge with minimal investment, but maximum reward. While perusing blog articles from my professional learning network, I discovered the free, web-based application, Powtoon (***www.powtoon.com***).

Powtoon is an app appropriate for use by students from middle school through university that allows users to create short animated videos with voiceover of up to 5 minutes with the free version. The online platform or "studio" includes a media library, an in-application recording tool, and a timeline tool for synchronizing visual media with audio, all within an interface that is intuitive for individuals who have experience with other multimedia presentation tools. Users must create a free account in order to save their work and to publish completed videos.

I was impressed by how well this free creativity tool addresses the challenges mentioned earlier while also reinforcing important literacy skills, no matter the language, and could see how this tool could easily satisfy our requirements for an oral proficiency task or assessment.

Since it was introduced to our department, five faculty members have included assignments involving Powtoon. In each case, we collaborated to develop assignments that were authentic and engaging for this level. Activities include developing a marketing video for foreign visitors to a city in North Carolina, short biographical videos of famous Hispanic inventors, and self-introduction videos for a host family prior to traveling abroad.

Before introducing the app to students, we reviewed the concept of "digital storytelling," followed by the concept of "storyboarding" to foster a thoughtful and logical approach for their work. This discussion was coupled with an overview of a recommended three-stage process for developing the videos:

1. **Write a script:** Strip away the animations and, if the script is weak, then the video has nothing to offer. In several cases, faculty reviewed the script and offered feedback before students progressed to the next stage.
2. **Record the voiceover:** Along with the script, the actual recording is the opportunity for students to demonstrate their oral proficiency. Most students taped the entire script in one recording session, using the built-in recording tool. Some chose to record the script outside of Powtoon using tools like Audacity, which allowed them to pause their recording at logical breaks and then upload the file into Powtoon.
3. **Choose visuals:** As is often the case with any productivity software, there is the potential danger of wasting valuable time if students begin by exploring the media library. We cautioned them against this since choosing visuals could dictate how the script is written when actually the script should dictate what visuals are selected.

Each faculty member created a customized rubric for their respective assignments that was given to students prior to beginning work. Students developed their videos outside of class. If needed, they could receive additional assistance from one of the staff members in our Language Resource Center. The end result not only satisfied the needs of our faculty, but also provided students with additional digital literacy skills they could transfer to other subjects!

WEBSITES to Watch

Duolingo for Schools
https://schools.duolingo.com/

Duolingo—a popular free language learning program available online as well as in app form—now offers Duolingo for Schools, an online platform that allows teachers to track their students' language learning in one place, gives them special access to parental controls, and allows access to Duolingo activities designed specifically for the classroom. The free platform, which can be accessed via a simple sign-up form, allows teachers to track the progress of students using Duolingo, to access course materials and classroom activities, and to share ideas with other teachers. (Learn more about Duolingo in the Q&A interview on p. 15)

Games2Teach
https://games2teach.uoregon.edu

Games2Teach, a joint project between the University of Arizona's Center for Educational Resources in Culture, Language and Literacy (CERCLL) and the University of Oregon's Center for Applied Second Language Studies (CASLS), is a free resource to help teachers effectively incorporate games into language learning. Teachers can use the site for information regarding digital games in the classroom, for their own professional development, for advice on which game to use, and for printable, ready-to-go lesson plans and activities. The available materials are designed to be used in a variety of language classrooms including Chinese, Spanish, Portuguese, Japanese, Korean, Russian, and German. The project is supported in part by the U.S. Department of Education.

Livemocha
livemocha.com

Livemocha, a large online language learning community, blends traditional learning methods with online practice and interaction with native speakers from around the world. The website provides lessons in more than 35 languages. Reading, writing, speaking, and listening are studied separately, with new material first presented in structured lessons before asking users to apply what they have learned. It is free to join, although there is a cost for premium membership. Users can earn lesson credits by tutoring other clients (for example, editing something that they have written in the language, or giving feedback on their pronunciation via audio recordings). Livemocha also allows users to access virtual classes or book private tutors for online sessions.

Europe Travel Blog from Rick Steves
blog.ricksteves.com

Well-known guidebook author and TV host Rick Steves (and our very popular 2015 ACTFL Convention keynote speaker) has made a profession from travel to Europe, as well as numerous other countries around the world. He actively updates his travel blog with observations from his travels, tips and insights for travelers, video interviews, and video clips from some of the destinations he visits with his television film crew.

Exploraciones: Resources for Teaching Young Spanish Learners
ket.pbslearningmedia.org/collection/exploraciones/

Exploraciones, a project of Kentucky's PBS LearningMedia, is a collection of free resources for teaching Spanish in the elementary grades. The collection includes a video series, *¡Arte y más!*, which helps take students with no prior experience in Spanish from Novice Low to Novice Mid, as defined by the Kentucky World Language Proficiency Standards. Other resources available include themed units that use video or animated segments, as well as lesson plans, activity ideas, and other materials for teaching young students inexperienced in the language.

Foreign Services Institute
fsi-languages.yojik.eu/

Although the website design is not impressive, this site features extensive—and free—text and audio resources for more than 45 languages. Designed by U.S. government linguists, these materials are designed to help users gain proficiency. Lessons are organized around grammar and repetition, and the site offers resources for learning lesser-studied options like Romanian, Igbo, Serbo-Croatian, and more.

Edutopia World Languages Blog
www.edutopia.org/blogs/tag/world-languages

Edutopia, a project of the George Lucas Educational Foundation, is a website and online community that covers a range of K–12 education topics, including world languages. Their articles emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration.

SOCIAL MEDIA Who to Follow

friEdTechnology
Twitter: @friEdTechnology
Facebook: www.facebook.com/FriedTechnology

Blog: friedtechnology.blogspot.com
friEdTechnology is the work of Amy Mayer, a teacher from Texas who is passionate about instructional technology. friEdTechnology's Twitter and Facebook accounts, as well as its blog, serves up a mixed bag of links to job openings, edtech advice, informative videos, useful links, and more.

Catherine Ousselin
Twitter: @CatherineKU72

2014 winner of the ACTFL Award for Excellence in Foreign Language Instruction Using Technology, Catherine Ousselin is a French teacher at Mount Vernon High School in Mount Vernon, WA, as well as a Technology Consultant for World Languages and the Social Media Manager for the American Association of Teachers of French's Facebook page (***www.facebook.com/AATFrench***). Ousselin is a prolific tweeter on a wide range of subjects related to language learning and technology in the classroom.

#langchat
Twitter: #langchat

The hashtag #langchat is one of the most frequently used hashtags on Twitter, marking posts related to a wide variety of language learning-related topics. A search on #langchat turns up results as wide-ranging as articles related to teaching languages, to crafts and activity ideas that teachers can use in their classrooms.

Teacher2Teacher
Twitter: @teacher2teacher
Facebook: www.facebook.com/tchr2tchr

In this online community designed to support and inspire teachers, users can share resources, connect with other teachers to ask questions and learn best practices, and more.

WHAT'S THAT APP? Download

Audio Exam Creator and Player

Audio Exam Creator and Player is two-app combination that allows teachers to easily create "read-aloud" exams for students with difficulties reading print materials. The Audio Exam Creator, available in iTunes, is a $9.99 app that allows teachers to record and save a 20-question quiz in just a few minutes, letting students take the exam on their own. The Audio Exam Player is a free app, also downloadable from iTunes, that allows students to access the recorded questions and take the exam in any location. Tests can be sent to specific students or groups of students. All remotely accessed exams are password-protected using a secure network. Visit ***audioexamcreator.com*** to learn more.

Skype Translator

Skype, which is owned by Microsoft, recently released Skype Translator as a standard feature of the Skype Windows desktop app. Long available as a preview app, Skype Translator offers real-time translation capability to users in six voice languages, English, French, German, Italian, Mandarin, Spanish, as well as 50 messaging languages. Learn more at ***www.skype.com***.

These and other web resources can be accessed through the Publications area on the ACTFL website at ***www.actfl.org/publications/all/the-language-educator/tech-watch***

Upcoming Events 2016

FEBRUARY

February 11–13 Northeast Conference on the Teaching of Foreign Languages (NECTFL): "Developing Intercultural Competence Through World Languages," New York, NY. www.nectfl.org

February 11 ACTFL Pre-Conference Workshops at NECTFL: "What Works? Selecting and Evaluating Effective Instructional Strategies" (Presenter: Leslie Grahn); "Lessons for Your Classroom from the Oral Proficiency Interview" (Presenter: Cindy Martin)

February 18–20 Southern Conference on Language Teaching (SCOLT): "New Levels, No Limits," Charlotte, NC. www.scolt.org

February 18 ACTFL Pre-Conference Workshop at SCOLT: "Guiding Learners' Performance to the Next Level" (Presenter: Paul Sandrock)

February 25–26 JNCL-NCLIS Language Advocacy Days, Hyatt Regency Capitol Hill, Washington, DC. www.languagepolicy.org

MARCH

March 3–5 Southwest Conference on Language Teaching (SWCOLT): "In Language, There Is Life," Honolulu, HI. www.swcolt.org

March 3 ACTFL Pre-Conference Workshop at SWCOLT: "Guiding Learners' Performance to the Next Level" (Presenter: Paul Sandrock)

March 10–12 Central States Conference on the Teaching of Foreign Languages (CSCTFL): "Fostering Connections, Empowering Communities, Celebrating the World," Columbus, OH. www.csctfl.org

March 31 Deadline for ACTFL scholarships. www.actfl.org/scholarships-and-grants

APRIL

April 5–8 Teachers of English to Speakers of Other Languages (TESOL) International Convention and English Language Expo: "Reflecting Forward, 1966–2016," Baltimore, MD. www.tesol.org

April 21–24 National Council of Less Commonly Taught Languages Conference: "Positioning the LCTLs with Paradigm Shifts in U.S. Education," Atlanta, GA. www.conference.ncolctl.org

April 30 Deadline for nominations for 2017 ACTFL President-Elect and Board Members. www.actfl.org/about-the-american-council-the-teaching-foreign-languages/governance/electionsnominations

MAY

May 1 Deadline for submissions to the Aug/Sept 2016 issue of *The Language Educator* focus topic: *Empowering Educators*. www.actfl.org/publications/all/the-language-educator

May 28 Deadline for ACTFL Awards nominations. www.actfl.org/awards

JUNE

June 7–10 Third Annual ACTFL Proficiency Training Summer Institute, Brigham Young University, Provo, UT. www.actfl.org/professional-development/professional-development-workshops/actfl-sponsored-workshops

June 25–26 American Classical League Institute, University of Texas, Austin, TX. https://www.aclclassics.org/events/2016-acl-institute

JULY

July 1 Deadline for submissions to the Oct/Nov 2016 issue of *The Language Educator* focus topic: *Connecting Literacy and Language Learning*. www.actfl.org/publications/all/the-language-educator

July 3–6 American Association of Teachers of French Annual Convention: "En avant vers les nouvelles frontières du français!" Austin, TX. frenchteachers.org/convention/

July 8–11 American Association of Teachers of Spanish and Portuguese (AATSP) Conference: "Open Doors/Portas Abertas/Puertas Abiertas," Miami, FL. www.aatsp.org

July 14–17 National Network for Early Language Learning Summer Institute: "Whole Child, Whole World," Louisville, KY. www.nnell.org/conferences/summer_institute/index.shtml

July 18–19 Third Annual ACTFL Proficiency Training Summer Institute, Glastonbury High School, Glastonbury, CT. www.actfl.org/professional-development/professional-development-workshops/actfl-sponsored-workshops

July 25–28 Third Annual ACTFL Proficiency Training Summer Institute, The Ohio State University, Columbus, OH. www.actfl.org/professional-development/professional-development-workshops/actfl-sponsored-workshops

WE INVITE YOUR SUBMISSIONS!

YOU CAN WRITE AN ARTICLE FOR The Language Educator: CHECK OUT THE 2016 FOCUS TOPICS

Don't miss the focus topics for 2016 featured on p. 64 of this issue. Submit your original articles for the Aug/Sept or Oct/Nov 2016 issues of *The Language Educator*. The next deadline is **May 1, 2016**, so check out the topics and get started now!

The Language Educator
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Announcements

In Memoriam

Valorie S. Babb

ACTFL sadly announces the death of Past President Valorie (Skogen) Babb on October 20, 2015 after a long fight with ovarian cancer.

Babb taught Spanish and French in Hubbard, OH; Clearwater, FL; and Minot, ND, for 34 years. She developed a distance learning Spanish program for Prairie Public Television in 1990. The program, *¡Hablemos español!* was delivered via PPTV to schools in North Dakota, South Dakota, and Montana. During her tenure at PPTV, the program was offered nationwide via satellite.

Babb was also involved extensively with professional activities at the local, state, regional and national levels. In addition to serving our organization as ACTFL President in 1996, she was also President of the Foreign Language Association of North Dakota (FLAND), Chair of the Central States Conference on the Teaching of Foreign Languages (CSCTFL), and Vice President of the Joint National Council on Languages–National Committee on Languages and International Studies (JNCL-NCLIS).

During her last two years at Minot Public Schools, she was the district grant writer. One of her proudest achievements in that capacity was the grant that funded the original Community Learning Center in Minot.

Memorials may be sent to the LAM Foundation (***www.lamfoundation.org***) or to the Lisa Gail Gross Scholarship Fund (c/o Minot Public Schools Foundation, 215 SE 2nd, Minot, ND).

DeNoon is NADSFL Supervisor of the Year

Diane DeNoon, District World Language Coordinator, Blue Valley School District, KS, has been named the 2015 Supervisor of the Year by the National Association of District Supervisors of Foreign Languages (NADSFL). In her work as Blue Valley's District World Language Coordinator, Diane embraces the belief that it is "all about the students" and is regularly tapped by colleagues to share learning ideas and experiences. The NADSFL Supervisor of the Year award was established in 1999 to honor and recognize outstanding district leadership and supervision in world language education. The award was sponsored this year by Middlebury Interactive Languages.

Harris is NCSSFL State Supervisor of the Year

Lisa Harris, Specialist for Foreign Languages and International Education with the Virginia Department of Education, has been named the 2015 State Supervisor of the Year by the National Council of State Supervisors for Languages (NCSSFL). Harris serves as the NCSSFL Treasurer and is a member of the advisory board for the Teacher Effectiveness for Language Learning (TELL) Project. Her "untiring support of early language learning, less commonly taught languages, and the importance of language learning in general is palpable." In addition to supporting K–12 educators, she is well-known to the university community in her state where she is thought of as "one of the most dedicated language educators." Since 2003, the NCSSFL State Supervisor of the Year award has been awarded to acknowledge an outstanding world language state supervisor whose leadership has had a profound impact at the state level and beyond. The award was sponsored this year by Middlebury Interactive Languages.

Advertise in *The Language Educator*!

Want to reach over 17,000 language teachers and administrators? Place an ad in an upcoming issue of *The Language Educator.*

Advertising inquiries should be addressed to Casey Bloyer at cbloyer@actfl.org; (703) 894-2900, ext. 109.

Correction:

In the October/November 2015 issue of *The Language Educator*, an article in Breaking News (p. 8) quoted an article which implied Puerto Rico is a country. It is a U.S. territory.

SPECIAL FOCUS TOPICS FOR FUTURE ISSUES OF

The Language Educator

In 2016, the staff of *The Language Educator* (*TLE*) and ACTFL are once again looking forward to presenting more excellent and thought-provoking articles in upcoming issues of the magazine. To this end, we are including a "focus topic" section for each of the four issues of *TLE* published in 2016.

We are calling for innovative and cutting-edge article submissions coming from varied perspectives related to the topic—reflecting different levels, languages, methods, backgrounds, opinions, and experiences. The articles in each focus topic section are double-blind reviewed by two language education experts, in addition to *TLE* and ACTFL staff.

If you are interested in submitting an article for an upcoming issue of *The Language Educator*, please consider these focus topics:

WE INVITE YOUR SUBMISSIONS!

PLEASE NOTE:

- We urge you to submit original, previously unpublished articles for these issues directly on the ACTFL website at ***www.actfl.org/publications/all/the-language-educator***. You will find a link there allowing you to upload your article directly to the site for a specific issue, as well as more information about formatting and content.
- Only articles submitted for the focus topic sections will go through a peer-review process.
- If you would like to submit an article for consideration for *The Language Educator* that is **not** meant for a special focus topic section, please upload it here: ***www.actfl.org/publications/all/the-language-educator/author-guidelines/author-guidelines***.
- Focus topic articles, while peer-reviewed, should still follow *The Language Educator* Author Guidelines (available online) and should be written in the style of a magazine feature article, with direct quotes from multiple primary sources and intended to appeal to educators of all languages at all levels. They should not be narrowly focused research articles or dissertations with literature reviews, etc. Please do not submit a paper that is meant for an academic journal; we suggest you send these to *Foreign Language Annals* for consideration.

Aug/Sept 2016

Empowering Educators

Language educators are leaders every day, whether in their classroom, school/institution, through an organization, or influencing stakeholders. What are effective practices to recruit and keep language educators as well as support them in their leadership? Share successful strategies for supporting ongoing professional learning, mentoring, and career growth. How can educators effectively address forces that resist positive changes to improve language learning and get colleagues "on the same page"?

Article submissions due:

MAY 1, 2016

Oct/Nov 2016

Connecting Literacy and Language Learning

How has literacy changed and what impact does that have on learning a second language? Literacy, traditionally defined as the ability to read and write, has now evolved into multiple, multimodal, and multifaceted literacies. What language learning strategies are effective in developing literacies such as analyzing multimedia texts, designing and sharing information for global communities, synthesizing multiple streams of information, or building fluency with tools of technology?

Article submissions due:

JULY 1, 2016

CHECK OUT

The Language Educator ONLINE

Access it from any device! • Read it! • Share it! • Talk about it with colleagues online!

ACTFL members can enjoy an interactive version of *The Language Educator* magazine online directly from the ACTFL website (***www.actfl.org/the-language-educator***) or by going to ***www.thelanguageeducator.org***.

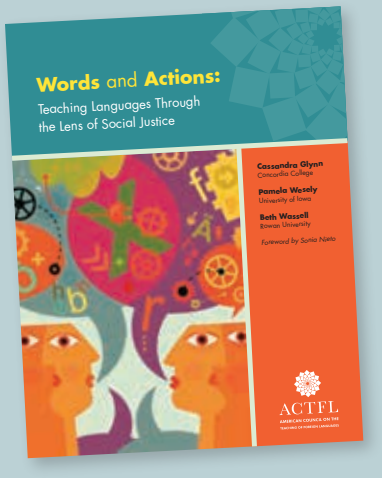
Get Your Copy of This Important Book Published by ACTFL—

Words and **Actions:**

Teaching Languages Through the Lens of Social Justice

GET A PRINT COPY OR AN eBOOK!

Includes a Foreword by Sonia Nieto, one of the foremost scholars in multicultural education



Words and Actions: Teaching Languages Through the Lens of Social Justice, written by Cassandra Glynn, Pamela Wesely, and Beth Wassell, is a book published by ACTFL which explores the integration of a social justice curriculum with 21st century language education.

According to the authors, a social justice curriculum positively influences ***all*** students. Social justice, critical pedagogy, and culturally relevant teaching are becoming essential as more and more language educators teach in increasingly diverse world language classrooms. This publication supports in-service and pre-service teachers in recognizing their students' diverse backgrounds while also supporting students' ability to think critically about the world around them. Questioning mainstream approaches to language and culture learning is vital. An emphasis on social justice is, in part, a way to expand the definition and scope of language education, leading to further innovation in the profession.

Words and Actions: Teaching Languages Through the Lens of Social Justice is available for purchase (print or eBook for iPad, Kindle, or Nook) at ***www.actfl.org/store***.

$22.95/ACTFL members • $26.95/non-members

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