

World and Native Languages Newsletter



Arizona Department of Education
K-12 Academic Standards

August 2019

UPCOMING TRAININGS, WORKSHOPS, AND EVENTS

- 9/21—[AZLA Conference](#)
- 11/16—[LaTes: Genre Matters in Contextualized World Language—CERCLL](#)
- 11/22-24—[ACTFL National Conference](#)
- 1/23-26—[Intercultural Competence Conference](#)
- 4/2-5—[Southwest Conference on Language Teaching](#)

Dual Language Immersion Network

The Dual Language/Immersion network is an organization of schools that adhere to criteria to create a supportive dual language immersion program. Member schools have set performance targets, set time and content requirements, share resources, and believe that the program should be open to all students. If you are interested in your school becoming a part of the DLI Network check out the [AZ DLI Network website](#).

Student Study Abroad

What better way to have your students learn of a foreign culture than to student abroad? While there are some programs that cost money, the [U.S. State Department Bureau of Educational and Cultural Affairs](#) offers many exchange programs for free; all students have to do is apply. The applications for summer 2020 and the 2020-2021 school year will open in the fall. Check them out and encourage your students!!

TIP OF THE MONTH

To achieve the best proficiency, comprehensible input is a way to go. So where to start? How to incorporate comprehensible input (CI) into your classroom when you already have curriculum? Fortunately the Arizona State Standards are proficiency based so they align well with CI. The [Comprehensible Classroom](#) offers some tips on where to begin.

First just read aloud and read together. While this sounds simple, students get the chance to hear the target language. Students can practice their listening skills and help them to develop that voice in their head.

Another benefit to reading aloud is that students can clarify meanings of unknown words. Have your class translate a word, phrase, or sentence to boost comprehension. Gestures works well to clarify readings as do circular questions. Ask questions in multiple ways to increase vocabulary and understanding.

Reading aloud with your students enables you as the instructor to gain a quick comprehension check for your students. You will be able to hear whether all students are able to answer a translation question or just a few. Then you can use that moment to teach what may be needed to improve your students' comprehension.

Next ask personal questions of your students as they read. For example, ask questions that relate the reading to your students individually. This creates a link for them and helps to internalize their reading.

Last use the reading as quick pop-up grammar

And vocabulary lessons. Students see the

Target language grammar in use rather

than as a separate entity. This will

further cement their learning of

the second language making more meaning.

Remember there is no lim-

it to the type of text you read and

use for these pop-up grammar les-

sons.

AZLA Teacher of the Year applications are available!!

Deadline to apply September 20, 2019

RESOURCES

[American Council on the Teaching of Foreign Languages](#) —

Great site for general resources K-12.

[Games2Teach](#) — Game-based learning used to develop language skills.

[Foreign Language Teaching Methods](#) — Great site for professional development, best practices, and pedagogy for teaching world languages.

[World Languages: Edutopia](#) — Interesting and great articles on teaching world languages.

[BBC Languages](#) — While this site is not updated, it is maintained with great resources, lessons, video clips and more for K-12.

[Worlds of Words Kits](#) — Global reading lists for K-12 teachers to incorporate culture into the classroom.

Spotlight

Arizona State Seal of Biliteracy—This seal from the Department of Education recognizes high school students who achieved proficiency in English and at least one additional language. Students must complete ELA classes with a 2.0/4.0 GPA and demonstrate proficiency in a second language through an approved assessment or assessment-based portfolio model. Check out the participation requirements on the [Seal of Biliteracy website](#).

