

# World and Native Languages Newsletter



Arizona Department of Education  
K-12 Academic Standards

December 2019

## UPCOMING TRAININGS, WORKSHOPS, AND EVENTS

- 1/23-26—[Intercultural Competence Conference](#)
- 2/22—[AZLA Spring Workshop](#)
- 4/2-5—[Southwest Conference on Language Teaching](#)

### ACTFL 2019 UPDATE

What a great conference in Washington D.C. last week!! If you missed it, plan to attend in San Antonio next November. Some of the sessions covered comprehensible input, project-based lessons, social justice, proficiency-based rubrics, new technology and games for world languages, along with sutlural competence.

## Stations in the Classroom

Use the four modes of communication as four different stations with varied activities. This gets your students up and around to participate in all four modes. In [Maris Hawkins's blog](#) she suggests the following:

Speaking—student converse with teacher and conversation gets recorded.

Reading—use a short topic or infographic.

Listening—complete an [EdPuzzle](#) on a topic.

Writing—give them a choice of two prompts.

## FUN FRIDAY ROUTINE

[Star of the Week](#)—Use this basic tool to highlight a student and to introduce some great vocabulary and discussion, especially for those novice learners. It is also a way to incorporate some SEL into your curriculum.

[Wits and Wagers Game](#)—Use this comprehension-based game to have students gain valuable exposure to numbers and facts all in a comprehensible format.

## TIP OF THE MONTH—AUTHENTIC SOURCES

So what are authentic sources and why use them? We all are aware that immersion is truly the best and most successful way to learn a language. So how to achieve that goal in a world language classroom when you can't take your students to another country?

Depending upon your point of view this can be a tricky concept when factoring in social justice and equity issues, but for this article we are sticking with the idea that authentic texts are those created in the target language for target language audience. They are not created for an academic or education setting.

Fortunately because of the internet, there are a multitude of authentic sources available to use in your classrooms. Jackie Strawbridge, in her article on [Authentic Materials in Language Teaching? Say No More!](#) She breaks down some great ways to search for authentic materials for all proficiency levels.

Five great resources to use in your classrooms include digital libraries. Select a city where your target language is spoken and see what is available for free online. Also look to local universities in the city to see what they offer as well.

Public domain databases also offer authentic materials in the target language. Many of these databases are free and filled with digitized texts from around the world.

Digital newspaper archives are another way to incorporate authentic materials directly into your classroom. These expose students to current events, issues and cultural issues in the countries where your target language is spoken.

YouTube also has authentic materials. Show weather forecasters from your target language countries, clips from popular television shows, or even movies in the target language are great authentic materials.

Podcasts and radio are the last two resources to find authentic materials. These are fantastic and entertaining while diving deeper into your target language. Strawbridge provides [more links](#) to specific items listed above.

## RESOURCES

[Chinese Language and Culture Professional Learning Webinar Series](#)—The College Board has a webinar series this semester. There are still three dates left. Topics include backward design, culture, and instructional strategies.

[Fluency Matters](#)—This site contains all sorts of training topics and webinars to view that will help you become more effective at aligning your classroom to proficiency-based standards.

[Open Culture](#)—This is a free site that contains a variety of audio books, movies, textbooks, and ebooks. Most are in English, but offer great insight into the culture and literature of your target language.

**Spotlight on Media Literacy**

This month we are focused on media literacy. As the election year begins to ramp up, it is important to make sure your students know where their information is coming from and be able to discern accurate sources from those that wish to deceive. While you wouldn't think this belongs in a world language class, media literacy and language literacy are closely linked. Use this opportunity to look at authentic sources and judge their reliability. For basic media literacy lessons look at [Newseum](#), [Common Sense Education](#), and [American Press Institute](#).

