

# **Best practices in World Language Teaching and Learning**

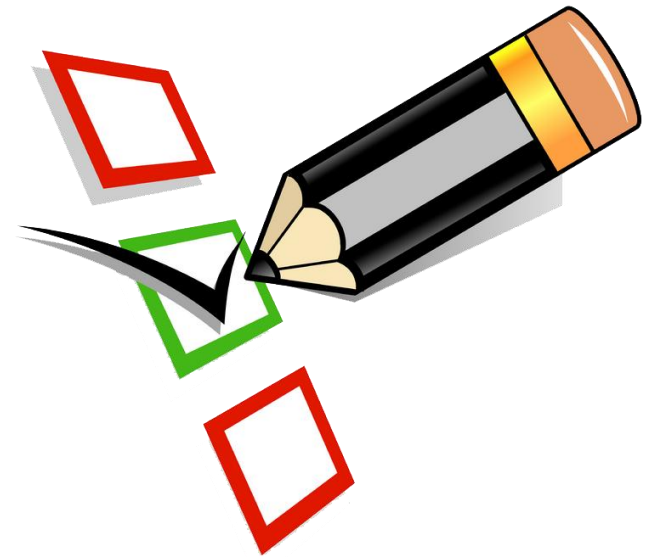
## **Current Status and Implications for Policy and Pedagogy**

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- ▶ The purpose of the talk is to
  - Identify LRC contributions
  - Discuss best practices in world language teaching and learning
  - Describe tests being used K-12
  - Identify existing resources

## ▶ Introduction

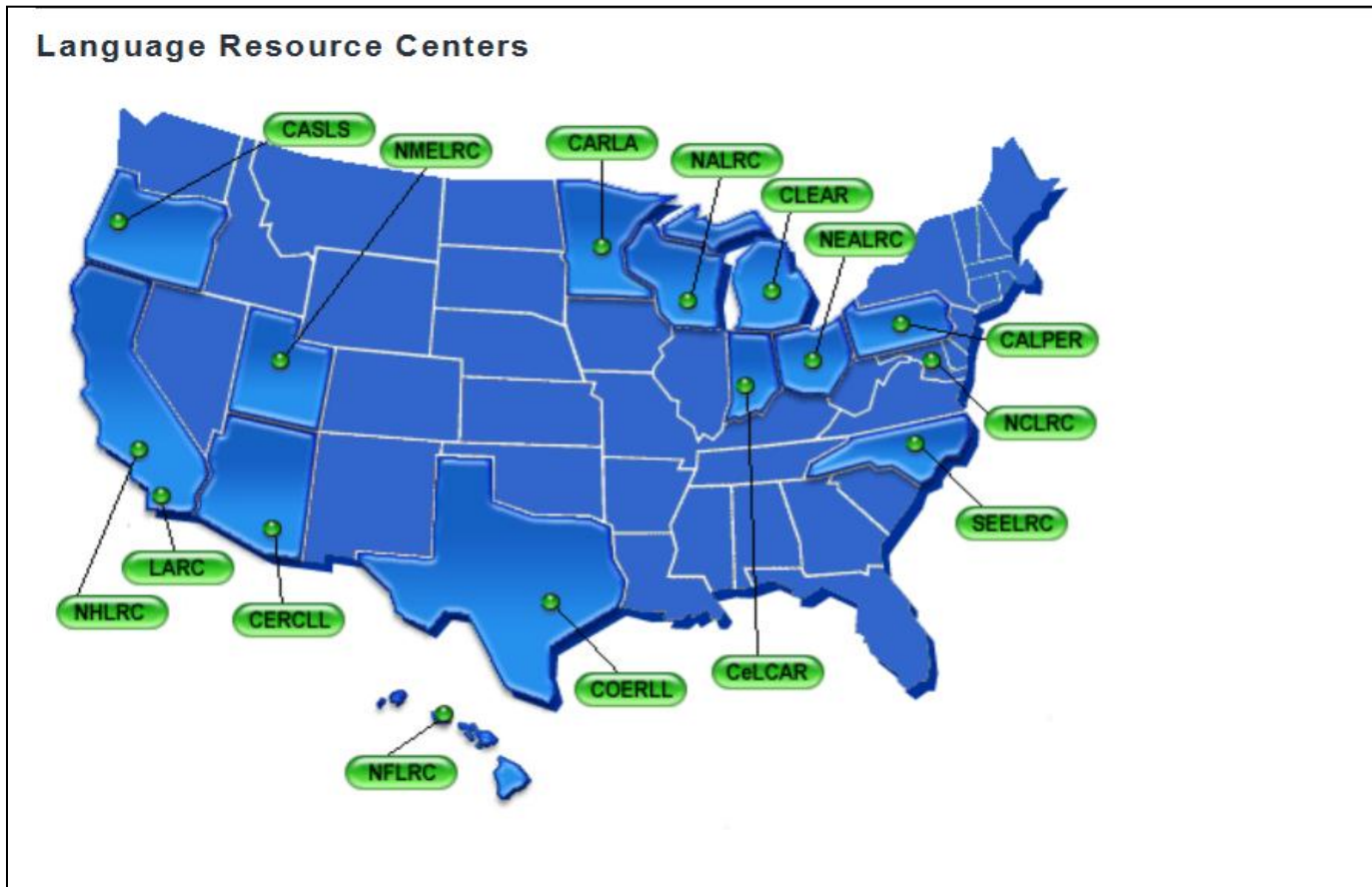
- Discuss best practices in world language teaching and learning
- Describe tests being used K-16
- Identify LRC contributions
- Identify existing resources



# What are LRCs?

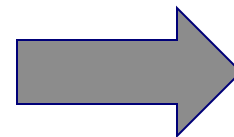
- ▶ The Language Resource Centers were established through US Dept. of Education Title VI funding in 1990
  - Currently 15 LRCs
- ▶ LRCs are mandated to “improve the capacity to teach and learn foreign languages effectively” in the US

# Locations of the LRCs



# Current LRCs

- ▶ Center for Advanced Language Proficiency Education and Research (CALPER)
  - The Pennsylvania State University
- ▶ Center for Advanced Language Proficiency Education and Research (CARLA)
  - University of Minnesota
- ▶ Center for Applied Second Language Studies (CASLS)
  - University of Oregon
- ▶ Center for Educational Resources in Culture, Language & Literacy (CERCLL)
  - University of Arizona
- ▶ Center for Language Education and Research (CLEAR)
  - Michigan State University
- ▶ Center for Open Educational Resources and Language Learning (COERLL)
  - University of Texas at Austin
- ▶ Language Acquisition Resource Center (LARC)
  - San Diego State University



# Current LRCs

- ▶ National Capital Language Resource Center (NCLRC)
  - George Washington University, Center for Applied Linguistics, Georgetown University
- ▶ National Foreign Language Resource Center (NFLRC)
  - University of Hawai 'i
- ▶ National Heritage Language Resource Center (NHLRC)
  - University of California, Los Angeles
- ▶ National Middle East Language Resource Center NMELRC)
  - Brigham Young University
- ▶ Center for Languages of the Central Asian Region (CeLCAR)
  - Indiana University
- ▶ National African Language Resource Center (NALRC)
  - Indiana University
- ▶ National East Asian Languages Resource Center (NEALRC)
  - The Ohio State University
- ▶ Slavic and Eurasian Language Resource Center (SEELRC)
  - Duke University

*Focus on  
specific  
languages,  
cultures, or  
geographic  
areas*

# Specific LRC Activities

- ▶ Research on new and improved teaching methods, including the use of advanced educational technology
  
- ▶ Development of new teaching materials reflecting the use of such research in effective teaching strategies, including:
  - *Significant focus on the less commonly taught languages and the publication of instructional materials in the LCTLs*
  - *Development of materials for foreign language teachers at the elementary and secondary school levels*
  
- ▶ Development and application of performance testing for use as a standard and comparable measurement of skill levels in all languages



# Specific LRC Activities *(cont.)*

- ▶ Professional development training for teachers on diverse topics, including:
  - *Administration and interpretation of performance tests*
  - *Use of effective teaching strategies*
  - *Use of new technologies*
  
- ▶ Intensive summer language institutes of several kinds, including:
  - *Training of advanced foreign language students*
  - *Preservice and inservice language training for teachers*

# Common LRC Website



The banner features the LRC logo on the left, which consists of the letters 'LRC' inside a white circular arc. To the right of the logo, the text 'Language Resource Centers' is displayed in a large, white, sans-serif font against a dark grey background. Below this, a large black rectangle contains the text 'Language Resource Centers' in a larger white font, followed by the subtitle 'Improving Language Teaching and Learning' in a smaller white font. To the right of the subtitle, there are several small, overlapping images: a person at a computer, a group of people, and a person speaking. Below the black rectangle, there are five horizontal bars in orange, blue, brown, gold, and teal. At the bottom of the banner, there is a row of eight small images: a book, a stack of papers, a group of people, a person at a computer, a person at a computer, a person at a computer, a person at a computer, and a stack of books.

LRC Language Resource Centers

Language Resource Centers  
Improving Language Teaching and Learning

research  
teaching materials  
assessment  
teacher development

# What are best practices in foreign language teaching? (1/2)

- 1 Extended, uninterrupted study
- 2 Extended time in complete immersion
- 3 Length of time for L1 English speakers to learn many important languages
- 4 Continuous, articulated study that builds on previous
- 5 Competence and skill of instructor

From Jackson and Malone, 2009

# What are best practices in foreign language teaching? (2/2)

- 6 Small class size
- 7 Systemic assessment of progress and maintenance of records
- 8 Incorporate opportunities that focus on on language and cultural content and functional ability at ALL levels
- 9 Exploit technology whenever appropriate
- 10 Heritage learners have different needs

From Jackson and Malone, 2009

# Why do we need assessment?

- ▶ Quality assessment is necessary to institute, nurture, and replicate successful language programs
- ▶ Effective assessment:
  - Allows students and teachers to measure language proficiency
  - Promotes accountability among programs
  - Documents success and can make an argument for increased funding for programs.

(Carstens-Wickham, 2008; Jensen, 2007; Reese, 2010)

# What are current best practices in FL assessment?

- ▶ Self-assessment
- ▶ Performance assessment
- ▶ Teacher professional development
- ▶ Integration of language and culture

# What is “self-assessment”?

- ▶ Allows students to reflect on what s/he CAN do
- ▶ Reflects the student/course goals and expected outcomes
- ▶ Can provide an opportunity for students to communicate their perceptions to their instructors

**Example: LinguaFolio Online**

# What is performance assessment?

- ▶ **Requires and expects** students to use language in real-life situations (Norris et al., 1998; Sandrock, 2010);
- ▶ **Demands** that students develop an understanding of what real-life situations are like in the language; and
- ▶ Is based on **performance** or the active construction of language rather than a demonstration of passive understanding only.

**Example: Online oral proficiency assessments**



# What assessment professional development is available?

- ▶ Online guides
- ▶ Webinars
- ▶ Workshops
- ▶ Summer institutes
- ▶ Books

# How can assessment integrate language and culture?

- ▶ Assessment traditionally focuses on language
- ▶ Culture is an integral part of language
- ▶ Assessment must look at both
  - Assessments such as the examples previously mentioned – self-assessments and performance assessments – can encourage the integration of language and culture by requiring students to use language (or reflect on language use) in culturally authentic ways or situations.

# How do LRCs support best practices?

- ▶ Research
- ▶ Professional development
- ▶ Materials development
- ▶ Assessment development
- ▶ Awareness

# What are some resources?

- ▶ Teacher Guides & Tools
- ▶ Journals, Newsletters, Blogs
- ▶ Resources Directories, Databases, Bibliographies & Webinars
- ▶ Language Materials for K-12
- ▶ Materials for Teaching Specific Languages
- ▶ Materials Series for Specific Languages
- ▶ Other Resources
- ▶ Meet us on the Social Networks

# Thank you!



QUESTIONS  
COMMENTS  
CONCERNS

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