

World and Native Languages Newsletter



Arizona Department of Education
K-12 Academic Standards

September 2020

Upcoming Trainings, Webinars, and Events

Sept. 16—[Webinar: Implementing the World and Native Language Standards in a K-12 Classroom](#) 1.5 hours

Sept. 26—[AZLA Virtual Conference](#)

SEL Teaching Online

When teaching online the social and emotional needs of teachers and students needs to be more present than when we were all in the classroom. Here is some [guidance for teachers](#) to consider:

- Be mindful and meaningful in communication with families, don't forget to focus on culture and other items of diversity.
- Foster strong and positive relationships.
- Promote positive connections between all stakeholders. This ensures that students feel safe and connected and will reengage quicker when in-person learning resumes.
- Use synchronous time with students to provide caring conversations, asking how students are feeling, and building a sense of community.
- Encourage students to support one another to facilitate learning and social interaction.

As far as communication in general consider the following:

- Determine how to get information to families and students.
- Consider direct contact like a phone call where questions can be asked and answered about how the student is doing, concerns parents may have, or if they need any additional assistance and provide for multilingual households.
- Review and evaluate platforms for equity to support the most vulnerable students.

Engage Students with Reflection

As everyone is getting in the groove of the semester and students' attention may start to wane, look at getting them more involved in their language learning through the setting of goals and reflection of their goals. This enables students to have a more concrete vision what they accomplished in the target language. This is also a positive way to redirect your students and keep them looking forward with their learning. CASLS has some great reflection forms you can use with your students. One is a [fillable form](#) and one is a [printable form](#).

Don't Shutter, Shoot Interpersonal Communication

Photography is a great way to improve [interpersonal skills for your students](#), but when adapted to include speaking and writing in a target language, it can also be a conduit for language learning. While the interpersonal mode of communication is the most difficult to adapt to online learning, use photography to help out. Students can focus on empathy by discussing or explaining in the target language pictures they took with other students. Using photography can also help students view the world through a different lens and develop cultural awareness. Using photography is easily adapted to online learning and teaches students to see rather than look. Your students' photographs will lead to meaningful conversations in the target language, will also help them focus and engage, and feel more connected.

AZLA Virtual Conference

September 26th

[Click here to register.](#)

Project Based Learning—why it works for languages

Project based learning or PBL is a learner-centered approach where students work over a period of time on a task solving problems, complex issues, and real life scenarios. Why does this work so well for languages?

It addresses the learners needs, builds on what they can do, and engages them in real world language use. It also responds to learner goals, lived experiences, and the diversity of the learner through differentiated instruction. [Watch this webinar on PBL](#) for language learners.

PBL includes:

1. Project design steps (decide a theme, determine outcome, structure final project)
2. Structure the activities (information gathering, processing, reporting)
3. Best practices (give students choice, aim for a process and product, provide plentiful input and output, aim for authenticity, be content driven, engage in meaningful instruction, focus on developing topic-related vocabulary and grammatical structures, and provide reflection for students)
4. Assessment (assess not just the final project and use formatives, prioritize assessment of performance over proficiency, select a small number of features to grade.

For details and examples check out the article from the [NHLRC PBL Summit](#).