

World Language and Culture Education - *Then and Now* (Brandon Zaslow, 2013)

World Language Standards and Framework (w³⁰), Common Core Standards and 21st Century Skills (c⁹), Differentiation (d⁶)

Students learn target-language grammar	Students learn to use the target language <ul style="list-style-type: none"> - teacher uses the target language almost exclusively (w) - teacher uses the target language to make language, culture and content comprehensible (w) - grammar is taught as a tool for communication (w)
Teacher-centered class	Learner-centered class with teacher as facilitator/collaborator <ul style="list-style-type: none"> - teacher designs activities that lead to autonomy and flexibility in unrehearsed situations (c) - students engage in individual, pair, small group and whole-group activities (w) - students are able to choose based on learning profiles, readiness, and interests (d)
Focus on four skills	Focus on interpersonal, interpretive, and presentational communication <ul style="list-style-type: none"> - students interpret authentic (informative, cultural, literary) audio/video/written texts (c) - students communicate spontaneously in culturally-authentic, real-world settings (w) - students make a variety of presentations to target-culture audiences in appropriate ways (w)
Coverage of the textbook	Use of backward design focusing on the end goal <ul style="list-style-type: none"> - teachers design culturally-authentic integrated performance tasks for units and courses (w) - performance tasks develop skills measured in benchmarks and final examinations (w) - assessment (form checks, measures, integrated performance tasks) inform instruction (w)
Use of the textbook as the curriculum	Use of thematic units and authentic resources <ul style="list-style-type: none"> - essential questions guide the selection of themes and sub-themes (w) - materials from the textbook are used when they develop appropriate knowledge and skill (w) - teacher uses authentic materials, rich in language, culture and content (c)
Emphasis on teacher as presenter	Emphasis on learner as “doer” and “creator” <ul style="list-style-type: none"> - students use language for real-world purposes in culturally-appropriate ways (w) - students use language beyond the classroom (w) - students use language to learn content, think critically, and solve problems (c)
Focus on isolated cultural “factoids”	Focus on relationship among perspectives, practices, and products <ul style="list-style-type: none"> - students learn to function in culturally-appropriate ways (w) - students learn target-culture perspectives that underlie cultural products and practices (w) - students learn about the effects of cultures in contact (w)
Use of technology as a “cool tool”	Integrating technology into instruction to enhance learning <ul style="list-style-type: none"> - teacher uses technology to teach to authentic texts rich in language, culture and content (w) - students use technology to research, collaborate, cite evidence, revise, edit and publish (c) - students use technology to communicate supported with digital media and visual displays (c)
Teaching only language	Use of language as the vehicle to teach academic content <ul style="list-style-type: none"> - students further their knowledge of content through target-language sources (c) - students learn cultural perspectives on content (w) - students develop information, media and technology literacy (c)
Same instruction for all students	Differentiating instruction to meet individual needs <ul style="list-style-type: none"> - teacher differentiates based on student learning profiles, readiness, and interests (d) - teacher differentiates content, process, and products (d) - teacher differentiates for disengaged, special needs, accelerated students and heritage speakers (d)
Use of situations from textbook	Use of personalized real-world tasks <ul style="list-style-type: none"> - students use language in real-world settings (w) - students use language spontaneously (w) - students exchange information and opinions and express thoughts and feelings (w)
Classroom language learning	Opportunities to use language beyond the classroom <ul style="list-style-type: none"> - students participate in language-use opportunities with target-language users in the school (w) - students participate in language-use opportunities in the community and beyond (w) - students show evidence of becoming life-long learners (w)
Test to find out what students don’t know	Assessing to find out what students can do <ul style="list-style-type: none"> - teacher uses measures to generate a profile of student strengths and weaknesses (w) - teacher designs tasks that require proficiency in language, culture and content (w) - teacher differentiates content, process and products to maximize opportunities for success (d)
Teacher knows criteria for grading	Students understand criteria for assessment/rubrics <ul style="list-style-type: none"> - teacher uses criteria that focuses on text-type, language, culture and content (w) - students are permitted self direction in demonstrating knowledge and proficiency (d) - students participate in self assessment using criteria and rubrics (w)
Students “turn in” work for the teacher	Learners create to “share and publish” for target-culture audiences <ul style="list-style-type: none"> - students interpret a wide variety of authentic materials and analyze text structure (c) - students communicate in real-world situations (w) - students appropriately present to target-culture audiences for various purposes (w)