

Make *The Language Educator* Work for You



What is TLE?

The Language Educator is an ACTFL member publication.

TLE strives to provide world language educators of all languages at all levels with ideas and tools they can use in the classroom the very next day.



FOCUS TOPIC
Mentoring New and
Future Teachers

Who Receives *TLE*?



Every ACTFL member now receives both the print edition and the enhanced, digital edition of *The Language Educator* as a member benefit!

- *Please update your mailing address to ensure delivery of the print edition.*
- *Uncheck the “Do Not Send Me” box on your member profile*

Read *TLE*

Are you reading ALL of *TLE*?



TLE
The Language Educator

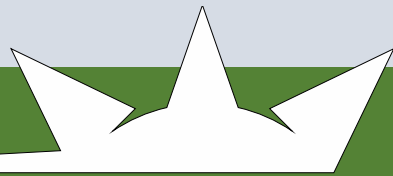
SPRING 2023 | VOLUME 18 | ISSUE 2
WWW.ACTFL.ORG

ACTFL
Language Connects

FOCUS TOPIC
Empowering
and Supporting
Heritage Language
Learners

UPCOMING FOCUS TOPIC
Community Language Learning

TLE is now a fully
hybrid publication



HYBRID

More content without more paper

- Use the QR codes in the print edition to access bonus content and multimedia resources in the digital edition

What do you read in *TLE*?

- What are your favorite parts?
- What content you have used in planning or teaching?
- What content have you shared?




ON THE COVER:

William Lee, 2023 ACTFL National Language Teacher of the Year, with two of his Latin students at Tom C. Clark High School in San Antonio, Texas.

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Look for this symbol in the print edition of *The Language Educator*. It alerts you to bonus content available in *TLE Online*, the interactive edition of the magazine available at www.actfl.org/tle.

The Language Educator

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William Lee
All Languages and All Learners, Starting in Elementary School
Martha Gorman



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CHICAGO 23
NOVEMBER 17-19

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Educator Voices
The Importance of Dual-Language Books for Dual-Language Classrooms
Lisa M. Domke



FOCUS TOPIC

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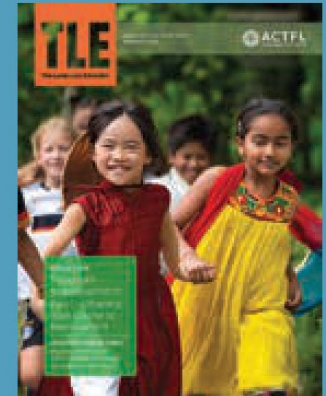
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The Language Educator

Be
PUBLISHED
in *TLE*



Read it. Write for It.


For news and tools you can use in the classroom the very next day, turn to *The Language Educator*. Every page offers useful information about inspirational projects, innovative tools, and replicable programs.

Share your inspiration, spread your ideas, and shout about your initiatives—write an article on an upcoming Focus Topic. All submissions are double-blind reviewed by experts. You will receive feedback, and quite possibly be published in one of the profession's premier journals.

actfl.org/publications/the-language-educator/publish-in-the-language-educator


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Have you been published in *TLE*?

Have you submitted to *TLE*?

If you don't submit it, your article can't be published.


Anatomy of *The Language Educator*



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Three types of articles to submit to *TLE*

1. Feature Topic articles
peer blind-reviewed
2. Educator Voices
3. Educator Tips

1. Feature Topic articles

Articles on a practical, replicable topic of your choice that is relevant and useful for educators of a range of levels and languages.

- 1,500 – 3,000 words
- Blind Peer-Reviewed
- Byline

No submission deadlines | No need to wait for the right Focus Topic!

Transformation and Justice Through Virtual Exchange

By DIANE CEO-DIFRANCESCO, CAROLINA MARTURET DE PARIS, XÓCHITL LEÓN OYARZABAL, ÓSCAR NAJERA, OSCAR MORA, AND ANA TORRES

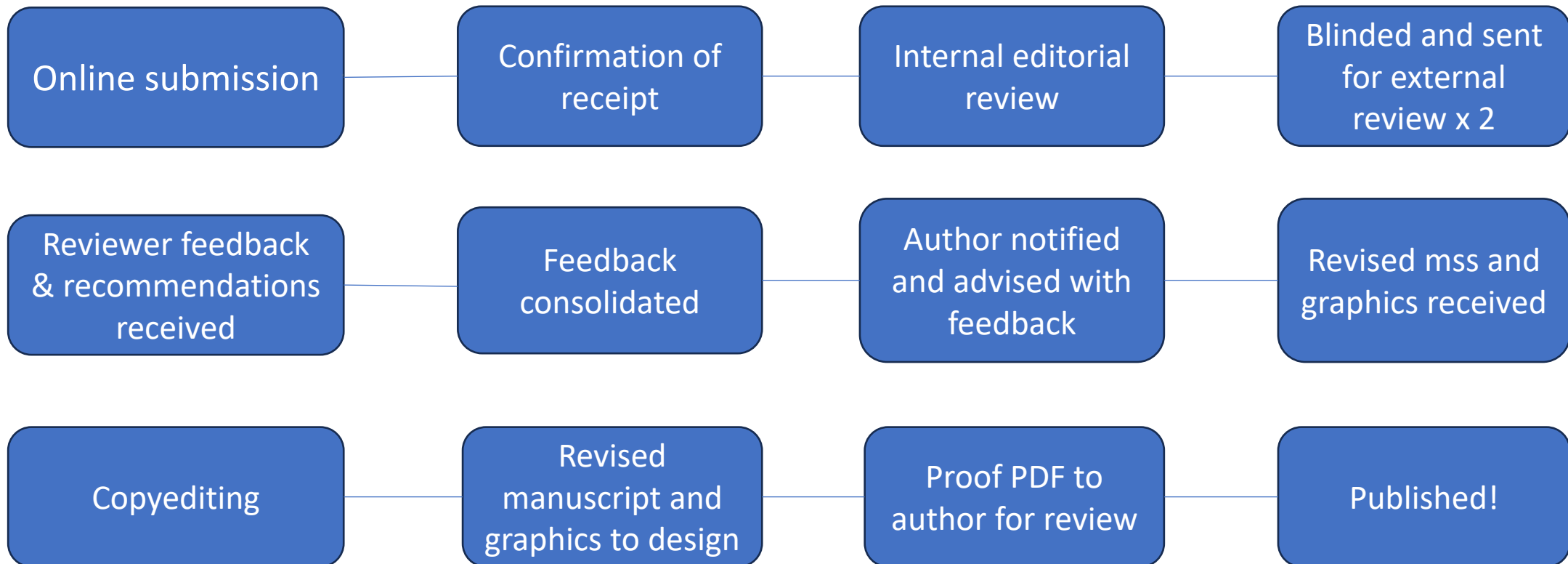


Virtual exchange, also known as telecollaboration, has been incorporated into world language education for more than 20 years. Early applications took the form of email exchange projects, such as the one described by Belz (2001). As technology has expanded the possibilities for online interaction, so too have the possibilities for engaging students with Target Language

(TL) speakers in the countries that speak the language of study. Robert O'Dowd (2018) clarified *virtual exchange* and *telecollaboration* as terms that refer to the utilization of technology to engage students from different countries and cultures on virtual collaborative tasks. Today, the types of exchanges using technological tools are numerous and widespread, including both synchronous and asynchronous formats. Gone are

the days of searching for ways to share authentic cultural experiences through print or recorded materials. Zoom and other applications have made one-to-one virtual encounters possible, and remote teaching and learning during the COVID-19 pandemic and quarantine have transformed these virtual interactions from innovations in teaching and learning to the norm in schools, homes, and work environments.

The Feature Topic article publication process



Educator Voices

Tell your story, promote a cause, discuss a professional concern...

- 1,000 – 1,500 words
- 1st person
- Often accompanied by a recorded Zoom Q&A and a conversation in the ACTFL Community

Meeting Our Expectations: A Language Educator's Journey from Awareness to Opportunity

BY HOPE ANDERSON

Online Bonus Content



Scan the QR code to watch a Q&A with Hope Anderson.

“Just because students aren't meeting our expectations doesn't mean we should lower them.”

My colleague's words still ring in my head more than a decade later. I do not remember what topic we were discussing—command forms in Spanish 101? Double object pronouns in Spanish 102? Imperfect subjunctive in Spanish 201? The specific grammatical point is irrelevant now. What I was trying to suggest was that maybe instead of trying to cram so many grammatical forms into lower-level university Spanish courses, we should instead help students communicate more with fewer linguistic tools. But I lacked

the vocabulary and came across sounding like I wanted to lower my expectations.

My colleague, who had been educated abroad in a trilingual school before graduating as a multilingual teenager, came from a grammatical approach and saw prioritizing communication—or perhaps my passionate, inarticulate explanation of this—as withering in the face of modern student abilities and demands.

She was correct in identifying my desire to adapt to student needs but failed to realize that I saw their primary need as being able to communicate, to understand what was going on in class—not just to

get the right answer on a multiple-choice test. At that university, students trying to wrap their heads around decontextualized subjunctive examples in Spanish 102 would ask questions like, “But when would you ever say that?” As a novice teacher, I had no good answer, especially when their proficiency level was not yet to the point where they could reasonably contextualize it in a relevant task.

This hallway conversation took place prior to the release of ACTFL's 2012 *Proficiency Guidelines* and the *NCSSFL-ACTFL Can-Do Statements*, but in our department, we already subscribed to a version of ACTFL's principles, and of course, communicative language teaching (CLT) was already growing in acceptance. In between were many publications with theories and studies that would have given me the vocabulary to speak more eloquently about proficiency to my colleague, had I read them, although whether it would have helped me in that conversation will never be known.

What is important is that this viewpoint, even during the first decade of the 2000s,

Educator Tip

- Tech tools
- 1,000 – 1,500 words
- Byline and headshot

TIPS FROM Educators

This issue's tip comes from Gay Rawson, Professor of French and Chair of the Department of World Languages and Cultures at Concordia College in Moorhead, Minnesota, and recipient of the 2020 ACTFL/Cengage Postsecondary Award for Excellence in Foreign Language Instruction Using Technology with TALLT.



What new technology tool do you recommend—and how do you use it in your classroom?

Using Technology to Access Authentic Resources and Connect with Culture

I have a confession to make, although it might not come as a surprise: I love technology. There I said it. Before you judge me, let me explain. Even after a year that forced many of us online, I still find new and powerful ways to leverage different technology tools in my classes that help motivate and engage students.

Applying gamification theory to my classes has created an environment that lowers students' affective filter, focuses on what they can do rather than on what they can't do, and puts students at the center and in control of their learning. It makes my class period exciting for them—and for me. It has allowed me to apply the STARTALK Principles for Effective Teaching

and Learning and the ACTFL Core Practices for World Language Learning in new and exciting ways. Technology, when used properly, is a powerful tool, connecting students to one another and connecting content in meaningful and effective ways.

I would like to ask you to challenge yourself to think about how you might use technology in deeper ways. Instead of just using tech tools to drill vocabulary or verb conjugations in a fun but teacher-centered format, what if you wove culture into the lesson and found ways for students to communicate, choose, collaborate, create, and connect with communities next door and around the world? What might that look like? How might that work?

I'm going to share four of my current favorite tools and authentic resources, applicable to all languages and levels. You may already know about some of them, but I will focus on ways that these tools can connect students with cultures, keeping the ACTFL Core Practices firmly in place. These resources begin with the interpretive mode but easily lend themselves to extensions in the presentational and interpersonal modes. Students can explore the resources and share their findings, in writing or in an oral presentation. They can incorporate sounds in their presentations or explain an article that they read. They can discuss their findings with partners.

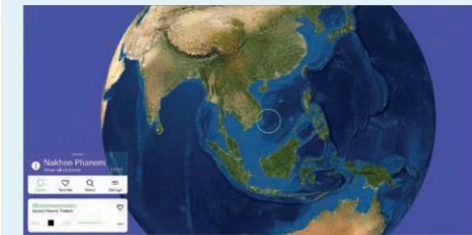
One of the things that I like best about the tools highlighted here is that my students and teacher colleagues are nearly spellbound by them. They reported listening to the radio or street sounds, looking up their conversation partner's address, looking up the headlines in another part

of the world outside of class, and sharing these sites with their friends and families. The sites stimulated their intellectual curiosity and started to get at perhaps the most elusive, and most cherished, aspect of the World-Readiness Standards: lifelong learning. Technology connected them to cultures, and they started using the language for enrichment and enjoyment outside the classroom. *À suivre!*

Radio Garden radio.garden/visit/tours/WSZuYu8q

This site features a giant interactive globe that allows you to easily navigate to any green dot, each of which represents a radio station somewhere in the world. Students can easily listen to the radio in any location and scan for stations in far away rural areas or large urban metropolises. The link directs listeners to a station in Tours, France, but it is easy to navigate to any place on the planet. Radio Garden is also a powerful yet simple app that can be downloaded to a portable device or phone.

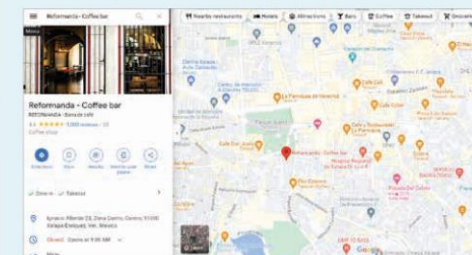
In my class we sometimes choose a station in the part of the world we are studying for background music while students are writing collaboratively or working in groups. Other times we evaluate what kinds of music are being played in a country we are studying: What patterns do we notice? What kinds of music do we hear? Instead of just memorizing a list of vocabulary words about different kinds of music, students go on a scavenger hunt, searching the globe for different examples of various genres. They present about the kinds of music they hear in a certain country and then talk about their favorite genres. We sometimes follow



ABOVE AND BELOW LEFT AND RIGHT: Radio Garden: Spinning the globe, I landed on a station in Thailand before going to one of my favorites in Tours, France



ABOVE LEFT AND RIGHT AND BELOW: Audio Maps: I clicked on the circle in Mexico with 117 recordings, eventually choosing a coffee bar that looked interesting.



up on this activity by using Lyrics Training (lyricstraining.com) and FluentKey (fluentkey.com) to listen to some of the songs we've heard, learn the lyrics, and then analyze and evaluate their meaning.

Audio Maps www.audiomaps.org

This site is in Spanish but is applicable to all languages. A flat map of the earth with orange dots is featured. Many of the dots have numbers on them, indicating how many recordings are available in each geographic area. As you click on each dot, the map zooms in until you can see the actual houses and neighborhoods where the sounds were recorded. You can access labels on the map that indicate restaurants, notable landmarks, and street names. The labels are linked to Google maps so you can click on them to be taken to related websites and more. What you hear when you click are the soundscapes of that location!

This project began in Latin America with the goal of mapping the soundscape of that part of the world. Researchers took sound trips and shared their recordings with the site, which has expanded to include more of the world. Travelers are invited to contribute sound files to the map. Not all parts of the world are represented yet, but it is already an impressive collection. Imagine how much more powerful this resource might make teaching about cities and directions. Instead of a static, generic map, what if students chose a part of the world where the target language is spoken and zoomed in to listen to the sounds of the streets in that location, navigating the neighborhood, and imagining the daily routines in that part of the world?

Kiosko.net en.kiosko.net

There are Spanish, English, and French versions of Kiosko, but the resources include many other languages. It provides easy kiosk-like access to authentic newspaper and magazine covers from around the world, usually in the target language. Keeping in mind the adage "change the task, not the text," even beginners can



Helpful Tips

- Write clearly ... do not try to impress.
- Be practical and helpful.
- First person is acceptable, but back up claims with research and sources.
- Provide resources, if possible, with URLs.
- Cite your sources, both in text and in a References section.
- Use APA Style. Google Scholar is your friend!
- Do not: double-space after periods or submit PDFs. Word documents, please.
- Once accepted, submit hires graphics and captions. Permission to use is essential.

Be Part of *TLE*

Volunteer to be a TLE
guest peer reviewer.

Go to ACTFL Central:
*[actfl.org/career-
development/volunteer](https://actfl.org/career-development/volunteer)*

Or email *tle@actfl.org*





How *you* would like to see *The Language Educator* evolve in the coming year?

tle@actfl.org



*I look forward to working
with you.*

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