

Foundations of the World-Readiness Standards for Learning Languages

Workshop Description:

The World-Readiness Standards for Learning Languages provide the framework for designing curriculum, planning instruction, and guiding learners. Standards put the focus for language programs on what learners should know and be able to do (and how well). Experience the process for using the standards to develop a unit of instruction. Reflect on how these standards can help develop “world-ready” learners.

Learning Objectives:

Upon completion of this workshop, participants will be able to:

- explain the purpose of the standards
- identify the components of the World-Readiness Standards and describe how each component helps me plan effective language learning
- design tasks for instruction or assessment using the Performance Indicators and Sample Progress Indicators of the World-Readiness Standards
- identify implications of the World-Readiness Standards for my instruction and assessment for language learning

Workshop Agenda (3.5 hours):

Section and Time	Focus Question and Content
Focus Our Learning 5 min.	Welcome! We will review the day's agenda and establish meeting norms.
Section 1 20 min.	Focus Question: What is the purpose of the World-Readiness Standards for Learning Languages? <ul style="list-style-type: none"> • Examine different metaphors for standards • Identify what standards are and are not
Section 2 35 min.	Focus Question: How do the World-Readiness Standards provide focus for unit planning? <ul style="list-style-type: none"> • Small Group Activity: Identify what to teach, given the topic for a unit • For the Goal Area of Communication, unpack the characteristics of the three Modes of Communication • Examine how the Goal Areas of Cultures, Comparisons, Connections, and Communities focus the content generated in the small group activity • Select a thematic unit topic to focus the small group tasks for the remainder of the workshop
Section 3a 20 min.	Focus Question: How do the World-Readiness Standards' Performance Indicators help me plan more effective language learning? <ul style="list-style-type: none"> • Identify the elements of the Performance Indicators for each Mode of Communication, unpacking the Global Statements and Sample Indicators • Examine how the same topic and functions would lead to different learning targets in units designed for learners at the Novice, Intermediate, or Advanced levels

15 min.	BREAK
Section 3b 50 min.	<p>Focus Question: How do the World-Readiness Standards' Performance Indicators help me plan more effective language learning?</p> <ul style="list-style-type: none"> • Individual or Small Group Activity: For your group thematic focus, generate examples of what learners would do to demonstrate the Goal Areas of Cultures, Comparisons, Connections, and Communities at the level of proficiency targeted for these learners • Small Group Activity: Brainstorm tasks for each Mode of Communication and indicate the Goal Areas addressed by the task (Cultures, Comparisons, Connections, and/or Communities)
Section 4 40 min.	<p>Focus Question: How does shining the spotlight through the lens of the World-Readiness Standards focus instruction and assessment?</p> <ul style="list-style-type: none"> • Create two unit goals for your group thematic focus: Function (Communication) + Context (Cultures, Comparisons, Connections, Communities) • Adapt an Interpersonal assessment to fit your group thematic focus • Identify what shifts in instructional practices are already in place and which will be challenging to adopt
Consolidate Our Learning 15 min.	<p>Focus Question: What are the implications of the World-Readiness Standards for my program?</p> <ul style="list-style-type: none"> • Small Group Activity: Identify how standards can guide your language program • Reflect on how standards will help implementation of units of instruction
10 min.	Q&A Time