

# World Languages 21<sup>st</sup> Century Skills Map

## **Communication**

Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts, and ideas.

## **Collaboration**

Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.

## **Critical Thinking and Problem Solving**

Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.

## **Creativity and Innovation**

Students as creators and innovators respond to new and diverse perspectives. They use language in imaginative and original ways to make useful contributions.

## **Information Literacy**

Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.

## **Media Literacy**

Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.

## **Technology Literacy**

Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.

## **Flexibility and Adaptability**

Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.

## **Initiative and Self-Direction**

Students as life-long learners are motivated to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.

## **Social and Cross-Cultural Skills**

Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.

## **Productivity and Accountability**

Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.

## **Leadership and Responsibility**

Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community.

**4 Interdisciplinary Themes** — Global Awareness, Economic, Financial, Business and Entrepreneurial Literacy, Civic Literacy and Health Literacy

## IN THE PAST

## TODAY

Students learned about the language (grammar)

Students learn to use the language

Teacher-centered class

Learner-centered with teacher as facilitator/collaborator

Focused on isolated skills (listening, speaking, reading, and writing)

Focus on the three modes: interpersonal, interpretive, and presentational

Coverage of a textbook

Backward design focusing on the end goal

Using the textbook as the curriculum

Use of thematic units and authentic resources

Emphasis on teacher as presenter/lecturer

Emphasis on learner as “doer” and “creator”

Isolated cultural “factoids”

Emphasis on the relationship among the perspectives, practices, and products of the culture

Use of technology as a “cool tool”

Integrating technology into instruction to enhance learning

Only teaching language

Using language as the vehicle to teach academic content

Same instruction for all students

Differentiating instruction to meet individual needs

Synthetic situations from textbook

Personalized real world tasks

Confining language learning to the classroom

Seeking opportunities for learners to use language beyond the classroom

Testing to find out what students don't know

Assessing to find out what students can do

Only the teacher knows criteria for grading

Students know and understand criteria on how they will be assessed by reviewing the task rubric

Students “turn in” work only for the teacher

Learners create to “share and publish” to audiences more than just the teacher.

