

Dafna Zur argues that the figure of the child was particularly favorable to the project of modernity and nation-building, as well as to the colonial and postcolonial projects of socialization and nationalization. She demonstrates the ways in which Korean children's literature builds on a trajectory that begins with the child as an organic part of nature, and ends, in the post-colonial era, with the child as the primary agent of control of nature. Figuring Korean Futures reveals the complex ways in which the figure of the child became a driving force of nostalgia that stood in for future aspirations for the individual, family, class, and nation.

Raising Global Children Stacie Nevadomski Berdan 2013-11-01 Today's children need to develop a global mindset – an indispensable tool for success. Together, as parents and educators, we must instill in our children an interest in learning about the world early on. Raising Global Children provides the rationale and concrete steps you can take to open up the world to young people – and to do so in a fun and entertaining way without spending a whole lot of money. Packed with practical information, hundreds of tips and dozens of real-life stories, this combination parenting-educational advocacy book is the first of its kind to detail what raising global children means, why global awareness is important and how to develop a global mindset. Inside the pages of Raising Global Children, the authors make a strong case for the importance of both small and big ways that adults can influence and shape the development of a global mindset in children, including: Encouraging curiosity, empathy, flexibility and independence Supporting learning a second language as early as possible Exploring culture through books, food, music and friends Expanding a child's world through travel at home and abroad Helping teens to spread their own global wings Advocating for teaching global education in schools Enthusiastically praised by parents and professionals alike, Raising Global Children is filled with inspiring advice that will change the way you think about raising and educating children. Raising Global Children is published by The American Council on the Teaching of Foreign Languages (ACTFL), which is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. Find out more at www.actfl.org. PRAISE: "In the increasingly interconnected and competitive world that our young people find themselves in, Stacie and Mike Berdan's Raising Global Children is one sure fire way for today's busy parents to help give their kids a step up and get ahead." —Curtis S. Chin, former U.S. Ambassador and international business executive "Raising Global Children is an essential guide for preparing our children for a successful future in a globally competitive and interconnected world, one that is far different than the world we grew up in." —Diane Gulyas, President of DuPont Performance Polymers "Raising Global Children is a book for parents who know the world is changing and want their children to experience it, embrace it and benefit from it. It is a must have guide for bringing up globally aware kids." —Carolyn Tieger, President of entrePREneur Communications, LLC "The Berdans have done an excellent job of outlining how adults can influence and shape the development of a global mindset among children. Raising Global Children clearly illustrates how parents and educators can open up the world to the young people in their lives by developing the necessary skills and attitude to fully embrace it!" —Marty Abbott, Executive Director, American Council on the Teaching of Foreign Languages

The Rotarian 1999-06 Established in 1911, The Rotarian is the official magazine of Rotary International and is circulated worldwide. Each issue contains feature articles, columns, and departments about, or of interest to, Rotarians. Seventeen Nobel Prize winners and 19 Pulitzer Prize winners – from Mahatma Gandhi to Kurt Vonnegut Jr. – have written for the magazine.

For the Love of Cod Eric Dregni 2021-04-13 A journey to find Norway's supposed bliss makes for a comic travelogue that asks, seriously, what makes Norwegians so damn happy—and does it translate? Norway is usually near or at the top of the World Happiness Report. But is it really one of the happiest countries on Earth? Eric Dregni had his doubts. Years ago he and his wife had lived in this country his great-great-grandfather once fled. When their son Eilif was born there, the Norwegian government paid for the birth, gave them \$5,000, and deposited \$500 into their bank account every month, but surely happiness was more than a generous health care system. What about all those grim months without sun? When Eilif turned fifteen, father and son decided to go back together and investigate. For the Love of Cod is their droll report on the state of purported Norwegian bliss. Arriving in May, a month of festivals and eternal sun, the Dregnis are thrust into Norway at its merriest—and into the reality of the astronomical cost of living, which forces them to find lodging with friends and relatives. But this gives them an inside look at the secrets to a better life. It's not the massive amounts of money flowing from the North Sea oil fields but how these funds are distributed that fuels the Norwegian version of democratic socialism—resulting in miniscule differences between rich and poor. Locals introduce them to the principles underlying their avowed contentment, from an active environmentalism that translates into flyskam (flight shame), which keeps Norwegians in the family cabin for the long vacations prescribed by law and charges a 150 percent tax on gas guzzlers (which, Eilif observes, means more Teslas seen in one hour than in a year in Minnesota!). From a passion for dugnad or community volunteerism and sakte or "slow," a rejection of the mad pace of modernity, to the commodification of Viking history and the dark side of Black Metal music that turns the idea of quaint, traditional Norway upside down, this idiosyncratic father and son tour lets readers, free of flyskam, see how, or whether, Norwegian happiness translates.

World-Readiness Standards for Learning Languages National Standards in Foreign Language Education Project 2014-11-19

Understanding Second Language Acquisition Lourdes Ortega 2014-02-04 Whether we grow up with one, two, or several languages during our early years of life, many of us will learn a second, foreign, or heritage language in later years. The field of Second language acquisition (SLA, for short) investigates the human capacity to learn additional languages in late childhood, adolescence, or adulthood, after the first language --in the case of monolinguals-- or languages --in the case of bilinguals-- have already been acquired. Understanding Second Language Acquisition offers a wide-encompassing survey of this burgeoning field, its accumulated findings and proposed theories, its developed research paradigms, and its pending questions for the future. The book zooms in and out of universal, individual, and social forces, in each case evaluating the research findings that have been generated across diverse naturalistic and formal contexts for second language acquisition. It assumes no background in SLA and provides helpful chapter-by-chapter summaries and suggestions for further reading. Ideal as a textbook for students of applied linguistics, foreign language education, TESOL, and education, it is also recommended for students of linguistics, developmental psycholinguistics, psychology, and cognitive science. Supporting resources for tutors are available free at www.routledge.com/ortega.

Arabiyyat al-Naas (Part One) Munther Younes 2017-07-14 'Arabiyyat al-Naas (Part One) offers a groundbreaking introduction to Arabic as it is written and spoken by native speakers. It combines a progressive and rigorous grounding in Modern Standard Arabic (MSA) – the form employed for reading, writing and formal speaking – with an innovative integration of the spoken Levantine variety used in everyday situations in Syria, Lebanon, Jordan and Palestine. Introducing the two simultaneously 'Arabiyyat al Naas (Part One) uses each in its proper context: Levantine for conversations and MSA for reading and writing activities. In this way, the course efficiently prepares students for the practical realities of learning and "living" Arabic today. Features include: 21 theme-based units covering all the core topics expected in a first-year Arabic course, such as countries, clothes, colors, family and professions a broad range of stimulating activities and exercises fostering active engagement with the course and the development of comprehension and communication skills comprehensively covers the 5 Cs: communication, culture, connections, comparisons and communities a free DVD filmed on location in Jordan, presenting over 40 videos and incorporating a wide variety of entertaining and realistic scenarios a free companion website (www.routledge.com/cw/younes) offering a wealth of additional instructor and student resources, including a teacher's guide, an introduction to the letters and sounds of Arabic (with audiovisual aid and writing demonstrations), audio recordings of songs and listening passages, video clips, sample tests, an answer key and language games clear explanations of grammatical structures and concepts as they occur in the reading and listening materials to encourage progressive learning and active interaction with the text a user-friendly and vibrant full colour text design, richly illustrated throughout with over 200 illustrations and photographs songs with simple lyrics tied to the themes of the course to help advance vocabulary acquisition and understanding of basic grammatical structures. Written by a dynamic author team and tested over a number of years at Cornell University, 'Arabiyyat al-Naas (Part One) will be an essential resource for students beginning to learn Arabic. While primarily designed for classroom use, the accessibility of the course and website also renders it highly suitable for independent study. The materials are designed to bring students from the novice low level to the intermediate low level on the ACTFL scale (American Council on the Teaching of Foreign Languages), and from A1 to A2/B1 on the CEFR scale (Common European Framework Reference). This volume is the first in an exciting three-part series of Arabic textbooks which together provide a complete three-year undergraduate language program.

Arabic Stories for Language Learners Hezi Brosh 2013-08-06 Arabic Stories for Language Learners—a language learning experience for beginner to intermediate students of the Arabic language. The traditional stories of a country are invaluable at providing insight into understanding the culture, history and language of a people. A great way to learn Arabic, the sixty-six stories found in Arabic Stories for Language Learners present the vocabulary and grammar

used every day in Arabic-speaking countries. Pulled from a wide variety of sources that have been edited and simplified for learning purposes, these stories are presented in parallel Arabic and English, facilitating language learning in the classroom and via self-study. Each story is followed by a series of questions in Arabic and English to test comprehension and encourage discussion. Arabic Stories for Language Learners brings Arab culture to life colorfully and immediately. Regardless of whether or not you have a working knowledge of Arabic, this book gives readers a tantalizing introduction to the wisdom and humor of these ancient desert-dwelling peoples. The downloadable in audio helps students of Arabic improve their pronunciation and inflection, and immerses non-students into the uniquely Arabic storytelling style.

Children Under Construction Drew Chappell 2010 This edited collection explores the roles of material culture in socializing young people through their play. Authors explore notions of play from diverse cultural viewpoints, as well as the impact of technology on play, and the kinds of resistant and liberatory play children might partake in. Informed by the field of performance studies, the book considers play as performance, asking questions about embodiment at physical, relational, and ideological levels, and considering «performance» to be part of identity construction, as well as a component of enculturation into various societies. Of interest are the ways in which children try on various identities through their play, and how these identities may (re)define their attitudes, values, and beliefs. As curriculum and instruction have become open to the use of games - and children's material culture more generally - as a forum for learning, intersections have emerged between schooling and culture at large. This book broadens the scope of «learning» to investigate how these cultural artifacts are open or closed to multiple perspectives and narratives, as well as how their use is constituted both in and out of the classroom.

The Seal of Biliteracy Amy J. Heineke 2020-02-01 This edited volume examines the Seal of Biliteracy (SoBL), a relatively new policy initiative that has received little attention in scholarly and practical literature. The contributions seek to expand the literature by presenting case studies of policy implementation in diverse contexts across the United States. This book is organized into four sections: (1) introduction to the SoBL, including history of the policy initiative and national trends in policy design and implementation, (2) case studies of macro-level policy implementation, including a diverse array of contexts across the country that have approached the SoBL in unique ways (e.g., legislation v. educational code, prioritizing world v. home languages), (3) case studies of micro-level implementation, including schools and districts that award the SoBL to diverse student populations through various language programs (e.g., English-dominant v. linguistically diverse; world language v. dual-language programs), and (4) conclusions and future directions, including actionable next steps for policy makers, administrators, educators, and researchers. Members of various professional organizations will benefit from this text, including the National Association for Bilingual Education (NABE), Teachers of English to Speakers of Other Languages (TESOL), the American Council for Teaching of Foreign Languages (ACTFL), as well as participants in local affiliates for bilingual, English as a second language (ESL), and world language education.

Doing Foreign Language Heidi Ehernberger Hamilton 2005 Inspired by the collaboration among Minnesota's Concordia Language Villages, the National Capital Language Resource Center, the Center for Applied Linguistics, and the Center for Advanced Research on Language Acquisition, the authors offer lesson plans and supporting activities that capture the essence of this hugely successful program and translated it into equally successful programs for traditional foreign language classrooms.This book reflects ACTFL Standards' five Cs—Communication, Culture, Connections, Comparisons, and Communities—ensuring that future teaches are ready to meet the expectations of students, parents, principals, and communities.For educators, volunteers, and aids teaching foreign languages.

Teaching Naked José Antonio Bowen 2012-07-03 You've heard about "flipping your classroom"—now find out howto do it! Introducing a new way to think about higher education,learning, and technology that prioritizes the benefits of the humandimension. José Bowen recognizes that technology is profoundlychanging education and that if students are going to continue topay enormous sums for campus classes, colleges will need to providemore than what can be found online and maximize "naked"face-to-face contact with faculty. Here, he illustrates howtechnology is most powerfully used outside the classroom, and, whenused effectively, how it can ensure that students arrive to classmore prepared for meaningful interaction with faculty. Bowen offerspractical advice for faculty and administrators on how to engagestudents with new technology while restructuring classes into moreactive learning environments.

Free Voluntary Reading Stephen D. Krashen 2011 An eye-opening look at the latest research findings about the success of free voluntary reading in developing high levels of literacy. * Presents and organizes information in reprints of articles written by Stephen Krashen and published in journals worldwide * Addresses 83 generalizations about research that point to the success of FVR in developing literacy

Newsletter 1990

America's Bilingual Century Steve Leveen 2021-01-04 How can Americans make our country stronger, kinder, smarter? By marshaling our enviable can-do ethic and learning another language. We can do it, no matter what our age: author Steve Leveen chose Spanish as his adopted language in midlife. America's Bilingual Century is filled with tips for learning a language, some mechanical--like changing your phone and laptop settings to your adopted language--and some philosophical. For instance, start by having a place in your life where you'll use the language, Steve says. The "where" makes the "how" more attainable. And recognize that, as with any adoption, you do it for love, and for life--so don't fret when you're not fluent in five months. If you have kids, start them young. You'll be glad you did when you read about the explosive growth of dual language schools across the country and the significant, measurable advantages they give our young people. Steve also takes us to the top summer language immersion camps, for both children and adults. And he shares his findings from leading language scholars, teachers, sociolinguists, app creators, and bilinguals of all stripes that he discovered during his dozen years of research. Then he topples 12 myths about Americans and languages that no longer hold in this century. Like thinking the whole world speaks English (it doesn't), that being monolingual is natural (it isn't), and that Americans suck at language (quite the opposite, as he demonstrates). Here and now in the 21st century, America is embracing its many ethnic and cultural heritages. How natural, then, that we enfold the many languages that these heritages thrive on as part of that quintessentially American pursuit of happiness. If you've never thought of bilingualism as being a patriotic act, America's Bilingual Century may persuade you otherwise. Knowing a second language changes the way we perceive the world, and the way the world perceives us. "English is what unites us," Steve says. "Our other languages are what define and strengthen us." And even if becoming bilingual leans more toward aspiration than arrival, that's okay. The journey is as rewarding as the destination.

The Gift of Languages Fabrice Jaumont 2019 The emergence of newer international standards and the focus on STEM education are transforming entire educational sectors. Yet, as schools focus more attention to developing global competencies and 21st century skills in their pedagogy, it has become critical to re-engage educators and school communities with the goals of language education, multilingualism, and multiliteracy while promoting interconnectedness, empathy, and mutual comprehension among our youth. With this in mind, it is important to understand the potential of multilingual education as it can serve our societies' new expectations, and provide the right tools for success to our younger generations. The Gift of Languages: Paradigm Shift In U.S. Foreign Language Education explores the many advantages of multilingual education and sets the stage for a new paradigm in our approach to teaching and learning languages. The book touches on the issue of foreign language deficit in the United States and the changes that need to occur in our schools to better serve our children and our linguistic communities. The book also explores the growth of dual-language education in recent years and explores the connection between both multilingual programming and solving the United States' foreign language problem. The discussion on language education in the United States has never been neutral; moreover, it has traditionally provided substantive direction and exerted significant authority over educational policy. Yet, this debate needs to move towards viewing multilingual education as an essential approach for our society, and as something that should be prevalent among educational policymakers. The audience for this book includes educators, language teachers, school leaders, school boards, program directors, scholars, and policy makers particularly if they want to join forces in building the future of education and investing in the multilingual capital of our nation. This book is part of The Bilingual Revolution Series. Praises We are at a critical point in our nation in which we can continue to hold on to our monolingual past, or embrace a multilingual and more inclusive future. The Gift of Languages helps us prepare and understand the necessary paradigm shift to adopt and implement a multilingual curriculum and mindset in our schools and communities. Co-authored by two pioneers and experienced experts in the bi- and multilingual education space, the book is a must read for educators, policy makers, community leaders, students, and interested parents who want to make meaningful changes now. – Andrew H. Clark, Ph.D. Chair, Dept. of Modern Languages & Literatures, Fordham University The Gift of Languages should awaken all Americans, especially the policy makers, for the need to raise future generations of multilingual citizens to compete and thrive in our global community. One

of our founding fathers and presidents, Thomas Jefferson, spoke to and acted upon the need for teaching languages when he founded the University of Virginia; as a nation, we have not lived up to his words and actions. Let us remind ourselves that we started out a linguistically and culturally diverse group of peoples that came together to build a strong nation over the years. Linguistic diversity is the gift that our nation needs to give itself! – Francesco L. Fratto President, The Foreign Language Association of Chairpersons and Supervisors “Mastering languages is essential for communicating with and understanding others, respecting each other, and appreciating our heritages and our roots. The Gift of Languages offers an invaluable toolbox for policy makers, educators, families and students who are already working in the field of language and those who hope to create the kind of paradigm shift that the authors advocate. The book provides cogent arguments in favor of expanded language learning at all levels, and especially argues in favor of expanding the breadth and variety of multilingual educational opportunities already spreading in public school systems from Utah to Louisiana to New York and beyond. The authors cite examples of the “Bilingual Revolution” already underway and provide the kinds of arguments and examples that resonate for educators and drive policy towards furthering the way we value language education in the United States. The book is indispensable for anyone interested in the future of foreign language education.” – Jane F. Ross, Ph.D. President and Founder, French Heritage Language Program Over 60% of people on the planet are bilingual or multilingual — which suggests that this is the norm for human beings — and multiple studies demonstrate the cognitive, social, political, and financial benefits of bilingualism. Yet in the United States, we regularly hear news stories about people being shamed, bullied, and sometimes violently harmed for speaking other languages, even when they also speak English. Accessibly written, this book offers detailed arguments for both why and how the nation should embrace and promote linguistic diversity. Options for adults are expertly addressed, yet the authors invest even greater passion and detail in promoting early educational programs in which no child is left monolingual. I can think of no better way to shift our nation’s view of itself from “English Only” to “English Plus” and create a more inclusive society. We need a roadmap, and this book clearly lays out the territory and possible trajectories as it motivates us to make the journey. – Kimberly J. Potowski, Ph.D. Professor in the Department of Hispanic and Italian Studies, University of Illinois at Chicago About the Authors Fabrice Jaumont is the author of The Bilingual Revolution: The Future of Education is in Two Languages (TBR Books, 2017), which provides inspirational vignettes and practical

advice for parents and educators who want to create a dual-language program in their own school. He has also published several books and articles on philanthropy, higher education, heritage languages, cinema, and the arts. Fabrice Jaumont is Education Attaché for the Embassy of France to the United States, a Program Director for FACE Foundation in New York, and the founder of New York in French. He is also a Senior Fellow at Fondation Maison des Sciences de l’Homme in Paris. Fabrice Jaumont holds a Ph.D. in Comparative and International Education from New York University. For more information, visit the author’s blog: fabricejaumont.net Kathleen Stein-Smith is the author of The U.S. Foreign Language Deficit: Strategies for Maintaining a Competitive Edge in a Globalized World (Palgrave-MacMillan, 2016), The U.S. Foreign Language Deficit and How It Can Be Effectively Addressed in the Globalized World: A Bibliographic Essay (Edwin Mellen Press, 2013), and The U.S. Foreign Language Deficit and Our Economic and National Security: A Bibliographic Essay on the U.S. Language Paradox. (Edwin Mellen Press, 2013). Kathleen Stein-Smith is Associate University Librarian at Fairleigh Dickinson University, Chair of the American Association of Teachers of French Commission on Advocacy, and member of the American Translators Association Education & Pedagogy Committee. She has taught foreign languages at high school and college level, taught adult learners, delivered TEDx talk on the U.S. foreign language deficit. She holds a Ph.D. in Interdisciplinary Studies from Union Institute & University. For more information, visit the author’s blog: kathleensteinsmith.wordpress.com

Task-Based Instruction for Teaching Russian as a Foreign Language Svetlana V. Nuss 2022-03-10 Task-Based Instruction for Teaching Russian as a Foreign Language presents the most recent developments in the field of task-based language teaching (TBLT) and highlights impactful research-based instructional practices of applying TBLT for the teaching of Russian. This comprehensive volume extends the current understanding of the nature and role of tasks in course development, authenticity in task design, the role of the instructor in TBLT, teaching culture through TBLT, the intersection of complex morphology and explicit grammar instruction with task-based approaches, collaborative interaction within TBLT, and technology-mediated tasks. This resource focuses on the unique set of factors and challenges that arise when applying TBLT in the instruction of Russian and other morphologically rich languages. This edited volume will be of interest to teachers of Russian as well as researchers in Russian language acquisition, language pedagogy, and Slavic applied linguistics.