HONING OUR CRAFT

World Language Teaching Today

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Dear world language community,

World language pedagogy is constantly evolving, and teachers' understandings of it should be growing accordingly. As informed practitioners, we need to frequently reconsider the best ways to foster language development, assess students' progress, meet their individual needs, capitalize on the affordances of technology, and enact socially just practices.

We take great pride in the fact that this volume is written *by educators for educators*. Throughout this volume, the authors use reader-friendly language and focus on practical applications that can be adapted to the wide variety of different languages, levels and contexts. Its 12 chapters reflect a wide range of recent questions discussed in our professional communities, as we juggle a myriad of decisions with each and every class we teach and are challenged to stay informed and continue to improve our craft.

Each chapter includes the same four sections, which we illustrate below with few examples and the names of authors who have explicitly addressed each one (other authors in the collection may also have addressed it to some degree).

CONTEXTUALIZATION

The first section of each chapter addresses the most important questions, challenges, and needs related to the topic, such as those listed below.

Questions

- Is the exclusive use of the target language an unrealistic expectation, or is it essential to help students develop communicative ability? (Turnbull; Fernández)
- What does a grade actually represent? (Krushnowski)

Challenges

- Creating opportunities for learners to interact with speakers from different regions when there is limited access to speakers of the target language in local communities (Henshaw & Hetrovicz)
- Accounting for many differences among learners, including levels of motivation to learn the language, language varieties, expectations, and proficiency levels (Blaz)

Needs

- Embedding themes of justice and empathy as part of a democratic, critically conscious education (Randolph)
- Removing various kinds of barriers in the interests of supporting all learners (Berberi)

KEY TERMS AND POSSIBLE MISCONCEPTIONS

After contextualizing the topic, the authors define important concepts and clarify common misconceptions related to their chapter, such as the following:

- Project-Based Language Learning does not entail merely assigning a course project or culminating activity at the end of a unit. (Ferry)
- Language educators do not need to be experts in a specific professional field to be able to incorporate it into their classes. (Ruggiero)

DEMONSTRATIONS

In this section, authors provide at least two detailed examples of what they recommend in order to help readers clearly understand and visualize how it might take place in a classroom. For example:

- A college-level activity designed for heritage Spanish speakers to help them understand how the language we use and the stories we tell reflect relationships of power (Potowski & Henriquez)
- A unit focused on sustainable tourism that helps learners reflect on how our actions as travelers impact the communities we visit (Wagner & Glynn)

SUGGESTIONS

Finally, this section addresses possible questions and concerns and offers concrete suggestions for implementation of the recommended practices. In keeping with the goals of high readability and immediate applicability, this section concludes with suggested dos and don'ts related to the chapter topic, such as the following:

- Use task sequencing to support a gradual transition from understanding and building the necessary linguistic tools to critical analyses. (Clay)
- Don't compare language students to monolingual native speakers. (Turnbull)

In keeping with the goals of high readability and immediate applicability, this section concludes with suggested dos and don'ts related to the chapter topic.

We hope the ideas in these chapters inspire you to consider new approaches and implement new practices in your classroom. Try a few suggestions and revisit this volume when you are ready to explore more ideas. We welcome your feedback and invite you to share your thoughts on this volume with us by sending an email to editorial@klettwl.com.