



Effective language learning experiences are facilitated by the use of strategically selected resources designed to support intentionally planned lesson, unit, and course performance objectives. The LEARNING TOOLS domain is one of the seven domains of the *Teacher Effectiveness for Language Learning Framework* that identifies the characteristics and behaviors exhibited by a model world language teacher. Dig deeper by reviewing the research, scholarly writings and other online resources that support the criteria identified in this domain.

LT1 I use a variety of learning tools to help learners access language, culture and content to meet performance objectives.

Language With A Purpose: Using Authentic Materials in the Foreign Language Classroom



Foreign Language Annals Volume 21, Issue 5, October 1988, Pages: 467–478, Carmen Villegas Rogers and Frank W. Medley Jr. Article first published online : 31 DEC 2008, DOI: 10.1111/j.1944-9720.1988.tb01098

Toward an Integrated Curriculum: Maximizing the Use of Target Language Literature



Foreign Language Annals Volume 43, Issue 2, Summer 2010, Pages: 216–230, Catherine M. Barrette, Kate Paesani and Kimberly Vinall Article first published online : 17 MAY 2010, DOI: 10.1111/j.1944-9720.2010.01075.x

LT2 I use a variety of learning tools to help learners produce language, interact with culture and content to meet performance objectives.

Language With A Purpose: Using Authentic Materials in the Foreign Language Classroom



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Toward an Integrated Curriculum: Maximizing the Use of Target Language Literature



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LT3 I use a variety of learning tools that facilitate the understanding of the perspectives behind cultural products and practices.

*Authentic materials: Where to find them, how to use them.



<https://ed.sc.gov/agency/se/Instruational-Practices-and-Evaluations/documents/AuthenticMaterials.pdf>

*Keeping it Real! Culturally Authentic Materials in the Language Classroom.



<http://www.miscositas.com/Keeping%20it%20Real.ppt>

*Authentic materials: An overview.



<http://www3.telus.net/linguisticsissues/authenticmaterials.html>

* Denotes resources that are excerpts from the STELLA Modules: <https://startalk.umd.edu/STELLA/>



LT4 My students and I use tools to document, track, and reflect on performance over time.

NCSSFL-ACTFL Global Can-Do Benchmarks:



http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf

*Developing Student Awareness with Self-Assessment Exercises, David Thompson, The Language Educator, February 2014



<http://www.actfl.org/publications/the-language-educator>

LT5 My students and I access and use learning tools in a manner respectful of authorship and ownership.

*How to avoid copyright infringement.



<http://www.wikihow.com/Avoid-CopyrightInfringement>

*Copyright basics: A beginner's guide.



<http://www.clickandcopyright.com/blog/copyright-basics-a-beginners-guide/>

*Is this copyright infringement?



<http://www.clickandcopyright.com/blog/is-this-copyright-infringement-3-examples-and-explanations/>

LT6 I research and collaborate with colleagues to identify tools to facilitate my work.

*NOVASTARTALK Technology Enhanced Language Instruction Google Apps for Education:



<http://www.google.com/enterprise/apps/education/benefits.html>

*E-Tools for Language Educators:



<http://mmeduckworth.blogspot.ca/2012/12/how-to-use-social-media-in-foreign.html>

*Web 2.0 Guru:



<http://web20guru.wikispaces.com/Web%202.0%20Resources>

* Denotes resources that are excerpts from the STELLA Modules: <https://startalk.umd.edu/STELLA/>

