

# World Language Department

## Noblesville Schools: East, West and NHS

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### Study Tips for Learning a World Language

- **Trust the process** - Your mind is already programmed to learn a language.
- **Relax** - You will not understand everything immediately. Mistakes are ok. This is normal.
- **Be active** - Write things down, volunteer, ask questions, try new things.
- **Listen well** - Listen to the teacher's words and follow the teacher with your eyes.
- **Repetition** - Daily review is essential. Review vocabulary and other materials at least 15 minutes every day. Working on Duolingo and watching TV shows or movies in Spanish can help greatly. Yabla is helpful for practice as well.
- **Have fun**- Language teachers typically enjoy creativity in language learning. Give yourself permission to enjoy the class.
- **Speak** - Try to speak and write as much as possible to see how you are processing the language. Volunteer in class and do not fear mistakes.
- **Read** - Read as much as possible in the new language. Do a search online for things that interest you and read about them in the new language. The library has interesting materials to read as well. Reading about soccer or Harry Potter will help you in your new language.
- **Listen to music** - Follow the lyrics when you listen to music in the new language. Enjoy the song and help your brain process at the same time. Repeat this process often.
- **Put away the phone** - Do not let your phone and all of the notifications you receive get in the way of learning. When learning a language, put away the distraction. You might even consider turning off notifications on your iPad for the duration of the class.

### So how do I study?

- **Do your homework** - Assigned homework exercises will help you get better. Remember, it takes time to get better.
- **Take notes** - Write information down. Consider writing down the examples the teacher uses and words that keep appearing that seem new to you. Keep a "personal vocabulary" sheet. This has been proven to help many students.
- **Review stories and class activities** - This is how you first learned the material. Reviewing it helps your mind process language.
- **Hint** - Usually what happens in class is a baseline for what is needed for testing. So, taking notes, following instructions, and doing homework are all important. Your teacher wants you to do well so they often mimic testing styles during class. So, how you participate in those activities makes a difference for how well you do on a test.

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**Reminder:** Just because you have done well in the past does not mean that you will never struggle in the present or the future. Struggling is a normal part of learning. Embrace it, use your knowledge, and work with the teacher to improve.

### If you are struggling, here are some suggestions to help you improve:

- **Talk to the teacher** - The teacher wants to help you. Ask questions during class. Allow the teacher to coach you through it in the new language.
- **Don't skip the learning steps** - Read and reread, listen and relisten to the activities. Don't just guess at the answers.
- **Ask the teacher for help** - Again, the teacher wants to help you. Arrange a time to meet the teacher outside of class if needed.
- **Hint** - If you skip the above steps, start over with the first step.
- **Work with the teacher during AL, SLT or East Time** - Remember to be doing your homework and getting help in class first. These items help inform the teacher about how to best help you.
- **Get a do over** - Spend extra time on Quizlet and Duolingo.
- **Repeat and redo** - Repeat or redo class activities. Items designed to help you can be done multiple times.
- **Get a tutor** - If all of the above does not work and the teacher recommends it, consider getting a tutor.

### Essential Questions for Learning a World Language - Ask yourself these questions to focus your learning.

- What should I do in my head when trying to learn a language?
- How can I express myself when I don't know all the words (of a new language)?
- What am I afraid of in hesitating to speak this language? How can I overcome my hesitancy?
- How can I sound more like a native speaker?
- How much cultural understanding is required to become competent in using a language?
- How can I explore and describe cultures without stereotyping them?
- What's working? What's not? What adjustments should I make?
- What should I do when I get stuck? How can I improve my performance?
- How can I overcome my fear of making mistakes?
- What have I learned? What insights have I gained?
- What will I do differently next time?

### Language and - The reason to study a language

Studying a world language prepares Noblesville High School students for life as a global citizen. Our students become more marketable through improved analytical skills, increased creativity, and a deepened understanding of culture. Multilingualism reflects the interconnected world through

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students' ability and willingness to engage with different kinds of people in their current life and future careers.

Language learning is not separate from the world, but part of it. We study a language and history. We learn a language and nursing. We study language and law. Our goal is to be a lawyer and speak Spanish. We want to be a doctor and speak German. We want to be a pilot and speak French. Language learning does not precede or follow these goals; it occurs simultaneously and enhances them.

### **Understanding Language Learning and Increasing Expectations**

As students progress through various levels of language learning, the expectations change. Often, students struggle to adjust to new expectations. Language learning takes time, and it is ok to struggle. Struggling is part of learning. Below are brief definitions of the four modalities of language learning and descriptions of how the expectations increase. If someone says, "It is harder this year," it probably is. Just as math, science and English expectations increase, so do the expectations in a world language classroom. Note in the chart below the expectations of input and output as students progress.

#### **Input: The Interpretive Skills**

**Listening** is a receptive skill, and it requires us to use our ears and our brains to comprehend language as it is being spoken to us. We might receive this input through video, song, conversation, or other forms of input.

**Reading** is another receptive skill and requires us to use our eyes and our brains to comprehend the written equivalent of spoken language. We can input reading via stories, news articles, or other written communications like emails or text messages.

#### **Output: The Production Skills**

**Speaking** is what is known as a production skill where we are required to converse or present. While conversation requires the ability to understand and respond to questions and react accordingly, presentation requires thoughtful organization of a task or prompt.

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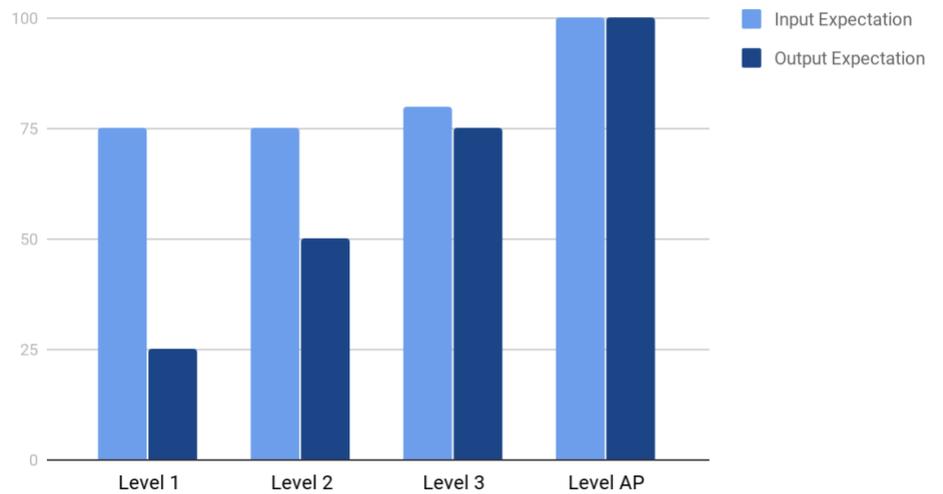
**Writing** is similar to speaking, as it is a production task. When writing, students engage in conversation or presentation. Conversation may require someone to respond to an email or text message. Presentation would occur in a story, essay, or other form of written

The number represents the use of the new language in input and output scenarios. Note that the level of output increases with each level.

A 100 means students and teachers use only the new language.

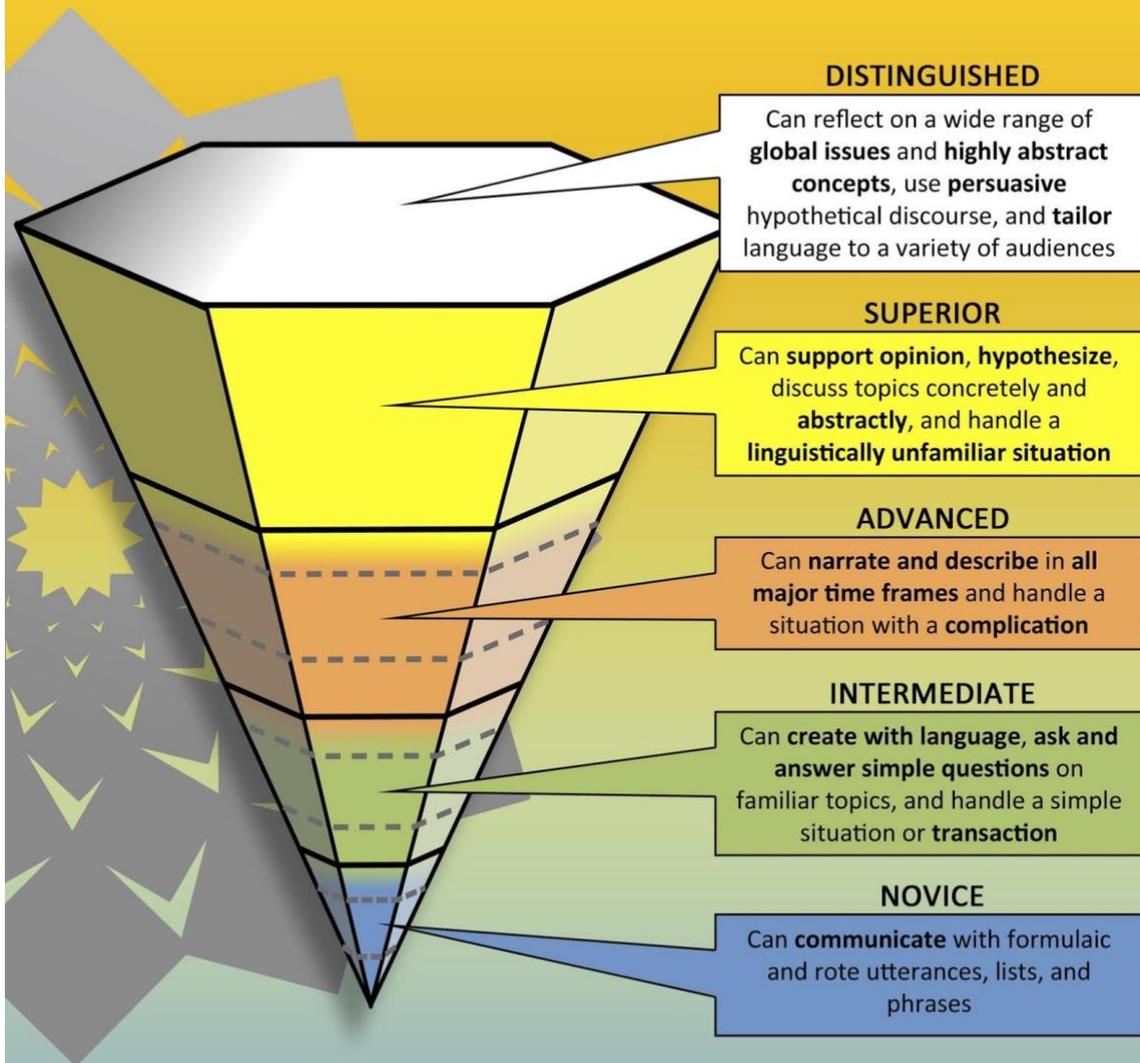
A 25 would mean that students have lower expectations of output.

Input and Output Expectations in the New Language by level



communication based on a task or prompt.

# ACTFL PROFICIENCY LEVELS



INVERTED PYRAMID REPRESENTING  
THE FUNCTIONS OF THE MAJOR LEVELS

