

national accrediting body known as the National Council for the Accreditation of Teacher Education (NCATE), highlights four intersecting circles--*Language, Culture, Instruction, and Assessment*—with a fifth circle, *Professionalism*, at the centre. That model stresses foundations, knowing about language and culture, for example, and applications: planning for and implementing ESL and content instruction, and understanding principles and practices in language proficiency assessment, inside and outside of classrooms.

## VI. Conclusion

There is considerable momentum at present toward establishing useful standards for language learning, language teaching, language programs and language teacher education programs, especially for English as L2, but also for other widely taught additional languages. At present, information is being shared across APEC economies vis-à-vis language learning, through ED-NET surveys and syntheses of that material. Additional information that would assist with standards-setting, standards comparisons and cross-referencing, and assessment would likely be beneficial to all stakeholders. Many sources point to the potential for using the European CEFR in particular as a reference point for APEC language teaching and learning standards, for teacher education, and for assessment. Other compatible standards documents for the accreditation of teachers and teacher education programs also identify key areas in which teachers need preparation, in addition to language proficiency.

Possibilities exist for increased communication and sharing of strategies for improving teaching and assessment across APEC economies by the demonstration and annotation of best practices using new technologies, in the manner that has been successfully done with mathematics education lesson studies. Although ongoing attention must be paid to L2 teachers' language proficiency standards and assessment across all economies, English-dominant-economies in particular must continue to find ways to motivate learners—and *teachers*--to study other languages, one way being through better instruction and the use of engaging online and other multimedia 21<sup>st</sup> century resources and subject matter. Furthermore, more study-abroad programs and student and teacher exchanges, co-op programs, service learning opportunities and better modeling of teaching by language teachers will serve students well, transcending their current circumstances to enable many future possibilities.

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