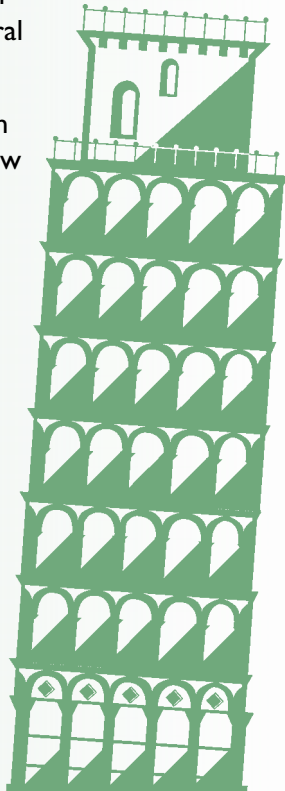


# THE GOALS OF THE HOST NATION PROGRAM ARE:

- Students will achieve personal, social, vocational competency and environmental adaptability in the host nation country.
- Students will achieve functional proficiency in the second language.
- Students will have an opportunity to implement locally social studies selected themes.
- Classroom and host nation teachers will develop intercultural collegiality.
- Parents will have an opportunity to grow interculturally with their youngsters.



## HOST NATION PROGRAMS ARE FOUND IN THE FOLLOWING COUNTRIES

Belgium  
Cuba  
Germany  
Iceland  
Italy  
Japan  
Bahrain  
Korea  
Spain  
Panama  
Turkey  
United Kingdom  
Portugal  
Netherlands

The Host Nation Program addresses  
Benchmarks 3.1, 3.8, 4.2, 8.1, and 10.8 in  
accordance with the DoDEA Strategic Plan.



98-C-008

# HOST NATION PROGRAM



# HOST NATION CLASSROOM ACTIVITIES

---

**H**ost Nation education is a unique feature of our DoDEA K-6 school program and is designed to provide DoDEA elementary school students with a cross-cultural program to inculcate in students an appreciation and understanding of the culture of the country in which they are located.

In addition, the host nation language is an essential part of the curriculum. Students acquire second language skills in play and work situations where meaningful contextual communication is necessary and desired. Students also acquire a deeper understanding of cross cultural diversity and a greater understanding of the social environment of the host nation.

- Culture is learned through experiences with cultural materials and study trips.
- Planning is organized around a thematic center and establishes a balance among the basic goals of culture, subject content, and language acquisition.
- Activities are geared to the learner's interests, developmental level, and learning style.
- Target language discussion is consistently conducted in the target language.
- Teachers recognize learners as active constructors of meaning rather than passive receivers of vocabulary and information.
- Language acquisition occurs in meaningful communicative contexts that carry significance for the student.
- Comprehension is emphasized rather than speaking at beginning stages of the program, following the process of first language acquisition.
- Assessment of learning is frequent and is consistent with program goals and teaching strategies.

