

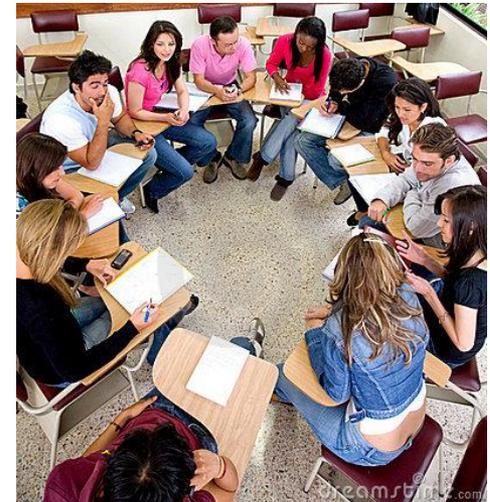


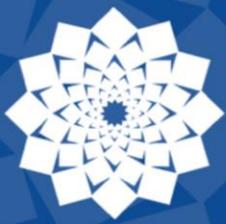
ACTFL
AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES



Essential Core Practices in Language Teaching

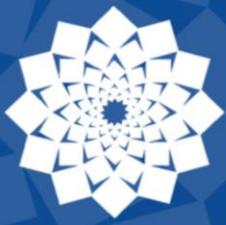
Paul Sandrock
ACTFL





Workshop Goals: Our Learning Targets

- I can **apply core/high-leverage teaching practices** in language instruction
- I can **tailor use of target language** to be comprehensible to learners
- I can **implement strategies** for developing, practicing, and assessing **student-to-student communication** (in pairs and small groups)
- I can **guide learners to have discussions** on authentic texts



<https://www.actfl.org/guiding-principles>



[ABOUT ACTFL](#)

[CONVENTION & EXPO](#)

[MEMBERSHIP](#)

[ASSESSMENT & PD](#)

[PUBLICATIONS](#)

[ADVOCACY](#)

[NEWS](#)

GUIDING PRINCIPLES FOR LANGUAGE LEARNING

[Introduction](#)

[Opening Statement](#)

[Benefits](#)

[Literacy](#)

[Articulated Sequences](#)

[▶ Use of Target Language](#)

[Use of Authentic Texts](#)

[Teach Grammar as Concepts in
Meaningful Contexts](#)

[View published](#)



GUIDING PRINCIPLES FOR LANGUAGE LEARNING

These Guiding Principles for Language Learning identify what is effective in language learning and provide guidance to educators and learners alike. These statements are not a finite or fixed list, but are intended to evolve and continue to grow as new topics emerge and to reflect new realities in the diversity of learners and learning situations. These Guiding Principles are presented to lead and shape the discussion on effective instructional practices, useful to:

- Learners
- Educators
- Parents
- Administrators
- Governing Bodies and Boards
- Legislators



ACTFL Guiding Principles for Language Learning

The principles that are the **underpinnings** of our core practices

CORE PRACTICES

For World Language Learning



Facilitate Target Language Comprehensibility

Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

Guide Learners through Interpreting Authentic Resources

Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.



Design Oral Interpersonal Communication Tasks

Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

Plan with Backward Design Model

Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.



Teach Grammar as Concept and Use in Context

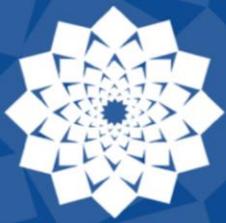
Teach grammar as concept and use in context. Students focus on meaning BEFORE form.



Provide Appropriate Oral Feedback

Oral corrective feedback is a tool for mediating learning and language development.





What is the “Work of Teaching”?

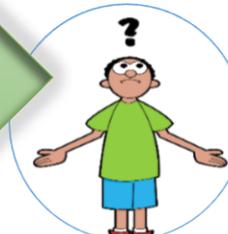
The “work of teaching” involves the “core tasks that teachers must execute to help pupils learn”.

- Ball & Forzani

*Examples in
world languages*



Leading a discussion about an authentic news article



Engaging students in hypothesizing cultural perspectives based on a set of products and practices



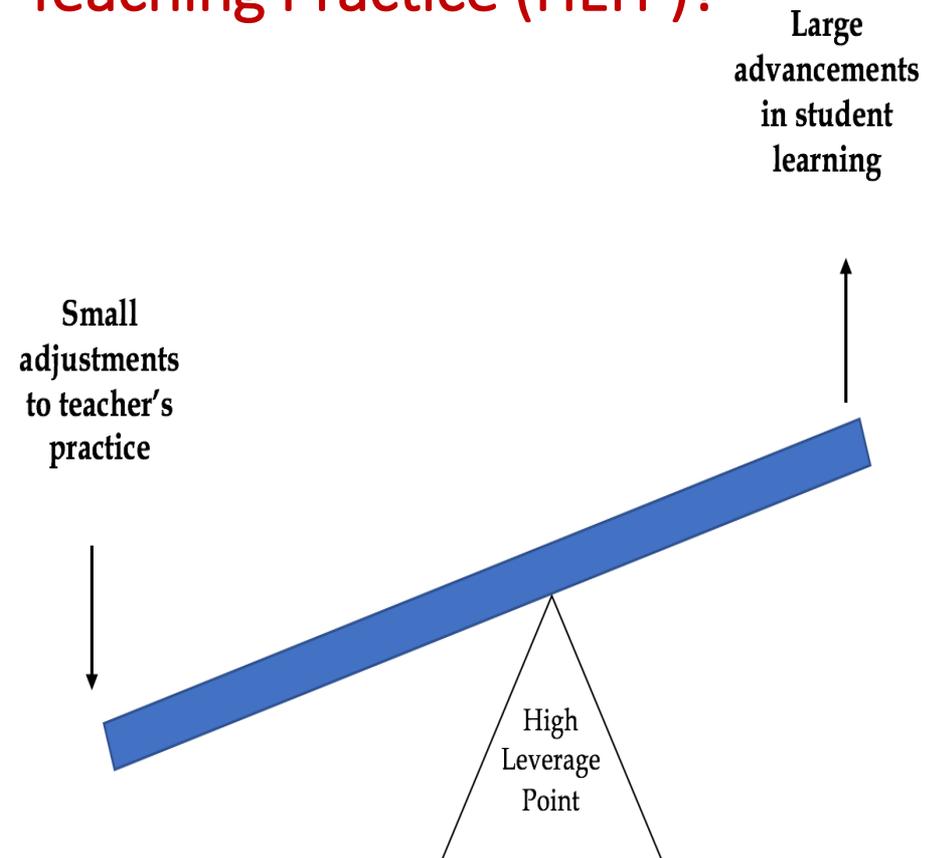
Assessing students’ interpersonal speaking skills

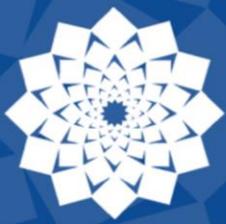


- Results in comparatively large **advances** in student learning
- Supports the work **central** to foreign language learning
- **Improves** the achievement of all students
- Occurs **frequently** in instruction across contexts
- Are **learnable** by novice teachers through instruction.

(Ball, Sleep, Boerst, & Bass, 2009; Hlas & Hlas, 2012; Slide from Kristin Davin)

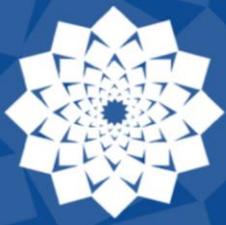
What is a High Leverage Teaching Practice (HLTP)?





Characteristics of HLTPs

- Are powerful ways to support learning;
- Are not learnable through modeling and observation;
- Are complex practices;
- Need to be deconstructed and explicitly taught;
- Can be rehearsed and coached.
- Glisan & Donato, 2017; adapted from TEI Curriculum Group, 2008

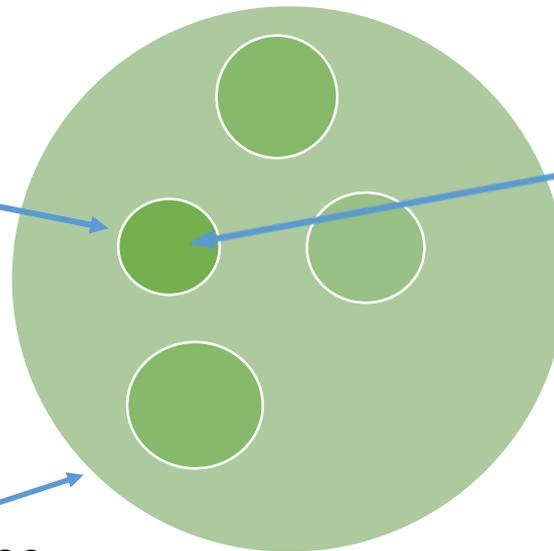


Large-grain and small-grain Core Practices

Using gestures to support meaning making

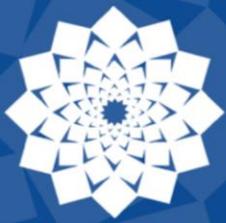


Target Language Use



Set of Teaching Moves

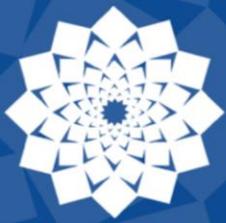
- a.
- b.
- c.



HLTP - Core Practice #1

Facilitating target language comprehensibility.





Why Stay in the Target Language?

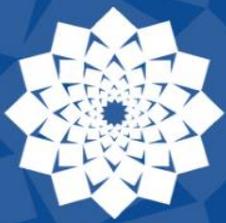
“We are preparing (students) for the time when they will actually be in the culture of the new language. In the meantime, the time they spend in our classrooms is the only time they have to experience the new language. If we spend too much time in English, we are actually denying them access to the language and the culture.”

Languages and Children Making the Match Fourth Edition by
Helena Curtain and Carol Ann Dahlberg (2010).



Why Use a Maximum Amount of TL in the Classroom?

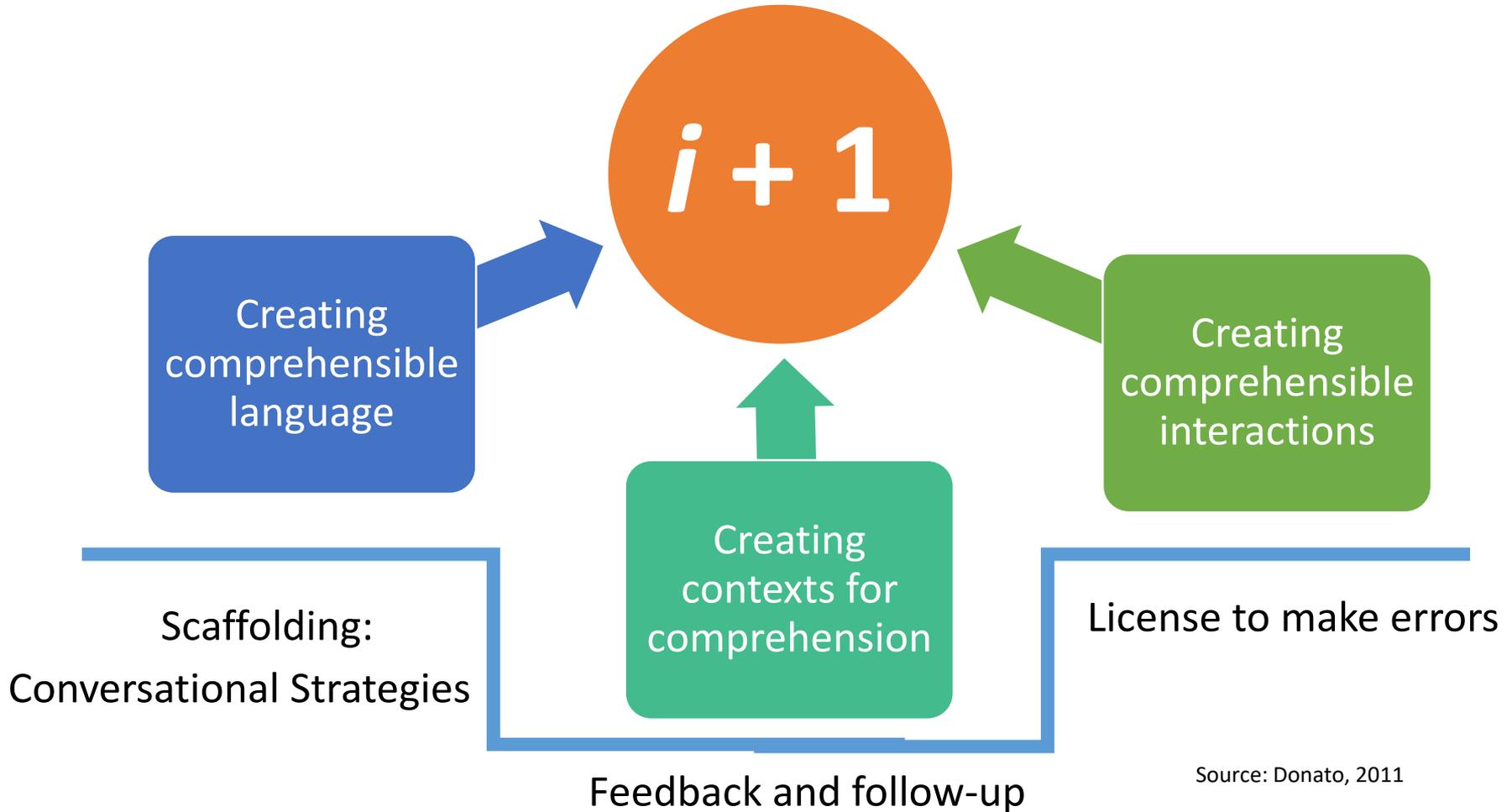
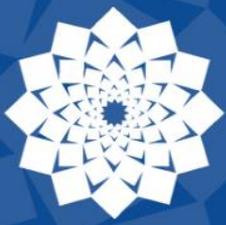
- Learners can only acquire language when they hear large quantities of input $i + 1$. (Krashen, 1982)
- Learners need opportunities to interact in the TL with others to make themselves understood and to understand others. (Long, 1983)
- Collaborative interactions: Learners engage in talk-in-interaction (Donato, 1994; Swain, 2000)
- Sociocultural Theory: TL is a mediational tool for language learning. (Vygotsky, 1986)



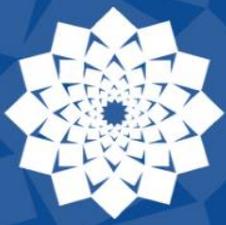
Which of these is the most challenging to do in the classroom?

Important Caveats about TL Use

- TL use should always occur in meaningful contexts!
- TL use should occur in the absence of translation to English!
- TL use works both ways—both teacher AND students must be expected to use it.
- Students need incentives to use TL.
- TL use is necessary but not sufficient.



Source: Donato, 2011



Scaffolding:

- **Comprehensible Input**

- Multiple means to alert listener to the meaning
- Support meaning (visuals, realia, webpage)
- Provide a “hook”

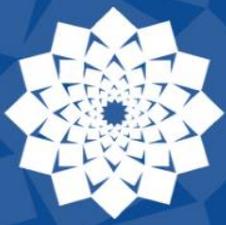
- **Comprehensible Contexts**

- Purpose for engaging in the Interpersonal task
- Familiarity of topic (enough to start)

- **Comprehensible Interactions**

- Do something meaningful with information learned through interaction (make a decision; create a product)
- Ease of using circumlocution (or saying what it is not, or giving an example)





ACTFL

AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

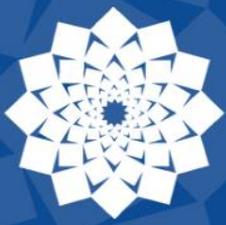
Strategies: Did they understand?

Check to make sure students understand before going on

- Use active comprehension checking prompts
- Provide students with ways to ask for clarification
- Provide students with ways to confirm their understanding



'Just say it in English' Making Language Comprehensible. Donato & Smith
STARTALK 2011



Strategies: Did they understand?

Check to make sure students understand before going on

- Thumbs Up/Thumbs Down
- Stand Up/Sit Down
- Act Out/Charades
- 4 Corners
- Draw what you understand
- Tell your partner . . .
- Match/Sort



Adapted from a presentation by Donna Clementi



ACTFL

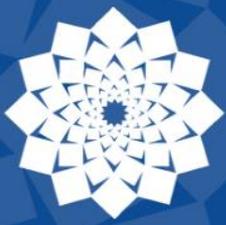
AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

Conserving water

Saving energy

Recycling

Changes in buying habits



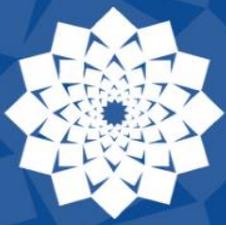
ACTFL

AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

Qu'est-ce que tu préfères? Pourquoi?



ACTFL Webinar – Laura Terrill



ACTFL

AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live

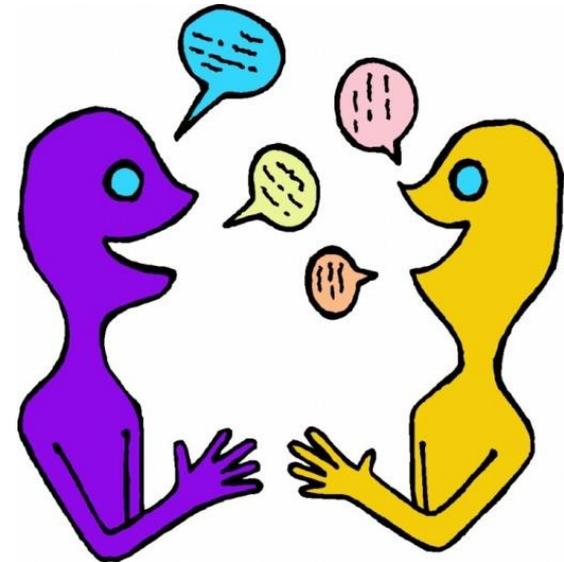


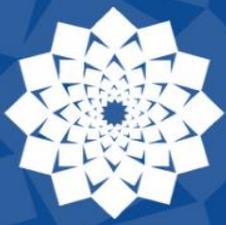


HLTP #2:

Developing a classroom discourse community

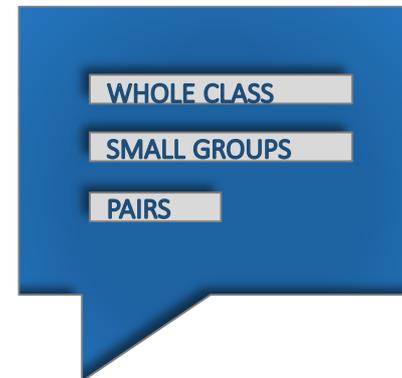
- Designing oral interpersonal pair and group tasks.
- Engaging learners in oral classroom communication.





Design Communicative Activities

- Teachers design and carry out **interpersonal communication tasks** for pairs, small groups, and whole class instruction.

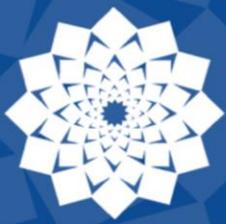




World-Readiness Standards for Learning Languages

Interpersonal Communication: Learners **interact and negotiate meaning** in spoken, signed, or written conversations to **share information, reactions, feelings, and opinions**

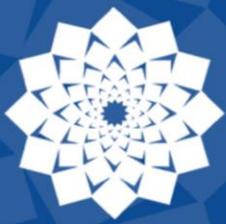




Nature of Interpersonal Communication

(Shrum & Glisan, 2016)

- Is spontaneous—not scripted and read or memorized
- Occurs within a meaningful context—working in pairs to do mechanical text exercises is NOT an example
- Features an “information gap”—one speaker seeks information that another speaker has
- Requires conversational partners to listen to one another & negotiate meaning



Interpersonal vs. Presentational

What would make these
tasks Interpersonal?

What would make these
tasks Presentational?

What changes level to level?

1. Role play
2. Email message
3. Dialogue
4. Letter
5. Telephone call
6. Survey
7. Text message
8. Skype/video chat
9. Telling a story
10. Writing a blog entry
11. Debate



Real-world contexts: Interpersonal

- “Small talk”; Talking at a social event
- Getting to know someone
- Making plans to do something
- Playing a game
- Making a purchase
- Ordering in a restaurant
- Asking for/getting directions
- Making an appointment
- Participating in on-line chat
- Debating an issue
- Completing a transaction at the post office
- Completing a transaction at the bank
- Completing a transaction at a ticket window (travel, concerts, movies, etc)
- Discussing a current event
- Interviewing someone
- Applying for a job
- Making/building/creating something
- Working on a project
- Texting, etc.



Interpersonal Communication

Emphasis on natural, real-world interactions: no artificial rules should be imposed

(artificial rules = answer in complete sentences, include three examples of the subjunctive, ask at least 3 informational questions, include 4 examples of new vocabulary from the unit)

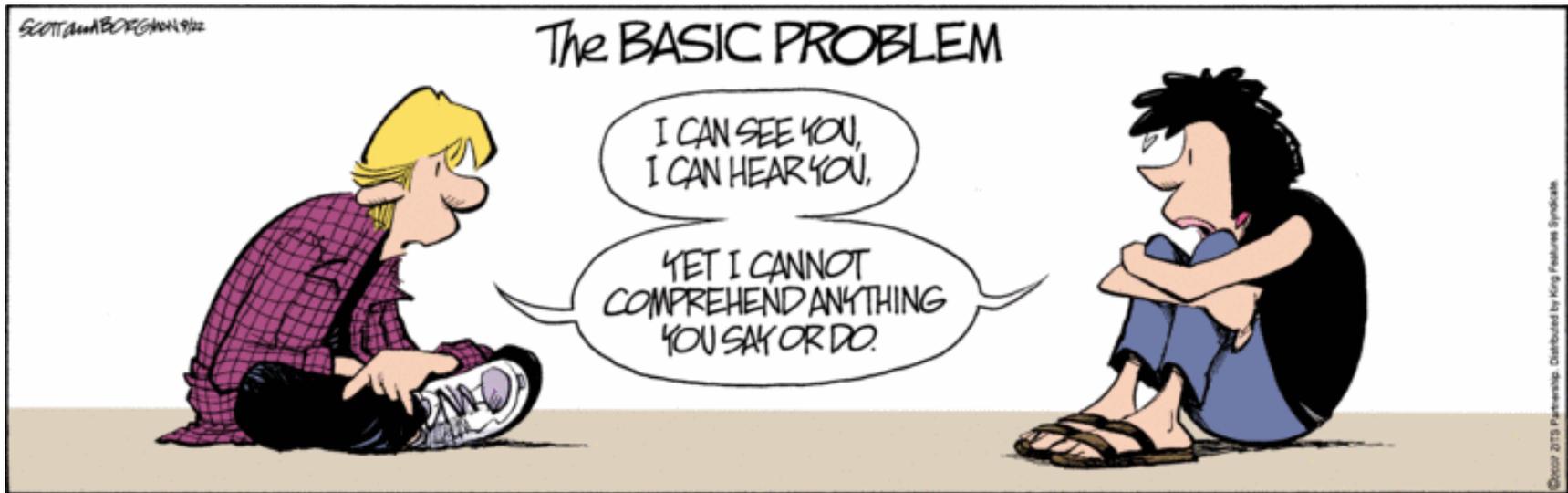


www.theatlantic.com

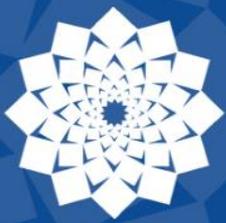
clementi sandrock ACTFL 2016



Negotiation of meaning....

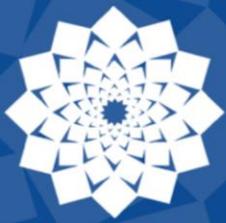


Negotiation of meaning is a process that speakers go through to reach a clear understanding of each other. Asking for clarification, rephrasing, and confirming what you think you have understood are all strategies for the negotiation of meaning.



Commenting....

- **Conversational gambits**
 - *Wait a minute; As I was saying; By the way; Let me think; Excuse me*
- **Asking for clarification**
 - *Do you mean...?; Could you explain...?*



Natural, real-world conversations....

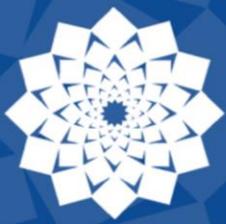
Describe to your partner what
you are wearing



***Check out this
invitation! You and
your partner need to
figure out what you
should wear!***



clementi sandrock ACTFL 2016

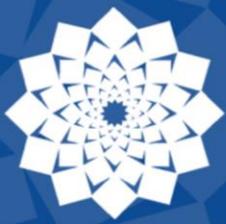


Text as Springboard for Collaboration

- What high frequency vocabulary needs to be taught?
- What sentence starters could be taught/practiced?
- What graphic organizer will help learners focus their discussion?

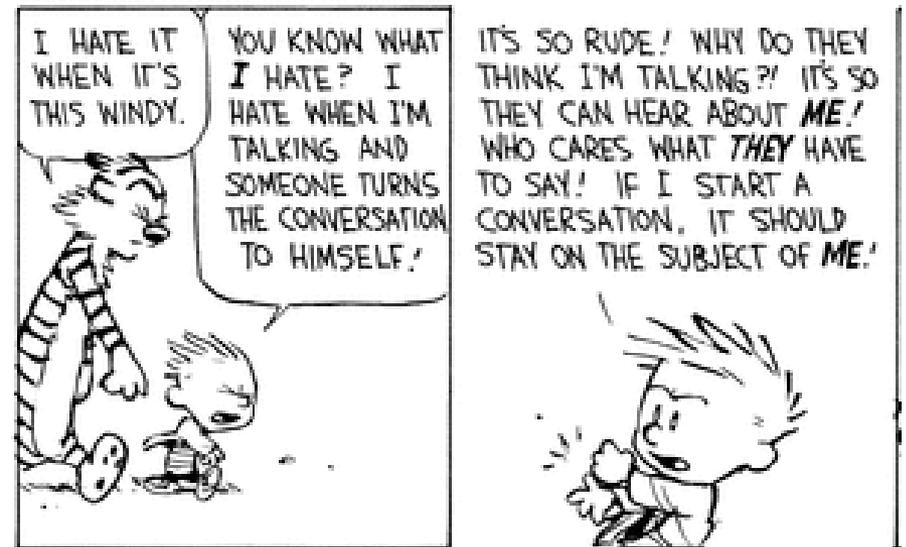
clementi sandrock ACTFL 2016

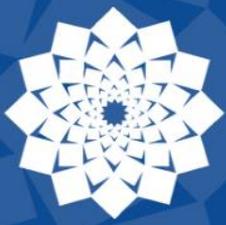




Learning to Listen

- Look at the person who is talking, show interest, keep an open mind
- Don't interrupt
- Wait for the speaker to pause before asking clarifying questions
- Give feedback to show you are listening (nod head, I see...)
- Paraphrase something that the person said (You believe that...; You aren't sure that...)
- Now give your opinion (I am not sure I agree; I see what you mean)
- Ask good follow-up questions and comments



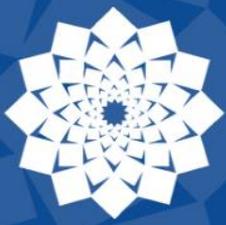


Find out how much you and your partner have in common.

Where do you want to go? What do you want to do?

I want to go to _____ because I want to _____.





ACTFL
AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

Prepare to send a postcard

I went - - I saw - - I ate - - I visited - - I liked



a cave



the rainforest



the waterfall



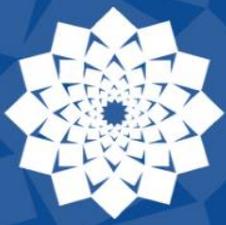
the beach



the ocean



the hike



Do you want to?

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



explore a cave



zipline



play in the waterfall



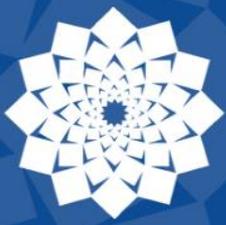
swim at the beach



snorkel



Hike in the rainforest



Numbered Heads Together



1

2



Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.



3

4





Imagine their lives.
Where would you rather live and why?

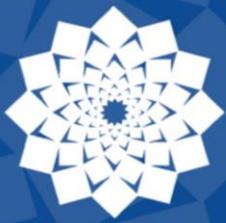


What might cause you to change your mind
and why?



What Does It Take for Students to Stay in the TL?

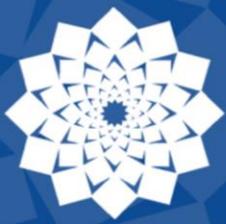
- License to make errors!: They are critical to language acquisition!
- Scaffolding: teacher gives students TOOLS for staying in the TL
 - Vocabulary/expressions
 - Conversational strategies
 - Incentives such as grades/points/perks
- Reflection and goal-setting



Do you want to....? I want/don't want...?



- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?



Highlight of Practice



Interpersonal communication tasks
require conversational partners to:

Listen to
one another

Focusing on
meaningful
topics,
outcomes,
follow-up

Negotiate & Interpret
meaning

Activating
background
knowledge

Arrive at an
understanding

Providing
assistance,
scaffolding,
monitoring



AAPPL assesses communication as defined by the National Standards.



WELCOME TO AAPPL

The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is unlike any other assessment. AAPPL Measure addresses the *National Standards for Foreign Language Learning* and uses today's communication media in which test takers perform tasks such as participating in a virtual video chat, creating wikis, e-mailing, and using apps to demonstrate language ability.

LANGUAGE AND MODES OF COMMUNICATION

The AAPPL Measure assesses the following modes of communication:

- Interpersonal Listening/Speaking

AAPPL - DEMO

← → ↻ 📄 http://aappl.actfl.org/demo

ACTFL REGISTER

◆◆◆◆ AAPPL THE ACTFL ASSESSMENT OF PERFORMANCE TOWARD PROFICIENCY IN LANGUAGES

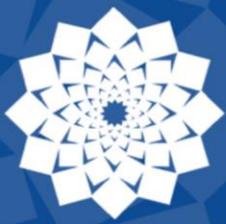
Search...

ABOUT AAPPL TASKS & TOPICS SCORES FAQS **DEMO** PROFESSIONAL DEVELOPMENT

DEMO

Upon completion of the assessment samples, click [here](#) for information about AAPPL Measure Score Reports.

Language	Form A	Form B
Arabic	IL IR ILS F / ILS M PW	IL IR ILS F / ILS M PW
Chinese	IL IR ILS PW	IL IR ILS PW
French	IL IR ILS PW	IL IR ILS PW
German	IL IR ILS PW	IL IR ILS PW
Russian	IL IR ILS PW	IL IR ILS PW
Spanish	IL IR ILS PW	IL IR ILS PW
ESL	IL IR ILS PW	IL IR ILS PW



ACTFL

AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

Supporting Discussion of Authentic Texts

Les rythmes scolaires en Europe

(Classe primaire)

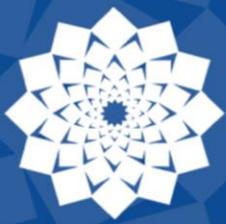
	<i>Jours de classe dans l'année</i>	<i>Durée de la semaine</i>	<i>Vacances d'été</i>
France	144	4 jours	8 à 9 semaines
Allemagne	188*	5 jours	6 semaines
Royaume-Uni	190	5 jours	6 semaines
Espagne	175	5 jours	11 semaines
Italie	200	5 jours	12 à 13 semaines
Pays-Bas	110 environ	5 jours	7 semaines

*208 en semaine de 6 jours

Source : rapport Schuman Sept.2011. 

- Begin with what they can say before asking any questions.
- Avoid worksheets.
- Process the text in the target language.
- Know what conclusion you want to “lead” students toward as they work with the text.

TALL-IL Videoconference Terrill/Sandroch - Jan 14 2015



Les rythmes scolaires en Europe

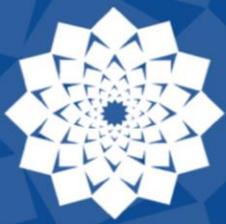
(Classe primaire)

	<i>Jours de classe dans l'année</i>	<i>Durée de la semaine</i>	<i>Vacances d'été</i>
France	144	4 jours	8 à 9 semaines
Allemagne	188*	5 jours	6 semaines
Royaume-Uni	190	5 jours	6 semaines
Espagne	175	5 jours	11 semaines
Italie	200	5 jours	12 à 13 semaines
Pays-Bas	110 environ	5 jours	7 semaines

*208 en semaine de 6 jours

Source : rapport Schuman Sept.2011. 

- Compare our school system with schools around the world: Compare country (x) to country (y).
- Where do you want to go to school? Why?
- Considering the number of days of class, what country.... ?



Notice – Withhold Judgment – Describe

Shorewood School District

2014-2015 School Calendar

August 2014							September 2014							October 2014						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
					1	2	7	8	9	10	11	12	13	5	6	7	8	9	10	11
3	4	5	6	7	8	9	14	15	16	17	18	19	20	12	13	14	15	16	17	18
10	11	12	13	14	15	16	21	22	23	24	25	26	27	19	20	21	22	23	24	25
17	18	19	20	21	22	23	28	29	30					26	27	28	29	30	31	
24	25	26	27	28	29	30														
31																				

November 2014							December 2014							January 2015						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
						1	1	2	3	4	5	6	1	2	3	4	5			
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
30																				

February 2015							March 2015							April 2015						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25
							29	30	31					26	27	28	29	30		

May 2015							June 2015							July 2015						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
						1	1	2	3	4	5	6	1	2	3	4	5	6		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				

* Teacher workday, no students

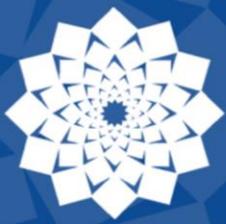
■ First and Last Day of School	■ Parent Conferences (no student attendance)
■ New Teacher Orientation	■ Full Day, no students (elementary schools)
■ In service Days (no student attendance)	■ Half Day students (elementary)
■ Vacation Days/Breaks (no student attendance)	■ Half Day students (HS only)
■ Holidays (no student attendance)	■ Half Day students (all schools)

Septembre 2013							Octobre 2013							Novembre 2013						
L	M	M	J	V	S	D	L	M	M	J	V	S	D	L	M	M	J	V	S	D
						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	
30																				

Décembre 2013							Janvier 2014							Février 2014						
L	M	M	J	V	S	D	L	M	M	J	V	S	D	L	M	M	J	V	S	D
						1			1	2	3	4	5						1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28		
30	31																			

Mars 2014							Avril 2014							Mai 2014						
L	M	M	J	V	S	D	L	M	M	J	V	S	D	L	M	M	J	V	S	D
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				

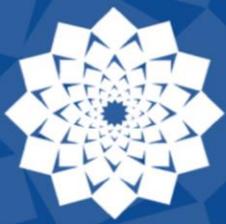
Juin 2014							Juillet 2014							Août 2014							
L	M	M	J	V	S	D	L	M	M	J	V	S	D	L	M	M	J	V	S	D	
						1		1	2	3	4	5	6						1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31	
30																					



Discussions based on authentic text:

- Consider the resource you are using (appropriate level of support?)
- How do learners show their understanding/what they understood (strategies other than translation)?
- What are some “before, during, after” listening-reading-viewing activities that would help improve understanding?

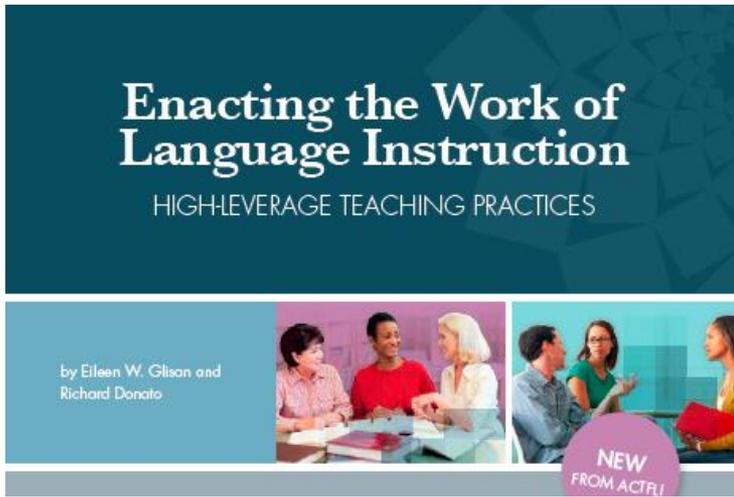




ACTFL
AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

High Leverage Teaching Practices

Eileen Glisan and
Richard Donato



— Take Charge of Exploring Your Practice with —

NEW **ACTFL's Virtual Learning Modules**

Explore ACTFL's library of over 60 presentations on key topics in world language education:

- Explore best practices with real-world examples and study guides
- Earn certificates and contact hours after completing each Virtual Learning Module (VLM)
- Continue the discussion in online forums with your peers

"These Virtual Learning Modules allow me to access in-depth professional development online that works for my teachers' schedule. The Core Practices series is a must-watch for World Language teachers."
— Lea Grazer Kennedy, Spanish & French teacher and Humanities Coordinator at Stonington High School (CT)

LEARN FORWARD

www.ACTFL.org/VirtualLearning  ACTFL AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

Ready for Departments to collaboratively explore effective planning for learning, assessing of performance, and developing key communication strategies

CORE PRACTICES

For World Language Learning



Facilitate Target Language Comprehensibility

Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

Guide Learners through Interpreting Authentic Resources

Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.



Design Oral Interpersonal Communication Tasks

Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

Plan with Backward Design Model

Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.



Teach Grammar as Concept and Use in Context

Teach grammar as concept and use in context. Students focus on meaning BEFORE form.

Provide Appropriate Oral Feedback

Oral corrective feedback is a tool for mediating learning and language development.

