

# Powerful World Languages Instructional Practices

## Teacher Behaviors

## Student Behaviors

## Artifacts

### 1. Students are engaged in overarching tasks and related mini-tasks that require interpersonal, interpretive and presentational communication. (Planning)

#### The teacher:

- Develops an overarching theme, end task or prompt that serves as a foundation for the unit/module
- Prioritizes the use of the target language within planning and throughout the delivery of instruction
- Selects authentic text, audio and video resources that align with the rigor and expectations of the standards and the level of the course
- Designs tasks that support language acquisition skills, including making meaning, demonstrating comprehension, exchanging information, negotiating meaning and expressing ideas
- Designs formative and summative assessments that require students to demonstrate their understanding of interpersonal, interpretive and presentational communication
- Provides oral feedback to students that informs formative assessments

#### The students:

- Are engaged in tasks that provide structured opportunities to make meaning, demonstrate comprehension, exchange information, negotiate for meaning and present ideas in the target language
- Are engaged in tasks to produce related products (either written, oral, signed or visual) at the appropriate level:
  - o *Novice*: Recognize and use simple words, phrases and sentences
  - o *Intermediate*: Recognize and create connected sentences to explore information or navigate situations
  - o *Advanced*: Recognize and create sequences of detailed or complex sentences to exchange information and support opinions

#### Learning Tasks:

- Involve content that is central to the discipline
- Heavily rely on authentic text, audio and video with appropriate scaffolds to support language development
- Vary the modes of communication — interpersonal, interpretive and presentational — to support learning
- Help students recognize how the efforts they make to complete short-term tasks and refine their work contribute to the overall quality of the final long-term product

## Hello

bonjour (French)

hallo (German)

hola (Spanish)

## Thanks

merci (French)

danke (German)

gracias (Spanish)

## Good day

bonne journée (French)

guten tag (German)

buenos días (Spanish)

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### 2. The lesson sequence supports or scaffolds learning, enabling students to *connect* other disciplines and previous knowledge to acquire information and diverse perspectives. (*Planning*)

#### The teacher:

- Strategically groups and sequences standards for meaningful language acquisition
- Designs lessons that align with standards
- Starts new units or modules with structured lessons that assess prior knowledge and connect to prior units, experiences or home languages
- Designs lesson sequences that allow students to explore and investigate new content then apply their knowledge of the language
- Designs varied opportunities for students to cycle through the three modes of communication as they apply newly acquired terms and concepts
- Checks for understanding and adjusts instruction accordingly

#### The students:

- Make connections to previous learning, experiences or home languages as they develop new language skills
- Use connections from other disciplines and/or previous knowledge as a way to develop literacy in the target language as well as their home languages
- Explore text, audio and video to access and evaluate information and diverse perspectives
- Are engaged in tasks to:
  - o *Novice*: Make meaning of what is heard, read or viewed using supportive resources as needed (including visuals and guidance from the teacher)  
Confirm the overall meaning of words, terms or phrases before addressing form (e.g., grammar rules)
  - o *Intermediate*: Make meaning of what is heard, read or viewed with support and independently begin to negotiate meaning with others
  - o *Advanced*: Make meaning of what is heard, read or viewed and commonly negotiate meaning with others, including the use of questioning to confirm meaning

#### Instructional plans:

- Include strategically sequenced lessons that support language development
- Support acquisition by clearly aligning with standards and supporting an overarching theme
- Identify how and when students will speak, listen, read and write throughout the unit
- Safeguard opportunities for students to practice using new language daily
- Highlight opportunities for students to explore perspectives using varied text, audio and video resources
- Include student products that reflect interdisciplinary connections

## Education

elimu (Swahili)

ho'ona'auao (Hawaiian)

образование (Russian)

## Communicate

wasiliana (Swahili)

kama'ilio (Hawaiian)

общаться (Russian)

## Culture

utamaduni (Swahili)

mo'omeheu (Hawaiian)

культура (Russian)

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### 3. Clear and measurable learning targets based on language standards are communicated to students and aligned with formative and summative assessments. *(Instruction)*

#### The teacher:

- Strategically plans learning targets that align with formative assessments and monitors students' learning throughout the unit
- Posts, explains and refers to the lesson's learning targets and highlights expectations
- Designs formal and informal performance assessments that support language acquisition, provides structured feedback and adjusts lesson plans as needed
- Designs formal summative assessments that align with unit standards and embed the three modes of communication
- Creates opportunities for student reflection and self-assessment

#### The students:

- Summarize the learning target and provide examples
- Explain how the learning target relates to the overarching learning task
- Complete formative assessments that determine their progress on learning targets
- Complete performance assessments — such as speaking, writing or signing — that provide evidence of their comprehension level in the target language or determine whether they are using new language appropriately
- Reflect on their own progress toward meeting learning targets

#### Posted learning targets:

- Relate to the lesson being taught
- Are written in student-friendly language and include expectations for the three modes of communication
- Serve as the foundation for formative, summative and reflective feedback\*
- Connect with short- and long-term unit goals
- Are clearly assessed by the teacher throughout the lesson with accompanying feedback
- Include forms of assessment that cycle through all three modes of communication
- Show how product or performance assessments align with unit language acquisition outcomes

### 4. Learning strategies support knowledge and skill acquisition while allowing students to draw *comparisons* and develop insights into the nature of language and culture. *(Instruction)*

#### The teacher:

- Selects strategies that scaffold support for language acquisition
- Communicates the purpose of each strategy and how it relates to the learning target or task
- Names and models the use of the strategy
- Uses technology-based strategies strategically to support acquisition and practice
- Provides opportunities for students to investigate, explain and reflect on the nature of language through comparisons
- Allows students to investigate, explain or reflect on the concept of culture through comparisons

#### The students:

- Use learning strategies to support language acquisition
- Select learning strategies or tools based on their unique learning styles or habits
- Investigate, explain and reflect on language and culture through comparisons at the appropriate level:
  - *Novice*: Understand and make basic comparisons between languages and cultures
  - *Intermediate*: Use comparisons to identify and analyze similarities, differences and patterns in both language and culture
  - *Advanced*: Make inferences based upon comparisons

#### Learning strategies:

- Are selected to scaffold learning, such as the paired use of audio recordings with texts during initial reading tasks then progressing to text-only readings as students advance their understanding and language acquisition
- Provide opportunities for students to build and use new vocabulary associated with the unit, using visuals and context cues
- Allow students to identify patterns when communicating
- Involve collecting, analyzing and synthesizing textual evidence
- Encourage students to translate and use text, audio or video evidence to answer questions or prompts
- Transfer to other tasks and content areas

\* American Council on the Teaching of Foreign Languages. <https://www.actfl.org/resources/guiding-principles-language-learning/critical-role-feedback>

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### 5. Student discourse is used daily as a part of the learning cycle to reinforce *communities* both within and beyond the classroom that promote lifelong learning. *(Instruction)*

#### The teacher:

- Facilitates and monitors discussions about content that allow students to examine concepts and ideas from different perspectives and negotiate for meaning
- Connects students with speakers of the language, either in person or using technology
- Asks higher-order questions
- Teaches students how to collaborate appropriately
- Provides daily opportunities for students to use the target language and provides structured feedback to support language acquisition\*
- Creates scenarios or situations that allow students to practice new language in formal or informal registers

#### The students:

- Communicate with classmates in the learned language, either one-on-one, in small groups or as part of the whole class
- Use strategies to negotiate for meaning such as asking for clarification, rephrasing and confirming understanding
- Interact with others within and beyond the classroom at the appropriate level:
  - o *Novice*: Explore ideas and professions that require proficiency in another language
  - o *Intermediate*: Explore real-world opportunities to connect with the target language community
  - o *Advanced*: Create a product or service using the target language

#### Student discussions:

- Are student-led
- Include related artifacts that require students to use text, audio and video resources to answer questions or discussion prompts
- Provide opportunities for students to apply their understanding of the global community and culture as they respond to prompts
- Allow advanced learners to engage in enrichment activities

### 6. Classroom activities provide students opportunities to explore and reflect the relationship between practices, products and perspectives of other cultures. *(Instruction)*

#### The teacher:

- Provides opportunities within each unit for students to explore other cultures
- Designs lessons or activities that require students to investigate practices, products and perspectives of new cultures
- Provides students with opportunities to compare multiple perspectives
- Assists students in identifying diverse perspectives

#### The students:

- Compare their own culture with that of other countries by analyzing practices, products and perspectives
- Interact with cultural competence and understanding at the appropriate level:
  - o *Novice*: Simulate age-appropriate practices and identify products
  - o *Intermediate*: Identify and analyze cultural practices and products
  - o *Advanced*: Make inferences about cultural perspectives and connect products to practices

#### Learning Tasks:

- Explore multiple perspectives
- Demonstrate relationships among practices, products and perspectives

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