October 2024

ACTFL 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.
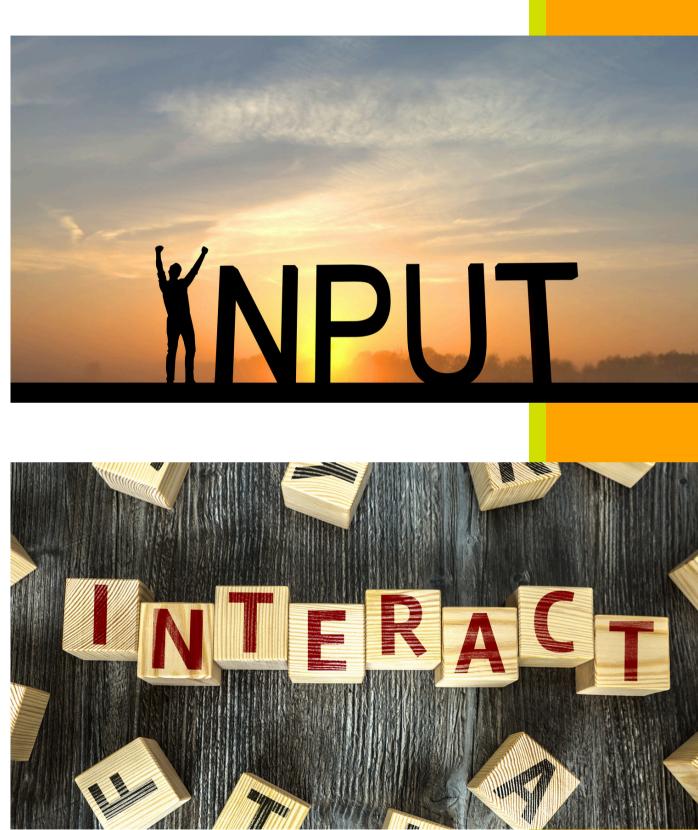
Provide Appropriate Oral Feedback
Oral corrective feedback is a tool for mediating learning and language development.

ACTFL
AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES
Visit www.actfl.org/virtuallearning
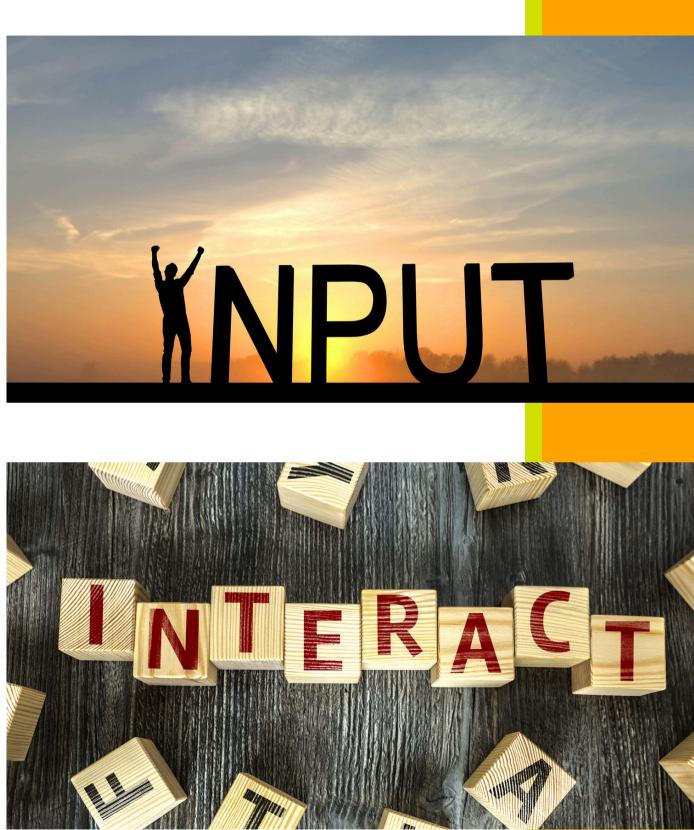
ACTFL Fundamentals

LanguageBird®

The "What"

ACTFL Core Practices

"Six specific practices that make up the heart of teaching for proficiency: facilitating target-language comprehensibility, guiding learners through interpreting authentic resources, designing oral interpersonal communication tasks, planning with a backward design model, teaching grammar as a concept and using it in context, and providing appropriate oral feedback.

Ritz, Catherine; Toro, Christina. Proficiency-Based Instruction (p. 19). ACTFL. Kindle Edition.

The "What" - Input

The Input Hypothesis "claims that humans acquire language in only one way—by understanding messages, or by receiving 'comprehensible input."

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Ritz, Catherine; Toro, Christina. Proficiency-Based Instruction (p. 18). ACTFL. Kindle Edition.

90% or more of target language us

made by native speakers for native speakers

meaning before form

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The "How" - Interaction

"Input alone was insufficient for second language acquisition... engaging in interaction is a powerful language learning opportunity."

Ritz, Catherine; Toro, Christina. Proficiency-Based Instruction (p. 24). ACTFL. Kindle Edition.

communication instead of practice

goals, assessment, activities

recast; don't interrupt

Developing Proficiency through the Interaction Approach

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Next Time…