

Contemporary Foreign Language Teaching Frameworks and Concepts: What Every Instructor Needs to Know

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ACTFL is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction.

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World- Readiness Standards for Learning Languages





CONNECTIONS



Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

Making Connections:

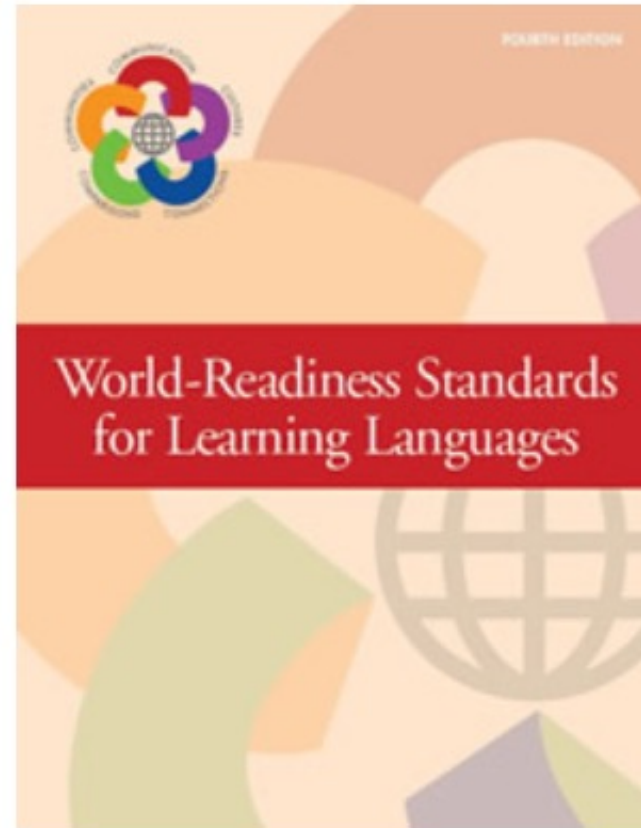
Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.



Standards Summary



GOAL AREAS

STANDARDS

COMMUNICATION
Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Interpersonal Communication:

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

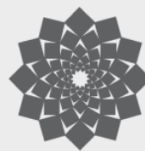
Interpretive Communication:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication:

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

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Performance

The ability to use language that has been learned and practiced in an instructional setting.

Proficiency

The ability to use language in real world situations in a spontaneous interaction and non rehearsed context and in a manner acceptable and appropriate to native speakers of the language.

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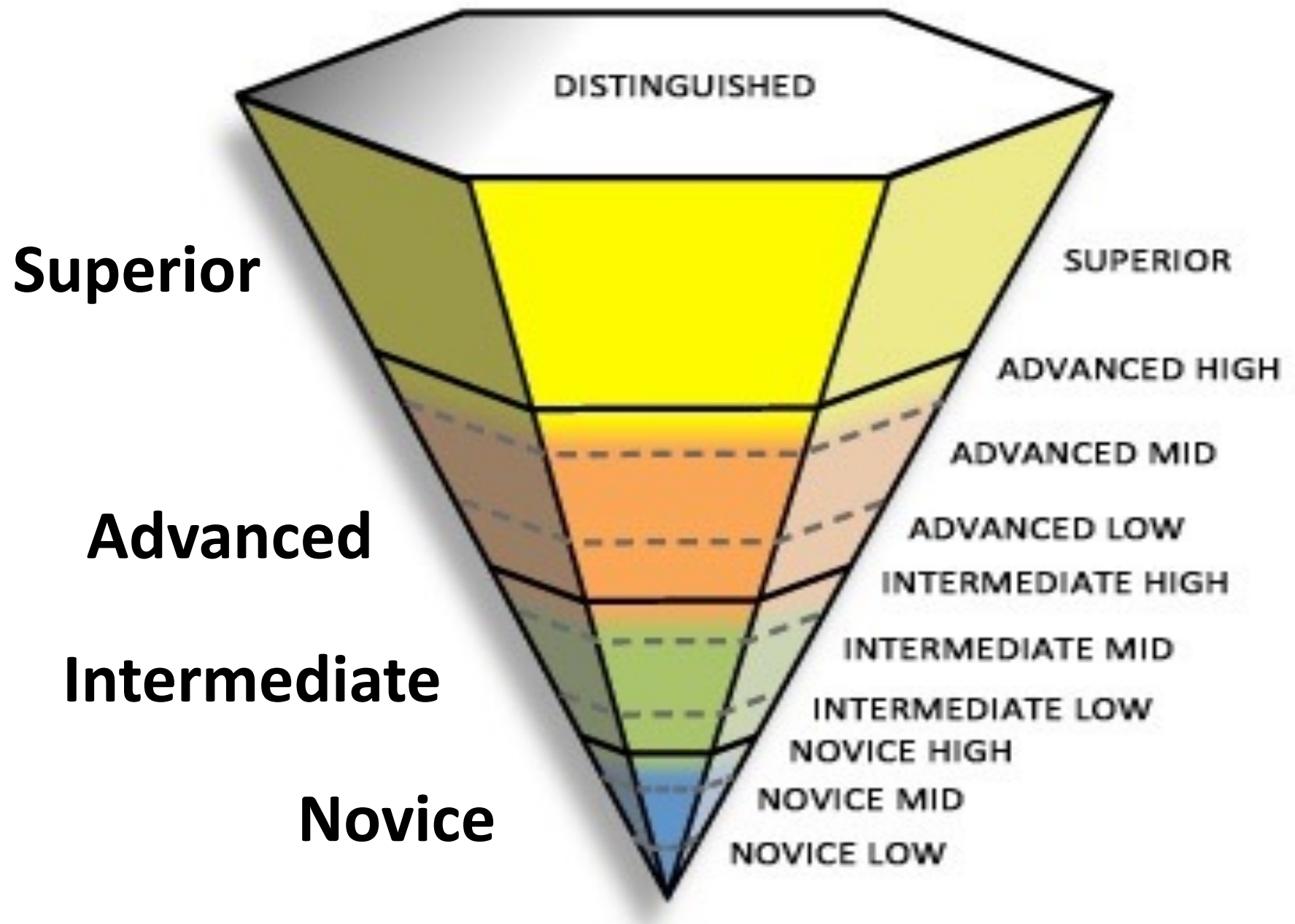


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DISTINGUISHED

Superior

Can support opinion, hypothesize, discuss topics concretely and abstractly, and handle a linguistically unfamiliar situation.

Advanced

Can narrate and describe in all major time frames and handle a situation with a complication

Intermediate

Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction

Novice

Can communicate minimally with formulaic and rote utterance, lists and phrases

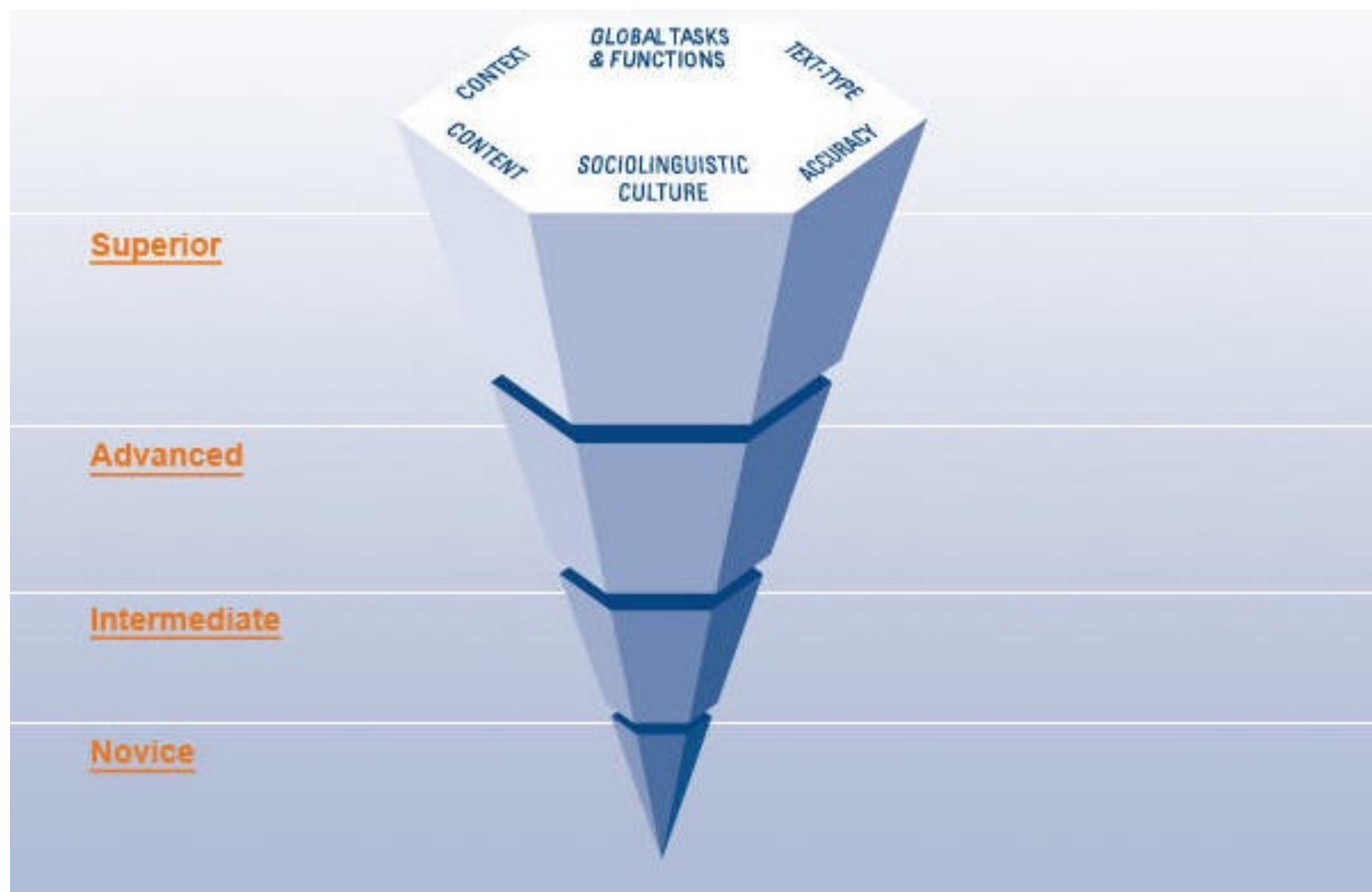
Parrot-Survivor-Reporter-Thinker



Defining Proficiency

Five Questions:

Why?	→	Function
What?	→	Content
Where?	→	Context
How (well?)	→	Accuracy
How much?	→	Text Type



Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation.

They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

- Oral proficiency interview (OPI)
- Oral proficiency interview – computer version (OPIc)
- Writing proficiency test (WPT)

- AAPPL

Administered by Language Testing International (LTI)

OPI workshop

Language Categories

Category I: Languages closely related to English 23-24 weeks (575-600 class hours)		
Danish Dutch French	Italian Norwegian Portuguese	Romanian Spanish Swedish
Category II: Languages with significant linguistic and/or cultural differences from English 44 weeks (1100 class hours)		
Albanian Amharic Armenian Azerbaijani Bengali Bosnian Bulgarian Burmese Croatian Czech *Estonian *Finnish *Georgian Greek	Hebrew Hindi *Hungarian Icelandic Khmer Lao Latvian Lithuanian Macedonian *Mongolian Nepali Pashto Persian Polish	Russian Serbian Sinhalese Slovak Slovenian Tagalog *Thai Turkish Ukrainian Urdu Uzbek *Vietnamese Xhosa Zulu
Category III: Languages which are exceptionally difficult for native English speakers 88 weeks (2nd year of study in-country) (2200 class hours)		
Arabic Cantonese	Mandarin *Japanese	Korean
Other languages		
German	30 weeks (750 class hours)	
Indonesian, Malaysian, Swahili	36 weeks (900 class hours)	

Teaching practices

- Target language use
- Authentic texts
- Sequence of tasks (graduate release of responsibility)
- Fluency vs. Accuracy
- Degrees of control (conceptual, partial, full)
- Formative (vs. summative) assessment
- Backward design
- DEAI, social justice; non-binary students
- Decolonization (?)

Second Language Acquisition

- Learner's language: *interlanguage, fossilization, transfer*
- Types of learners: L1/L2; heritage speaker (HS), native speaker (NS)
- Input vs Output
- Learning vs Teaching vs Acquisition

Additional Resources

- [Center for Languages and Cultures](#)
- [Introduction to Oral Proficiency Levels](#): free practice for Spanish language educators
- [Foreign Language Teaching Methods](#): Professional development modules for foreign language teachers.
- [Second Language Learning and Language Teaching](#) (book by V. Cook)
- [Common Ground: Second Language Acquisition Theory Goes to the Classroom](#) (book by F. Henshaw and M. Hawkins)