**All Students, All Standards: Instructional Strategies Institute   
The Six Core Practices of Proficiency-Based Learning for World Languages**

The Six Core Practices are highly-effective and research-based teaching methods designed specifically for the world language classroom. The 6 core practices provide clear guidance for classroom instruction in achieving a shift towards a proficiency model and focus on teacher actions. Teaching for proficiency requires a change to the core of world language teaching and learning and provides guidance for student language acquisition.

Unlike “Best Practices” which defines “what works” based on experience; the 6 core practices are complex instructional practices that fully support student learning. They are not transparent or learnable through modeling alone and need to be rehearsed and coached in the specific context. Teachers must detail, deconstruct, and explicitly teach and assess the core practices.

1. **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, context, and interactions
2. **Design Oral Interpersonal Communication Activities and Tasks –** Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.
3. **Teach Grammar as Concept and Use in Context –** Teachers teach grammar in providing multiple opportunities for students to acquire and use the concept in context. Students focus on meaning before form.
4. **Guide Learners through Interpreting Authentic and Cultural Resources –** Present interactive reading and listening comprehension task using authentic cultural texts with appropriate scaffolding while promoting interpretation.
5. **Plan with Backward Design Model –** Instructors identify desired results, then determine acceptable evidence, and then plan learning experiences and instruction.
6. **Provide Appropriate Oral Feedback –** Oral corrective feedback in speech or writing elicits output beyond a simple yes or no response.

**Adapted from: American Council on the Teaching of Foreign Languages ACTFL “Building Your Core: Effective Practices for Language Learners and Educators”**

**Instructional Shifts in World Languages**

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| **Moving from …….** | **Moving to …….** |
| Learning about the language | Acquiring the language |
| Professional learning in isolation | To professional learning through a PLN, Professional Learning Networks |
| Speaking English in class | Doing all routines and instructions in the target language |
| Students memorizing language via skit or dialog | Teaching language in context with spontaneity and student ownership |
| Explicit grammar instruction | Embedding and using grammar in context |
| Detailed error correction | Teaching language in context with additional repetition |
| Vocabulary lists and categories | Targeted high frequency structures |
| Text book excerpts with questions answer | Students reading for their own enjoyment |
| Forced oral output, “Repeat after me”. | Allowing language to develop naturally |
| Final grades | On-going evaluation of student progress |
| Teacher-centered classrooms | Learner-centered, personalization and cooperative learning structures |
| Teaching culture in isolation | Embedding culture through communicative tasks during all lessons |
| Homework | Seeking authentic opportunities for using language beyond the classroom |
| Focusing on what students don’t know | Focusing on what students can do. Using Can Do Statements for goal-setting |
| Following a grammar-based curriculum | Developing rich thematic units with real world relevancy |
| Using technology only as a tool for instruction | Using technology to transform learning for: connecting, discovering, creativity and critical thinking |
| Practicing language | Using language for communication\*. |

*\*The expression, interpretation and negotiation of meaning within a given context. - Bill Van Patten*