Building Your Core: Effective Practices for Language Learners and Educators

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Building Your Core:
Effective Practices for Language Learners and Educators

Adoption of Innovations

Student Achievement

Student Motivation

Enthusiasm for Teaching

Longevity in the Teaching Profession

Classroom Management
Efficacy: A Simple Idea with Significant Implications

A person’s judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated

(Armor et al., 1976)
A Strong Sense of Efficacy

- Enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided.
- Fosters intrinsic interest and deep engrossment in activities.

**It also helps people:**
- Set themselves challenging goals and maintain strong commitment to them.
- Heighten and sustain their efforts in the face of failure.
- Quickly recover their sense of efficacy after failures or setbacks.
- Attribute failure to insufficient effort or deficient knowledge and skills which are acquirable (Bandura, 1997)
Our Confidence in Teaching

• Teachers’ beliefs partly determine how they structure academic activities and shape students’ evaluations of their intellectual capabilities (Bandura, 1997)

• Teachers with a high sense of efficacy believe that difficult students are teachable and that they can overcome environmental challenges.

• Teachers with a low sense of efficacy believe that there is little they can do if students are unmotivated and that environmental forces are beyond their control.
Our Sense of Efficacy is Related to...

- Classroom management strategies (Ashton & Webb, 1986)
- Greater levels of planning and organization (Allinder, 1994)
- Open to new ideas and pedagogical experimentation (Berman et al., 1977; Guskey, 1988; Stein & Wang, 1988)
- Teachers’ willingness to implement innovations (Guskey, 1988; Rangel, 1997; Smylie, 1988)
- Teachers’ persistence when things are not going well and their resilience in the face of setbacks (Tschannen-Moran & Woolfolk Hoy, 2001)
- Teachers’ capacity to be less critical of students when they err (Ashton & Webb, 1986)
- Teachers with a greater sense of efficacy demonstrate greater commitment to and enthusiasm for teaching (Coladarci, 1992; Hall, Burley, Villeme, & Brockmeier, 1992)
- Teachers embracing communicative language teaching (Swanson, 2014)
- Teacher satisfaction and longevity in the profession (Swanson, 2010, 2012)
What we believe... makes a huge difference.

When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.

If I try really hard, I can get through to even the most difficult or unmotivated students.

(Armor, Conroy-Oseguera, Cox, King, McDonell, Pascal, Pauly, & Zellman, 1976)
Sources of Self-Efficacy

Mastery Experiences

Physiological Responses

Verbal Persuasion

Vicarious Learning
Empirical Implications of Strong Efficacy

Gains of: 7%
How Can Teachers Foster Self-Efficacy in the Classroom?
• Foster **Self-directedness** and **Pro-activity** among students;

• Allow students to **Exercise Control** of their own learning;

• Allow students to **Problem Solve** (inductive learning vs. deductive learning);

• Encourage students to **Set Goals**;

• Create a **Collaborative** classroom – shared knowledge and decision making (Barrell, 1995).
Most initiatives have focused on *recruitment* and *retention* of teachers – Not on **teacher practices**.

Currently: In World Languages we focus on teacher standards across career continuum (CAEP)

Next step:
Identify which practices are core practices and deconstruct practices to teach them to teachers
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
High-Leverage Teaching Practices (HLTPs)

Core Practices

“Tasks and activities that are essential for skillful beginning teachers to understand, take responsibility for, and be prepared to carry out in order to enact their core instructional responsibilities.”

Ball & Forzani, 2009, p. 504
Characteristics of Core Practices

- Powerful in advancing student learning
- Not transparent or learnable through modeling alone

- Complex instructional practices
- Must be detailed, deconstructed, and explicitly taught
- Unlikely to be learned well only through observation

- Can be assessed
- Need to be rehearsed and coached in the specific context
- Can be justified to teacher candidates as being meaningful and useful for becoming skilled practitioners

Glisan & Donato, 2016. Adapted from TEI Curriculum Group, 2008
<table>
<thead>
<tr>
<th>Best Practices:</th>
<th>Core Practices:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defined as “what works” based on experience</td>
<td>Are complex and are not reduced to a slogan</td>
</tr>
<tr>
<td>Are reduced to general statements of practice or slogans such as “use authentic materials,” “model activities” (often long lists)</td>
<td>Are not as extensive in number</td>
</tr>
<tr>
<td>Tell you WHAT to do but not HOW to do it</td>
<td>Can be deconstructed into instructional moves</td>
</tr>
<tr>
<td>Are sometimes associated with personality issues, intuition, common sense, rather than being learned</td>
<td>Cannot be learned through observation alone</td>
</tr>
<tr>
<td>Example: <em>Don’t correct every error a student makes.</em></td>
<td>Can be explained, taught, and coached</td>
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<tr>
<td></td>
<td>Are subject-specific and cannot be applied to all of teaching</td>
</tr>
<tr>
<td></td>
<td>Are what accomplished novices need to know and are used for teacher education purposes</td>
</tr>
</tbody>
</table>

Glisan & Donato, 2016
Think of core practices as those practices necessary for a beginning language teacher to get the job. If an applicant could not perform these practices, he or she would likely not be offered the position.

Although we are only focusing on a handful of core practices, they are not meant to be an exclusive list; there are likely to be others.
Large-grain and small-grain Core Practices

Using gestures to support meaning making

Set of Teaching Moves
a.
b.
c.

Target language use
**CORE PRACTICES**

**Use Target Language for Learning**
- 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.

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

**Teach Grammar as Concept and Use in Context**
- Teach grammar as concept and use in context. Students focus on meaning BEFORE form.

**Use Authentic Cultural Resources**
- Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.

**Plan with Backward Design Model**
- Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.

**Provide Appropriate Feedback**
- Oral corrective feedback in speech or writing elicits output beyond a simple yes or no response.
Use the target language as the vehicle and content of instruction

- 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.

Speak 90%+ in the Target Language
Creating comprehensible language

Creating contexts for comprehension

Scaffolding:
Conversational Strategies

License to make errors

Feedback and follow-up

Source: Donato, 2011
Core Practice

Design Communicative Activities

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

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Highlight of Practice

Interpersonal communication tasks require conversational partners to:

- Listen to one another
- Focusing on meaningful topics, outcomes, follow-up
- Activating background knowledge
- Negotiate & Interpret meaning
- Providing assistance, scaffolding, monitoring
- Arrive at an understanding

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Teach grammar as concept and use in context

• Understand the various approaches to grammar instruction and how to select one over the other. Students focus on meaning before form.
Current sociocultural theory supports:

- Focus on form AFTER meaning has been established
- Conceptual understanding of form
- Motivation as key to grammatical competence

**The PACE Model**: a dialogic story-based approach to focus on form

Source: Adair-Hauck & Donato, 2016
From:
Roy Lyster
Presentation at Fifth International Conference on Language Immersion Education (2014)
Noticing activity
- In a context related to content, students’ attention is drawn to a problematic L2 features highlighted through typographical enhancement

Guided practice
- Students are pushed to use the features in a meaningful yet controlled context in order to develop automaticity and accuracy.

Communicative practice
- In a context related to content, students are encouraged to use the features in more open-ended ways to develop fluency, motivation, and confidence.

From: Roy Lyster
Presentation at Fifth International Conference on Language Immersion Education (2014)
Present authentic cultural texts of various kinds with appropriate scaffolding

- Design and carry out interactive reading and listening comprehension tasks with follow-up tasks that promote interpretation.
Highlights of Practice

Constructivist Approach
- Interact with text
- Use background knowledge
- Interpret and inference

Skill Development
- Literal skills
- Interpretive skills

Authentic Texts
- Context-appropriate
- Age-appropriate
- Linguistic level-appropriate
Read – Cover Up– Remember - Retell

What is one thing you can say about schools in France?

What is one question you have about schools in France?
## EMPLOI DU TEMPS CM1

<table>
<thead>
<tr>
<th>LUNDI</th>
<th>MARDI</th>
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</tbody>
</table>
Design lessons and tasks that have functional goals and objectives

• Includes specifying clearly the language and activities needed to support and meet the communicative objective.
Identify desired results

What are the goals?

Outcomes

Assessments

Activities

Wiggins & McTighe, 2015
Backward Design

Identify desired results
What are the goals?

Determine acceptable evidence
How will you and learners know they reached the goals?

Outcomes
Assessments
Activities

Wiggins & McTighe, 2015
Backward Design

Identify desired results
What are the goals?

Determine acceptable evidence
How will you and learners know they reached the goals?

Plan learning experiences and instruction
What does it take to get there?

Wiggins & McTighe, 2015
Core Practice

Provide appropriate feedback in speech and writing on various learning tasks

- Oral corrective feedback in speech or writing elicits output beyond a simple yes or no response.
Oral Corrective Feedback (CF)

- Used along a continuum to promote language acquisition
- A tool for mediating learning and language development
- Teacher should use wide range
- Can be implicit or explicit
- Use of prompts and reformulations
- Reformulations provide input
- Prompts elicit output

Source: Lyster, et al., 2013
Join the Conversation
ACTFL Resources for Your Professional Learning Network

www.actfl.org

✓ Core Practices Webinars (with study guides)
✓ Exploratory Practice Webinars
  ☐ Identify the challenging issue
  ☐ Collaborate with colleagues to explore effective practices
  ☐ Integrate the learning back in your classroom
  ☐ Reflect on impact
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