ACTFL AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

Building Your Core:
Effective Practices for Language Learners and Educators

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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)

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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)

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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.

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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)

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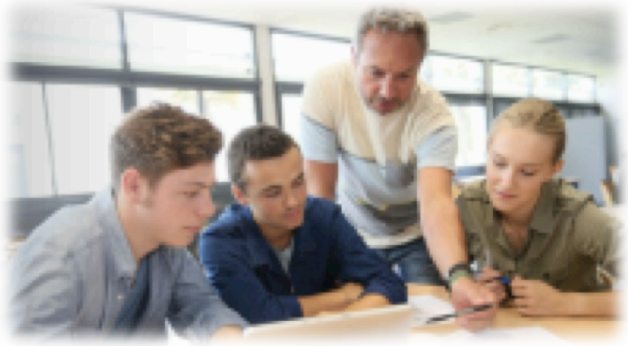
What we believe… makes a huge difference.



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.

Or

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)

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Sources of Self-Efficacy

Mastery Experiences

Physiological Responses

Verbal Persuasion

Vicarious Learning

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Empirical Implications of Strong Efficacy

Table 2

Mean Differences between Students' Scores on the NSEs and Spanish Teachers' Sense of Efficacy in Teaching Spanish.

	S/FLTES	Teacher as Facilitator	Content Knowledge	Cultural Instruction	TSES	Student Engagement	Classroom Management	Instructional Strategy
Achievement	7.90***	8.69***	13.00***	10.20***	3.09*	.13	9.07***	1.87
Proficiency	5.36***	18.22***	6.86***	4.28**	5.03***	8.07***	16.96***	8.17***
Total Exam	13.26***	26.91***	19.86***	14.48***	1.94	7.93*	26.03***	6.29*

*p<.05, **p<.01, ***p<.001

Gains of: 7%

For Peer Review

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How Can Teachers Foster Self-Efficacy in the Classroom?

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- 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).

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Background Thoughts

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

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Background Thoughts

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

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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

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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

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Core Practices vs. Best Practices

	Best Practices:	Core Practices:
	Are defined as "what works" based on experience	Are complex and are not reduced to a slogan
	Are reduced to general statements of practice or slogans such as "use authentic materials," "model activities" (often long lists)	Are not as extensive in number
	Tell you WHAT to do but not HOW to do it	Can be deconstructed into instructional moves
	Are sometimes associated with personality issues, intuition, common sense, rather than being learned Example: *Don't correct every error a student makes.*	Cannot be learned through observation alone
		Can be explained, taught, and coached
		Are subject-specific and cannot be applied to all of teaching
		Are what accomplished novices need to know and are used for teacher education purposes

Glisan & Donato, 2016

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Caveats

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.

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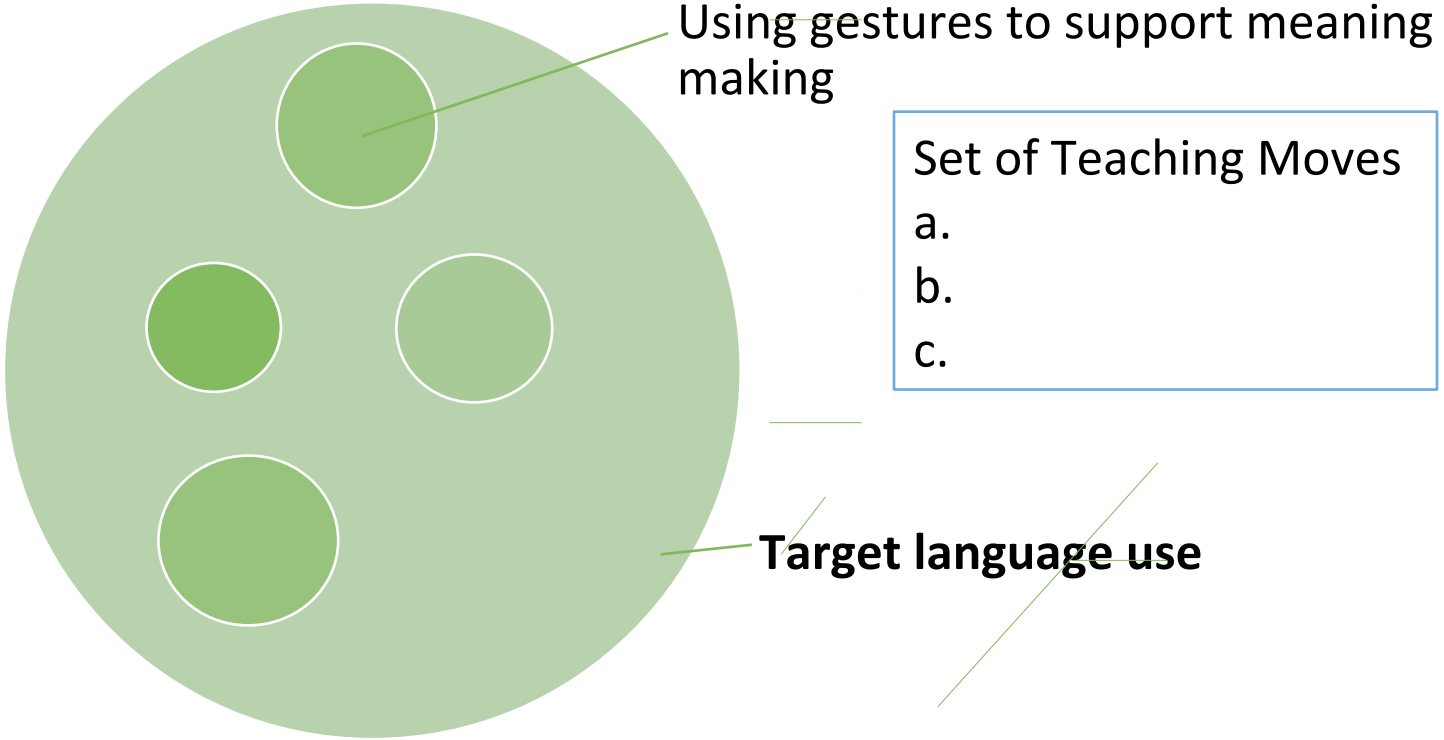
Slices of Core Practices

Large-grain and small-grain Core Practices



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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

Use Authentic Cultural Resources

- Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.

Design Communicative Activities

- 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.

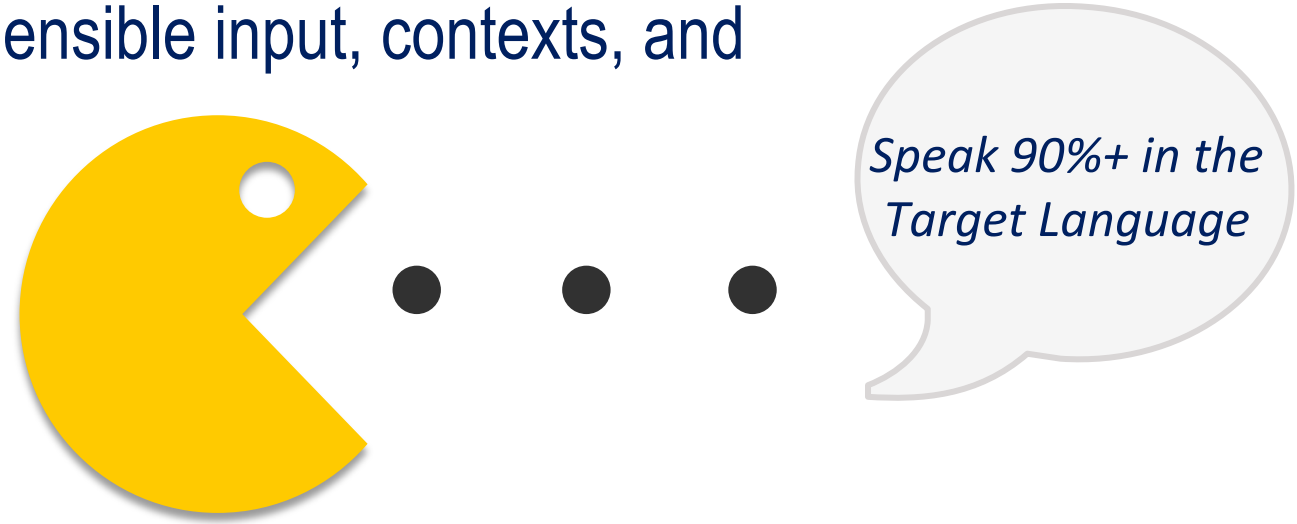
Provide Appropriate Feedback

- Oral corrective feedback in speech or writing elicits output beyond a simple yes or no response.

Core Practice

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



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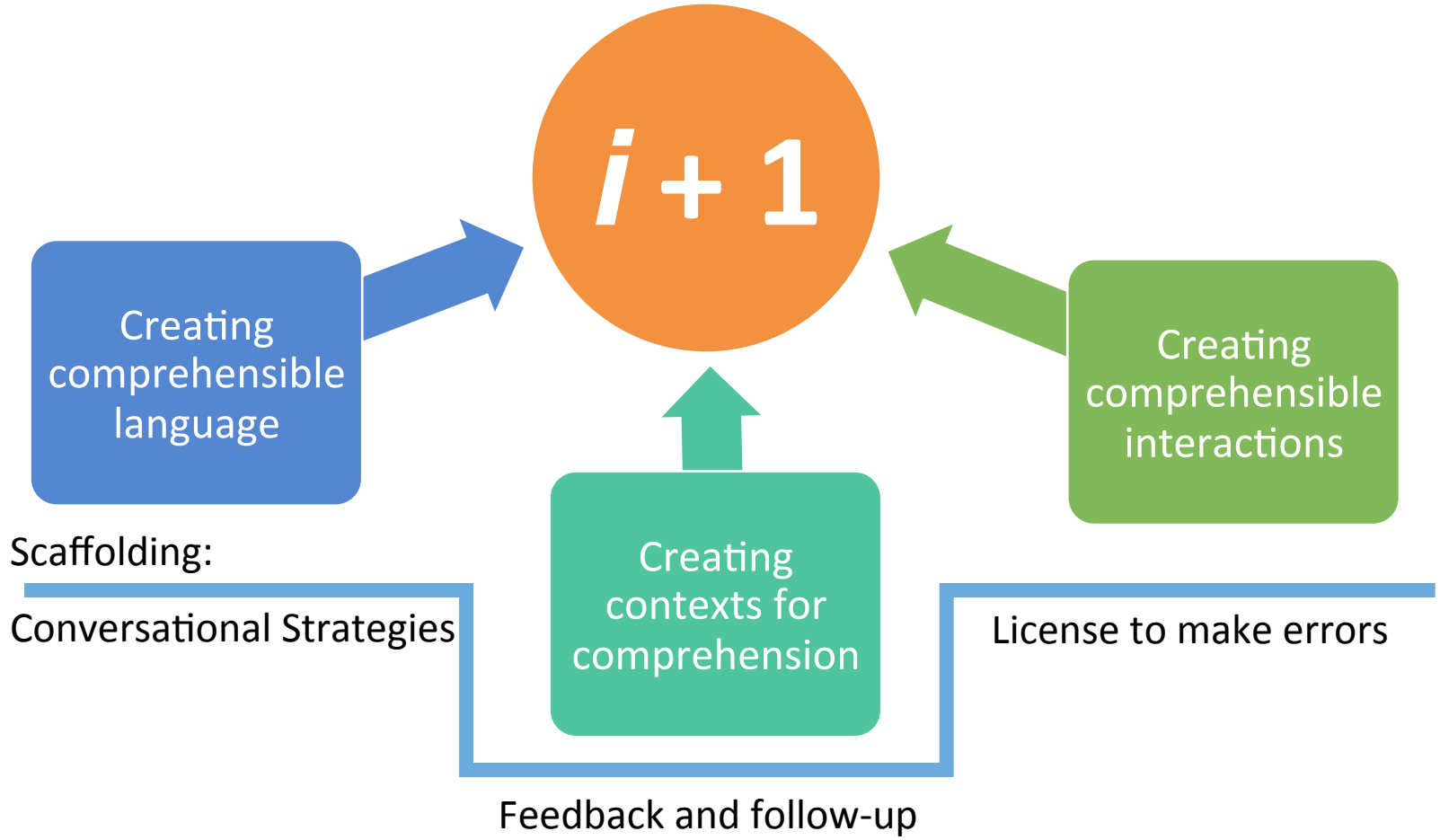
Highlights of Practice



Source: Donato, 2011

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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
- Negotiate & Interpret meaning
- Activating background knowledge
- Arrive at an understanding
- Providing assistance, scaffolding, monitoring

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Core Practice

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.

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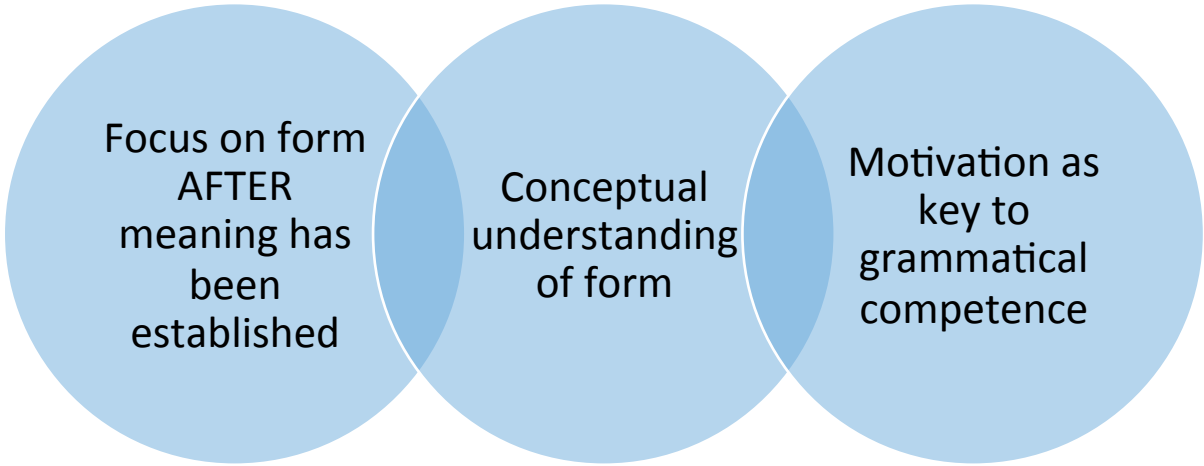
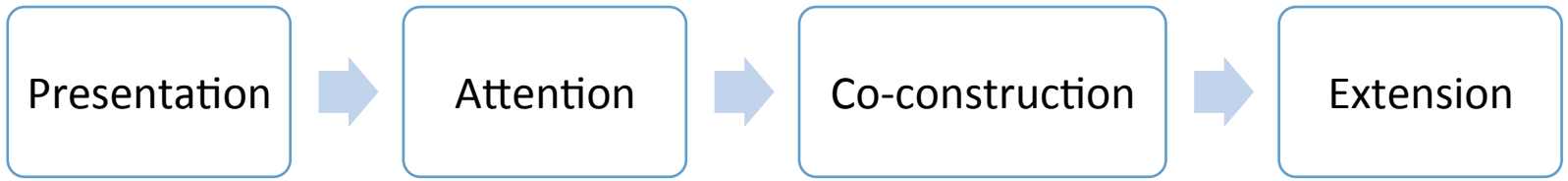
Highlight of Practice

Current sociocultural theory supports:



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



Source: Adair-Hauck & Donato, 2016

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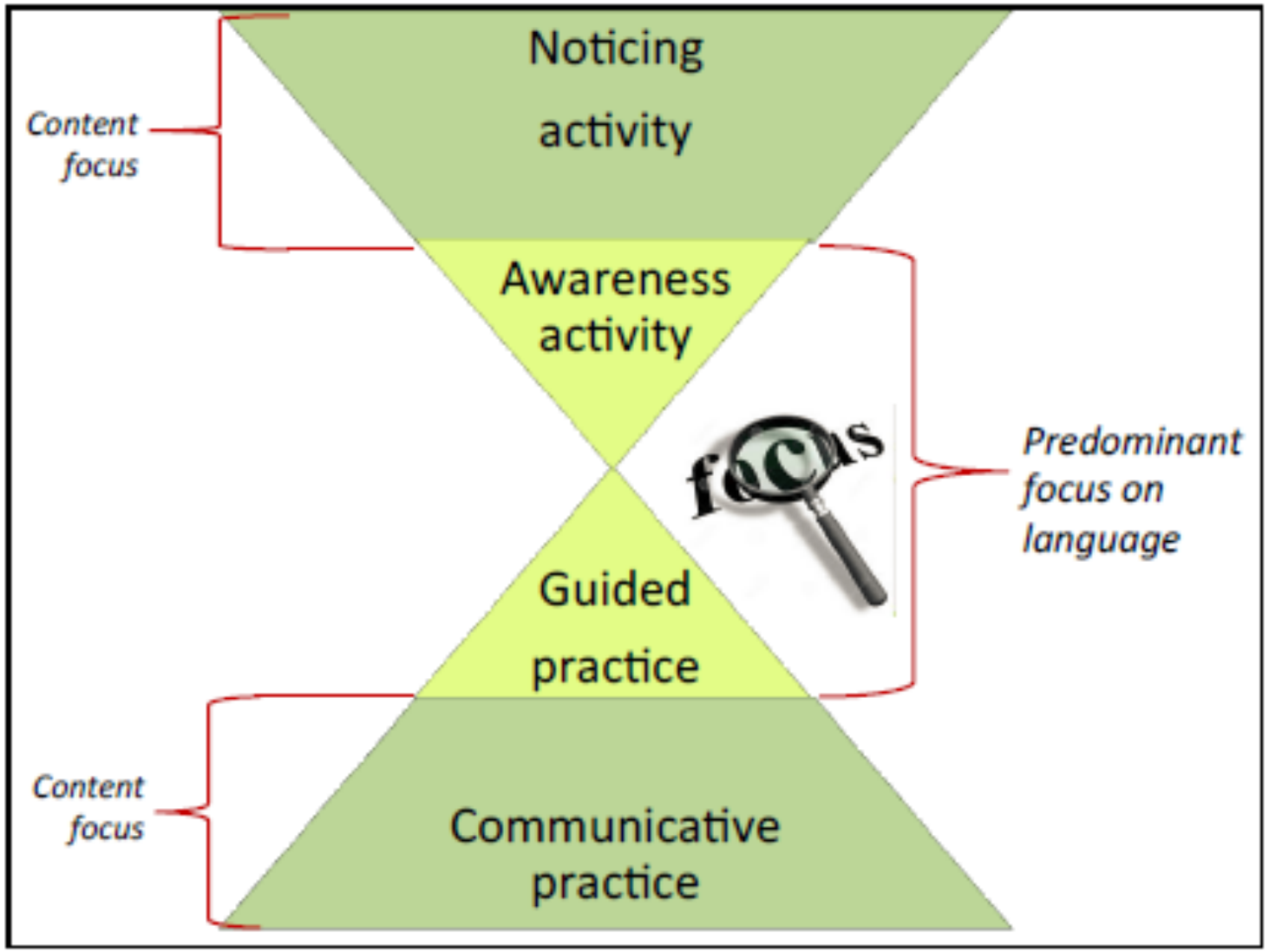

From:
Roy Lyster
Presentation at Fifth International Conference on Language Immersion Education (2014)

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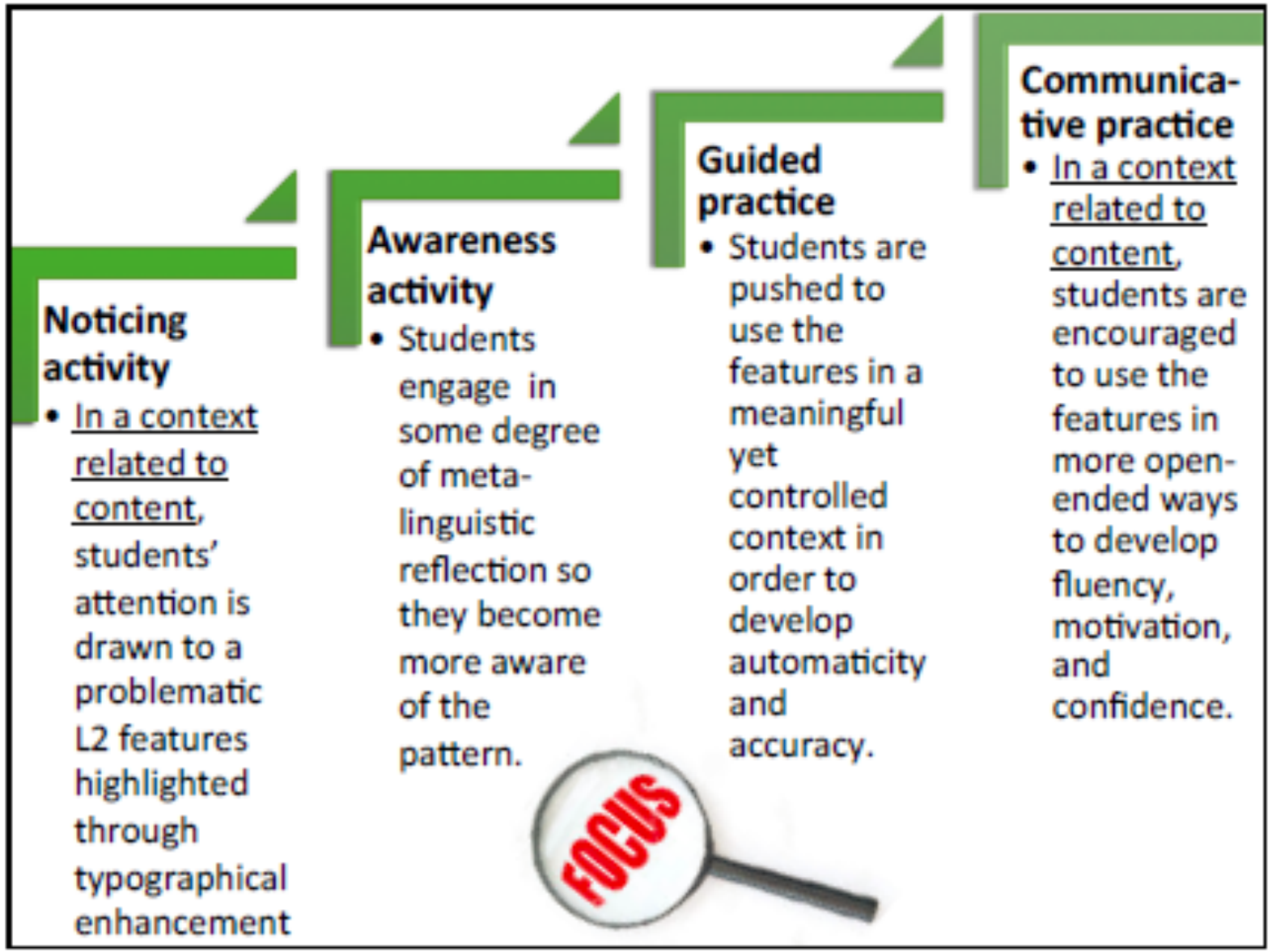

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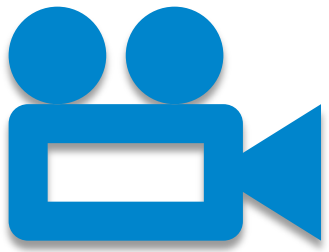
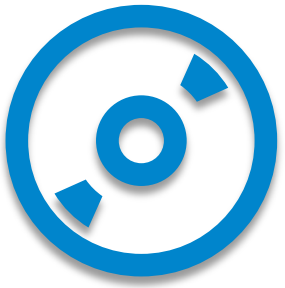
Core Practice

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.





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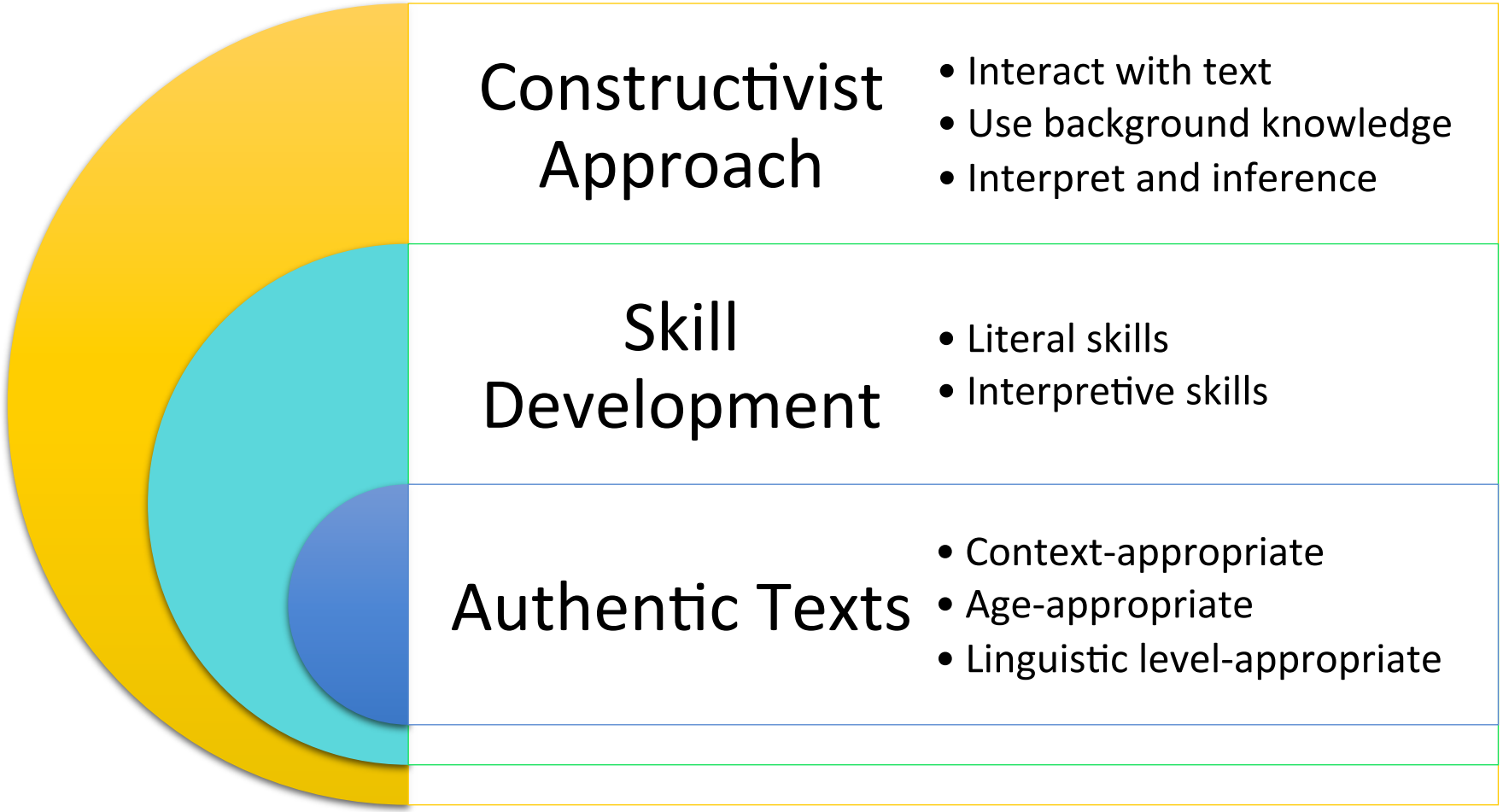
Highlights of Practice



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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?

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Read – Cover Up – Remember - Retell

EMPLOI DU TEMPS CM1

	LUNDI	MARDI	JEUDI	VENDREDI	SAMEDI
8h30	DICTEE DE MOTS	CONJUGAISON	DICTEE	LECTURE EXPRESSION ECRITE	EDUCATION CIVIQUE
9h	GRAMMAIRE		ORTHOGRAPHE		
9h30		ATELIERS		ATELIERS	VOCABULAIRE
10h	ATELIERS LECTURE	CALCUL MENTAL	ATELIERS LECTURE		MATHEMATIQUES
10h30	CALCUL MENTAL	MATHEMATIQUES		MATHEMATIQUES	
	MATHEMATIQUES		CALCUL MENTAL		MATHEMATIQUES
11h					EPS
11h30	MATHEMATIQUES	VOCABULAIRE	MATHEMATIQUES	ANGLAIS	
		MUSIQUE	GRAMMAIRE	CONJUGAISON	CHANT
12h	ORTHOGRAPHE		GEOGRAPHIE	CHANT	
13h30					
14h	HISTOIRE	EPS	GEOGRAPHIE	SCIENCES-TECHNO.	
14h30	EPS		EPS	ARTS PLASTIQUES	
15h		PREP. DE DICTEE			
	ANGLAIS	ANGLAIS	ANGLAIS		
15h30					
16h	ETUDE	ETUDE	ETUDE	ETUDE	

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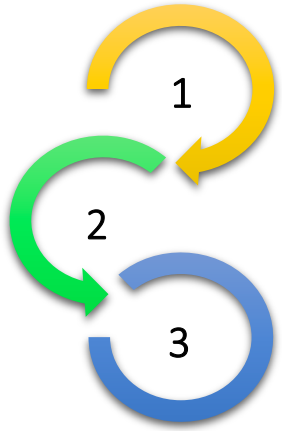
Core Practice

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.



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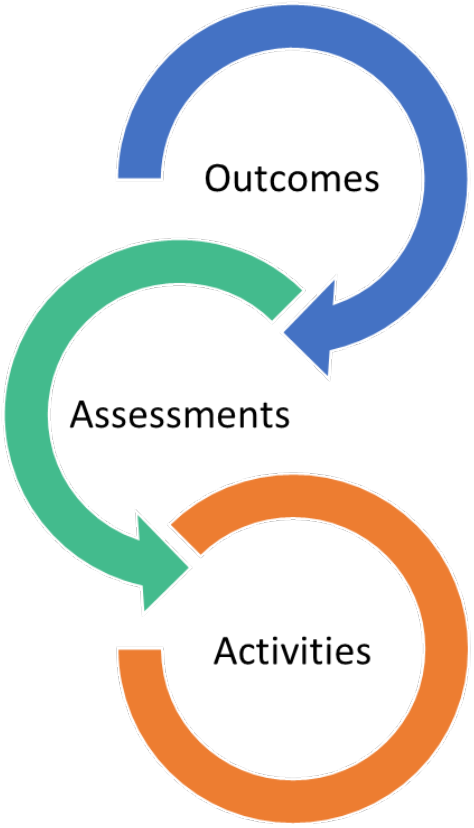
Backward Design

Identify desired results
What are the goals?



Wiggins & McTighe, 2015

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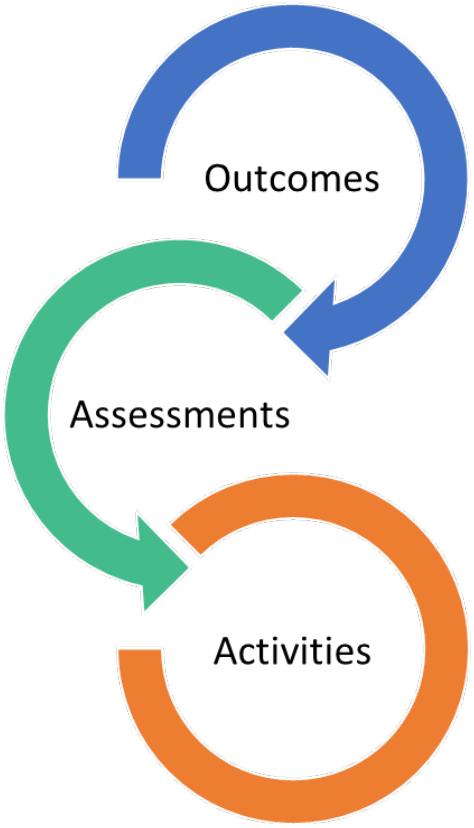
Backward Design

Identify desired results

What are the goals?

Determine acceptable evidence

How will you and learners know they reached the goals?



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Backward Design

Identify desired results

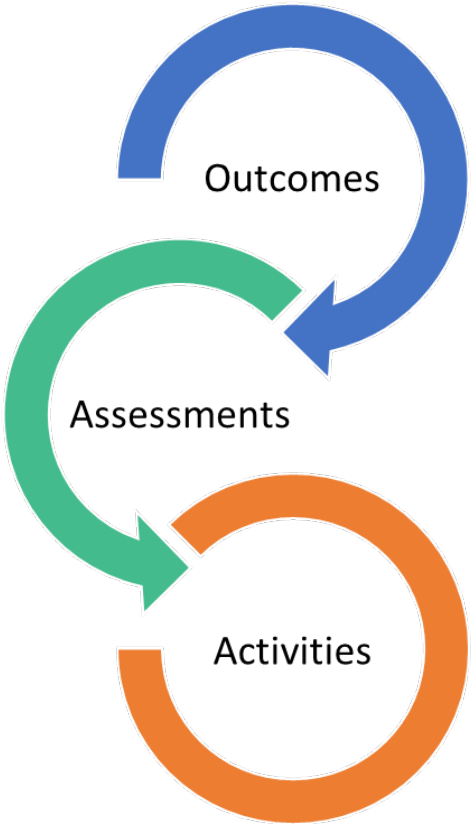
What are the goals?

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?



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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.

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Highlights of Practice

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

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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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