

What Are the Characteristics of Effective Foreign Language Teaching?

The National Association of District Supervisors of Foreign Languages (NADSFL) has developed a variety of resources and checklists for administrators to support foreign language teacher supervision, program development and hiring.

At www.nadsfl.org, under the “RESOURCES” tab, click “Documents” or “Position Papers” to find:

- ◇ Questions to ask in an interview of a foreign language candidate and what you want to hear in the answers.
- ◇ Checklists of what to look for in administrator and peer-to-peer walk throughs.
- ◇ A list of the characteristics of effective foreign language teaching.



What Are the Special Needs of Foreign Language Programming?

The American Council on the Teaching of Foreign Languages (ACTFL) has developed a list of strong position statements that describe or explain various components of foreign language teaching and programming. At www.actfl.org, under the NEWS tab, select “Position Statements” and find among others, statements on:

- * The use of the target language in the foreign language classroom
- * How to decide which language to offer
- * Global competence position statement
- * Early language learning
- * Language learning for heritage and native language speakers
- * Maximum class size
- * The role of technology in the foreign language classroom



Special Resources for Non-Foreign Language Administrators to Support Foreign Language Teaching, Learning and Programming



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How Can Foreign Language Teaching Be Supported and Evaluated?



The mission of the Teacher Effectiveness for Language Learning (TELL) Project is to define what effective language teachers do and to facilitate their growth to prepare for, advance and support language learning. The TELL Project offers a powerful resource for the foreign language teacher as well as for the non-foreign language administrator to help guide individual teacher growth toward a well-defined performance model foreign language teachers.



The TELL Framework is organized in seven categories:

- ◆ Environment
- ◆ Planning
- ◆ The learning experience
- ◆ Performance
- ◆ Feedback
- ◆ Learning tools
- ◆ Collaboration
- ◆ Professionalism

The site offers a plethora of well designed resources in these categories for self-reflection, walk throughs and formal evaluations with criteria specific to the foreign language teacher.



RESOURCES: Go to www.tellproject.org, under “TOOLS AND RESOURCES” select: resources and tools for:

- ⇒ Teacher self-assessment
- ⇒ Full class and focused feedback tools
- ⇒ Growth plan



Necessary Resources for the Foreign Language Department Library

Buy them from www.actfl.org under “Publications:”

- World Readiness Standards for Learning Languages, fully revised to include connections with Common Core State Standards, College and Career Readiness, 21st Century Skills
- ACTFL Proficiency Guidelines, describes programmatic and course goals using proficiency levels, the website has examples in all languages of the various levels
- NCSSFL-ACTFL Can-Do Statements, empowers students by creating can do statements as programmatic, course and lesson objectives
- Implementing Integrated Performance Assessment, for the creation of programmatic and unit assessments that demonstrate what students can do with the target language