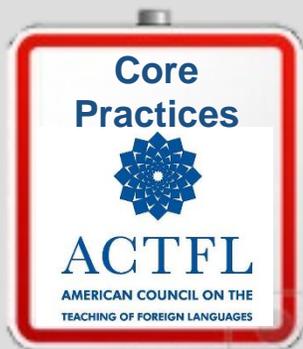


# Guiding Principles:

*Your classroom **G.P.S.***



**Linda L Egnatz**

2014 ACTFL Teacher of the Year  
Executive Director Global Seal of Biliteracy

@miprofeAP

[lindaegnatz@gmail.com](mailto:lindaegnatz@gmail.com)

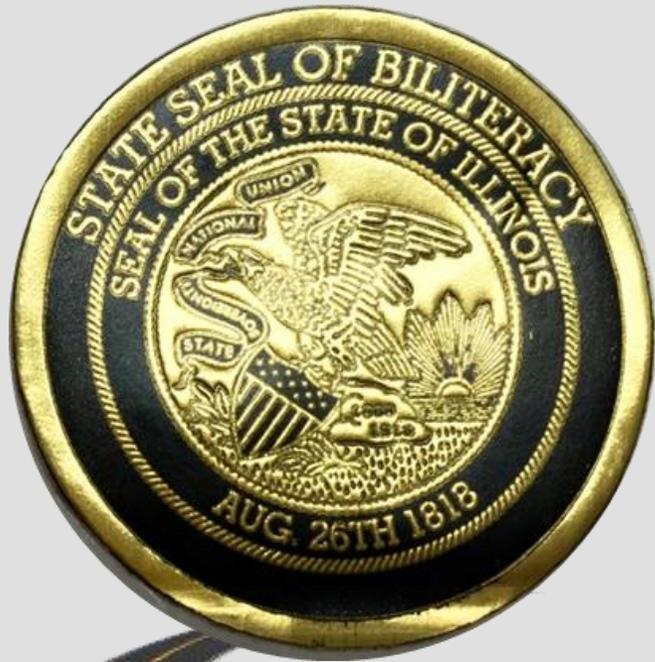
[www.lindaegnatz.com](http://www.lindaegnatz.com)





*Linda Egnatz  
2014 ACTFL National Language Teacher of the Year  
Orlando, Florida*

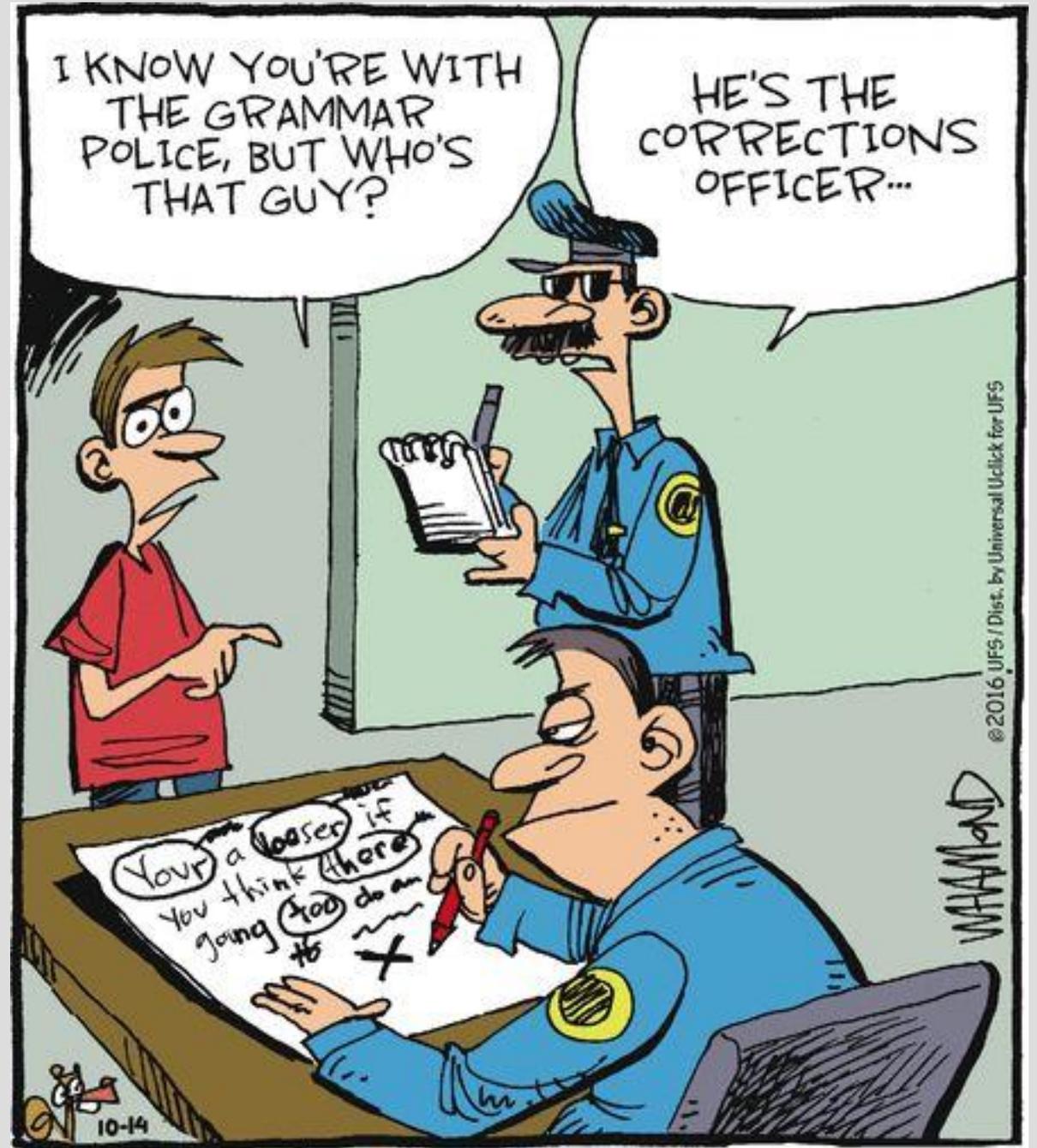




It's about students.



# “Key” Notes





# Guiding Principles for Language Learning



The screenshot shows the ACTFL website header with the logo and navigation menu. The main content area features a table of contents on the left and a detailed introduction on the right. The table of contents includes: Introduction, Opening Statement, Benefits, Literacy, Articulated Sequences, Use of Target Language, Use of Authentic Texts, and Teach Grammar as Concepts in Meaningful Contexts. The introduction text states that these principles identify effective language learning practices and provide guidance to educators and learners. A list of stakeholders is provided below the introduction.

ACTFL AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

ABOUT ACTFL CONVENTION & EXPO MEMBERSHIP ASSESSMENT & PD PUBLICATIONS ADVOCACY NEWS

GUIDING PRINCIPLES FOR LANGUAGE LEARNING

View published

**GUIDING PRINCIPLES FOR LANGUAGE LEARNING**

These Guiding Principles for Language Learning identify what is effective in language learning and provide guidance to educators and learners alike. These statements are not a finite or fixed list, but are intended to evolve and continue to grow as new topics emerge and to reflect new realities in the diversity of learners and learning situations. These Guiding Principles are presented to lead and shape the discussion on effective instructional practices, useful to:

- Learners
- Educators
- Parents
- Administrators
- Governing Bodies and Boards
- Legislators

<https://www.actfl.org/guiding-principles>

**Who?**

**Where?**

**What to do?**

**How to do it?**



# Principles of Language Learning

- **Proficiency-focused** Language Learning
- Building Literacy Across Disciplines
- **Setting Outcomes** and Articulating Sequences
- **Using Target Language** for Teaching and Learning
- **Using Authentic Texts**
- **Building Learner Autonomy**

# CORE PRACTICES

For World Language Learning

ACTFL Guiding Principles for Language Learning

The principles that are the underpinnings of our core practices



## 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, contexts, and interactions.



## Guide Learners through Interpreting Authentic Resources

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

## Design Oral Interpersonal Communication Tasks

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 Oral Feedback

Oral corrective feedback is a tool for mediating learning and language development.



# Guiding Principles . . .

+ World-Readiness Standards

= G.P.S.





# FOCUS: Meet Generation “Z”

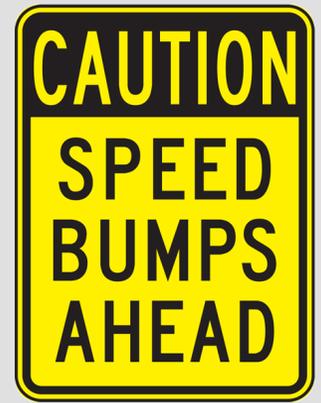
Born 1995-2012 - 25% of US Population



- For Gen Z, the last generation was the 20<sup>th</sup>
- Gen Z is the most diverse and multicultural of any US generation 55% *Caucasian, 24% Hispanic, 14% African-American, 4% Asian*
- Gen Zers are the least likely to believe in the "American Dream" - Hunger Games
- Gen Z is cynical. There is no generational memory of a time the US was not at war, facing global terrorism, school shootings or post 2008 recession economy.
- **“Bubble Wrap”** - Generation Z is generally more risk-averse in certain activities than earlier generations – Alcohol, smoking, teen pregnancies are 40% down, seat-belt use is up along with the average age for driver’s licenses.

# ZOOM in on Generation “Z” - 8 Seconds

---



- They respond to independence, entrepreneurialism & self-direction
- **Gen Zs are digital natives** and expect to virtually engage to socialize, but are also more private than Millennials, limiting their digital exposure to a close inner circle of friends (5-8) with Snapchat and Whisper
- Constantly updating their lives on social media makes them a self-conscious, more anxious generation. Anxiety increases with face-to-face interactions.

# ZOOM in on Generation “Z” - Seekers



- 
- Millennials are the generation of customer service -- Gen Z is a generation of highly-educated, technologically-savvy, innovative thinkers. They look for solutions on their own. Don't know something? Google it.
  - **Gen Zs are multi-taskers.** Researchers reveal that they experience: 4D Thinking. Because their minds are streaming in so many directions. They prefer to be on 5 screens at once, not 2 screens like Millennials.

# FILTER: "Mobile First" Mindset



**DIGITAL INTEGRATORS**

- 10 HRS 19 MINS TECH. USE/DAY
- 5,100,000,000 SEARCHES/DAY
- 4,000,000,000 VIEWS/DAY
- 1,000,000,000+ ACTIVE USERS
- 500,000,000 TWEETS/DAY
- 1,000,000+ APPS

 **93%** of Gen Zers say they visit YouTube at least once a week; 54% visit multiple times per day

 **65%** say they visit Facebook weekly; only 38% visit multiple times per day

 **26%** visit Twitter weekly

 **26%** visit Google+ weekly

 **17%** visit Instagram weekly

*Source: Study of Wikia Users aged 13-18*

## Gen Z social media breakdown



Facebook is used by teens primarily for keeping tabs on extended family and acquaintances.



Instagram is less about keeping a personal photo journal, and more about sharing interesting visual life moments



Twitter is a place to stay informed and to follow trusted digital curators of culture and information



Snapchat is more for a private mode of communication to share silly, or candid moments with their inner circle of friends

**Gen "Z"**

**Our WHY #1**



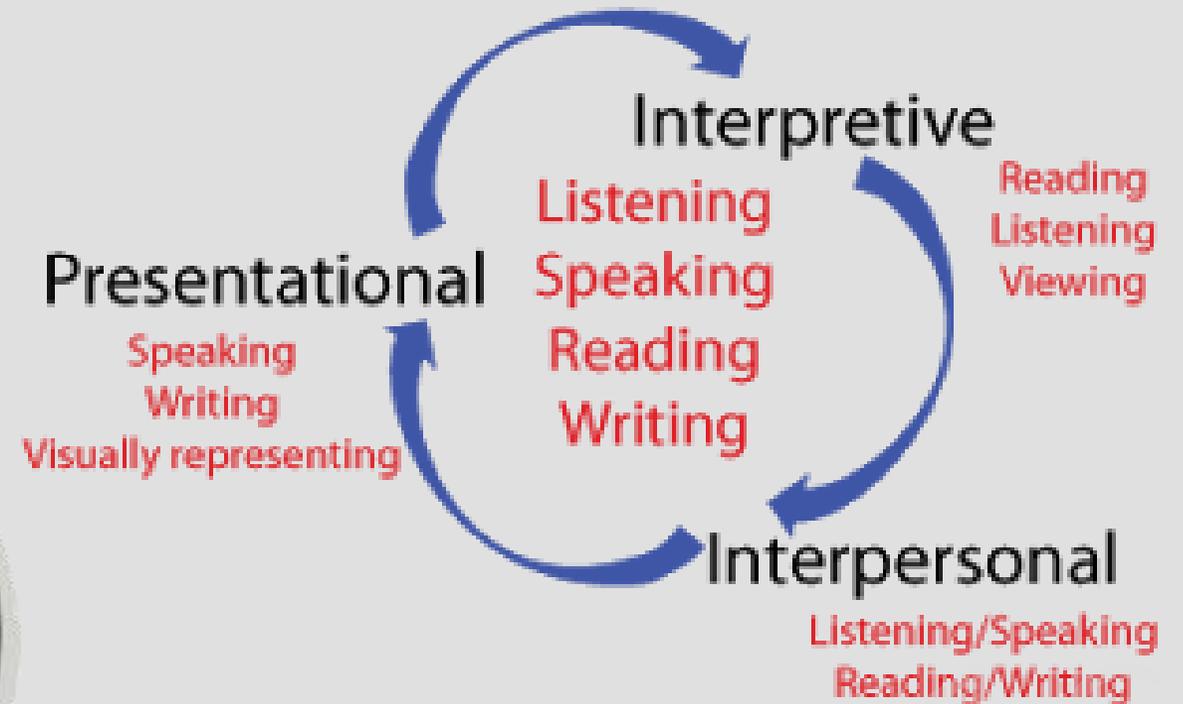
**Our Proficiency Partners**



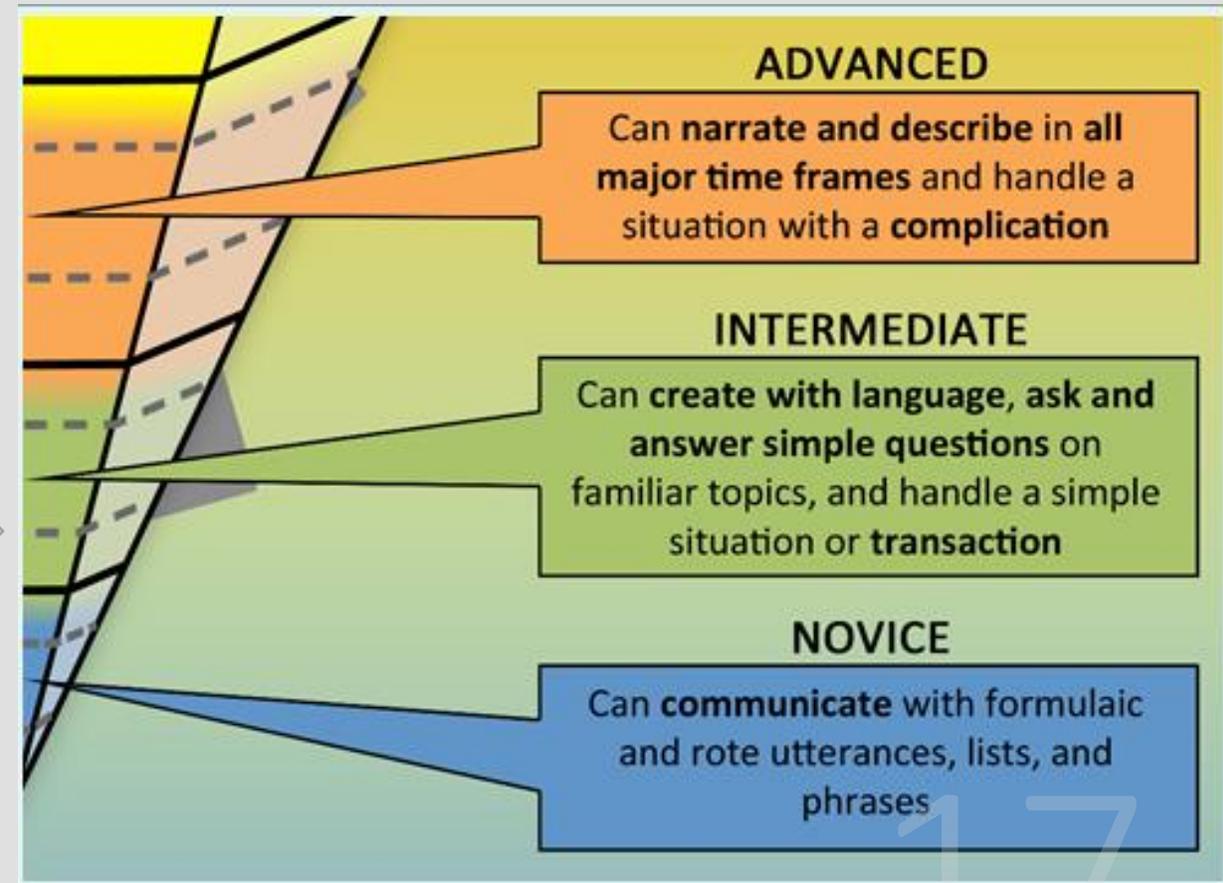
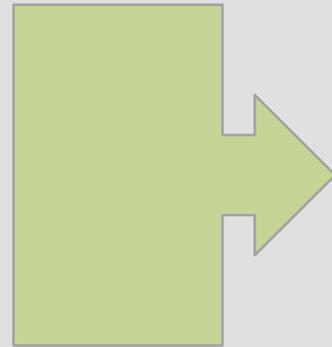
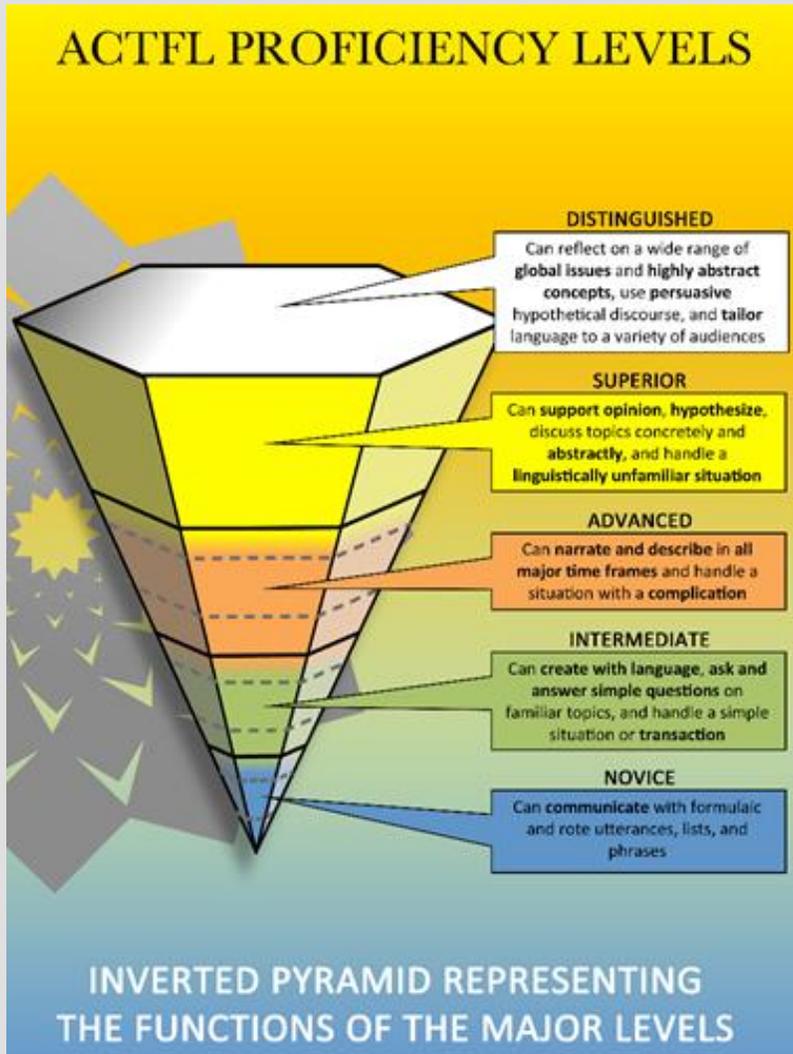
**Path to  
Proficiency**

Proficiency is a critical lens through which we can identify how best to help our language learners succeed.

**OFLTA**



# WHERE are learners on their “Path toward Proficiency” ?



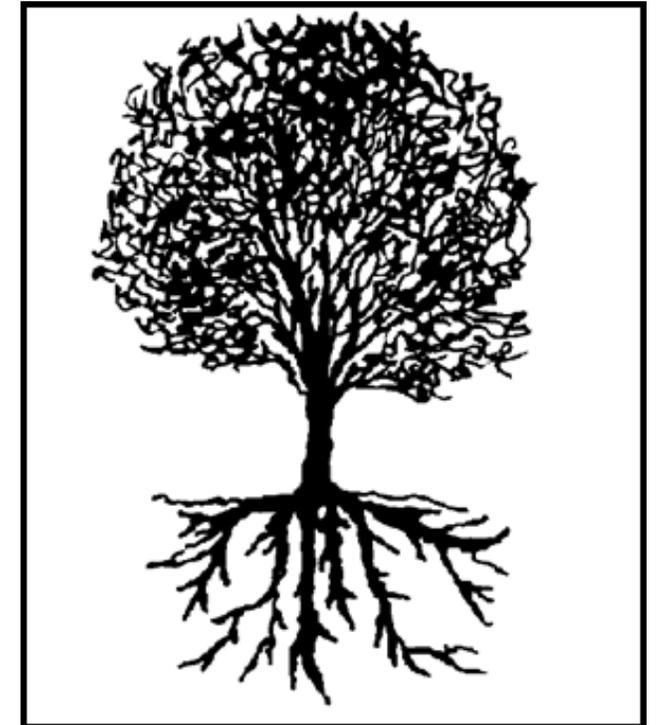
# How to Measure Language Proficiency

---

***Design lessons and tasks that have functional goals***, to include specifying clearly the language and activities needed to support and meet the communicative objective.

(Backward Design - Grant & Wiggins)

- **ROOTS:** Content & Context
- **TRUNK:** Language Functions  
(*learners need to know WHY?*)
- **BRANCHES:** Text-Type
- **LEAVES - Accuracy**



# Share the PATHWAY. . . *the sports metaphor*



*Anything worth doing well is worth doing poorly at first.*

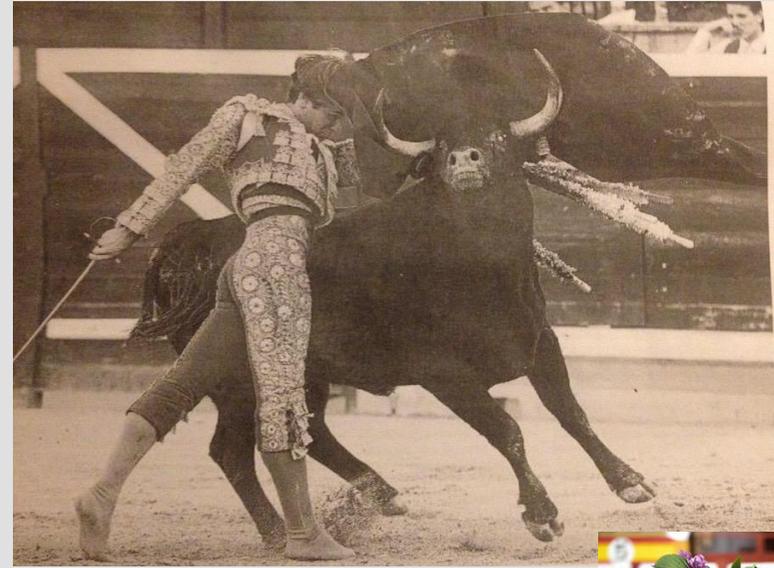
**It takes PRACTICE to go PRO.**



# Cultural



Javier Marín, matador



When it is obvious that the goals cannot be reached, don't adjust the goals, adjust the action steps. -- Confucius

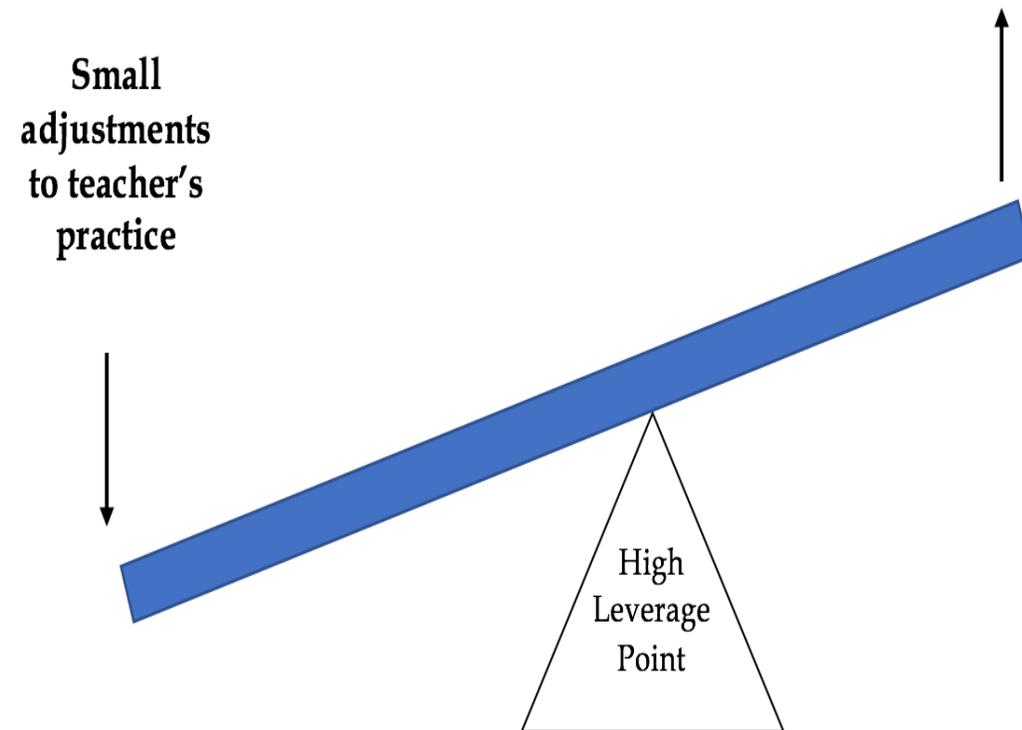


- Results in comparatively large **advances** in student learning
- Supports the work **central** to foreign language learning
- **Improves** the achievement of all students
- Occurs **frequently** in instruction across contexts
- Are **learnable** by novice teachers through instruction.

(Ball, Sleep, Boerst, & Bass, 2009; Hlas & Hlas, 2012; Slide from Kristin Davin)

## What is a **High Leverage Teaching Practice (HLTP)**?

Large  
advancements  
in student  
learning





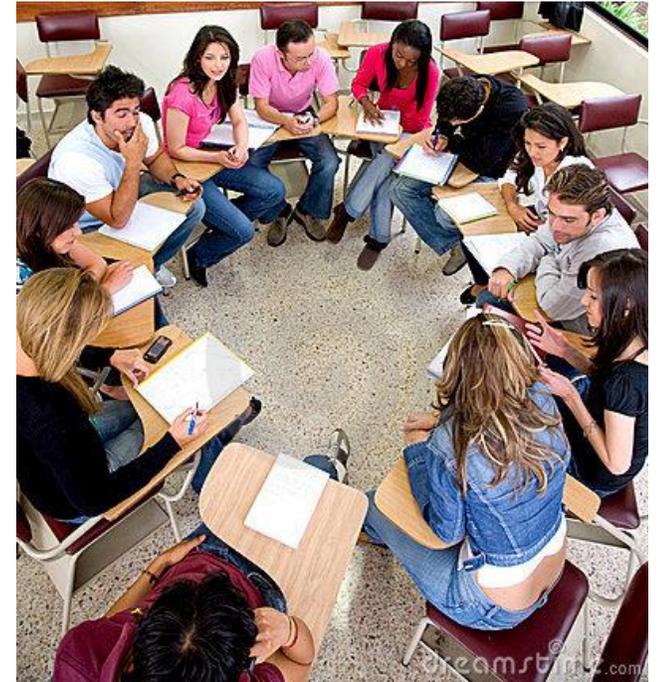
## Characteristics of HLTPs

- Are **powerful** ways to support learning;
- Are **not learnable through modeling and observation**;
- Are **complex** practices;
- **Need to be deconstructed and explicitly taught**;
- **Can be rehearsed and coached**.
- Glisan & Donato, 2017; adapted from TEI Curriculum Group, 2008



# HLTP - Core Practice #1

Facilitating target language comprehensibility.

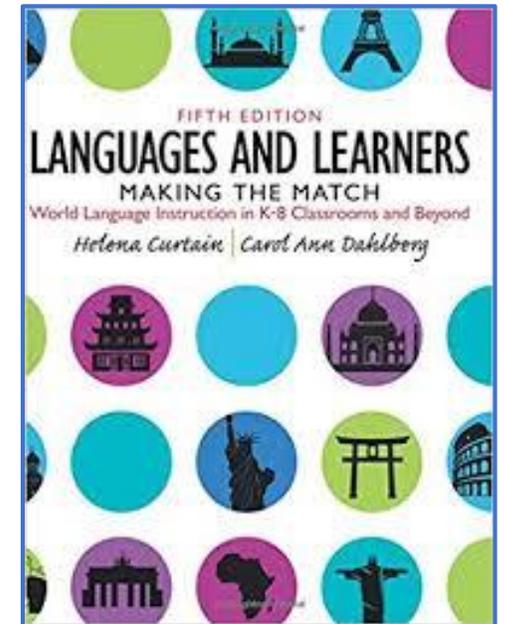




# Why Stay in the Target Language?

“We are preparing (students) for the time when they will actually be in the culture of the new language. In the meantime, the time they spend in our classrooms is the only time they have to experience the new language. If we spend too much time in English, we are actually denying them access to the language and the culture.”

*Languages and Children Making the Match Fourth Edition by  
Helena Curtain and Carol Ann Dahlberg (2010).*





## ACTFL Position Statement:

### Use of the Target Language in the Classroom

“Research indicates that **effective** language instruction must provide **significant** levels of **meaningful** communication and **interactive** feedback in the target language in order for students to develop language and cultural proficiency. *ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90%+) at all levels of instruction during instructional time and, when feasible, beyond the classroom.*”

Maximum TL use is *necessary but not sufficient*. It must be accompanied by a variety of strategies to facilitate comprehension and support meaning making.



Which of these is the most challenging to do in the classroom?

## Important Caveats about TL Use

- TL use should always occur in meaningful contexts!
- TL use should occur in the absence of translation to English!
- TL use works both ways—both teacher AND students must be expected to use it.
- Students need incentives to use TL.
- TL use is necessary but not sufficient.

# Multi-Lanes: Language Proficiency Levels



Novice:



Intermediate:



**Where R U on the PATH TO PROFICIENCY?**

¡Muy bien! ¡Gracias! ¡Hola! ¡Adiós! ¡Bienvenidos! ¡Buenos días! ¿Cómo estás? ¡Muy bien! ¡Gracias!

¡Buenos días! ¿Cómo estás? ¡Adiós! ¡Bienvenidos! ¡Buenos días! ¿Cómo estás? ¡Muy bien! ¡Gracias!

STATE COMMENDATION  
STATE OF THE STATE OFFICERS  
FORWARD BULLYBULLY

STATE SEAL OF BUREAU  
STATE OF THE STATE OFFICERS  
2012-2013

organized paragraphs

original sentences

words, memorized

#2bilit2quit

DEAL PROFICIENCY LEVELS IN THE WORKPLACE

Novice Low: 1-2 years  
Novice Mid: 2-3 years  
Intermediate Low: 3-4 years  
Intermediate Mid: 4-5 years  
Intermediate High: 5-6 years  
Novice High: 6-7 years

*Being understood by a native speaker is like . . .  
removing the training wheels.*



# How do I make a unit relevant to the learner?

## ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
<b>Distinguished</b>	5	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> <li>Highly articulate, professionally specialized native speakers</li> <li>Language learners with extended (17 years) and current professional and/or educational experience in the target culture</li> </ul>
	4			
<b>Superior</b>	3	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> <li>Well-educated native speakers</li> <li>Educated language learners with extended professional and/or educational experience in the target language environment</li> </ul>
<b>Advanced High</b>	2+	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> <li>Language learners with graduate degrees in language or a related area and extended educational experience in target environment</li> </ul>
<b>Advanced Mid</b>			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> <li>Heritage speakers, informal learners, non-academic learners who have significant contact with language</li> <li>Undergraduate majors with year-long study in the target language culture</li> </ul>
<b>Advanced Low</b>			K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> <li>Undergraduate language majors</li> </ul>
<b>Intermediate High</b>	1+	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> <li>Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences</li> </ul>
<b>Intermediate Mid</b>			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
<b>Intermediate Low</b>				
<b>Novice High</b>	0+	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>		<ul style="list-style-type: none"> <li>Language learners following 4-year high school sequence or 2-semester college sequence</li> <li>Language learners following an immersion language program in Grades K-6</li> </ul>
<b>Novice Mid</b>	0			<ul style="list-style-type: none"> <li>Language learners following content-based language program in Grades K-6</li> </ul>
<b>Novice Low</b>				<ul style="list-style-type: none"> <li>Language learners following 2 years of high school language study</li> </ul>

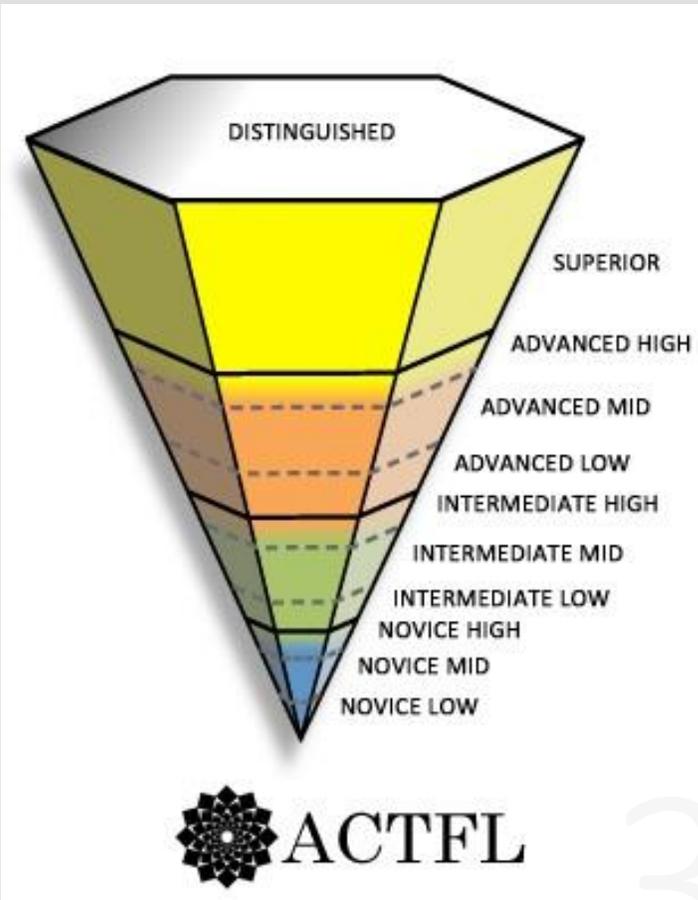
\*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analysis. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.



**Gen "Z"**

**Message > Form**

# Our WHY #2





## **HLTP #2:**

### **Developing a classroom discourse community**

- Designing oral interpersonal pair and group tasks.
- Engaging learners in oral classroom communication.



**If I'm talking, they're not.**

**If they're not talking, they're not acquiring language.**



# World-Readiness Standards for Learning Languages

**Interpersonal Communication:** Learners **interact and negotiate meaning** in spoken, signed, or written conversations to **share information, reactions, feelings, and opinions**



# Our WHY #3

**Gen “Z”**

**Message > Form**

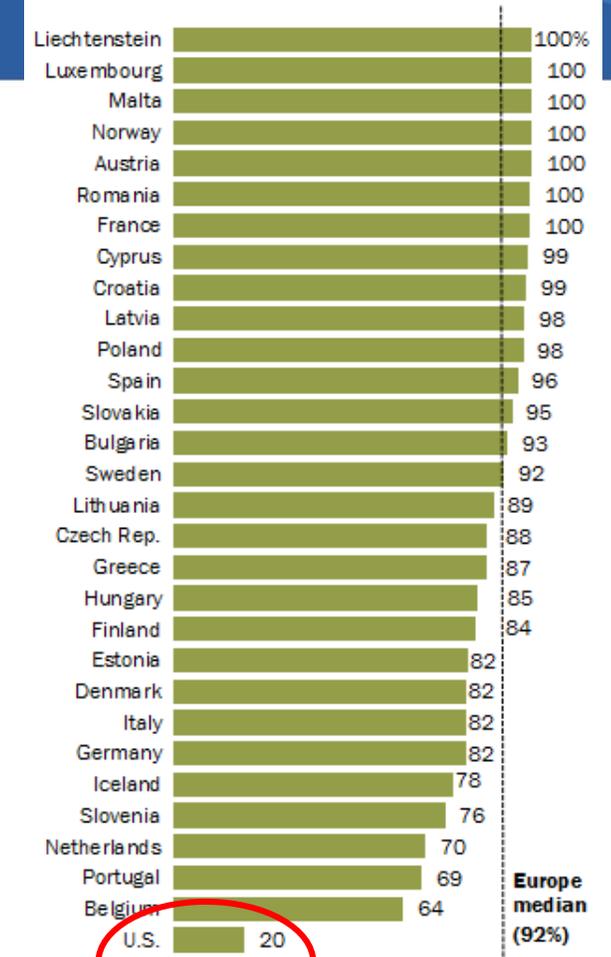
**Research**





## Europe drastically outpaces U.S. in foreign language learning

*% of primary and secondary students learning a foreign language in Europe (2016) and the U.S. (2017)*

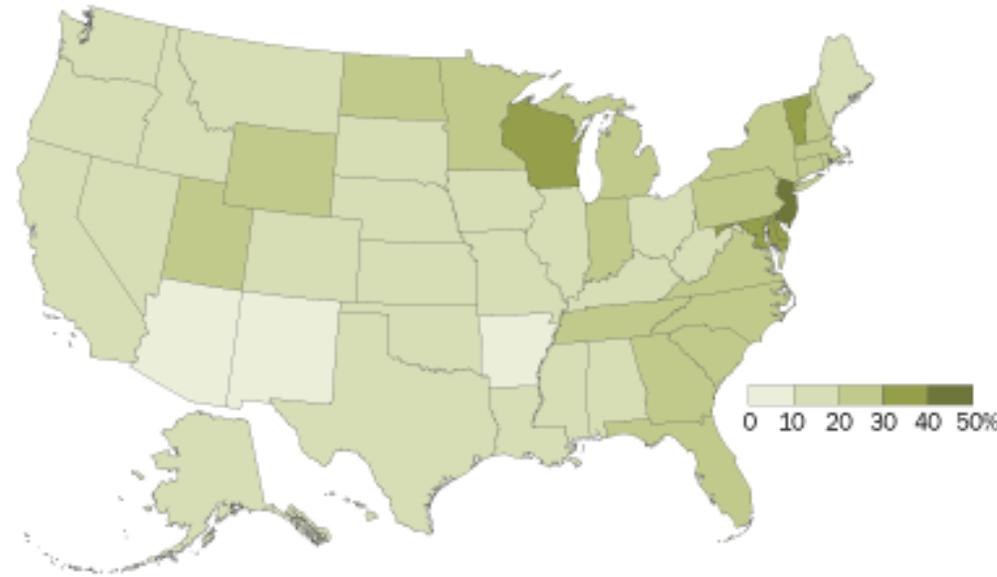


Note: Data not available for the UK, Ireland or the Republic of Macedonia. U.S. includes 50 states and the District of Columbia. Source: Europe data from Eurostat, accessed June 20, 2018. U.S. data from "The National K-12 Foreign Language Enrollment Survey Report," American Councils for International Education, June 2017.

PEW RESEARCH CENTER

## Few U.S. students learn a foreign language in school

*% of students K-12 in each state who are studying a foreign language*

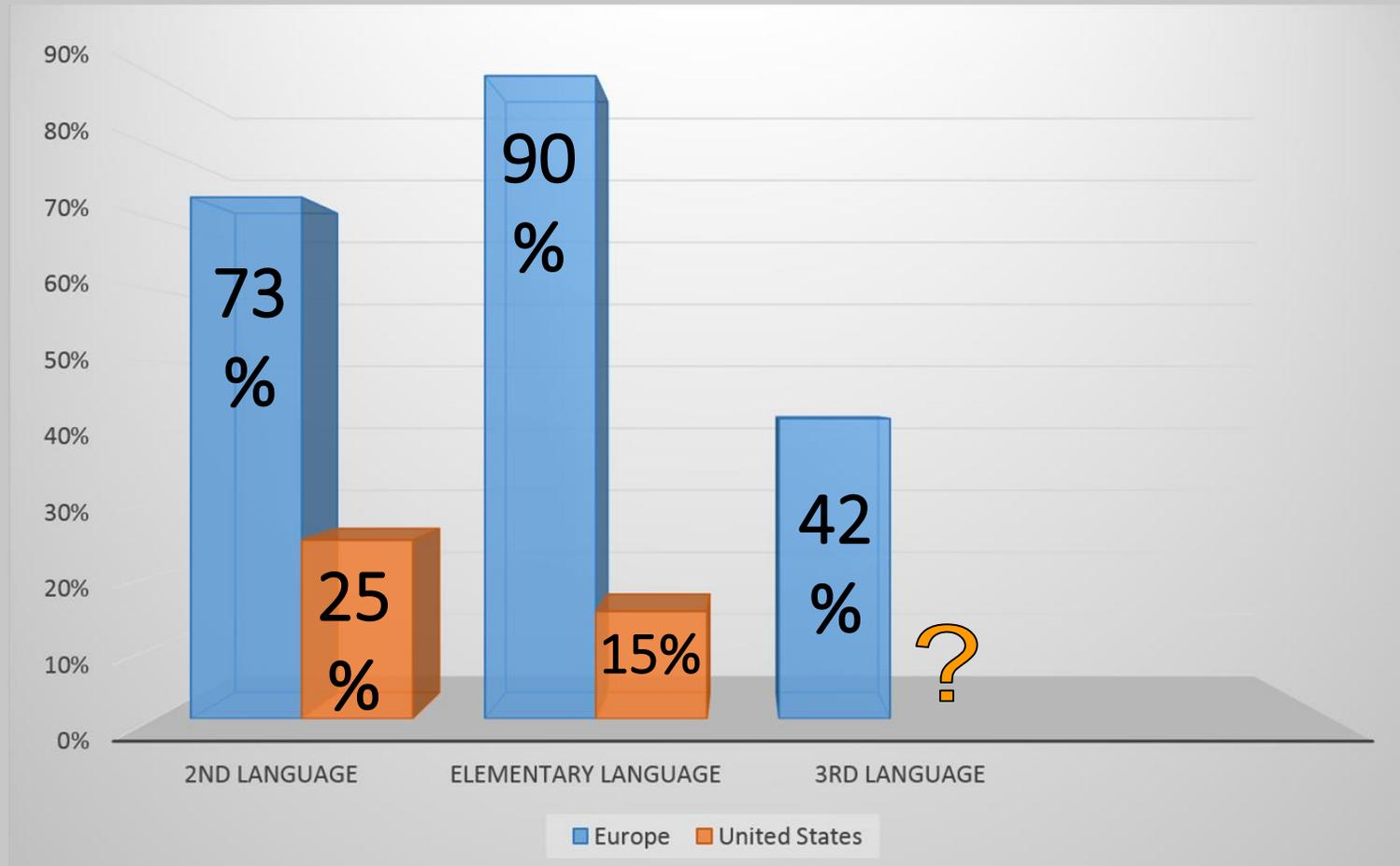


Source: Data from American Councils for International Education June 2017 report, "The National K-12 Foreign Language Enrollment Survey Report."

Pew Research Center

Only **20%** of Americans in K-12 study a foreign language.

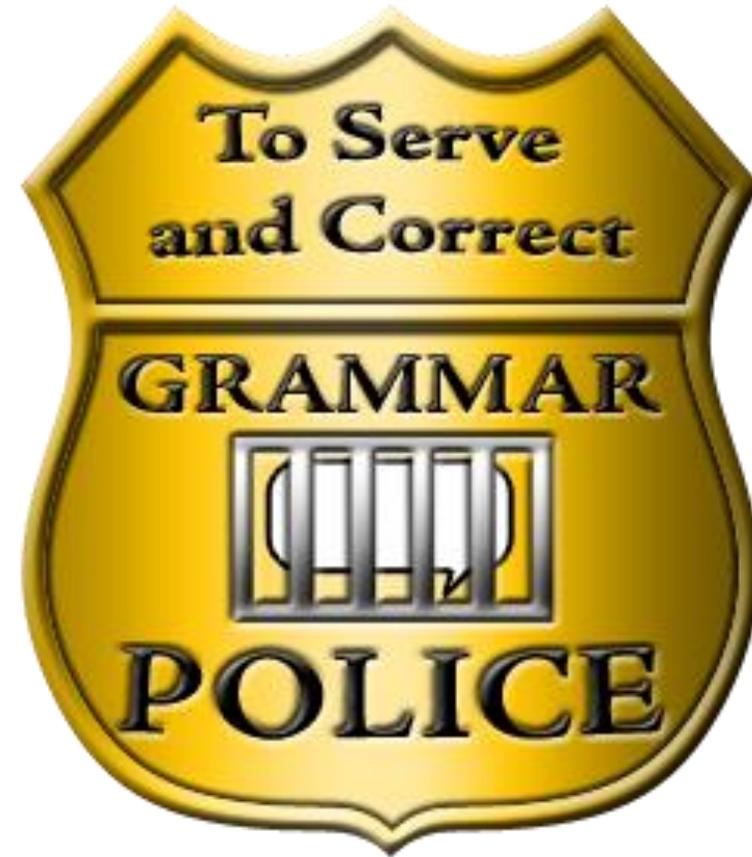
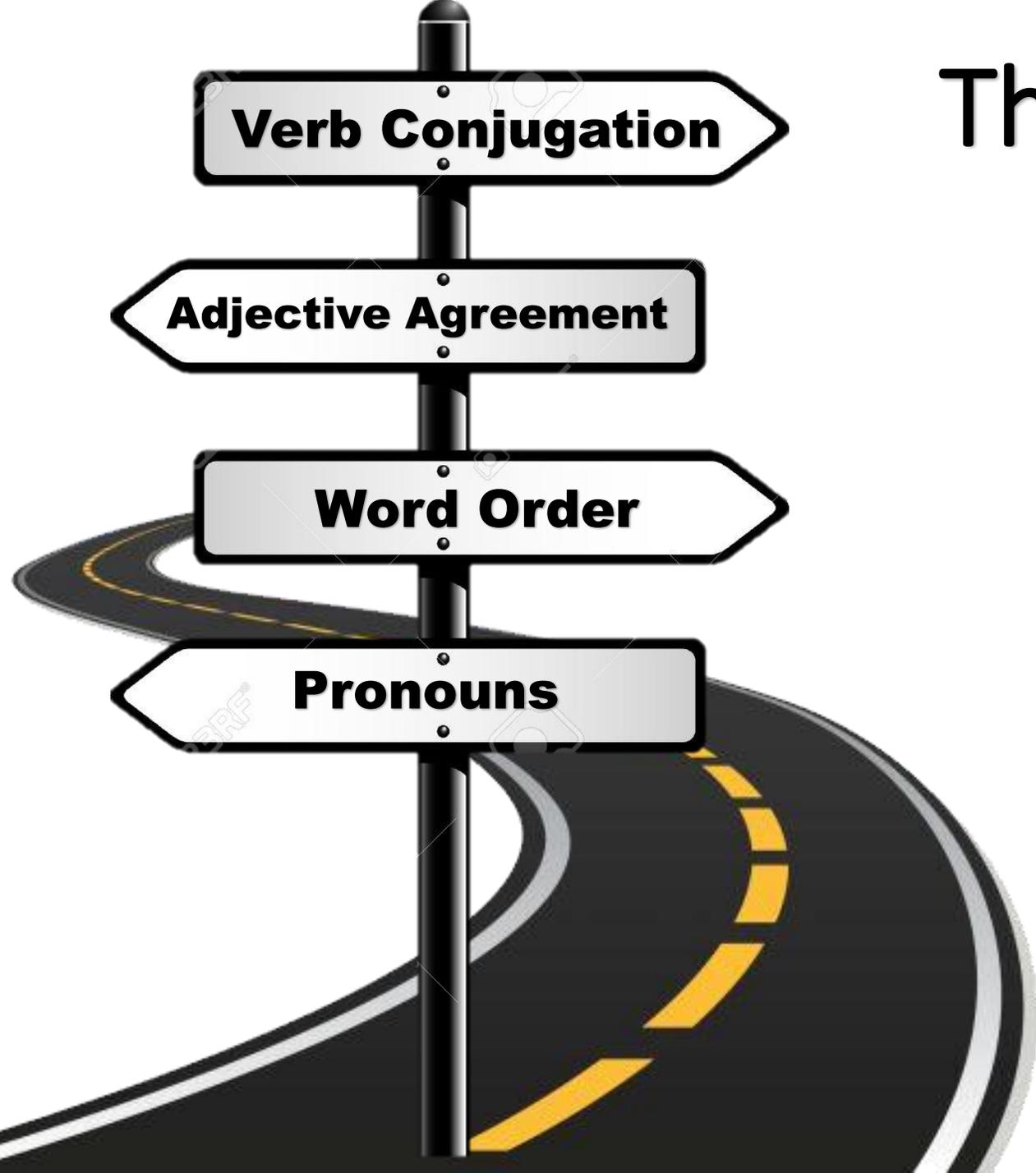
# According to the data...



*Statistics from U.S. Department of Education, 2010 and Eurostat, 2012*

- 73% of Europeans are bilingual
- 25% of Americans (only 7% cite school)
- 90% of Europeans begin 2<sup>nd</sup> language study at age 6
- Only 15% of elementary schools offer language.
- 42% of Europeans begin a 3<sup>rd</sup> language by age 12.

# The Role of Grammar: to increase Accuracy



# The Role of Grammar: to increase Comprehensibility

**Ask/Answer Questions**

**Ask/Give Directions**

**Exchange Information**

**Complete Transactions**



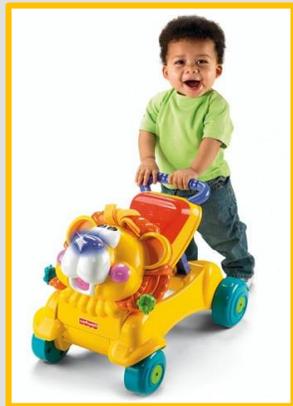
# Novice Language Proficiency Levels



Novice: What structure does the learner need to move up a level?



At the word level: Novice Low needs Vocabulary.  
Memorized phrases & language chunks introduce L2 patterns

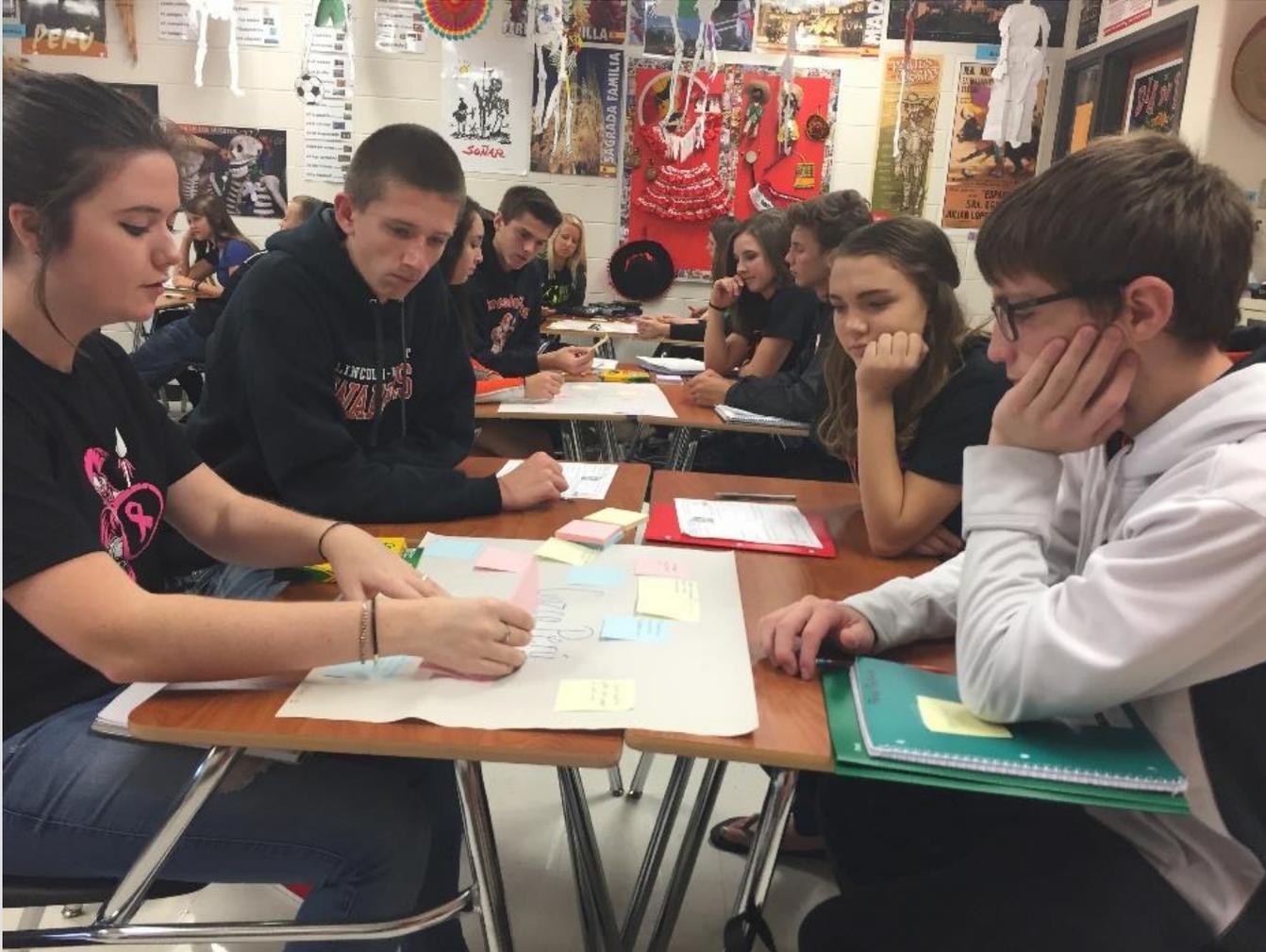


Short sentences: Novice Mid must grow vocabulary, mix & match memorized chunks. Learner deductive observation of simple grammar patterns is effective (verbs/adj/interrogatives)



Novice High must perform 50% or more at the Intermediate level. Descriptive narrative in sentence strings. (prepositions, conjunctions, transitions, inductive analysis of memorized L2)

# Learner Led & Cooperative Learning Tasks



*Remember Gen Z? - They thrive in small, independent groups*

Learners choose structures to use from those they own.

*Teach requested grammar structures that “arise from their communicative needs” as they notice their own gaps.*

Cooperative seating & tasks allow students to be active learners: analyze grammar in context; formulating rules

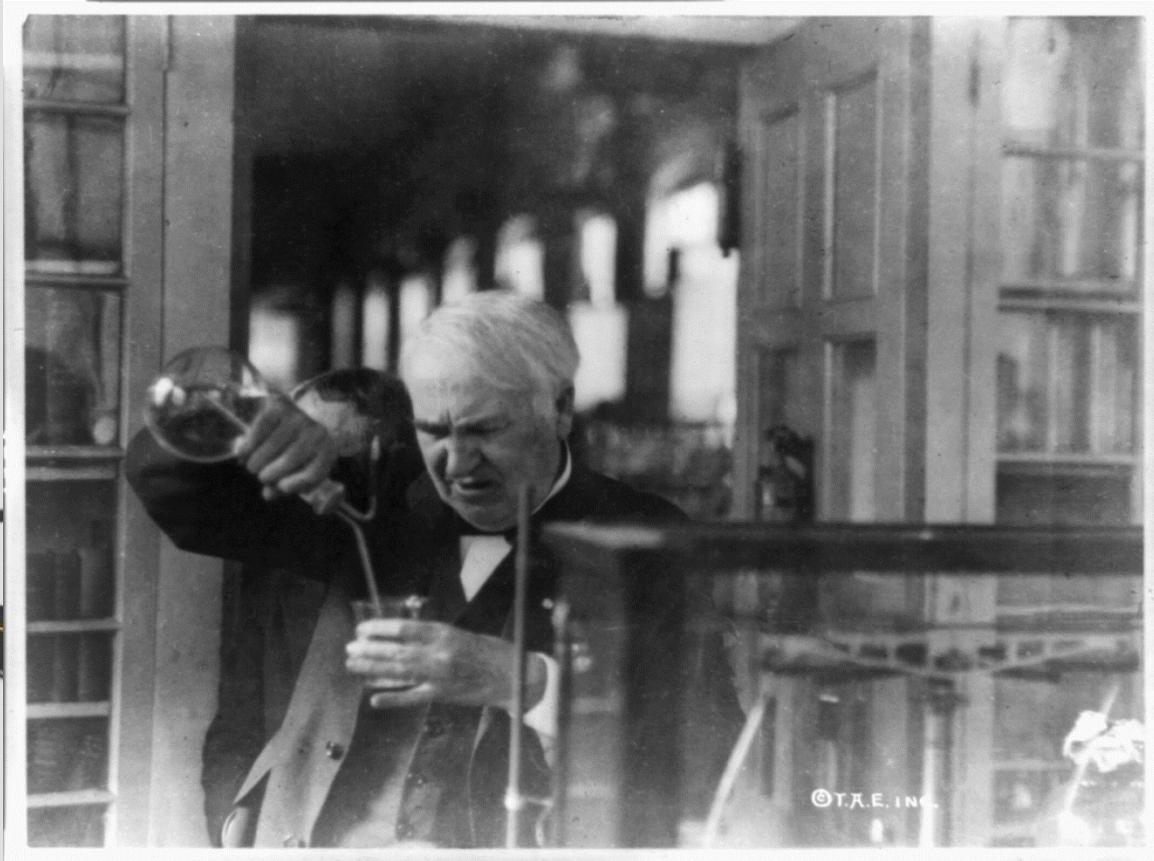
*Peer processing promotes learner ownership and confidence.*

# Growing the Internal Monitor: Modeling

- *Use multimedia visual models of authentic language*
- *Model the end product*
- *Scaffold student work:*
  - *Individual think*
  - *Partner*
  - *Small group*
  - *Random partners*
  - *Class*
- *Describe / Role-play desired target language output*
- *Reflect / Assess as class – what was on target? above? below?*



# Is there a time for Explicit Grammar?



**CAUTION  
SPEED  
BUMPS  
AHEAD**

**“There ain't no  
rules around here.  
We're trying to  
accomplish  
something.”**

***-- Thomas Edison***



**Gen "Z"**

**Message > Form**

**Research**

The research says ... “**explicit** grammar instruction seems to have little to no effect on the grammatical accuracy of the written product.”

Frantzen, 1995; Manley & Calk, 1997; Wong & VanPatten, 2003;

Think **VIDEO GAME**.

I will need to know the *rule* to get to the **NEXT LEVEL**.



# HLTP - Core Practice #3

## Guiding Learners to Interpret and Discuss Authentic Texts



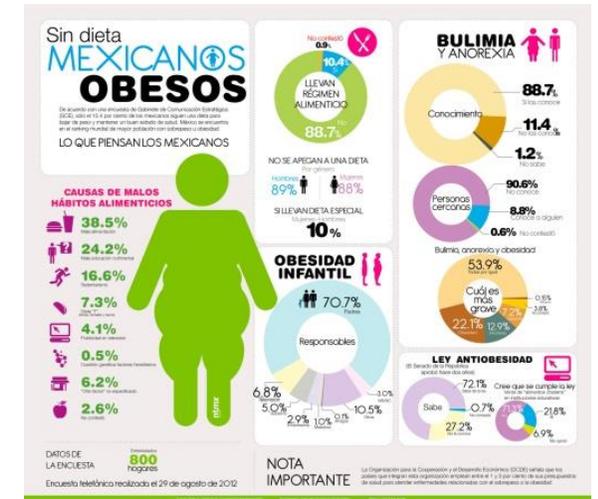


## Culture: Engage student curiosity

- ENGAGE - images, menus, videos
- INFORM – food pyramids, articles re: health/ingredients, NEWS
- SUPPORT – traditional food recipes, commercials, ads
- CONNECT – healthy eating habits (obesity, diabetes)
- COMPARE/CONTRAST – geographic impact? school lunches
- AMUSE and ENTERTAIN – videos, celebrations, tastings
- CHALLENGE – global hunger, social action, renewable sources
- SURPRISE / SHOCK – unusual foods
- PROMPT more QUESTIONS



SPAIN





# ACTFL

AMERICAN COUNCIL ON THE  
TEACHING OF FOREIGN LANGUAGES

## Employ Strategies that use Authentic Texts to “Teach Grammar in Context”



**P.A.C.E. Story Model**

- highlight
- highlight
- highlight
- highlight + boldface
- highlight + boldface
- highlight + boldface
- highlight + boldface + colored text
- highlight + boldface + colored text
- highlight + boldface + colored text

**Visualizing Grammar  
in context**



**Inductive Method**

# What is my goal for this activity?

It's about growing student proficiency.





**Gen "Z"**

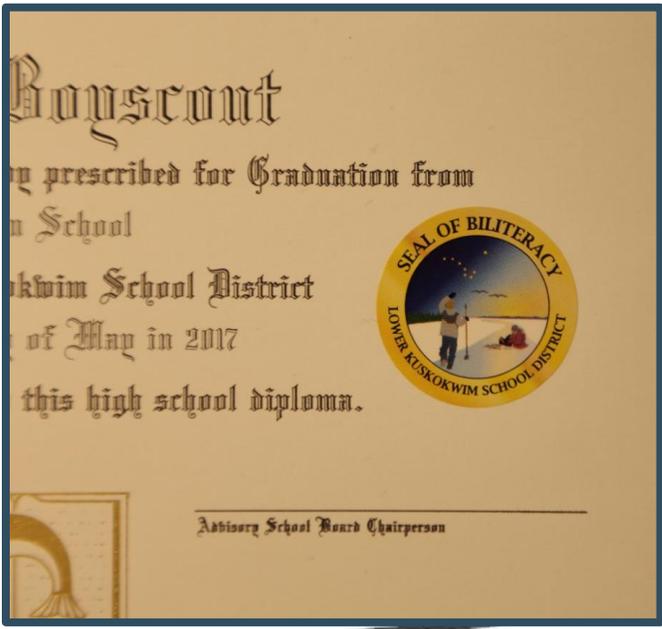
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**Research**

**Experience**

# Our WHY #4

- Grow student motivation to learn and participate
- Reward student growth toward proficiency
- Improve vertical articulation
- Extend language learning sequences
- Increases Retention in language programs
- Build community and administrative support for language programs
- **Create USERS of the language you teach**



# It's about students.

Improving Literacy & Communication

**language)**  
magazine

TRANSFORM I  
for your EN

NEWS ▾ LANGUAGES ▾ LITERACY/ESL ▾ RESOURCES ▾ STUDY/TEACH ABROAD ▾ JO

news Indigenous

## Alaskans First to Receive Seal of Biliteracy in Native Tongue

June 9, 2018

f t e m + 35

The Lower Kuskokwim School District (LKSD) is roughly the size of West Virginia, with 22 schools spread across a remote area of Alaska's Yukon Delta National Wildlife Refuge. There are no roads, and the most common ways to travel between towns are to fly or snowmobile.

It is also a region where the native Alaskan language of Yup'ik is still spoken and taught, and the LKSD's mission is to ensure effective bilingual education for all students. In this way, they are actually far ahead of many more urban American school districts, where only in recent years have schools begun to embrace dual-language programs and adopt initiatives like the Seal of Biliteracy.



## THE SEAL OF BILITERACY

The Seal of Biliteracy is an award given by the Lower Kuskokwim School District recognizing students who have studied and attained proficiency in two or more languages. The seal encourages our students to pursue biliteracy by high school graduation, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices. It takes the form of a seal that appears on the diploma of the graduating senior and is also documented on their transcript. Students will also be awarded a medallion to recognize their biliteracy.

- The Seal of Biliteracy is designed to:
1. Honor our Yup'ik heritage and language
  2. Maintain our language
  3. Encourage our students to study Yugtun
  4. Certify attainment of biliteracy skills
  5. Recognize language diversity
  6. Provide employers with a method of identifying people with language and biliteracy skills
  7. Provide universities with a method to recognize and give credit to applicants for attainment of high level skills in multiple languages
  8. Prepare our students with 21st century skills that will benefit them in the labor market and the global society
  9. Strengthen intergroup relationships and honor multiple cultures and languages in our community.

- Criteria for the Seal of Biliteracy
1. Completion of all LKSD graduation requirements (through the end of first semester of their senior year) and be on track to graduate in the spring; and,
  2. Completion of all English language arts graduation requirements for the Lower Kuskokwim School District with an overall grade point average of 2.5 or higher on a 4.0 scale (through the end of first semester of 12th grade year); and, a MAP Assessment Language RIT score of 219 or higher (through the end of first semester of 12th grade year); and,
  3. Demonstrate proficiency in Yugtun WorldSpeak (AVANT Assessment) with a 5 or higher on both the speaking and writing portions of the test

*"Yuk eliskuni, qanryutni-llu maligtaqunikini nalluyagutekenaki, tauna yuk amyuartaarkuq."*  
If a person learns and follows what he is taught and does not forget it, that person will be wise.  
-Nayagay Marie Nichols, Kasigluk, Ak. (Yup'ik Lore, 1981)

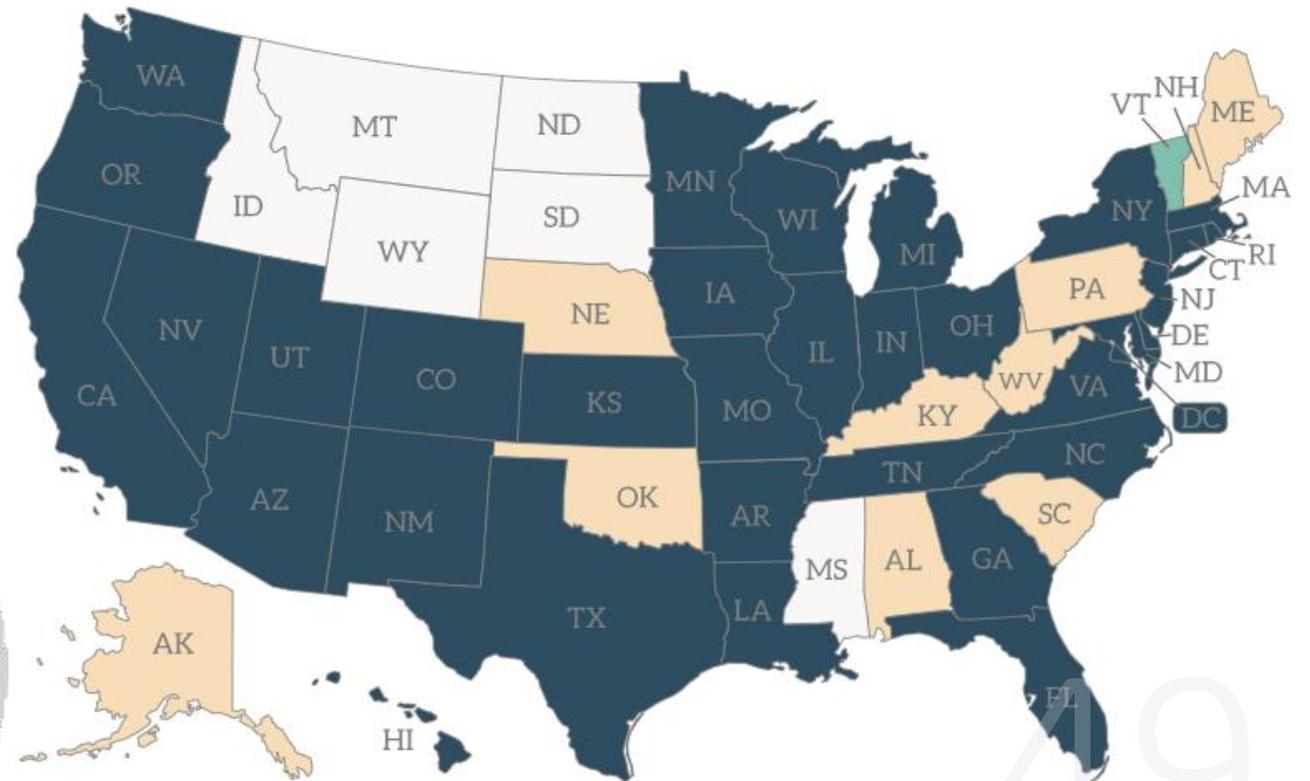


# Who are your Proficiency Partners?



## State Laws Regarding The Seal Of Biliteracy

● Approved State Seal ● Under Consideration ● Early Stages ● No Seal of Biliteracy, Yet!



# Guiding Principles:

*Your classroom **G.P.S.***



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