



## Guiding Principle 1: Multilingualism

*Students learn the value of multilingualism through practice and access to a broad range of resources and opportunities. Students with prior linguistic knowledge (heritage speakers) are validated and recognized for the strengths they bring to the language classroom.*

### Related Best Practices:

- Materials and methods...
  - draw on students' linguistic and cultural background, valuing and validating student identity.
  - actively support linguistic diversity as a resource through the use of a student's entire linguistic repertoire (translanguaging) to support language acquisition and academic goals.
  - strengthen links between community and formal education.
  - facilitate learner agency through choice and critical examination
  - encourage cross-disciplinary practices that utilize and reinforce multilingual skills.
- Teacher demonstrates multilingualism and builds relationships with and between students in order to tap into students' funds of knowledge and their entire linguistic repertoire.
- Students acquire progressively more advanced levels of academic language proficiency through tasks that encourage critical thinking and the acquisition of academic language through multiple genres (fiction, nonfiction etc.).
- Language acquisition is supported for various lived experiences, such as heritage or home language, simultaneous bilingualism, multilingualism and sequential bilingualism.
- Students engage with community partners through authentic experiences that promote, facilitate and support the development of their multilingual skills.



## Guiding Principle 2: Purposeful & Equitable Assessment

*Students are given multiple and varied opportunities to show proficiency through authentic formative and summative assessments in meaningful context for purposeful applications.*

### Related Best Practices:

- Students are assessed on demonstration of proficiency in interpretive, interpersonal and presentational language.
- Students are assessed along a proficiency continuum, as they acquire language.
- Assessments provide feedback and guidance for future instruction.
- Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, etc.) that measure student progress toward proficiency.
- Materials assess student proficiency using a variety of modes and methods that recognize students' unique experiences and perspectives.
- Assessments have been reviewed for accessibility, adaptability, and cultural sensitivity for all students.



## Guiding Principle 3: Communicative Competence

*Students participate in meaningful, interpersonal, interpretive, presentational, intercultural and sociocultural communication through reading, writing, speaking, listening and interacting within authentic context.*

### Related Best Practices:

- Emphasize patterns and communication over rules and isolated grammar instruction.
- Materials provide learners with developmentally appropriate strategies to successfully communicate in the language of study.
- Students are introduced to thematic, authentic and practical uses of vocabulary and grammar that build in perpetual review.
- Language is taught through interdisciplinary units of study.
- There are multiple and varied opportunities to practice interpersonal, interpretive, and presentational skills through a balance of individual, pair and group language learning.
- Listening, speaking, reading and writing are not taught in isolation, but are integrated into the three standards of interpersonal, interpretive and presentational language.
- Input is comprehensible, realistic, and current, including oral and written sources by speakers of the target language for speakers of the target language.
- Communicative practice activities move from controlled to transitional to independent and support a variety of learning styles.
- The language of study is used to the maximum extent possible throughout instruction, providing as much practice and exposure to the language as possible (ACTFL recommends 90%).



## Guiding Principle 4: Authentic Text & Digital Resources

*Students practice meaning making and comprehension through meaningful interactions with authentic text and digital media.*

### Related Best Practices:

- All students have equitable access to digital resources and texts (At school, at home, etc.).
- Materials and methods are level appropriate and authentic including text, video, images, websites and other relevant and culturally instructive media.
- Teacher uses digital resources to create authentic and comprehensive input through meaningful interactions with text and multimodal media
- Students are encouraged to access their entire linguistic repertoire to interpret and comprehend authentic digital resources.
- Students interpret, synthesize, summarize and react to information from authentic text and digital media.
- Authentic digital and printed resources are carefully chosen, using an anti-biased, anti-racist lens.
- Media is previewed to ensure appropriate and inclusive content.
- Materials contain a variety of current and user-centered online materials and resources.



## Guiding Principle 5: Global Perspective

*Students participate in a diverse local and global community of language learners to develop international mindedness through relevant, meaningful and interactive connections and experiences.*

### Related Best Practices:

- Teachers and students collaborate with diverse local and global communities to create cross-cultural connections in blended learning opportunities (face-to-face or online), strengthening relationships across borders and within our community.
- Materials address “themes of global interdependence and practices focused on cultivating agency, decision-making, and action”.
- Units foster critical-thinking skills through lessons in which students take learning beyond the classroom to collaboratively solve real-world problems.
- Students develop literacy in diverse local and global multimodal media to become conscious and competent media consumers.
- Students develop cultural competence by interacting with people of various racial and cultural backgrounds.



## Guiding Principle 6: Cultural Integration

*Students acquire language and experience culture simultaneously through a variety of relevant and meaningful contexts. Culture is present throughout and is not taught separately, but tied together with the process of acquiring language.*

### Related Best Practices:

- World Language courses embed culture in language learning, representing both historical context and current products, practices and perspectives.
- Students develop intercultural competence by communicating in authentic situations.
- Teachers choose level-appropriate, historically responsive, authentic cultural materials (including text, video, pictures, websites, commercials, etc.) that are windows into the social and political times of the culture of study.
- Cultural representation spans the geographical places where the language is used, giving equal voice to multiple cultural backgrounds within one language.
- Students are introduced to non-verbal gestures and body language used to support communication.
- Students compare and contrast their own culture to the culture of study.



## Guiding Principle 7: Equity & Student Voice

*Students experience language learning with equitable access through anti-biased, anti-racist and culturally responsive education. Students acquire language in ways that are personally relevant and meaningful.*

### Related Best Practices:

- Pathways create access for all students and remove barriers based on race, ethnicity, gender identity and economic status.
- World Language classes provide a safe space for anti racist and anti biased practices that challenge systemic racism and biases.
- World Language classrooms foster an environment that celebrates and validates student identity.
- World Language classes support Heritage languages, student experiences and multilingual/multicultural perspectives.
- Students use their entire linguistic repertoire to make meaning and support new language acquisition.
- Language is taught through representation of all races, geographical locations, historical context and social dynamics. Students see themselves represented in materials, curriculum and dialects.
- Instruction includes recognition and inclusion of Indigenous and tribal languages and their influence on linguistic development and geographical variations.



References	
Guiding Principle(s)	Reference
1	<p>Unesco/Bilingualism Matters, LANGUAGES AND MULTILINGUALISM IN THE FUTURES OF EDUCATION An International Perspective, Bilingualism Matter’s contribution to UNESCO’s Futures of Education initiative 2021 – International Perspective. Accessed November 21, 2021. <a href="https://www.bilingualism-matters.ppls.ed.ac.uk/wp-content/uploads/2021/03/BM-UNESCO-Futures-International.pdf">https://www.bilingualism-matters.ppls.ed.ac.uk/wp-content/uploads/2021/03/BM-UNESCO-Futures-International.pdf</a></p> <p>Ollerhead, Sue and Kerry Taylor-Leech. “Promoting multilingual approaches in teaching and learning.” November 6, 2019. Retrieved November 28, 2021. <a href="https://learningportal.iiep.unesco.org/en/blog/promoting-multilingual-approaches-in-teaching-and-learning">https://learningportal.iiep.unesco.org/en/blog/promoting-multilingual-approaches-in-teaching-and-learning</a></p> <p>Okal, Benard Odoyo (2014). Benefits of Multilingualism in Education. Universal Journal of Educational Research 2(3): 223-229, 2014. <a href="https://files.eric.ed.gov/fulltext/EJ1053855.pdf">https://files.eric.ed.gov/fulltext/EJ1053855.pdf</a></p>
2	<p><a href="#">Level 1-2 Oregon World Language Adoption Criteria</a></p>
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4	<p>Springs, B. (2019, December 19). The power of authentic texts in world language instruction. Edutopia. Retrieved November 8, 2021, from <a href="https://www.edutopia.org/article/power-authentic-texts-world-language-instruction">https://www.edutopia.org/article/power-authentic-texts-world-language-instruction</a>.</p> <p>Ascezni-Moreno, Laura and Cecilia Espinoza. <i>Rooted in Strength: Using Translanguaging to Grow Multilingual Readers and Writers</i>. (2021). Scholastic.com. <a href="https://shop.scholastic.com/parent-ecommerce/books/rooted-in-strength-using-translanguaging-to-grow-multilingual-readers-and-writers-9781338753875.html">https://shop.scholastic.com/parent-ecommerce/books/rooted-in-strength-using-translanguaging-to-grow-multilingual-readers-and-writers-9781338753875.html</a></p>
5	<p>MacDonald-Vemic, Evans, Ingram, &amp; Weber, p. 112</p> <p><a href="https://ascd.org/el/articles/wanted-global-citizens">ascd.org/el/articles/wanted-global-citizens</a> "the ability to take learning beyond the confines of the classroom using school knowledge and skills to identify, analyze and solve real-world problems." (Ladson-Billings)</p>
6	<p>Muhammad, Gholdy. <i>Cultivating Genius: An equity framework for culturally and historically responsive literacy</i>. Scholastic, 2020.</p> <p>Swanson , Peter B. “The Importance of Embedding Culture into the Teaching of Foreign Languages.” Vista Higher Learning , Georgia State University, 28 July 2011, <a href="https://vhlblog.vistahigherlearning.com/the-importance-of-embedding-culture-into-the-teaching-of-foreign-languages.html">https://vhlblog.vistahigherlearning.com/the-importance-of-embedding-culture-into-the-teaching-of-foreign-languages.html</a>.</p>



# Best Practices for World Language Instruction



	MacDonald-Vemic, Evans, Ingram, & Weber. "A Question of How. A Report on Teachers' Instructional Practices When Educating For Global Citizenship in Canada." in <i>Research in Global Citizenship Education</i> . Information Age Publishing, Inc. 2015.
7	Glynn, Cassandra, et. al. <i>Words and Actions: Teaching Language Through the Lens of Social Justice (Second Edition)</i> . 2018. ACTFL