

ACTFL Research

Wayside Programs are created in full alignment with the World Readiness Standards for Language Learning, the Proficiency Guidelines, Performance Descriptors, and NCSSFL-ACTFL Can-Do Statements.

Adair-Hauck, B., Glisan, E. W., & Troyan, F. J. (2013). *Implementing Integrated Performance Assessment*. Alexandria, VA: ACTFL.

Clementi, D., & Terrill, L. (2013). *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design*. Alexandria, VA: ACTFL.

Davin, K., & Donato, R. (2013) Student Collaboration and Teacher-Directed Classroom Dynamic Assessment: A Complementary Pairing. *Foreign Language Annals*, 46(1), 5-22.

Glisan, E.W, & Donato, R. (2017). *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*. Alexandria, VA: ACTFL.

Grahn, L., & McAlpine, D. (2017). *The Keys to Strategies for Language Instruction: Engagement, Relevance, Critical Thinking, Collaboration*. Alexandria, VA: ACTFL.

Sandrock, Paul. (2015). *The Keys to Assessing Language Performance: A Teacher's Manual for Assessing Language Performance*. Alexandria, VA: ACTFL.

ACTFL Guidelines and Web-Based Resources:

ACTFL: <https://www.actfl.org/advocacy/what-the-research-shows>

ACTFL: <https://www.actfl.org/advocacy/what-the-research-shows#cognitive>

ACTFL: <https://www.actfl.org/assessment-professional-development/languages-and-literacy>

Foreign Language Annals (access is available through ACTFL website):

<https://www.actfl.org/publications/all/foreign-language-annals>

Glisan, E. (2015). Core Practices Webinars. Alexandria, VA: ACTFL.
Access at: <https://www.pathlms.com/actfl/courses/2074>

Glisan, E. (2015). Core Practices Webinars. Alexandria, VA: ACTFL.
Access at: https://www.pathlms.com/actfl/courses/2074/video_presentations/23833

The Language Educator—focus issue on comprehensible input and output (see October/November 2014, 9:5).

Available at ACTFL website: <https://www.actfl.org/publications/all/the-language-educator>

Further Research:

Adair-Hauck, B. (1993). A descriptive analysis of a whole language/guided participatory versus explicit teaching strategies in foreign language instruction. Unpublished doctoral dissertation. University of Pittsburgh, PA.

Adair-Hauck, B., & Donato, R. (2002). The PACE model: A story-based approach to meaning and form for standards-based language learning. *The French Review*, 76, 265-296.

Armstrong, P. W., & Rogers, J. D. (1997). Basic skills revisited: The effects of foreign language instruction on reading, math, and language arts. *Learning Languages*, 2(3), 20-31.

Carr, C.G. (1994). The effect of middle school foreign language study on verbal achievement as measured by three subtests of the Comprehensive Tests of Basic Skills [Abstract]. *Dissertation Abstracts International -A* 55(07), 1856.

Danielson, C. (2013). *The Framework for Teaching Evaluation Instrument*. Princeton, NJ: The Danielson Group

Davin, K., & Donato, R. (2013) Student collaboration and teacher-directed classroom dynamic assessment: A complementary pairing. *Foreign Language Annals*, 46(1), 5-22.

Ellis, R. (2002). The place of grammar instruction in the second/foreign language curriculum. *New perspectives on grammar teaching in second language classrooms*, 17-34.

Hamayan, E. (1986). *The need for foreign language competence in the U.S.* Washington, DC: ERIC Clearing House on Languages and Linguistics.

- Kagan, O., & Dillon, K. (2004). Heritage speakers' potential for high-level language proficiency. *Advanced foreign language learning: A challenge to college programs*, 99-112.
- Kern, R., & Schultz, J. (2005). Beyond orality: Investigating literacy and the literary in second and foreign language instruction. *The Modern Language Journal*, 89(3), 381-392.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford, UK: Pergamon.
- Krashen, S. (1981). *Second language acquisition and second language learning*. Oxford, UK: Oxford University Press.
- Leow, R. P. (2009). Input enhancement and L2 grammatical development: What the research reveals. *Conceptions of L2 grammar: Theoretical approaches and their application in the L2 classroom*, 16-34.
- Long, M. (1981). Input, interaction, and second-language acquisition. *Annals of the New York Academy of Sciences*, 379, 259-278.
- Malone, M. E., Rifkin, B., Christian, D., & Johnson, D. E. (2003, January). Attaining high levels of proficiency: Challenges for language education in the United States. In *Proceedings Conference on Global Challenges and US Higher Education*.
- Marzano, R. J. (2009). *Designing & Teaching Learning Goals & Objectives*. Marzano Research
- Marzano, R. J. (2014). *Marzano Teacher Evaluation Model*. Marzano Research.
- Morgan, C. (1993). Attitude change and foreign language culture learning. *Language Teaching*, 26(2), pp. 63-75.
- National Governors Association Center for Best Practices, Council of Chief State School Officers (CCSSO). (2010). *Common core state standards for English language arts and literacy in history/ social studies, science, and technical subjects*. Washington, DC: Author. (See: www.corestandards.org; also, see each state's standards for English Language Arts)
- Paradis, M. (2009) *Declarative and procedural determinants of second languages*. Amsterdam: John Benjamins Publishing Co.
- The National Standards Collaborative Board. (2015). *World-readiness standards for learning languages*. Alexandria, VA: Author. (See: <http://standards4languages.org>)

Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics: Studies in honour of H. G. Widdowson* (pp. 125-144). Oxford, UK: Oxford University Press.

Thorne, S. L., & Reinhardt, J. (2008). Bridging activities, new media literacies, and advanced foreign language proficiency. *Calico Journal*, 25(3), 558-572.

Turnbull, M., & Arnett, K. (2002). Teachers' uses of the target and first languages in second and foreign language classrooms. *Annual review of applied linguistics*, 22, 204-218.

VanPatten, B. (1996). *Input processing and grammar instruction in second language acquisition*. Greenwood Publishing Group.

VanPatten, B., & Cadierno, T. (1993). Input processing and second language acquisition: A role for instruction. *The Modern Language Journal*, 77(1), 45-57.

Vygotsky, L. S. (1986). *Thought and language*, Revised edition. Alex Kozulin, Ed. Cambridge, MA: The Massachusetts Institute of Technology Press.

Warford, M., & White, W. (2012). Reconnecting proficiency, literacy and culture: From theory to practice, *Foreign Language Annals*, 45(3), 400-414.