



Expanding LCTL Teacher Development via Virtual Video-based Inquiry: The ViVID Project

NCOLCTL 2023 | Sunday 9am Central

Dr. Amanda Lanier | Dr. Bruna Sommer-Farias | Dr. Frederick Poole



NATIONAL LESS COMMONLY TAUGHT LANGUAGES
RESOURCE CENTER



Master of Arts in Foreign
Language Teaching
MICHIGAN STATE UNIVERSITY

Description

Professional isolation and a lack of guidance for development are common experiences among instructors of LCTLs. This presentation discusses an ongoing project that builds community and enhances practices among teachers of various LCTLs through virtual observation and annotation of video-recorded lessons, including design, results, and recommendations for similar collaborations.

DAILY PROGRAM

Parallel Session 7 9:00am - 10:30am

Parallel Session 7a 9:00am - 10:00am
Location: Senate A
Chair: TBA
From task-based needs analysis to pedagogic task design in a Portuguese for Business course: a pilot study on anticipated and perceived task difficulty
This pilot investigation is intended to compare data about anticipated target task difficulty, obtained by a Portuguese for Business task-based needs analysis (NA), and perceived pedagogic task difficulty in the course whose design the NA informs. The goal is to begin to determine the validity of measuring task difficulty via NA and sequencing pedagogic tasks according to this data.
Presenter(s): Marcela de Oliveira e Silva Lemos - Indiana University Bloomington
Target Area(s): LCTL Research
Applicable Language(s): All Time: 9:00am - 9:25am

Advocating social justice and inclusive Pedagogy in LCTL curricula: Implications from online and hybrid Arabic classes
This paper discusses the feasibility of implementing open pedagogy in language classrooms, through a demonstration of an Arabic open-source textbook that was adopted in elementary classes to provide an inclusive learning experience. Students' reports emphasized themes of affordability, interactivity, and feedback. Implications are discussed for using OER as a pedagogical innovation to enhance online and hybrid pedagogy in LCTL.
Presenter(s): Ayman Mohamed - Michigan State University
Target Area(s): LCTL Curriculum and Material Development
Applicable Language(s): All Time: 9:30am - 9:55am

Parallel Session 7b 9:00am - 10:30am
Location: Senate B
Chair: TBA
Expanding LCTL teachers' development via Virtual Video-based Inquiry
Professional isolation and a lack of guidance for development are common experiences among instructors of LCTLs. This presentation discusses an ongoing project that builds community and enhances practices among teachers of various LCTLs through virtual observation and annotation of video-recorded lessons, including design, results, and recommendations for similar collaborations.
Presenter(s): Amanda Lanier, Bruna Sommer Farias, Frederick Poole - Michigan State University
Target Area(s): LCTL Teacher Professional Development
Applicable Language(s): All Time: 9:00am - 9:25am

Developing Teaching and Learning Materials for LCTL Heritage Learners
This presentation aims to share content-based project modules that can serve as models for LCTL heritage educators to design materials that promote content and heritage language (HL) learning beyond accelerated (or faster-track) grammar and vocabulary. The presenter will share materials that bridge language and content, facilitating HL learners to connect in social, cultural, academic, and professional contexts.
Presenter(s): Angela Lee-Smith - Yale University
Target Area(s): LCTL Heritage Language, Immersion or Bilingual Education
Applicable Language(s): All Time: 9:30am - 9:55am

Exploring dual language immersion and family language policy: Hmong and English bilingual children agency
This session explores how three Hmong American children exercise their agency in their home environment by examining the family language policies. The study is situated at the intersection of dual language programs and family language policy because the children attend a Hmong and English dual language program.
Presenter(s): Lee Her - Michigan State University
Target Area(s): LCTL Heritage Language, Immersion or Bilingual Education
Applicable Language(s): All Time: 10:00am - 10:25am

Sunday April 23, 2023



NATIONAL LESS COMMONLY TAUGHT LANGUAGES
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Master of Arts in Foreign
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ARABIC

YORUBA

KOREAN

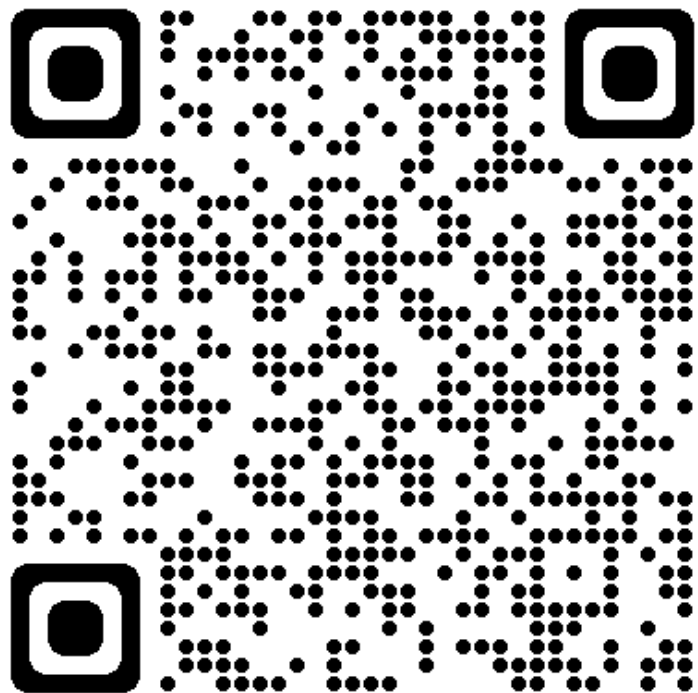
VIETNAMESE

RUSSIAN

HINDI

CHINESE

*Get Updates and
Apply for Opportunities*



Are you a
LCTL
instructor?

maflt.cal.msu.edu/lctl-instructors

nlrc.msu.edu/vivid

POLISH

TURKISH

ROMANIAN

NORWEGIAN

MALAGASY

AND MORE!

PERSIAN

SWAHILI

HEBREW

UZBEK

PORTUGUESE

THAI

INDONESIAN

CZECH



Virtual



Community

Video-Based

Inquiry

Instructor

Development

[Nlrc.msu.edu/vivid](http://nlrc.msu.edu/vivid)

Other Polls are available anytime - keep going!

Respond
Live

Which LCTLs do you speak? (Word Cloud)

Join by Web



- 1 Go to **PollEv.com**
- 2 Enter **ALANIER321**
- 3 Respond to activity

Join by Text



- 1 Text **ALANIER321** to **37607**
- 2 Text in your message



Session Outline

Identifying Needs

Planning the Project

Guiding the Fellows

Facilitation and Findings

Reflecting and Iterating

VIVID

**The landscape of LCTLs
in the U.S.**

**The needs of LCTL
instructors**

Identifying Needs



- Less common = fewer programs, lower enrollments
- Taught as an additional language in the U.S.
- Distinct from “common” languages: English (ESL), Spanish, French, German



But... what else defines a LCTL?

Low-Frequency
so Under-Resourced and Isolated

**Most LCTLs
in the U.S.**

Commonly Taught Languages

Spanish

French

German

Less-Commonly Taught Languages

Chinese

Japanese

Italian

Russian

Arabic

Latin

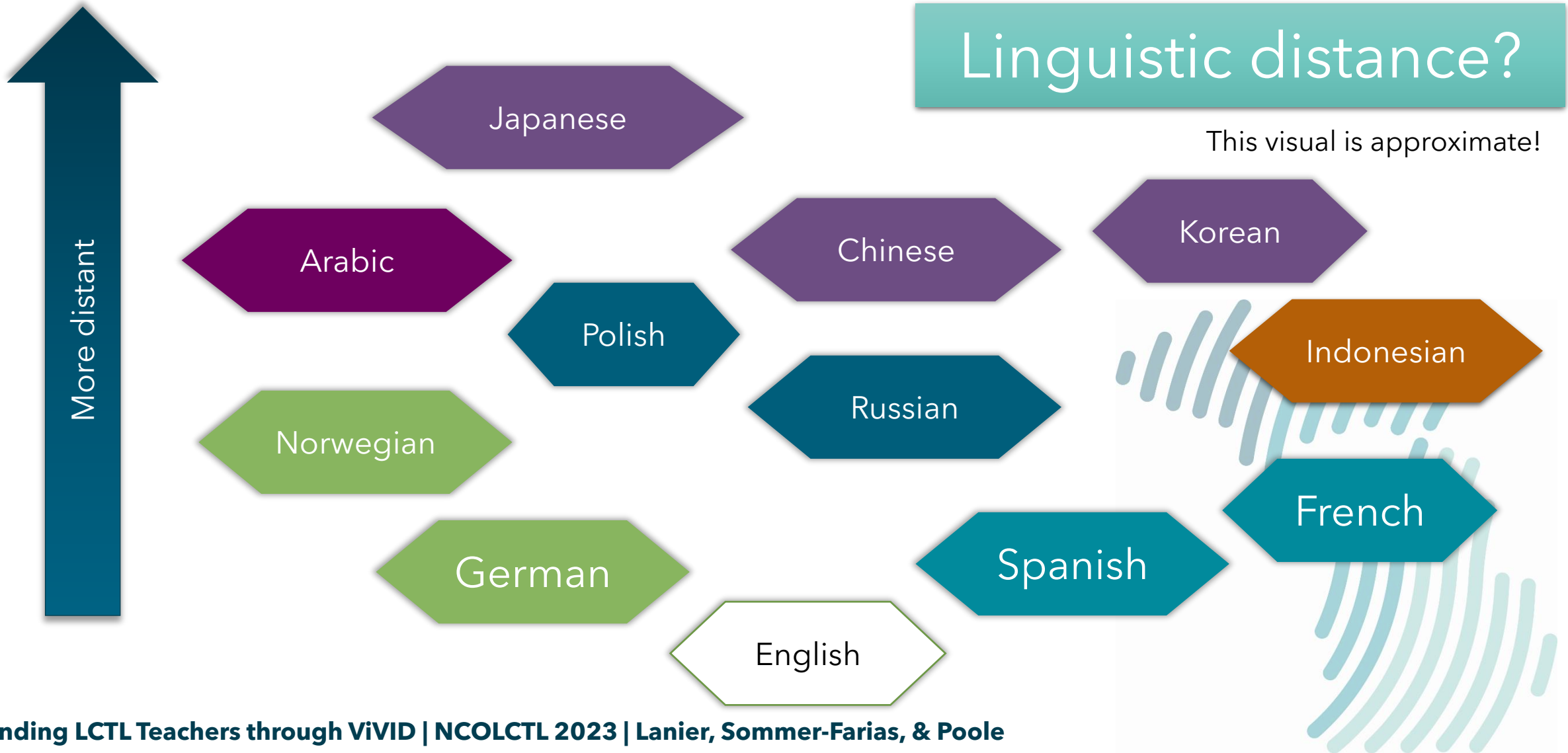
Portuguese

Korean

Hindi/Urdu

Indonesian

And many more!



When LCTLs are offered, there are specific reasons:

- Critical languages
- Heritage languages
- Local traditions
- International appeal



Source: [Language Connects Foundation \(Lead With Languages\)](#)

Low-Frequency
so Under-Resourced and Isolated

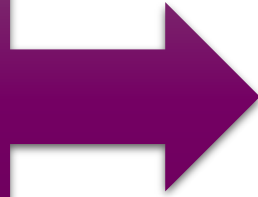
Linguistically Distant
from Learners' L1

**Most LCTLs
in the U.S.**

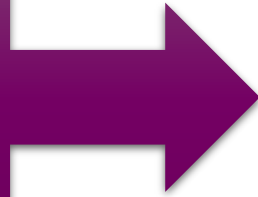
Socioculturally significant
Heritage Languages

Geopolitically significant
Critical Languages

Respond
Anytime



Respond
Live



What needs and challenges do LCTL instructors have in common?

(Brainstorm and upvote)

Join by Web



- 1 Go to **PollEv.com**
- 2 Enter **ALANIER321**
- 3 Respond to activity

Join by Text



- 1 Text **ALANIER321** to **37607**
- 2 Text in your message

What needs and challenges do LCTL teachers have in common? You can upvote others' ideas if you agree.

Top

| 1 | Fundings

| 1 | Isolation

| 1 | Better materials to choose from

| 0 | Advocacy - others understanding value of work

Poll Everywhere - Response Preview

Needs we aimed to meet:

Lack of Relevant PD

Lack of Supervision and Feedback

Lack of Time, Distance Apart

Wide Range of Prior Training and Contexts

And of course... Multilingual

HOW?

Peer
Observation

Virtual
Participation

Video
Annotation

VIVID

The process
The platforms
The principles

**Planning and
Procedures**



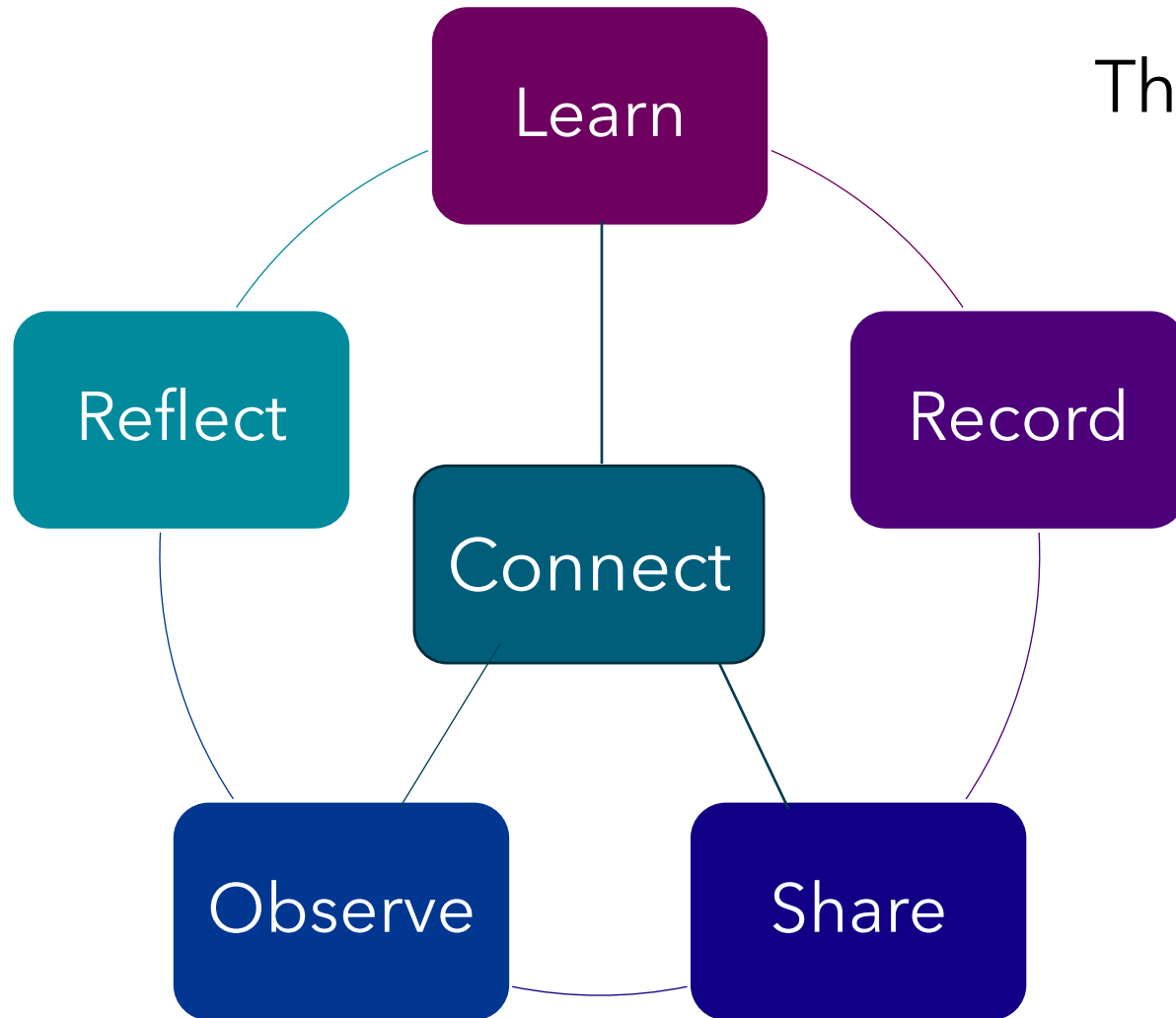
From the ViVID Fellows Position Description
<https://maflt.cal.msu.edu/vivid>

The ViVID Project is designed to build a supportive virtual community of practice for in-service teachers of less commonly taught languages currently working as full-time teachers in the United States.

The goal of the project is to enhance pedagogical skills and practices as teachers share videos of their teaching and analyze them within that supportive virtual community of teachers.



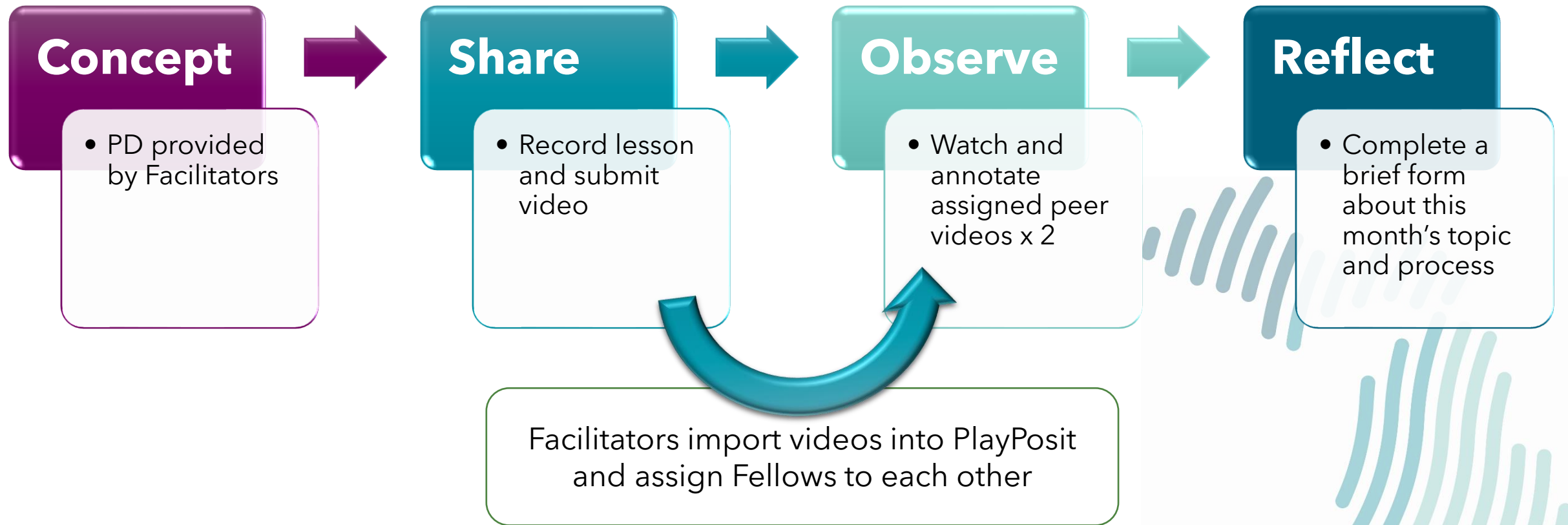
The ViVID Fellows are expected to:



- Record videos of their teaching at regular intervals throughout the school year,
- Share these videos and related materials with their peers on a web-based platform that supports detailed tagging and commenting,
- Respond to these videos using customized self-assessment and peer observation rubrics, and
- Participate in semi-structured interviews with project facilitators.

Stipend of \$100 / month to acknowledge the time and encourage sticking with it!

About 5-6 hours per month:



- Course Home
- Announcements
- Content
- Assignments
- Discussions
- Classlist
- Help
- Course Admin



ViVID Project NLRC

- Launch Content
- NLRC Home
- VIVID LCTL Resources

Click here to pick up where you left off on your last visit! Visit the home page of the National LCTL Resource Center. Access collections of links and resources for LCTL instructors.

ViVID Project People

maflt.col.msu.edu/vivid

Dr. Bruna Sommer Farias
Email: fariasbr@msu.edu

ViVID Current Module

We are now on Module 6.

Need to catch up? That's okay! Click the Launch Content button or Content in the menu to pick up where you left off.

D2L Course Tour

Platforms and Technology

Learning Management System

D2L

Module 2 Observe

On this page you find the Annotation prompts for your assigned videos for this module. Read the three prompts below and keep them in mind as you watch and respond to your peers' videos. This is the brief version of responses you might offer in your PlayPosit annotations:

I noticed...

Identify moments when the teacher creates an environment focused on language performance and proficiency.

To help you identify and describe those moments, refer back to the list we gave you on the [Module 2: Concept](#) page.

I think you could try...

Identify opportunities for increasing the focus on language performance and proficiency.

No lesson is perfect, and we are all here to get good ideas from each other! Were there moments when you thought the teacher could focus more on language performance and proficiency? Do you have a recommendation or two?

This made me think about...

Peer Observation Prompts

**Videos are shared
and comments are
added via PlayPosit**

Search Discussion Filter option

Class Discussion Activity

You are free to annotate and comment on the video as you like, but if you notice elements of 1) teaching for proficiency, and 2) an opportunity to leverage teaching for proficiency, please make a comment.

Possible quiding questions are:

- 1) When and how does the teacher display and refer to information about performance and proficiency targets?
- 2) What moments or elements do you notice that the environment facilitates student-to-student communication?
- 3) What elements or moments display support of student use of the target language?

Posting as Amanda Lanier

07:34
52:31



Video Annotation

Video Submission Form – Provide context for your recorded lesson

Topic	Verbs, reading fluency, stroke order of Hiragana
Goals of lesson	Students Will Be Able To (SWBAT) read hiragana fluently with few pauses or mistakes. SWBAT write Hiragana with proper stroke order and produce them from memory.
Context within the course	Over the past several weeks, students have been learning to write one of the Japanese scripts, hiragana. They have also been working on reading a book out loud that contains many verbs. During this lesson, they review verbs, read the book, and learn the final 8 hiragana.
Language and student population	High school students – Novice Level Japanese
Activities Explain what is going on during the class. For example, explain the sequence of activities implemented, and translate any important phrases so non-speakers of your target language can understand.	Teacher (T) welcomes students Review of verbs Student (S) read (book) Students read (book) to build learner confidence Students learn the final 8 hiragana Students play a game in pairs
Materials List of materials used, specify if they have been shared with fellows or not	Blooket app Sakura (Tadoku graded reader)

Example provided by a MAFLT student working as project assistant

ViVID

**Recruiting
Onboarding
Connecting**

**Guiding the
ViVID Fellows**



ESSENTIAL CRITERIA

- Teaching a LCTL
- Approved by school administrators
- U.S. citizen, resident, work visa, or student visa (eligible to be paid stipend)

PREFERRED CRITERIA

- Teaching full-time
- Recommended by supervisors
- Demonstrated experience with relevant technology
- Clear and well-articulated goals for ViVID participation



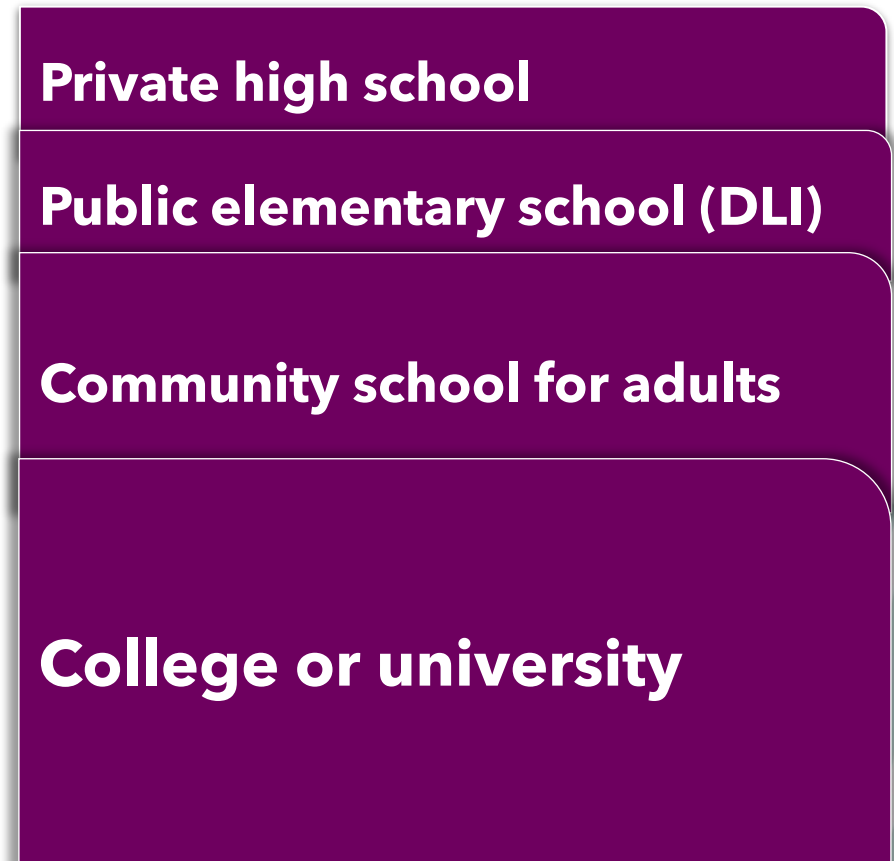
The poster features a blue and green abstract background with the text 'ViVID' in large white letters. Below it, the subtitle reads 'Virtual Video-Based Inquiry for Development of Teachers of Less-Commonly-Taught Languages'. The URL 'maflt.cal.msu.edu/vivid' is prominently displayed. On the right side, a black box contains the text 'NOW RECRUITING 2022-23 FELLOWS' in white. Below this, it says 'Learn more, apply, and request updates at:' followed by a QR code and the same URL. At the bottom left, it mentions support from the National LCTL Resource Center and Graduate Programs in Foreign Language Teaching at Michigan State University, with a logo for the Michigan State University Foreign Language Teaching Certificate (FLTC).

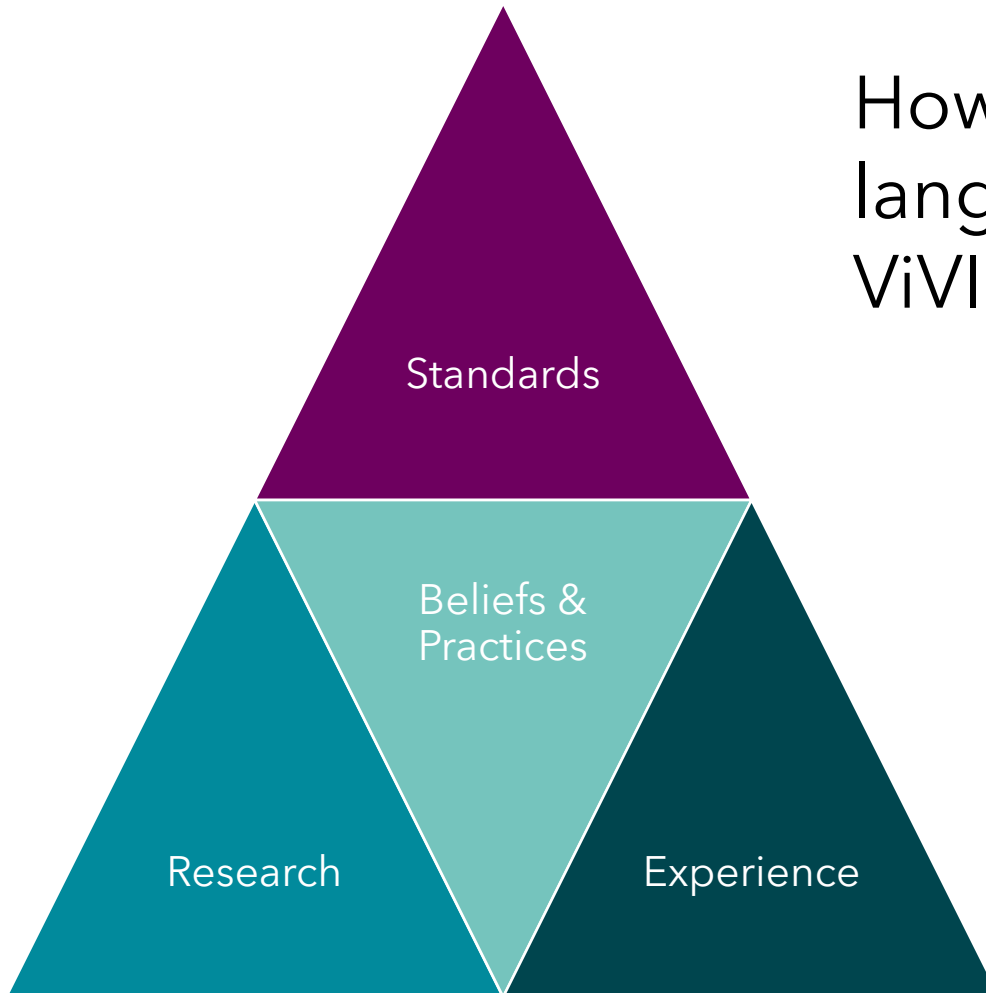
Needed to identify and onboard 10 Fellows in less than a month!

LANGUAGES



CONTEXTS

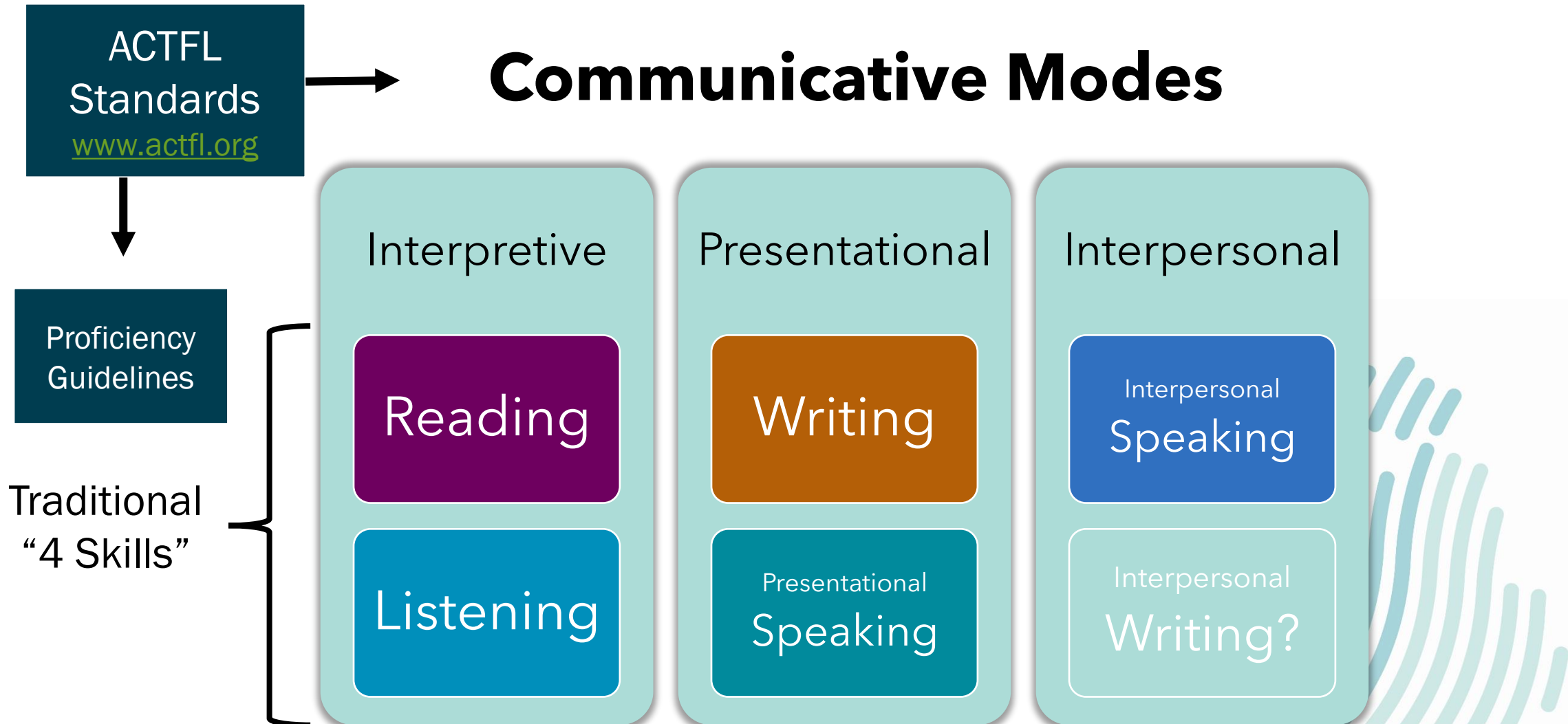




How did we define excellent language teaching for our ViVID Fellows?

We wanted to meet them where they were, honor what they were already doing, and encourage growth

Expected multiple languages, range of experience, various contexts



General prompts for reflection from Module 1:

- How do you want to grow in the near future?
- What are some specific, observable, and achievable steps that you can take to improve in these areas?
- How can you help teachers around you to grow in these areas?



Teacher Effectiveness for Language Learning

MY PERSONAL GROWTH PLAN

How do I plan for professional growth based on my reflections in order to advance learning?

Name: Date:

Effective professional growth experiences should be accompanied by opportunities to reflect and to plan follow-up action. The TELL Project believes that teachers should be empowered to make reflection and planning routine parts of their professional lives. Following completion of the self-assessment forms for all of the TELL domains, use page 1 of this growth plan to narrow down which two criteria you might want to focus on for each domain. Then, prioritize the top two overall criteria that you would like to work on for a defined period of time (grading period, semester, school year, summer) on page 2. Based on the body of research on feedback, the TELL Project does not recommend focusing on more than two goals at a time. The template below will guide you in laying out next steps in growing toward your goals.

ENVIRONMENT

Potential Growth Area: <input type="text"/>	Potential Growth Area: <input type="text"/>
Why this matters to me? <input type="text"/>	Why this matters to me? <input type="text"/>

0 | Introduction and Onboarding

1 | Foundations and Frameworks

2 | Aiming for Proficiency

3 | Using Comprehensible Language

4 | Facilitating Communication

5 | Promoting Literacy

6 | Motivating and Engaging Learners

7 | Integrating Culture

8 | Learning Your Learners

9 | Planning and Pacing

10 Modules of Professional Development Content

- Selected and sequenced for LCTL instructors
- Grounded in widely-recognized standards and frameworks
- Language agnostic (general)
- Appropriate for a range of pedagogical training and experience

ViVIVID

**Video Annotation
Virtual Community
Multilingual PD**

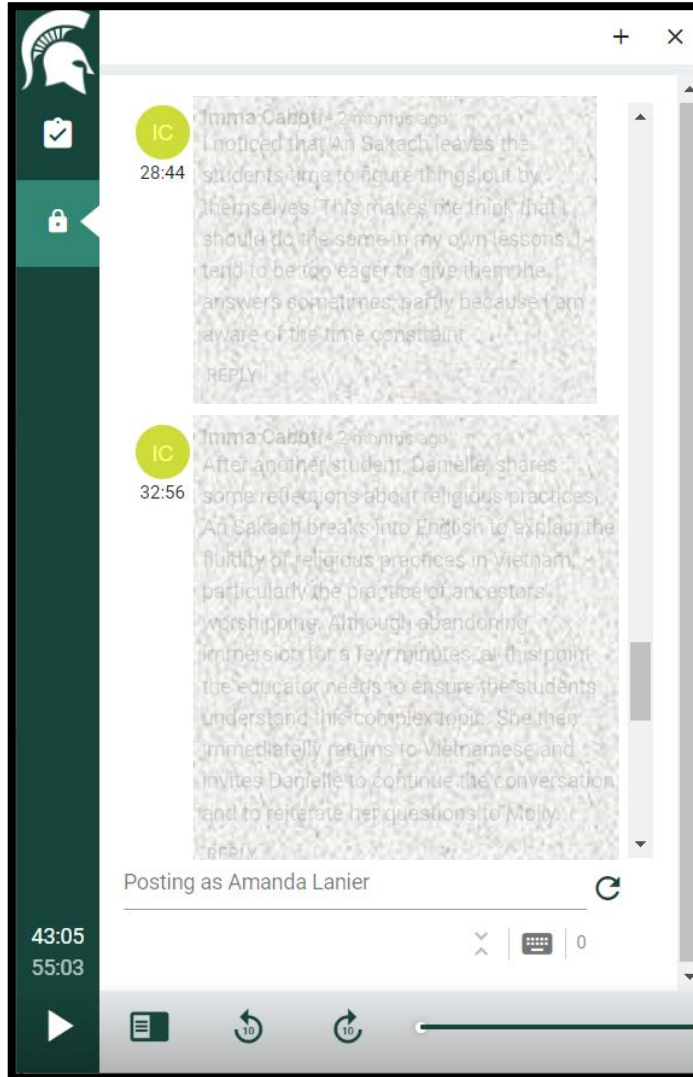
**Facilitation and Findings
this Year**



- General vs. specific prompts
- PlayPosit integration and tutorials
- Timing of collecting and sharing videos
- Fast-forward or not?
- Notifications when others have commented
- Observing in another language

Video Annotation





The screenshot shows a PlayPosit video player interface. On the left is a dark green sidebar with a Spartan helmet icon, a checkmark, and a lock icon. The main content area displays a post from 'Amanda Lanier' with two text entries:

IC 28:44 Imma-Carotti 2 months ago
I noticed that An Sakach leaves the students time to figure things out by themselves. This makes me think that I should do the same in my own lessons. I tend to be too eager to give them the answers sometimes, partly because I am aware of the time constraint.

IC 32:56 Imma-Carotti 2 months ago
After another student, Danielle, shares some reflections about religious practices, An Sakach breaks into English to explain the fluidity of religious practices in Vietnam, particularly the practice of ancestors worshipping. Although abandoning immersion for a few minutes, at this point the educator needs to ensure the students understand this complex topic. She then immediately returns to Vietnamese and invites Danielle to continue the conversation and to reiterate her questions to Molly.

Posting as Amanda Lanier

At the bottom, there is a video player with a play button, a list icon, a refresh icon, a progress bar, and a settings icon. The time 43:05 and 55:03 is displayed on the left.



Video Annotation Virtual Community

- Balancing opportunities with demands on time
- Access to facilitators for troubleshooting
- Supporting peer to peer interaction among Fellows
 - D2L Discussions
 - Virtual Meetings
 - Yammer
 - Microsoft Teams
 - WhatsApp



Video Annotation Virtual Community

MAFLT Midweek Meetups
Info and RSVP: maflt.cal.msu.edu/maflt-events

Use arrow keys to move
Press X to interact with objects

Walk up to someone to share video

Join us in Gather.Town for **virtual meetings** to discuss **important issues** and make **real connections**.

Fall 2022
Biweekly on Wednesdays
8 to 8:30 pm Eastern

- September 7
- September 14
- October 12
- October 26
- November 9
- November 23
- December 7

Open to anyone who is promoting multilingual education and supporting language education. Register to get links and more info.

Michigan State University
MASTER OF ARTS
FLT
AND CERTIFICATE
MAFLT.CAL.MSU.EDU

MAFLT Meetups

NEW THEME
Let the **PLAY** Go On!
Meet up in a playful space to talk about bringing music, drama, visual art, popular games, and your own interests into your language learning and teaching.

Virtual events... Real connections.

Join us in GatherTown

Subscribe for Updates

Click or Scan

Spring 2023
Last Thursday each month
7 pm Eastern

- January 26
- February 23
- March 30
- April 27
- May 25 (TBD)

Compare to what we do in the MAFLT Program?

<https://maflt.cal.msu.edu/maflt-events/>

Video Annotation **Virtual Community** **Multilingual PD**

- Observing in another language – what is possible?
- More parallels than discord among languages and needs
- Facilitators drawing upon 10 years of MAFLT to work with multilingual group from a wide range of contexts



VIVID

**Feedback
Adjustments
Intentions for the
future**

**Reflecting and Iterating
for the Next Three Years**



- Multilingual PD
 - Meeting needs and expectations
 - Instructional design is good - D2L platform easy to navigate, PlayPosit working, etc.

FELLOW And it's, you know, so wonderful. I'm learning so much. I mean, I love it. I mean, every every every module is like, wow. *[laughing]* That was great. That was great.

FACILITATOR You're giving us energy!

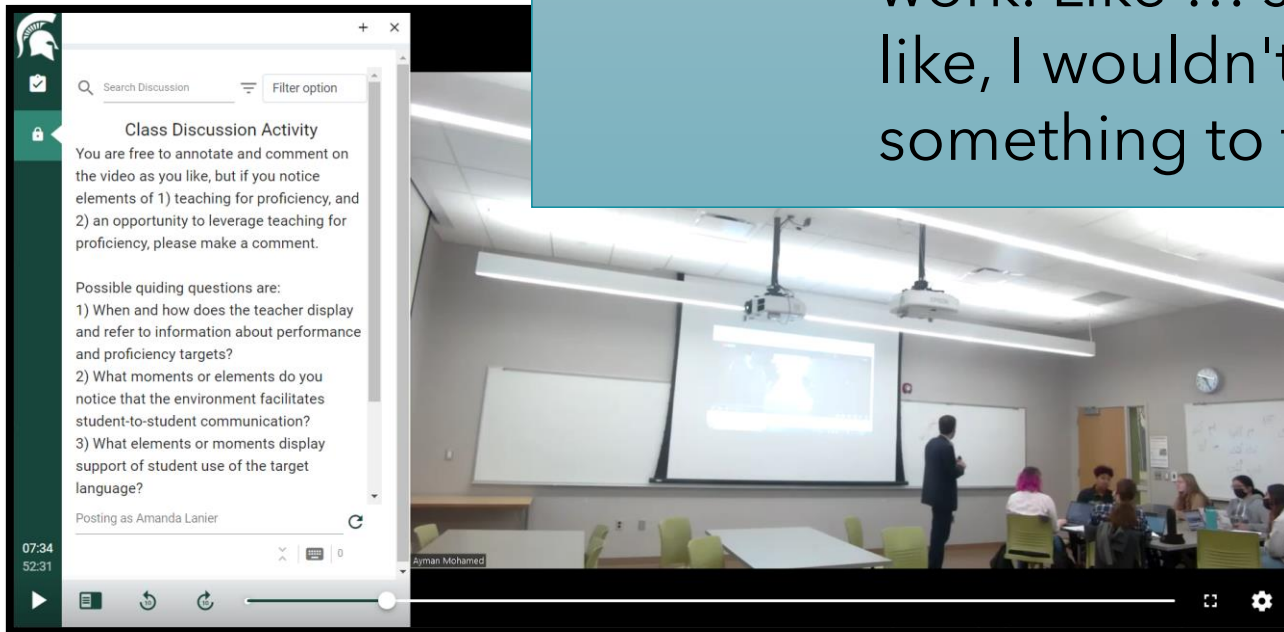
- Multilingual PD
- Video Annotation
 - Understanding the lesson but not the language
 - Fast-forwarding through the video - good or bad?

FELLOW But at the moment, the only problem for me, the only problem I have is like if the language is very, very different. Sometimes I find it quite difficult to know what's going on.

Transcribe everything?

FELLOW

Like, the ideal thing to do for the teacher is to transcribe or at least to, like annotate everything, like the chunks, what's going on. [But] this is more work. Like ... some way of annotating the video, or, like, I wouldn't say transcribe everything. But this is something to think of.



More annotation?



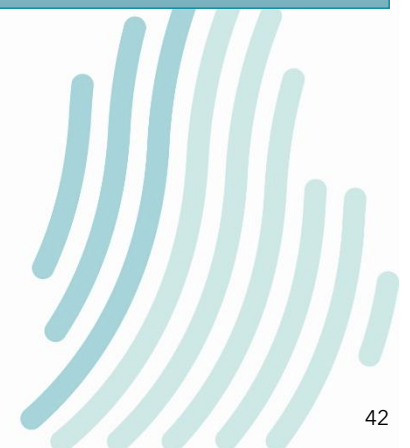
Anticipated Problem

“it’s not judging”

FACILITATOR So there's something about rapport, I think that we need to get right. You know, so that you feel comfortable with each other.

FELLOW Yeah. Yeah. This has to be set up from the beginning, that it’s not judging.

But not one Fellow mentioned that lack of rapport or fear of embarrassment was an issue



“we have to devote some time to meet with that person”

FELLOW Yeah, at least meet once or twice, something like the peer observation that we do in our, with faculty that we visit their classes. So we have to devote some time to meet with that particular person.

FACILITATOR Exactly, exactly. And I think telling someone what you were thinking, when you were teaching would help to, it's not just about what people see when they see the video by itself with this little bit of explanation.

FELLOW Yeah, it's not fair, it doesn't do justice to it. It's applied to me when I watched my, the videos that I created... [laughing] like if I close my ears, it doesn't make any sense.

- Multilingual PD
 - Meeting needs and expectations
 - Instructional design is good - D2L platform easy to navigate, PlayPosit working, etc.
- Video Annotation
 - Understanding the lesson but not the language
 - Fast-forwarding through the video - good or bad?
- Virtual Community
 - Desire to talk to peers about the lessons
 - Mixed desire for co-working time - more meetings?



Multilingual PD

- Keep delivering general content
- Add a forum for submitting questions?

Video Annotation

- Address challenges of understanding
- More annotation, not laborious transcript
- Better instructions about camera placement?

Virtual Community

- More meetings or no?
- Peer group meetings to supplement annotation

Profiles of LCTL Teacher Development

- Interviews: ViVID Fellows as case studies of LCTL teacher needs and interests

Design-Based Research

- Facilitators tracking plans, decisions, adjustments over time

Impact of the Project

- Data on participation, changes in teacher practices and perceptions, impact on their learners and programs



We're working on it!



Dr. Amanda Lanier



Dr. Frederick Poole



Dr. Bruna Sommer-Farias

ViVID

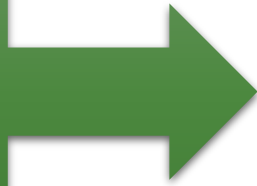
Q & A

Expanding LCTL Teacher
Development through ViVID
NCOLCTL 2023
Lanier, Sommer-Farias, & Poole

**Curiosity, clarification,
more explanation?**



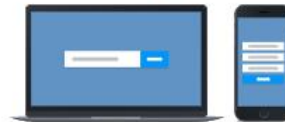
Respond
Anytime



Curiosity? Clarification? More explanation?

(Click to send questions and request info)

Join by Web



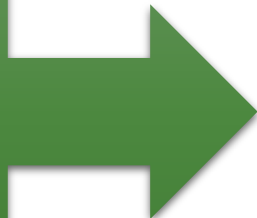
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Join by Text



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- 2 Text in your message

Respond
Live



ViVID Project & Fellows: Q&A

“ When can we apply for next year? ”

Applications will be due in July
for 2023-24 Fellows

<https://maflt.cal.msu.edu/vivid-apply/>

Poll Everywhere Responses



MICHIGAN STATE
UNIVERSITY



Contact
Us →



Thank You for Participating!

Dr. Amanda Lanier
maflt.cal.msu.edu/amanda-lanier

Dr. Bruna Sommer-Farias
maflt.cal.msu.edu/bruna-sommerfarias

Dr. Frederick Poole
maflt.cal.msu.edu/frederick-poole

nlrc.msu.edu/vivid

ARABIC YORUBA KOREAN VIETNAMESE RUSSIAN HINDI CHINESE

PERSIAN
SWAHILI
HEBREW
UZBEK

Applications Open Now
for Opportunities in 2023-2024

Graduate Assistantship

Work for the NLRC while earning your MA in Foreign Language Teaching

ViVID Project Fellowship

Join the next cohort for a full year of PD that pays a stipend of \$1000

Open Educational Resources

Access free materials, lesson plans, assessments, and much more.

POLISH TURKISH ROMANIAN NORWEGIAN MALAGASY AND MORE!

PORTUGUESE
THAI
INDONESIAN
CZECH

Are you a
LCTL
instructor?

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**Become
a ViVID
Fellow!**

ARABIC

YORUBA

KOREAN

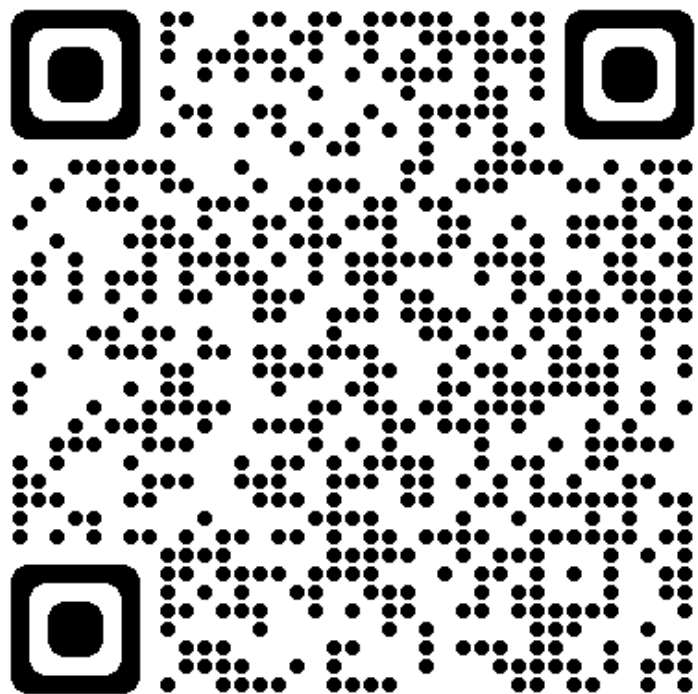
VIETNAMESE

RUSSIAN

HINDI

CHINESE

*Get Updates and
Apply for Opportunities*



Are you a
LCTL
instructor?

maflt.cal.msu.edu/lctl-instructors

nlrc.msu.edu/vivid

POLISH

TURKISH

ROMANIAN

NORWEGIAN

MALAGASY

AND MORE!

PERSIAN

SWAHILI

HEBREW

UZBEK

PORTUGUESE

THAI

INDONESIAN

CZECH

We know that it can be a big challenge for LCTL teachers across the U.S. to find professional development that meets your needs and to form a professional community with like-minded teachers. We proposed a solution for that, and we are very pleased to report that it is starting *now*, funded by the [National LCTL Resource Center](#), a new Title VI LRC at Michigan State University.

[The ViVID Project](#) centers around recording self-observation videos in your classroom at least once a month, sharing them with the other Fellows and the facilitators, and responding to others' videos using our online platform. We are selecting 10 Fellows each year from a range of experience levels, contexts, and target languages. We anticipate a time commitment of about 5 hours per month throughout the academic year, mostly at flexible times that suit working teachers.

Each Fellow will receive a stipend of \$100 per month and assistance as needed with technology. It's true - LCTL teachers will be getting paid to gain professional mentoring, peer support, and opportunities to build skills in teaching and observing others for the purposes of encouragement and growth.

Related Presentations

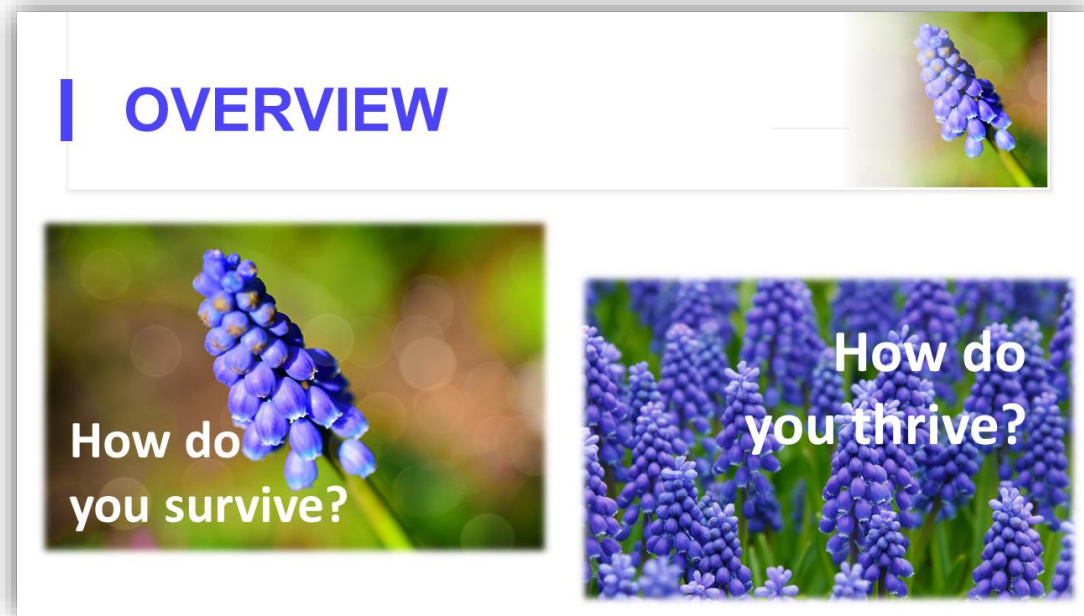
<https://maflt.cal.msu.edu/presentations>

RECENT PRESENTATIONS

Department of One: How Isolated Teachers Connect and Collaborate

Presentation at CSCTFL 2022

With Jaime Danks
(Spanish teacher in Minnesota)



sites.google.com/msu.edu/department-of-one-csctfl2022

ECOLOGY AND VITALITY OF LANGUAGE PROGRAMS: ADVOCATING FOR JAPANESE FLT



Presentation at ACTFL 2021

With Betty Brown,
Yoshiko Himata
Paris, and Tracie
Whiting Kipper

(Japanese
teachers in
Arkansas, Virginia,
and Missouri)



Opening the Silos: How to Coordinate Planning and PD across Languages

OPENING THE SILOS: HOW TO COORDINATE PLANNING AND PD ACROSS LANGUAGES

Amanda Lanier and Grant Castner
Extempore PD Extravaganza 2022



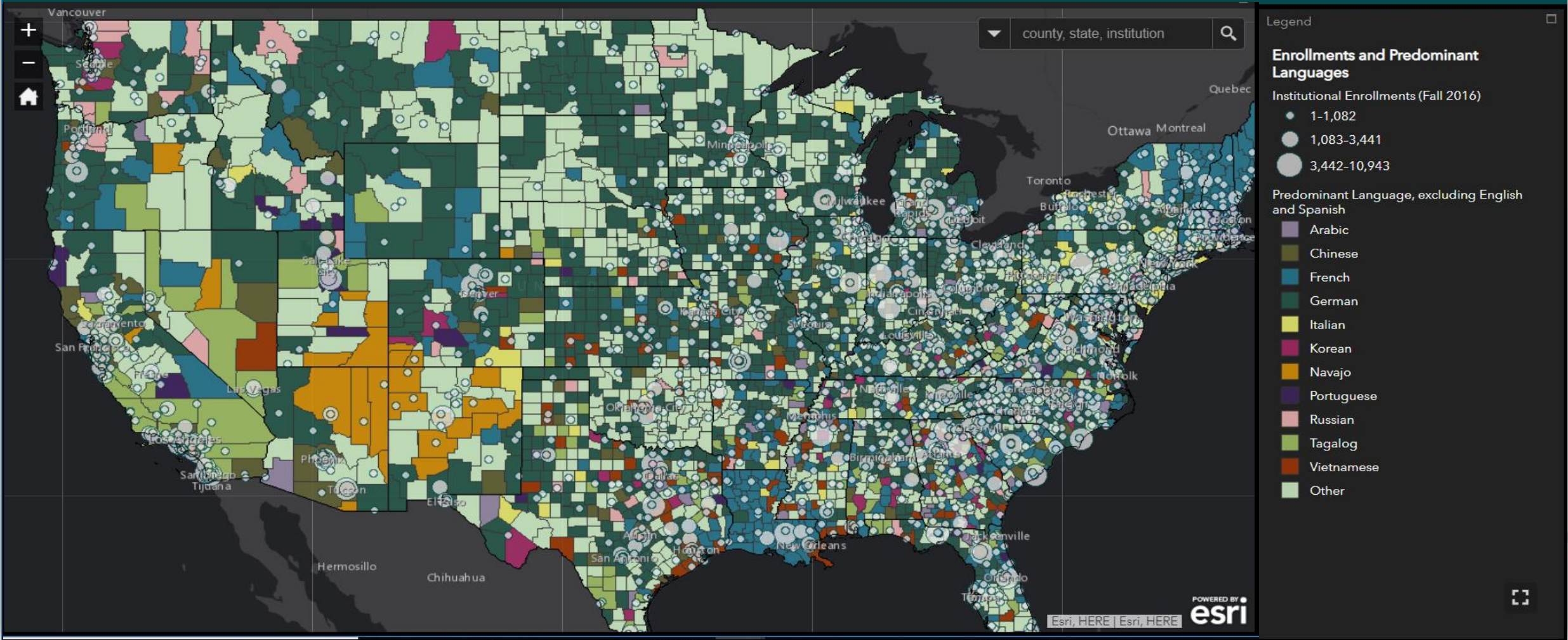
LANGUAGES IN SILOS

Are you collaborating with other teachers? Are some of them teachers of other languages? Why not?

<https://maflt.cal.msu.edu/pd-posts/2022/opening-language-silos/>

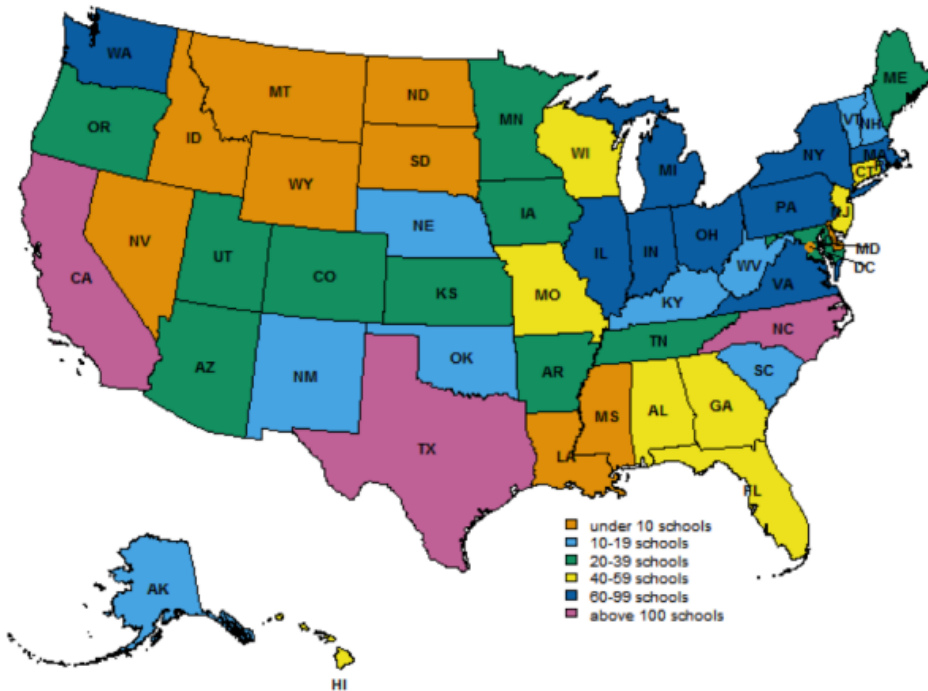
More about LCTLs in the U.S.

<https://maflt.cal.msu.edu/lctl-instructors>



The National K-12 Foreign Language Enrollment Survey Report

Figure 1. Distribution of High School LCTL Programs by State



*Data Reported In High School Survey

American Councils (2017) [Source](#)



Table 1
Number of DLI Programs in US Public Schools
by Language

Language	Number of DLI Programs	Language	Number of DLI Programs
Spanish	2936	Polish	5
Chinese	312	Haitian Creole	3
French	182	Urdu	2
Japanese	37	Yup'ik	2
German	31	Greek	2
Portuguese	27	Lakḥóta	
Hawaiian	27	Lushootseed	
Korean	23	Makah	
Russian	17	Diné	
Italian	7	ASL	
Hmong	7	Bengali	
Vietnamese	6	Cherokee	
Armenian	6	Yiddish	1
Arabic	5		

Over 3600
Immersion Programs

Almost 500
teach LCTLs

[Source](#)

More about Frameworks and Foundations



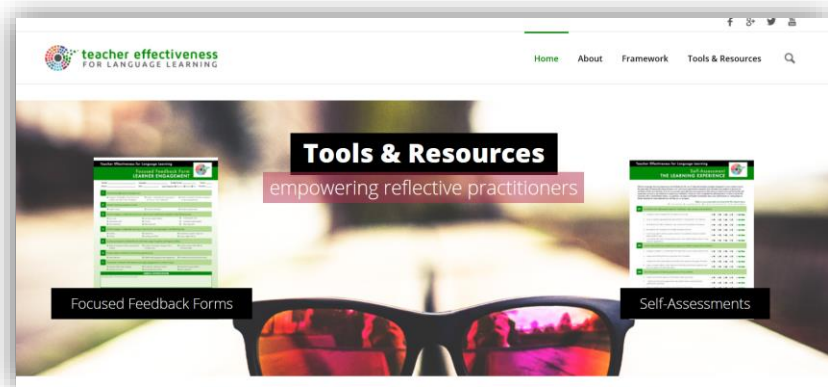
ACTFL Standards for Proficiency-Based Instruction

- Emphasis is on PROFICIENCY not PERFORMANCE
- Define competencies and learning targets related to real-world use of language
- Already designed for any language
- Relevant across states and contexts
- Aligned with standardized assessments
- Could draw upon our course content in the MAFLT Program



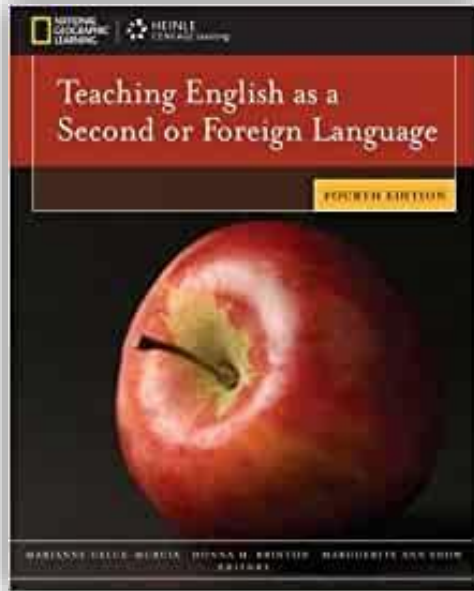
TELL Project Teacher Effectiveness for Language Learning

TELL Framework



For each aspect:

- Domain Criteria
- Self-Assessment Docs
- Correlations with other standards



Reflective Teaching
(Murphy, 2014)

- What is reflective teaching?
- Why should we engage in it?
- What sources of data can we use to reflect?
- How does reflective teaching relate to teacher development and supervision?

Student surveys or focus groups

Use a checklist or chart while teaching

Ask a peer to observe you

Video/Audio record a class

Start a reading discussion group

Keep a journal/blog



Online Graduate Programs

Start the Conversation

maflt.cal.msu.edu/contact

New Funding Opportunities

maflt.cal.msu.edu/funding-opportunities

Upcoming Information Sessions

maflt.cal.msu.edu/information-sessions



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