

## CHARACTERISTICS OF EFFECTIVE FOREIGN LANGUAGE INSTRUCTION

Developed by the  
National Association of District  
Supervisors of Foreign Language Programs (NADSFL)  
(This list represents the "best thinking" of foreign language curriculum specialist nationally)

- The teacher uses the target language extensively and encourages the students to do so.
- The teacher provides opportunities to communicate in the target language in meaningful and purposeful activities that simulate real-life situations.
- Skill-getting activities enable students to participate successfully in skill-using activities. Skill-using activities predominate.
- Time devoted to listening, speaking, reading, and writing is appropriate to course objectives and to the language skills of students.
- Culture is systematically incorporated into instruction.
- The teacher uses a variety of student groups.
- Most activities are student-centered.
- The teacher uses explicit error correction in activities that focus on accuracy and implicit or no error correction in activities which focus on communication.
- Assessment reflects the way students are taught.
- Student tasks and teacher questions reflect a range of thinking skills.
- Instruction addresses student learning styles.
- Students are explicitly taught foreign language learning strategies and are encouraged to assess their own progress.
- The teacher enables all students to be successful.
- The teacher establishes an affective climate in which the students feel comfortable taking risks.
- Students are enabled to develop positive attitudes toward cultural diversity.
- The physical environment reflects the target language and culture.
- The teacher uses the textbook as a tool, not as a curriculum.
- The teacher uses a variety of print and non-print materials including authentic materials.
- The teacher engages in continued professional development in the areas of language skills, cultural knowledge, and current methodology.