Proficiency–Oriented Curriculum Design
Setting Realistic Expectations

- Consider program parameters
  - Target language/first language of learners
  - Motivation
  - Hours in class, independent work
  - Modes/skills to be the focus

- What can you reasonably expect?
What: Functions required to reach N, I, A, S
www.actfl.org

Other assessment criteria:
- Content/Context
- Accuracy and comprehensibility
- Text Type

Share goals/assessment criteria with students
Program Design to meet the goals

- Distribution of in-class hours across skills/modes; across years/semesters
- Materials selection or development
- Integration of independent work to be efficient and relevant
  - Independent tutoring available?
  - Integration of Study Abroad
- Professional Development for Instructors
- Helping students become independent learners
Materials selection/development appropriate to the goals

- **Who?** Team, individual, program coordinator
- Consider program parameters
  - Hours in class, independent work
- **Balance of Modes/Skills**
  - Speaking/Listening (Interpersonal)
  - Reading/Listening (Presentational)
Maximize the effectiveness of homework/independent work

- Understand the important roles both contexts play in language development
  - Both are essential
  - They are different, complimentary, **not** interchangeable

- Integration of Study Abroad
  - Both are essential
  - They are different, complimentary, **not** interchangeable
Professional Development for Instructors

- Familiarization with goals, assessment criteria
- Training in materials development
- Use templates
- Sharing materials within and across languages
- On-going
Encourage Instructors to think in terms of: What’s the point?

- Level (floor? ceiling?)?
- Function?
- Content?
- Accuracy/Comprehensibility?
- Text Type?
Encourage Instructors to think in terms of: What’s most efficient?

- In-class or independently
- In-target language/in English
- Resources in English as references (grammar explanations, cultural explanations)
- Shortest distance to the goal considering the limited time available
Encouraging students to be reflective language learners

- Take charge of learning
  - Know the expectations
  - Analyze your strengths and weaknesses

- Help students learn how to learn efficiently
  - Communicative strategies (use what you know, ask interlocutor for assistance, use of resources)

- Self-assessment

- Can-do Statements (ACTFL)
Use discomfort to your advantage

- Let discomfort guide you
  - Recognize it
  - Analyze the source
  - Think about how best to address it
  - Do the counter-intuitive thing: run toward it!
    (or at least, don’t run away from it!)