

Figure 1: Comparisons of Professional Standards for Teaching in the target language (US)

<p>5 Hypotheses of Proficiency-Oriented Instruction (2000): Principle I, Corollary 4: "The proficiency-oriented classroom is one in which such natural acquisition opportunities are exploited as fully as possible" (p. 83).</p>	<p>ACTFL-NCATE Standards for FL Teacher Preparation (2002): Standard 3.a (Understanding Language Acquisition and Creating a Supportive Classroom) states: "They (the candidates) use the target language to the maximum extent possible" (p. 42).</p>	<p>INTASC Standards for Initial Licensure of FL Teachers (2002):</p> <p>Principle 1 (Content Knowledge), for example, asserts that "They [the candidates] can effectively conduct classes in the target language at all levels of instruction" (p. 13).</p> <p>Principle 4 (Instructional Strategies): Language teachers understand that consistent and comprehensible use of the target language during class time is fundamental to the language learning process. They make the target language comprehensible to students by using gestures, visuals, paraphrase, repetition, less complicated syntax, and by speaking at a rate that students can understand. They modify how they interact with students in the target language depending on the students' language proficiency and the content of the lesson. Language teachers know that by using these strategies they will maximize their ability to conduct the class in the target language and thus minimize the need to use English" (p. 20).</p> <p>Principle 5 (Positive Learning Environment): "Language teachers understand that an environment in which communicative interactions occur in the target language is essential for effective language learning" (p. 25).</p> <p>Principle 6 (Communication): Language teachers value the importance of communicating in the target language inside and outside the classroom and use the target language for a variety of purposes. For example, they use the target language for classroom management, giving directions, and informal conversations outside of class. They seek out and provide ways for students to use the language outside the classroom (e.g., e-mail exchanges, conversation groups, video clubs, cross-age tutoring, target language publications, and investigations into their own community where the target language might be used) (p. 27). "Language teachers know that in order for students to develop proficiency in the target language the use of the target language must outweigh the use of English" (p. 29).</p> <p>Principle 9 (Reflective Practice): "They [candidates] reflect on various aspects of their teaching, such as target language use during instruction" (p. 43).</p>
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