# TASK 2: INSTRUCTION COMMENTARY

Respond to the prompts below (**no more than** 6 **single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. You may insert **no more than 2 additional pages of supporting documentation** at the end of this file. These pages may include graphics, texts, or images that are not clearly visible in the video or a transcript for occasionally inaudible portions. These pages do not count toward your page total.

**1.** Which lesson or lessons are shown in the video clip(s)? Identify the lesson(s) by lesson plan number.

[ ]

## 2. Promoting a Positive Learning Environment

Refer to scenes in the video clip(s) where you provided a positive learning environment.

a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

[ ]

## 3. Engaging Students in Communication in the Target Language

Refer to examples from the video clip(s) in your responses to the prompts.

a. Explain how your instruction engaged students in developing communicative proficiency in the target language in a meaningful cultural context with a focus on at least two modes of communication:[[1]](#footnote-1)

* Interpretive **AND**
* Interpersonal **OR** Presentational

[ ]

b. Describe how your instruction linked students’ prior academic learning and personal, cultural, and community assets with new learning.

[ ]

## 4. Deepening Student Communicative Proficiency in the Target Language during Instruction

Refer to examples from the video clip(s) in your explanations.

a. Explain how you **elicited and built upon student responses** to promote thinking and develop students’ communicative proficiency in the target language in meaningful cultural context(s).

[ ]

b. Explain how you supported your students’ development of communicative proficiency in the target language with respect to

* language forms
* language functions
* meaningful cultural context(s)

[ ]

c. Explain how your instruction promotes comparisons between students’ personal, cultural, or community assets and the cultural practices, products, and perspectives of the target language.

[ ]

## **5. Analyzing Teaching**

Refer to examples from the video clip(s) in your responses to the prompts.

a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student development of communicative proficiency in the target language (e.g., missed opportunities)?

Consider the variety of learners in your class who may require different strategies/support (such as students with IEPs or 504 plans, English language learners, readers who struggle in their first language, students at varying levels of language proficiency, students who are underperforming or those with gaps in academic knowledge, heritage-language speakers, and/or gifted students).

[ ]

b. Why do you think these changes would improve student development of communicative proficiency in the target language? Support your explanation with evidence of student learning and principles from Second Language Acquisition/Teaching theory and/or research.

[ ]

1. The ACTFL World-Readiness Standards for Learning Languages (2014) can be found at [www.actfl.org/publications/all/world-readiness-standards-learning-languages](http://www.actfl.org/publications/all/world-readiness-standards-learning-languages). [↑](#footnote-ref-1)