

## ACTFL Research Publications

**Wayside Programs are created in full alignment with the World Readiness Standards for Language Learning, the Proficiency Guidelines, Performance Descriptors, and NCSSFL-ACTFL Can-Do Statements.**

Adair-Hauck, B., Glisan, E. W., & Troyan, F. J. (2023). *The Integrated Performance Assessment: Twenty Years and Counting*. Alexandria, VA: ACTFL.

Clementi, D., & Terrill, L. (2017). *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design, 2nd Edition*. Alexandria, VA: ACTFL.

Davin, K., & Donato, R. (2013) "Student Collaboration and Teacher-Directed Classroom Dynamic Assessment: A Complementary Pairing".  
*Foreign Language Annals*, 46(1), 5-22.

Glisan, E.W., & Donato, R. (2017). *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*. Alexandria, VA: ACTFL.

Glisan, E.W., & Donato, R. (2020). *Enacting the Work of Language Instruction: High-Leverage Teaching Practices, Vol. 2*. Alexandria, VA: ACTFL.

Grahn, L., & McAlpine, D. (2017). *The Keys to Strategies for Language Instruction: Engagement, Relevance, Critical Thinking, Collaboration*. Alexandria, VA: ACTFL.

Ritz, T. & Toro, C. (2022). *Proficiency-Based Instruction: Input & Interaction in World Language Education*. Alexandria, VA: ACTFL.

Sandrock, Paul. (2015). *The Keys to Assessing Language Performance: A Teacher's Manual for Assessing Language Performance*. Alexandria, VA: ACTFL.

## ACTFL Guidelines and Web-Based Resources:

ACTFL Research—Benefits: [actfl.org/research/what-the-research-shows](https://actfl.org/research/what-the-research-shows)

ACTFL Research—Cognitive Benefits: [actfl.org/research/research-findings/cognitive-abilities](https://actfl.org/research/research-findings/cognitive-abilities)

ACTFL Guiding Principles: [actfl.org/educator-resources/guiding-principles-for-language-learning](https://actfl.org/educator-resources/guiding-principles-for-language-learning)

ACTFL Guiding Principles—Target Language: [actfl.org/educator-resources/guiding-principles-for-language-learning/facilitate-target-language-use](https://actfl.org/educator-resources/guiding-principles-for-language-learning/facilitate-target-language-use)

*Foreign Language Annals* (access is available through ACTFL website):  
[actfl.org/publications/all/foreign-language-annals](https://actfl.org/publications/all/foreign-language-annals)

Glisan, E. (2015). Core Practices Webinars. Alexandria, VA: ACTFL.  
Access at: [my.actfl.org/portal21/ItemDetail?iProductCode=VLMS\\_CORE\\_PRAC](https://my.actfl.org/portal21/ItemDetail?iProductCode=VLMS_CORE_PRAC)

*The Language Educator*—focus issue on comprehensible input and output (see October/November 2014, 9:5).  
Available at ACTFL website: [actfl.org/publications/the-language-educator](https://actfl.org/publications/the-language-educator)

## Further Research:

Adair-Hauck, B. (1993). "A descriptive analysis of a whole language/guided participatory versus explicit teaching strategies in foreign language instruction". Unpublished doctoral dissertation. University of Pittsburgh, PA.

Adair-Hauck, B., & Donato, R. (2002). "The PACE Model: A Story-Based Approach to Meaning and Form for Standards-Based Language Learning". *The French Review*. 76, 265–296.

Armstrong, P. W., & Rogers, J. D. (1997). "Basic Skills Revisited: The Effects of Foreign Language Instruction on Reading, Math, and Language Arts". *Learning Languages*, 2(3), 20–31.

Carr, C.G. (1994). "The effect of middle school foreign language study on verbal achievement as measured by three subtests of the Comprehensive Tests of Basic Skills" [Abstract]. Dissertation Abstracts International -A 55(07), 1856.

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Davin, K., & Donato, R. (2013) "Student Collaboration and Teacher-Directed Classroom Dynamic Assessment: A Complementary Pairing". *Foreign Language Annals*, 46(1), 5–22.

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National Governors Association Center for Best Practices, Council of Chief State School Officers (CCSSO). (2010). Common core state standards for English language arts and literacy in history/social studies, science, and technical subjects. Washington, DC: Author. (See: [www.corestandards.org](http://www.corestandards.org); also, see each state's standards for English Language Arts).

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The National Standards Collaborative Board. (2015). World-Readiness Standards for Learning Languages. Alexandria, VA: Author. (See: <http://standards4languages.org>).

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Vygotsky, L. S. (1986). *Thought and Language, Revised Edition*. Alex Kozulin, Ed. Cambridge, MA: The Massachusetts Institute of Technology Press.

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