

**Preparing Language  
Teachers to Implement the  
*Texas Essential Knowledge  
and Skills for Languages  
Other Than English***

**Project ExCELL  
Excellence and Challenge: Expectations for Language Learners**

*Southwest Educational Development Laboratory  
Austin, Texas*

*Texas Education Agency*

**1997**



## Preface

In January of 1995, the Texas Education Agency (TEA) applied for and received funds from the United States Department of Education's Office for Educational Research and Improvement (OERI). The funds, part of the Fund for the Improvement of Education Program (FIE) were for the development of the *Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE)* and related products, including *Preparing Language Teachers to Implement the Texas Essential Knowledge and Skills for Languages Other Than English*. TEA contracted with the Southwest Educational Development Laboratory (SEDL) to implement the standards project known as Project ExCELL (Excellence and Challenge: Expectations for Language Learners). The *TEKS for LOTE* were adopted by the Texas State Board of Education in April 1997.

In creating *Preparing Language Teachers to Implement the Texas Essential Knowledge and Skills for Languages Other Than English*, Project ExCELL worked with a writing team, consultants, field reviewers, and advisory committees that included Texas classroom teachers of LOTE, district supervisors of LOTE, university foreign language professionals, business people, and representatives from the community. In addition to drawing on their own expertise, the writers relied on the *TEKS for LOTE* (as approved by the Texas State Board of Education) for direction and used the national standards for foreign language learning, teacher education documents from other states, data collected from field review, and current research in the field of teacher education. The writing team consulted experts in the area of teacher education and they met to debate, review and revise their products until they were able to reach consensus on what the components of *Preparing Language Teachers to Implement the Texas Essential Knowledge and Skills for Languages Other Than English* should look like. *Preparing Language Teachers to Implement the Texas Essential Knowledge and Skills for Languages Other Than English* reflects high expectations for all teachers, applies to all languages, and takes into account the state and national student standards for the LOTE discipline.

*Preparing Language Teachers to Implement the Texas Essential Knowledge and Skills for Languages Other Than English* links the *TEKS for LOTE* to prospective teachers of LOTE and the institutions that prepare them. The preservice standards will assist preservice teachers of LOTE not only to become familiar with *TEKS for LOTE*, but also will help them prepare to teach in ways that make it possible for students to reach the standards. The program standards provide useful guidelines for institutions of higher education that prepare teachers of LOTE.

For Project ExCELL, the *TEKS for LOTE* and *Preparing Language Teachers to Implement the Texas Essential Knowledge and Skills for Languages Other Than English* represent steps in a systemic change process. In addition to these two products, the project has produced a curriculum framework and professional development materials. *A Texas Framework for Languages Other Than English* facilitates the task of developing curricular materials that are based on the *TEKS for LOTE*, but are at the same time tailored to the particular needs and characteristics of local school districts and campuses. *Professional*

*Development for Language Teachers: Implementing the Texas Essential Knowledge and Skills for Languages Other Than English* provides a means for inservice teachers of LOTE to become familiar with the standards and to revise and adapt their teaching approaches to help all students to reach the high standards that the *TEKS for LOTE* outline.

Project ExCELL hopes to increase the likelihood that efforts to establish and meet high and challenging standards for all Texas students will become a reality in LOTE classrooms across the state.

# Acknowledgements

Project ExCELL would like to express its gratitude and appreciation to those whose hard work and dedication made *Preparing Language Teachers to Implement the Texas Essential Knowledge and Skills for Languages Other Than English* a reality.

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# Introduction

*Preparing Language Teachers to Implement the Texas Essential Knowledge and Skills for Languages Other Than English* is designed to assist prospective (preservice) teachers of Languages Other Than English (LOTE) and the institutions of higher education that prepare them for the classroom to address the *Texas Essential Knowledge and Skills for Languages Other Than English*. Descriptions of the contents follow:

## Components of Preparing Language Teachers to Implement the *TEKS for LOTE*

### Standards for Preservice Teachers of LOTE

This section includes:

- ❖ an introduction that discusses the background and intent of the preservice standards in detail
- ❖ preservice standards that describe what prospective teachers of LOTE should know and be able to do in order to implement the *TEKS for LOTE* when they enter the classroom
- ❖ scenarios that illustrate what the standards could look like in various settings

### Program Standards for the Initial Preparation of Teachers of LOTE

This section includes:

- ❖ an introduction that discusses the background and intent of the program standards in detail
- ❖ program standards that describe the content that institutions of higher education that instruct prospective teachers of LOTE should offer in order to address the *TEKS for LOTE*

## Appendices

- ❖ includes the *TEKS for LOTE*, the *ACTFL Proficiency Guidelines*, and an extensive resource list



# Standards for Preservice Teachers of Languages Other than English

## The Study of LOTE

During the last decade, many educational reform efforts have focused on preparing students for life in the 21st century. In order to succeed in the next century, students need to communicate well, to be able to reason, to solve problems, and to think critically. The study of languages other than English (LOTE) can be complementary to the growth of strong communication and problem-solving skills in students as they acquire literacy in English. Students need to develop competence in other languages and understanding of other cultures to support their academic goals and to interact effectively in a society made up of diverse social, cultural, and linguistic groups. Languages connect students to the real world both domestically and globally. As the nation's participation in economic, social, political, and cultural realities around the world increases, the need for individuals with skills in LOTE grows.

The study of LOTE provides a means for learning about and understanding the intellectual and artistic heritages of other cultures and allows students greater insights into everyday life in that culture. Students gain glimpses of the role of other cultures in the global community. The study of different cultures ultimately leads students to further understanding of their own cultures, particularly in the United States where the collective culture is becoming increasingly diverse. Developing competence in communicating across cultures is essential to the language-learning process and provides the students with practical skills.

## The *TEKS for LOTE*

The objective of the *Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE)*, the student standards for Texas language students, is to raise all students' abilities in LOTE to meet high and challenging standards. The *TEKS for LOTE* are organized around five program goals: Communication, Culture, Connections, Comparisons, and Communities. (The *TEKS for LOTE* are included as Appendix A.) These goals are shared by the national standards for LOTE, *Standards for Foreign Language Learning: Preparing for the 21st Century*, as well as by many state standards documents.

Learning a language is a process whereby communicative competence and cross-cultural understanding are best developed over time through extensive opportunities to practice and use the language, through critical reflection and the use of higher-order thinking skills, and through connections to appropriate subject matter from the total curriculum. To ensure that students acquire the linguistic skills and cultural knowledge they need, teachers of LOTE must have a well-developed understanding of the role of language in society and the knowledge and skills necessary to foster language learning by implementing the *TEKS for LOTE*.

To guide institutions in the preparation of future teachers and to prepare the preservice teacher to implement the challenging and comprehensive *TEKS for LOTE*, Project ExCELL (Excellence and Challenge: Expectations for Language Learners) has developed voluntary standards for preservice LOTE teachers and voluntary program standards for institutions that educate teachers of LOTE. Project ExCELL, implemented by the Southwest Educational Development Laboratory and supported by the Texas Education Agency, participated in the development of the *TEKS for LOTE* and in initiatives in curriculum development, teacher education, and professional development.

## Preservice Standards

The standards for preservice LOTE teachers describe what Texas preservice teachers must know and be able to do. It is understood that the difference between beginning and experienced teachers is the degree of ease and sophistication in the ways experienced teachers gather, interpret, apply, and reflect upon classroom events to improve their performance. The knowledge expected of preservice teachers is comprehensive, but not exhaustive. In other words, preservice teachers must have at least an awareness of the kinds of knowledge and understanding needed—as well as the resources available—to develop the requisite skills. They must have some capacity to address the many facets of curriculum development, classroom management, and student life, and the dispositions and commitments to link them to professional development. At the same time, preservice teachers are not expected to have mastered the performances,

but rather to be committed to practicing and improving them as they strive to become increasingly effective LOTE teachers. Both preservice and inservice teachers should strive to be lifelong learners as the continued acquisition of new pedagogical knowledge is essential to effective teaching.

The preservice standards outline the knowledge and performance required of teachers to meet the demands of the classroom of the 21st century. Following are the standards statements that contain the principles upon which critical knowledge and performance are based:

1. The Success of All Students: Teachers actively promote the success of all students.
2. Communication and Cultures: Teachers have a command of the language and culture in order to conduct classes in the language and explore cultures.
3. Connections, Comparisons, Communities: Teachers use knowledge of the language and of other academic subject matter to connect with other disciplines, compare languages and culture, and participate in communities at home and around the world.
4. Instruction: Teachers apply appropriate pedagogical principles in teaching language and culture.
5. Technology: Teachers enhance their teaching through the use of technology.
6. Assessment: Teachers use assessment strategies to evaluate language development, knowledge of culture, and the design and effectiveness of the language program itself.
7. Professional Growth: Teachers are active members of the teaching and learning community.

The preservice standards that follow expand upon these principles and specify the knowledge and performances that are essential for the preparation of a preservice teacher of LOTE. The standards are important not only for prospective teachers of languages, but also for the institutions involved in the preparation of these future teachers.

## Standard One: Success for All Students

Teachers actively promote the success of all students.

Teachers recognize that all students can be successful language learners. They seek ways to support all students and respect their diverse cultural, linguistic, and intellectual backgrounds. Teachers recognize that success has numerous definitions. They provide effective, positive opportunities to learn about language and culture and they make continual efforts to modify their teaching strategies to ensure that all students learn.

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### Knowledge

### Performance

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Teachers:

Teachers:

Understand that all students can experience success in the study of LOTE.

Recognize that there are many types of language users and design and integrate learning experiences appropriate to students' varied interests, needs, and backgrounds.

Select instructional materials and resources that encourage students to use their skills and talents and that reflect the life experiences, the variety of learning styles, multiple intelligences, and performance styles of their students.

Select and organize lessons so that students make clear connections between what is taught in the classroom and what is experienced outside the classroom.

Make accommodations when faced with challenging situations and focus on students' abilities and possibilities.

Communicate effectively as advocates for students in the school and community.

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Know how to create a learning environment that encourages positive social interaction, active learning, and mutual respect.

Model and encourage appreciation for students' cultural backgrounds, learning styles, interests, and needs.

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**Knowledge**

**Performance**

Teachers:

Understand the roles of individual characteristics such as motivation, learning styles, and anxiety in language learning.

Teachers:

Help students realize that they can be successful language learners.

Enhance student motivation by noting the impact of different teaching strategies.

Collaborate with other teachers, including special-needs teachers, to provide for the needs of all students.

Ensure that students understand how *they* learn best in different settings; encourage them to take responsibility for and direct their own learning.

Coordinate independent and cooperative learning experiences for all students by using activities such as:

- ❖ working in pairs/groups
- ❖ peer editing
- ❖ class projects
- ❖ role plays
- ❖ performances
- ❖ information-gap tasks
- ❖ task-based instruction

Assist in establishing a school climate that fosters respect for all languages and cultures.

Create a learning environment in which both the teacher's and the students' opinions are valued.

Work toward having an anxiety-free classroom where students feel safe and are not afraid to make mistakes.

## Standard Two: Communication and Cultures

**Teachers have a command of the language and culture in order to conduct classes in the language and explore cultures.**

Since culture and language are intimately linked, teachers should have a level of proficiency that allows them to use appropriate and varied language. Their competence in the language should also include in-depth cultural knowledge and understanding that provide insight into the interdependence of cultural practices, perspectives, and products.

While teachers of classical languages usually do not conduct their classes in the language, they reinforce the students' skill of reading through the development of their oral skills, such as reading aloud and responding to questions.

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### Knowledge

*Teachers of modern languages:*

Know how to communicate at an advanced language proficiency level.

A definition of advanced language proficiency is found in the *ACTFL Proficiency Guidelines*, Appendix B.

### Performance

*Teachers of modern languages:*

Engage in various oral and written exchanges using a variety of advanced language functions, including the abilities to:

- ❖ apologize, complain, and praise
- ❖ describe and compare people, places, and experiences
- ❖ narrate and describe in the past
- ❖ talk about the future
- ❖ express opinions
- ❖ give advice
- ❖ give instructions
- ❖ express sympathy and empathy
- ❖ get others to adopt a course of action
- ❖ understand and interpret main ideas and most details of spoken and written language

Demonstrate some knowledge of dialectal and sociolinguistic variations.

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**Knowledge**

**Performance**

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*Teachers of modern languages:*

Know how to use the language in instruction.

*Teachers of modern languages:*

Conduct classes in the language at levels appropriate for the students; use the language to the maximum extent possible.

Interact with students in the language and support their attempts to use the language in the interpersonal, interpretive, and presentational modes.

Facilitate student comprehension by using such instructional strategies as visuals, gestures, circumlocution, and uncomplicated syntax.

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*Teachers of classical languages:*

Know how to use the language in instruction.

*Teachers of classical languages:*

Facilitate the development of reading proficiency.

Use oral skills to reinforce the skill of reading.

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**Knowledge**

**Performance**

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All teachers:

Know about and understand the culture(s) in which the language is used, including:

- ❖ formal and informal cultural practices
- ❖ fundamental social mores and perspectives of the culture(s) studied
- ❖ intellectual and artistic achievements of the culture(s) studied, including literature for both adolescents and children
- ❖ basic concepts and developments of the cultures' political and social history, including historical perspectives and facts and important historical persons
- ❖ basic facts and concepts related to the economic and political geography of the culture(s)

All teachers:

Integrate cultural concepts into language instruction.

Design activities that ask students to make and verify or refute hypotheses about the culture(s) being studied.

Demonstrate knowledge and use of sociolinguistically or ethnolinguistically relevant or appropriate codes, for example:

- ❖ when asking someone to do something
- ❖ when arguing
- ❖ when apologizing
- ❖ when complaining or praising
- ❖ when using idioms
- ❖ when using proverbs or sayings

Design activities that reflect holidays or other cultural events and provide information about their historical relevance or background.

Incorporate interdisciplinary materials associated with the culture(s) into the curriculum.

Find and use authentic cultural sources available through various media.

Design activities that encourage students to explore the resources of the culture(s) within the community.

Take into account students' cultural backgrounds and experiences.

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**Knowledge**

**Performance**

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All teachers:

Understand the interdependence of cultural practices, products, and perspectives.

All teachers:

Help students explore the connections among cultural practices, products and perspectives, including:

- ❖ patterns of social interaction (e.g., a slap on the back to show support, an expression of condolence)
- ❖ products used in daily life (e.g., culinary items, clothing)
- ❖ works of art (e.g., literature, art and architecture, drama, music, and film)
- ❖ daily activities (e.g., transportation, technology, education, media, family structure, social services, leisure activities, and law)

Design learning experiences through which students acquire skills in analyzing a culture to discover how contemporary practices and products came about.

Understand and are sensitive to the existence of multiple perspectives within the culture(s) studied.

Develop and use curriculum that encourages students to see, question, and interpret ideas from diverse perspectives.

Guide students' learning of other cultures so that they are able to avoid stereotyping.

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## Standard Three: Connections, Comparisons, Communities

Teachers use knowledge of the language and of other academic subject matter to connect with other disciplines, compare languages and cultures, and participate in communities at home and around the world.

Teachers prepare students for life and citizenship in a multilingual, global community. In so doing, they need to help students realize that language learning has great relevance outside the classroom. Language study provides opportunities to make connections with other academic disciplines. Comparing and contrasting important features of languages and cultures lead to a clearer understanding of the home language and culture as well as greater sensitivity to other cultures. Language learning can enhance interactions within communities at home and abroad, and can make a contribution to career development and lifelong personal enrichment.

### *Connections*

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#### **Knowledge**

#### **Performance**

Teachers:

Teachers:

Understand the connections between language study and the study of other academic disciplines within the school curriculum.

Help students explore and comprehend the connections among disciplines.

Know ways to relate LOTE disciplinary knowledge to other subject areas and topics, and coordinate language instruction with the total school curriculum through sustained interaction with colleagues.

Create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from different subject areas.

Build language vocabulary in other disciplines.

Help students make personal connections across disciplines through the use of LOTE.

Provide opportunities within the discipline for students to use the language itself to research a topic.

Collaborate with school colleagues to design activities that emphasize connections among disciplines.

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## *Comparisons*

### **Knowledge**

Teachers:

Know how to compare language features and use these comparisons to gain insight into the nature of language.

Understand the similarities and differences among cultures and appreciate the influence of one culture on another.

### **Performance**

Teachers:

Direct and guide students in the understanding of the nature of language through comparisons of the language(s) studied and their own.

Direct and guide students in the understanding of the concepts of culture through comparisons of the culture(s) studied and their own.

Increase student awareness of the interrelationships among languages and cultures.

## *Communities*

### **Knowledge**

Teachers:

Know how to access and use the language and its cultural resources both within and beyond the school setting.

### **Performance**

Teachers:

Inform students about opportunities to use the language outside of class and support learners in these opportunities.

Use communications technology, such as the Internet, to facilitate LOTE interactions within and beyond the school setting.

Invite speakers of the language to the classroom or school for academic or social activities.

Invite local and area resource persons into the classroom to advise students about career and avocational opportunities for the language and to establish links with the community.

## *Communities*

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### **Knowledge**

### **Performance**

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Teachers:

Teachers:

Know how to access and use the language and its cultural resources both within and beyond the school setting.

Identify and share with students opportunities for study, travel, and work abroad.

Seek out opportunities for students to participate in local ethnic organizations and events.

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Know ways to use LOTE to participate effectively in social, professional, civic, and avocational activities in communities at home and around the world.

Work with individuals from a variety of backgrounds and cultures to establish learning opportunities that extend beyond the classroom.

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Understand the importance of becoming life-long learners through using the language outside of the classroom for personal enrichment and career development.

Encourage and provide opportunities for students to explore connections between the language studied and their own interests and career goals.

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## Standard Four: Instruction

**Teachers apply appropriate pedagogical principles in teaching language and culture.**

Teachers plan, select, and execute their language-teaching activities based on current and ever-evolving knowledge of language acquisition and culture. Language learning activities will reflect this knowledge. Teachers foster their students' language and communicative development, as well as their reasoning, problem-solving, and critical thinking skills, while acknowledging and supporting their individual language learning needs.

### *Teaching*

#### **Knowledge**

#### **Performance**

Teachers:

Teachers:

Know how to address the *TEKS for LOTE* in curriculum design and teaching.

Design curricula and implement instructional practices that are aligned with the *TEKS for LOTE* and that address the program goals of communication, cultures, connections, comparisons, and communities.

Know how to select and vary teaching techniques, instructional strategies, materials, technologies, and activities that best foster second language growth and understanding of another culture.

Select, create, and adapt materials, technologies, and activities in accordance with knowledge of language acquisition processes and understanding culture.

Articulate pedagogical rationale for materials and techniques used in instruction to support curricular decisions.

Know what materials and teaching techniques are appropriate for a given level of student proficiency, both in terms of linguistic/content knowledge and age-appropriate cognitive skills.

Select, create, adapt, or arrange a variety of level- and age- appropriate materials, teaching techniques, activities, and technologies.

Know effective verbal, non-verbal, and multi-media communications techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Coordinate independent and cooperative learning experiences for all learners.

## *Teaching*

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### **Knowledge**

### **Performance**

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Teachers:

Teachers:

Know what constitutes real conversational models and how to promote meaningful discourse in the classroom.

Promote meaningful discourse in the classroom by providing comprehensible input and purposeful opportunities for students to interact, negotiate meaning, and have several “turns” in conversational exchange.

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Know how to expand and enrich existing home background or heritage language / dialect of native speakers of the language.

Motivate native speakers to increase their existing home background or heritage language skills for use in formal situations by being sensitive to the issues that surround the learning of home language .

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## *Learning*

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### **Knowledge**

### **Performance**

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Teachers:

Teachers:

Know how to modify their use of the language so that it is comprehensible to students.

Use the language, appropriately adjusted, for almost all instruction and communication with all students at all levels.

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Know what constitutes a successful language-learning environment.

Create a student-centered classroom environment.

Use appropriate classroom management strategies.

Plan a curriculum based upon:

- ❖ recognized local and state standards
  - ❖ the needs of the students and the community
  - ❖ assessment instruments that reflect curricular goals.
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## Learning

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### Knowledge

### Performance

Teachers:

Know about and recognize differences in learning styles and help students develop their own learning styles.

Teachers:

Raise students' awareness of their own language learning styles.

Help students explore, individually and in groups, the language learning strategies that work best for their particular learning styles and needs.

Provide independent, individualized language learning experiences.

Select, create, and adapt, learning materials and activities to suit a variety of learning styles and individual student needs.

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Know how to select, structure, and maintain cooperative learning activities and materials.

Encourage and take advantage of students' desire to cooperate with and learn from their peers by arranging, facilitating, and rewarding group learning activities.

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Know strategies for instilling in students a positive attitude and motivation towards the learning of a language and the understanding of another culture.

Increase students' awareness of their attitudes and of the effects that their attitudes have on their success learning a language and culture.

Conduct classes in a way that motivates students to learn, e.g., reduce anxiety, provide opportunities to succeed, praise achievement.

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*Language Acquisition Theory and Critical Thinking Skills*

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**Knowledge**

**Performance**

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Teachers:

Teachers:

Know about:

- ❖ theories of cognitive processing that underlie first and second language acquisition
- ❖ theories of social and interactive processes that underlie language acquisition
- ❖ theories of interlanguage development

Plan and adjust pedagogical practices and timing of instruction to reflect established, current knowledge of language acquisition processes.

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Know how to infuse the development of reasoning, problem-solving, and critical thinking skills into the curriculum.

Use a variety of instructional strategies to encourage students' development of reasoning, problem-solving, and critical thinking skills.

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## Standard Five: Technology

**Teachers enhance their teaching through the use of technology.**

Technology has the capacity to bring authentic language and culture into the classroom in a way that has a vivid impact on learners. Instructional and communication technologies are essential in both the preparation of teachers of LOTE and in the teaching and learning of languages. Teachers must have a practical knowledge of using these technologies to further their own professional development and to assist students in increasing their language proficiency. Teachers should strive to use a range of technological resources that includes, but is not limited to, computer-based technology.

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### Knowledge

### Performance

Teachers:

Teachers:

Have a broad-based knowledge of available instructional technologies.

Investigate the availability and accessibility of instructional technologies.

Know how to assess, select, and use technology to:

Assess, select, and use appropriate technology, such as:

- ❖ deliver and support instruction
- ❖ engage student interest in language and culture
- ❖ develop students' language skills
- ❖ facilitate student access to information about culture(s) studied and about other disciplines
- ❖ facilitate students' insight into how other cultures view themselves
- ❖ interact and collaborate with other classrooms (locally, nationally, and internationally)

- ❖ the Internet
- ❖ software and CD-ROMs
- ❖ videotapes and videoconferencing
- ❖ closed-captioned, cable and satellite television
- ❖ audiotapes and CDs
- ❖ slides and overhead transparencies

Use technological resources to build students' skills in listening, speaking, reading, writing, viewing and showing, and to increase their knowledge of other cultures.

Use communications technology to help students reach outside the classroom to explore connections with other disciplines, communities, and careers.

Help students learn how to use technology by incorporating the use of technology into lessons and other classroom activities.

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**Knowledge**

**Performance**

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Teachers:

Teachers:

Create teaching materials using current technology.

Evaluate the usefulness of technologies and accompanying materials and their effect on student learning and motivation.

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Know how to use technology to analyze, assess, and record student progress.

Use technology to analyze, assess, and record student progress by using tools such as video portfolios or computerized grading systems.

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Know how to use technology to archive and evaluate LOTE programs.

Use technology for recordkeeping and evaluation activities related to LOTE programs.

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Know how to use technology for continued professional growth.

Use technological resources for professional networking and research.

Use technological resources for maintaining or enhancing linguistic skills and cultural knowledge.

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## Standard Six: Assessment

**Teachers use assessment strategies to evaluate language development, knowledge of culture, and the design and effectiveness of the language program itself.**

Assessment of students' language development and their knowledge of culture provides important information for students, parents, and teachers. This information can then be used as a basis for subsequent instructional and curricular decisions.

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### Knowledge

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### Performance

Teachers:

Teachers:

Know how to identify and interpret students' affective and cognitive needs.

Use a variety of formal and/or informal methods to:

- ❖ ascertain students' attitudes and feelings about language learning
- ❖ assess students' language strengths and weaknesses and their cultural understandings

Know how to guide students in the use of language-learning strategies that will allow them to grow into independent, self-assessing language learners.

Guide students in self-assessment, the use of metacognitive learning strategies, and their understanding of the language-learning process.

Know how to analyze assessment data and use information to guide teaching and learning.

Use student data, observations of teaching, and interactions with colleagues to reflect on and improve teaching practice and to guide student learning.

Use assessment results in reporting student achievement to students, parents, administrators, and other policymakers.

Know how to select and design assessment tools that support and document the development of knowledge and skills in the program goal areas of communication, cultures, connections, comparisons, and communities.

Select and design assessment tools that are content-embedded, performance-based, and that simulate real-world tasks.

Use achievement, prochievement, and proficiency tests as appropriate.

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**Knowledge**

**Performance**

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Teachers:

Teachers:

Understand the need for multiple, on-going formal and informal assessments.

Use varied formal and informal assessment methods to gather student data, such as student observation, portfolios, independent and group projects, checklists, student self-rating, peer rating, holistic writing, tapes, anecdotal records, research, surveys, questionnaires, journals, and conferences.

Employ technology in student assessment; for example, use techniques such as videotaping or website creation as a means to evaluate student performance.

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Understand that individual students have differing learning styles and hence, differing assessment needs.

Use alternative forms of assessment that are, varied, continuous, interactive, collaborative, and process- as well as product-oriented.

Provide assessment opportunities that accommodate students' varied learning styles.

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Know how to assess native speakers' oral and written language proficiency.

Use formal and informal methods that simulate the students' actual language domain as well as domains that are new to them.

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Know how to contribute to the evaluation of a language program.

Help analyze scope, sequence, and articulation of a program for successful application of content, language, culture, and teaching strategies.

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## Standard Seven: Professional Growth

**Teachers are active members of the teaching and learning community.**

Professional development is an ongoing, dynamic process. The teacher is a reflective practitioner and one who stays informed about current knowledge and practices in the content area, related disciplines, and technology. Teachers participate in professional development activities and collaborate with other professionals.

### Knowledge

### Performance

Teachers:

Teachers:

Know how to stay informed about current knowledge and practices within the content area, related disciplines, and technology.

Demonstrate a commitment to learn by seeking opportunities for professional development, such as:

- ❖ reading professional publications
- ❖ joining and supporting professional organizations
- ❖ attending professional meetings, and conferences
- ❖ attending workshops and graduate courses
- ❖ observing other teachers
- ❖ sharing and interacting with colleagues
- ❖ mentoring other teachers

Recognize the importance of on-going exposure to language and culture(s).

Engage in on-going practice of language skills and exploration of cultures by:

- ❖ traveling to areas where the language is spoken
- ❖ continuing formal education through coursework
- ❖ learning language(s) other than the one taught

Know how to set personal performance goals.

Exercise initiative in planning and organizing plans of action to meet professional goals.

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**Knowledge**

**Performance**

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Teachers:

Teachers:

Know how to be reflective practitioners who evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community).

Engage in systematic self-assessments of teaching practices in order to benefit from experience.

Participate in systematic, reciprocal peer review and supervision.

Conduct action research, i.e., research in the classroom.

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Know how to act as advocates for language learning and learners.

Promote the study of languages and the cultures associated with them by:

- ❖ keeping current and being knowledgeable about local, regional, state, and national legislation that affects the LOTE discipline and its students
  - ❖ communicating about the importance of learning LOTE with colleagues, community leaders, and local, regional, state, and national governmental representatives
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Know the importance of maintaining high professional standards.

Apply ethical principles in professional decisions.

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## Scenarios

### Scenario One—*Application of Preservice Standards to the LOTE Classroom*

#### Activities

Since Japanese language and culture courses are offered in several Houston-area schools, but only in one or two sections each, Jean Stone moves among the schools offering the courses and tries to make optimal use of the scarce resources in the area for promoting the study of the Japanese language. When she discovers local sources of Japanese culture, for example, she tries to find ways to use the newly discovered material in all of her schools at several different levels of instruction.

One such source was a Houston theater which was sponsoring workshops and a performance given by a *kabuki* troupe from Yokosuka. After contacting the theater and making arrangements with the troupe director, Ms. Stone was able to videotape a rehearsal session of the troupe as they prepared for the final performance during their Texas visit. The tape showed members of the troupe taking direction from the director and discussing various staging and blockings for the performance. All of the interaction was, of course, in Japanese. This videotape became the basis for a variety of classroom activities and instruction for the different groups in all of her schools.

None of her beginning-level students knew what *kabuki* was, so after an introduction to the subject in English, Ms. Stone used the videotape as the basis for guessing and deduction activities for her class. Basic vocabulary for many of the items on stage, such as clothing and furniture, were given. At the intermediate level, Ms. Stone let her students listen for and indicate the words and particles that they recognized in the speech of the director and actors. They also speculated on the meaning of the various scenes based on literature that they were already familiar with. The advanced students used the video to work on forms of the imperative mood, as the director used this form regularly in talking to his actors.

#### Commentary

*In knowing how to teach the language, the teacher is able to select, create, adapt, or arrange a variety of level- and age-appropriate materials and activities.*

*The teacher understands the culture in which the language is used and designs activities that reflect or celebrate the culture.*

*The teacher knows how to use appropriate technology to develop the students' language skills and facilitate access to information about the language and culture being studied.*

*The teacher is able to adjust her use of the language to an appropriate level for the students.*

*She helps the students explore the connections, cultural practices, perspectives, and products, including products used in daily life, works of art, and literature.*

For all groups, Ms. Stone prepared extensive commentary and supplementary materials on speech etiquette and Japanese behavior. She especially wanted her students to notice the differences between the more familiar interaction among the actors during rehearsal and the much more formal interaction that occurred during the actual performance.

After working with the videotaped and supplementary materials for several days, all of Ms. Stone's students attended the live *kabuki* performance in Houston. Following the performance, the students were able to make many comparisons between the Japanese *kabuki* theater and the types of American theater they were already familiar with. Ms. Stone also returned to the videotape of the rehearsal and let the students discuss the scenes being practiced in light of the final production. They compared the dress and behavior of the cast members during rehearsal and during the play.

Finally, all of the different classes in Ms. Stone's schools undertook various production projects based on what they had seen and learned using the *kabuki* materials. Each level worked on a project of appropriate scope and complexity. Students were allowed to work individually, in pairs, or in small groups to prepare and execute the final productions. Ms. Stone helped each project with the language and level of cultural appropriateness for the mini-productions.

During the two weeks that the students were working with the Japanese theater materials, they kept individual journals for their portfolios, noting in particular aspects of the language that they found the most challenging or difficult, as well as the new lexicon, grammar, and cultural information that they learned at various stages of the project.

*The teacher can select, create, and adapt materials and activities in accordance with current knowledge of language acquisition processes.*

*By making relevant comparisons, the teacher increases the students' awareness of the interrelationship among languages and cultures. She directs and guides students in their understanding of culture through comparisons of the culture studied and their own.*

*The teacher encourages positive social interaction, active learning, and self-motivation. She coordinates independent and cooperative learning experiences for all learners by using activities such as role-plays and class projects.*

*Because she understands the need for multiple, on-going formal and informal assessments, the teacher uses various methods to gather student data, such as individual and group projects, journals, and portfolios.*

## Scenario Two—*Application of Preservice Standards to the LOTE Classroom*

### Activities

George Rivas teaches all levels of German language and culture at a large high school in Dallas. Though Mr. Rivas conducts much of his advanced German class in the target language, students have expressed concern that their knowledge of German does not extend much past their textbook, i.e., beyond basic grammar rules and vocabulary. Mr. Rivas suggests that students explore the use of German throughout the U.S. and asks the students for suggestions on how to locate communities or institutions that use German. Perhaps, he suggests, some of these places might provide useful, relevant insight to the current status and use of German outside the classroom. Several of his students recommend using the Internet to locate German-related websites.

Using the World Wide Web, the students identify and explore websites that contain relevant content about German-speaking communities and related cultural events in Texas and other states. Since many of the websites are in German, Mr. Rivas has them work in small groups to pool their language skills and try to ascertain meaning using the full context of the material in the websites, such as graphics, sound, format, etc. Students work together, using all available reference materials, to identify those websites that will best offer opportunities to use and expand their knowledge of German beyond the confines of the textbook. Even in their groups, however, some of the websites contain material that refers to specific cultural entities and persons that they do not recognize or cannot identify. Mr. Rivas provides enough information about these topics to lead the students to additional sources for more information.

Once the students identify several appropriate websites, Mr. Rivas has them contact individuals connected to the various sites via e-mail to request information and/or realia about topics mentioned in the website. For example, one of the sites mentioned a Goethe Literary Festival in the Chicago area, sponsored by the Goethe

### Commentary

*The teacher has an Advanced level of language proficiency and uses it for the majority of instruction.*

*The teacher knows how to create a learning environment that encourages active learning and self-motivation.*

*The teacher knows how to use appropriate technology to develop the students' language skills and facilitate access to information about the language and culture being studied.*

*Materials and teaching techniques are selected to foster second language growth best, and which will appeal to the larger number of learning styles in the class.*

*The teacher has a level of cultural understanding that allows him to provide insight into the relationships of cultural practices, perspectives, and products.*

*The teacher knows how to access and use the language and its cultural resources both within and beyond the school setting. Students become involved in the community by taking advantage of opportunities to use the language outside of class.*

Institute. Since the students had studied Goethe a bit in their classes, they knew something about his background and his writings. They are interested in finding out the interest in Goethe among Americans in Chicago today. They ask the website contact to send them any available materials on the festival in either English or German.

Since one of the students' favorite websites is written entirely in German, Mr. Rivas suggests that the students contact that particular site in German. For this task, the students again pool their talents, with assistance from Mr. Rivas on an as-needed basis. The chosen website is dedicated to contemporary popular culture in Germany, including music, film, and television. These topics are of particular interest to the students, but because of the current nature of the topics, classroom and textbook materials are difficult to find. Therefore, the students compose a written request for an exchange of materials such as tapes, CDs, videos, etc., and a proposal to establish e-mail correspondence with peers in German schools. Mr. Rivas agrees to supervise these activities and to include them in the students' final evaluations, based on the quality and quantity of their correspondence with German students.

During the following semester, Mr. Rivas makes presentations about his Advanced class's experiences at state and national professional conferences.

*The teacher encourages and takes advantage of students' desire to cooperate with and learn from peers by arranging and facilitating group learning activities.*

*Based on the students individual needs and learning styles, different assessment needs are met.*

*The teacher acts as an advocate for language learning and learners and demonstrates a commitment to learn by attending professional meetings and sharing information with colleagues.*

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### Scenario Three—*Teaching Preservice Teachers*

Dr. Jonas's foreign-language methods class was studying the application of theme-based instruction in the foreign language class. She explained to them how centering language study on a series of themes, topics, or problems to solve facilitates integration of the four linguistic skills, acquisition of vocabulary and grammar, and learning of culture into one activity focus. She also asks what the expected effect of this approach could be, using an activity in which students follow the steps to advertise a special tour package to a target-culture city. The group thinks the task will be of great interest to foreign language students and thus will also be a good motivator. In addition, the activity will provide an excellent, well-developed context for all the various forms of practice and participation. They thought that these circumstances would facilitate greater learning and acquisition.

Dr. Jonas's students went over all the steps in their instructor's sample theme-based unit and worked in pairs to add alternatives at each step in the process. In a whole-group, wrap-up phase, Dr. Jonas asked the pairs to share their suggested activity alternatives. In general discussion, everyone considered how well the new items fit the objectives of the particular stage, how much skill growth they facilitated, how appealing they would be to students, and whether any modifications would make them more effective. Dr. Jonas then asked the students to continue as pairs and develop a theme-based scenario for the next class, being sure to include all the aforementioned components.

At the next class, each pair presented their scenario, providing copies to the other students so they could consider the proposed activities in depth. Input was gathered, and revisions were made. Of particular interest was one group's scenario about landscaping the property for a new house. They thought the students would connect well to biology and art principles within the lessons, in addition to acquiring language skills. After revisions were made, the pairs submitted their work to Dr. Jonas. They would subsequently receive feedback regarding their work.

The following is a narrative of a curricular unit developed for a middle school Spanish course in collaboration with social studies, mathematics, and science teachers. The narrative provides the rationale for the development of the unit and how curricular and instructional objectives were developed.

#### *De compras*

The recent bitter winter storms left many elderly residents of Pajares, Texas without a safe means of shopping for groceries and other essentials. Home delivery of grocery items stopped in this community some years ago. Waiting for the bus in below freezing weather was dangerous for healthy young people and could be deadly for the elderly. Nevertheless, the senior citizens of the community needed to have their basic

needs met. When a local service organization began arrangements to help out these senior citizens it was discovered that a good percentage of them were of limited English proficiency and of this group the majority were native Spanish speakers.

The service organization reached into their community, asking for help for the Hispanic senior citizens. To meet this community need, the middle school Spanish and social studies teachers created a service-learning project that linked the students in the Spanish course with a student in the high school Spanish IV course and a Hispanic senior citizen. It followed that during the months of January, February, and March partnerships were formed among these triads and the following instructional activities ensued.

*¿Qué necesita usted del Econo?*

By collaborating on this project, the social studies, science, and math teachers were able to help the Spanish teacher develop a unit that used the basic tenets of the service-learning curriculum within a Spanish language learning experience. The first challenge was uncovering what language and socio-cultural learning needed to be provided so that the students involved could help the older citizens get through the winter. A needs analysis was done using the English language journals that the students were keeping for social studies class. Through these journals it was discovered that the visits to the *abuelas* were interesting but it was very difficult to initiate any communication centered on the grocery needs of the *abuelas* because of the confusion on both the students' and the seniors' part about what it meant to go shopping.

The middle school Spanish teacher began to facilitate the exchange using a combination of cultural and linguistic instruction. First, it was necessary to inform the students that their *abuelas* were in the habit of shopping daily, hence the concept of creating a long list of groceries that would meet their needs for a week would take some negotiating on the part of the students; explaining that they were only available one day a week to shop for them certainly forced the issue.

From this information gap on the part of the students, i.e., the lack of knowledge of shopping customs and the vocabulary to persuade the elderly to create grocery lists for them, the teachers created a functional-notional and task-based syllabus for instructional purposes. After a few weeks the students soon mastered the technique of persuading their *abuelas* to tell them what they needed for an entire week, not just for the day. From this successful communicative effort, the students developed lists of items that the *abuelas* frequently requested. Eventually they produced prepared lists on a computer printout and left the shopping lists with the senior citizens a week in advance so they could check off the items they needed. The did not, however, serve to limit the students communications with the elderly. In fact, the opposite occurred; it pushed them deeper into the lives of these special people. One of the very interesting learning activities that came from the *abuelas* shopping needs was the sharing of recipes and, far more functionally, a need to understand how the recipe's ingredients were measured.

Within the first month of the project the students began to express a need to understand how their *abuelas* measured dry goods and fresh vegetables for cooking. Constantly coming up with references to *dos kilos de patatas* and *medio litro de caldo* the students wanted to know how to convert these measurements into the American/Imperial system. In collaboration with the science and math teachers, the Spanish teacher created a lesson to help the students understand the metric system.



# Program Standards for the Initial Preparation of Teachers of Languages Other Than English

## Background

To guide institutions of higher education in the preparation of prospective language teachers in grades PreK-12, Project ExCELL has developed *Program Standards for the Initial Preparation of Teachers of Languages Other Than English*. Since these are *content* program standards and not *performance* program standards, the role of clinical and/or field experiences is not addressed directly here. The preservice standards included in this publication, *Standards for Preservice Teachers of Languages Other Than English*, serve as a companion document to the program standards.

Project ExCELL, Excellence and Challenge: Expectations for Language Learners, was a project implemented by the Southwest Educational Development Laboratory (SEDL) and supported by the Texas Education Agency (TEA). The project participated in the development of the *Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE)*, the state student content and performance standards adopted by the Texas State Board of Education in April 1997. Among Project ExCELL's other endeavors were initiatives in curriculum development, teacher education (and thus the program and preservice standards), and professional development. The project was funded by the U.S. Department of Education's Fund for the Improvement of Education.

In preparing *Program Standards for the Initial Preparation of Teachers of Languages Other Than English*, Project ExCELL relied upon many important sources, including:

- ❖ a team of language educators from Texas schools, colleges, and universities who used their knowledge and experiences to create the draft;
- ❖ national and state experts who served as consultants by conducting field reviews and examining and suggesting revisions to the draft;

- ❖ the National Council for Accreditation of Teacher Education’s *Approved Curriculum Guidelines*, which provided the guidelines and matrix structure used to format the document; and
- ❖ the ACTFL (American Council on the Teaching of Foreign Languages) *Provisional Program Guidelines for Foreign Language Teacher Education*, which provided an organizational structure for the program standards that divides the content into three major sections (general education, general pedagogy, and LOTE-specific pedagogy).

## ***Program Standards***

Institutions that prepare language teachers can use the *Program Standards for the Initial Preparation of Teachers of Languages Other Than English* together with the *Standards for Preservice Teachers of Languages Other Than English* to ensure that future graduates will be prepared to implement the comprehensive and rigorous *TEKS for LOTE*. In so doing, these institutions will be contributing to Project ExCELL’s primary goal — to raise all Texas students abilities in LOTE to meet the high and challenging standards described in the *TEKS for LOTE*.

In order for students to obtain the high levels of language proficiency expected of them in the *TEKS for LOTE*, their teachers must be able to teach in ways that enable students to reach these high standards. Preservice teachers need educational programs that allow them to acquire knowledge and practice skills geared toward the implementation of the *TEKS for LOTE*. *Program Standards for the Initial Preparation of Teachers of Languages Other Than English* outlines the sorts of experiences that teacher preparation programs need to provide in order for prospective language teachers to address the *TEKS for LOTE*.

### **Who Should Use the Program Standards?**

The program standards should be used by professors, department heads, coordinators of alternative certification programs and/or other faculty members who are directly responsible for a program that prepares prospective language teachers in grades PreK-12 for employment in Texas public schools. Their familiarity with the teacher preparation program allows them to apply the guidelines and to gather the documentation needed for program assessment. Project ExCELL believes that *Program Standards for the Initial Preparation of Teachers of Languages Other Than English* will be very useful to colleges and universities as they begin to make changes to their programs in response to the new demands of the *TEKS for LOTE*.

### **Institutional Program Components**

*Program Standards for the Initial Preparation of Teachers of Languages Other Than English* organizes the institutional program into three components: (1) general education, (2)

professional education, and (3) LOTE-specific preparation of teachers. Each component's description includes a matrix divided into "guidelines" and "documentation". The guidelines describe the kinds of content that programs should cover for prospective teachers of LOTE. Documentation consists of blank columns that institutions can use to self-evaluate their programs by indicating the specific coursework or other experiences that provide the content described in the guidelines. Documentation of experiences may include, but should not be limited to, candidates' teaching portfolios, samples of work, videotapes, audiotapes, and narrative description.

- ❖ **General Education.** The general education component of preservice education has a strong liberal arts focus that fosters the personal and intellectual development of the LOTE teacher.
- ❖ **Professional Education.** The professional education component of preservice education is composed of coursework and experiences that relate to the individual as a teacher.
- ❖ **LOTE-Specific Preparation of Teachers.** The LOTE-specific component of the preservice teacher education program is composed of coursework and experiences that are specifically tailored to LOTE teacher needs, e.g., language proficiency. It is strongly recommended that institutions include a minimum of six weeks of study abroad in a culture where the language is or was spoken.

Each component of the program standards is divided into standards that are illustrated and expanded upon through the listing of relevant topics and examples. The specific program standards, topics, and examples intend to present an extensive, but not exhaustive, view of exemplary program components.

## Outline of Contents

Following is an outline that shows the flow of the Program Standards.

### General Education

#### English Communication Skills

- ❖ Listening, speaking, writing, and representing skills
- ❖ Reading and viewing skills

#### Acquisition and Use of Knowledge

- ❖ Research skills
- ❖ Use of knowledge and information

### **Leadership**

- ❖ Organizational skills
- ❖ Decision-making skills
- ❖ Problem-solving skills
- ❖ Interpersonal Skills

### **Lifelong Learning**

- ❖ Commitment to personal and professional growth
- ❖ Investigation of professional resources available for lifelong learning opportunities
- ❖ Membership in a learning community (e.g., being part of a culture of ongoing learning within the community or school)
- ❖ Support systems within the educational community that can assist with realistic goal setting and stress management
- ❖ Advocacy
  - for the discipline
  - for education

## **Professional Education**

### **Theories of Human Development and Learning**

- ❖ Theories of physical, emotional, cognitive, social, and linguistic development
- ❖ Diverse student populations

### **Curriculum**

- ❖ Curriculum design and assessment
- ❖ Curriculum materials and resources

### **Instruction**

- ❖ Role of student standards in instruction
- ❖ Instructional techniques and methods
- ❖ Instructional planning
- ❖ Development of learning activities
- ❖ Theoretical constructs of classroom activities and application of research findings to learning and teaching
- ❖ Action research
- ❖ Provision of activities that meet different learning styles
- ❖ Fostering learning and positive relationships
- ❖ Creation of a positive learning environment
- ❖ Use of technology in instruction

### **Evaluation and Assessment**

- ❖ Evaluation of the effectiveness of the total teaching/learning process
- ❖ Assessment design
- ❖ Types of assessment
- ❖ Program evaluation

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## **LOTE-Specific Preparation of Teachers**

### **Language Proficiency: Modern Languages**

### **Language Proficiency: Classical Languages**

#### **Cultures**

- ❖ Cultural knowledge
- ❖ Interdependence of cultural perspectives, practices, and products
- ❖ Relationship between the practices and the perspectives of cultures
- ❖ Relationship between the products and the perspectives of cultures
- ❖ Use of culturally appropriate communication
- ❖ Understanding the cultural implications of the literature of those who use or used the language
- ❖ Subcultures and learning to negotiate differences among those cultures

#### **Connections and Comparisons**

- ❖ Academic connections between LOTE and subject matter in other disciplines
- ❖ The nature of language - making linguistic comparisons and other observations
- ❖ The nature of culture - understanding native and target cultures through comparisons and other observations

#### **Participation in Communities**

- ❖ Use of the language and its cultural resources beyond the school setting
- ❖ Use of the language and knowledge of the culture for lifelong learning, personal enrichment, and professional development beyond the school setting

#### **Theories of Language Acquisition**

- ❖ First and second language acquisition and learning theories
- ❖ Development, maintenance, and enhancement of language and literacy skills from childhood through adulthood
- ❖ Individual differences in language acquisition
- ❖ Cognitive, social, and cultural influences on language acquisition
- ❖ Affective factors that influence language acquisition
- ❖ Theories of native language expansion, such as second dialect acquisition

#### **Language Analysis**

- ❖ Nature of language and linguistic variations
- ❖ Phonological, morphological, syntactic, pragmatic, semantic, sociolinguistic, and lexical components of the language
- ❖ Discourse and communication strategies

### **Theories and Practices of LOTE Instruction**

- ❖ Gaining knowledge of instructional theory for LOTE
- ❖ Planning and implementation of standards-driven instruction
- ❖ Adjusting language instruction to fit learners' current level and needs
- ❖ Learning styles and needs of varied student populations, including learners with diverse social and linguistic backgrounds and abilities
- ❖ Skills, assets, and needs that native speakers of the target language bring to the classroom
- ❖ Implementation of classroom management strategies appropriate for the language learning environment
- ❖ Interrelationship of LOTE and other disciplines

### **Technologies in LOTE Instruction**

- ❖ Selecting and using appropriate technology in the planning, delivery, and support of LOTE instruction
- ❖ Using technology to access information
- ❖ Using technology to analyze, assess, and record student and program progress
- ❖ Using technology for continued professional growth
- ❖ Evaluating the utility and effectiveness of technology

### **Assessment Strategies for LOTE**

- ❖ Identification and interpretation of assessment strategies related to students' affective domain
- ❖ Evaluation of student learning
- ❖ Interpretation of student learning
- ❖ Evaluation of the language program
- ❖ Documentation of evaluation results
- ❖ Application of documentation

## General Education

The general education component of preservice education should include a strong liberal arts focus that fosters the personal and intellectual development of the preservice LOTE teacher. The sequence of courses included in this component should be well-planned and broad enough to permit the candidate to develop skills essential to experiencing success and intellectual growth in teaching and in leading a productive life. The course requirements should include (but not be limited to) the following areas: humanities, multicultural education, social and behavioral sciences, natural sciences, mathematics, the arts, technology, and personal wellness. These requirements should help ensure that new models of general education, especially interdisciplinary approaches, will be used. The areas that are addressed separately below are especially important for the preservice LOTE teacher.

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### Guidelines

### Documentation (including courses and/or experiences that meet the guideline)

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#### English Communication Skills

Through required instruction, related experiences, and assessment, the program provides opportunities for preservice teachers to acquire effective communication skills and strategies. The program addresses the following topics:

- ❖ Listening, speaking, writing, and representing skills
  - ability to listen for the implied and intended meaning as conveyed by verbal or non-verbal communication
  - ability to communicate orally in a clear and appropriate manner
  - ability to write clearly and concisely in an appropriate style
  - ability to communicate with diverse audiences on a variety of topics
  - ability to tailor language (oral and written) to a variety of audiences
  - ability to represent or produce visual media
  - ability to communicate cross-culturally
  - ability to communicate within the context of different disciplines

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**Guidelines**

**Documentation  
(including courses  
and/or experiences that  
meet the guideline)**

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**English Communication Skills**

- ❖ Reading and viewing skills
    - ability to interpret written material
    - ability to understand and interpret visual communications
- 

**Acquisition and Use of Knowledge**

Through required instruction, related experiences, and assessment, the program prepares preservice teachers to become active seekers of knowledge and develop an intellectual curiosity. The program addresses the following topics:

- ❖ Research skills
    - ability to relate, compare, quantify, or analyze data from various sources
    - ability to conduct action research in the classroom and learn to use the information obtained to improve instruction
    - ability to learn from and work with a variety of media and technologies, including computers
    - ability to learn from and work with individuals (e.g., experts, colleagues, students, etc.)
  - ❖ Use of knowledge and information
    - ability to seek, analyze, synthesize, and apply information
    - ability to use new information with emphasis on the development of critical and creative thinking
    - ability to evaluate information and be able to distinguish between fact and opinion
    - ability to identify and evaluate information sources and assess source reliability
-

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**Guidelines****Documentation**  
(including courses  
and/or experiences that  
meet the guideline)

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**Leadership**

Through required instruction, related experiences, and assessment, the program prepares preservice teachers to develop strong leadership potential. The program addresses the following topics:

- ❖ Organizational skills
    - skills in organizing time, resources, and information
    - ability to delegate to and empower others
  - ❖ Decision-making skills
    - shared and individual decisionmaking
    - decisionmaking based on logical assumptions and available information
    - ability and willingness to take informed stands on issues
  - ❖ Problem-solving skills
    - skills in identifying issues and problems and their causes
    - ability to guide and participate in an effective conflict resolution process
    - ability to identify, appreciate, and tolerate ambiguities in problem solving
    - ability to start and complete projects independently and take action beyond that which is minimally required
  - ❖ Interpersonal skills
    - ability to take informal stands on issues and persuade others
    - motivating others to adopt a course of action
    - working as part of a team
    - developing and maintaining a positive attitude
-

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**Guidelines**

**Documentation  
(including courses  
and/or experiences that  
meet the guideline)**

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**Lifelong Learning**

Through required instruction, related experiences, and assessment, the program prepares preservice teachers to become lifelong learners. The program addresses the following issues:

- ❖ Commitment to personal and professional growth
  - ❖ Investigation of professional resources available for lifelong learning opportunities
  - ❖ Membership in a learning community (e.g., being part of a culture of ongoing learning within the community or school)
  - ❖ Support systems within the educational community that can assist with realistic goal setting and stress management
  - ❖ Advocacy
    - for the discipline
    - for education
-

## Professional Education

The professional education component of preservice education is composed of coursework and experiences that relate to the students as future teachers. Programs cover the material and information necessary for all teachers; they ensure that preservice teachers have the opportunity to acquire and learn to apply the professional and pedagogical knowledge and skills that will allow them to become competent to work with all students.

The topics below each standard are more representative than comprehensive since the content is extensive and pedagogical theory is always evolving.

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### Guidelines

### Documentation (including courses and/or experiences that meet the guideline)

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#### Theories of Human Development and Learning

Through required instruction, related experiences, and assessment, the program prepares preservice teachers to understand theories of human development and learning. The program addresses the following topics:

- ❖ Theories of physical, emotional, cognitive, social, and linguistic development
    - language acquisition and development
    - relevant learning theories
    - critical and creative thinking
  - ❖ Diverse student populations
    - cognitive and affective learning styles and learning strategies
    - multiple intelligences
    - learners diverse in cultural and linguistic backgrounds and abilities
-

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**Guidelines**

**Documentation**  
(including courses  
and/or experiences that  
meet the guideline)

---

**Curriculum**

Through required instruction, related experiences, and assessment, the program prepares preservice teachers to understand and apply the processes of curriculum development. The program addresses the following topics:

- ❖ Curriculum design and assessment
    - curriculum development theories and philosophy of education
    - goal setting—long and short term
    - utilization of state content and performance standards
    - content choice
    - writing of objectives, units, and lesson plans
    - interdisciplinary planning
    - consideration of historical, social, cultural, and political contexts
    - assessment of the efficacy of a designed curriculum
  
  - ❖ Curriculum materials and resources
    - selection and evaluation of materials appropriate to curriculum and stated objectives
    - awareness of potential curriculum resources in the community and how to access and utilize them (such as education service centers, professional organizations, or guest speakers)
-

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**Guidelines****Documentation**  
(including courses  
and/or experiences that  
meet the guideline)

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**Instruction**

Through required instruction, related experiences, and assessment, the program prepares preservice teachers to use knowledge and skills in instructional methodology. The program addresses the following topics:

- ❖ Role of student standards in instruction (i.e., the *TEKS for LOTE*)
  - ❖ Instructional techniques and methods
    - role of peer coach
    - use of reflective thinking
  - ❖ Instructional planning
    - sequence
    - lesson cycle
    - time management
    - diverse learners
  - ❖ Development of learning activities
  - ❖ Theoretical constructs of classroom activities and application of research findings to learning and teaching
  - ❖ Action research (teacher as researcher)
  - ❖ Provision of activities that meet different learning styles
  - ❖ Fostering learning and positive relationships through appropriate attitude toward self, students, peers, parents, and subject matter
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**Guidelines**

**Documentation  
(including courses  
and/or experiences that  
meet the guideline)**

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**Instruction**

- ❖ Creation of a positive learning environment
    - classroom design
    - classroom management
  
  - ❖ Use of technology in instruction
- 

**Evaluation and Assessment**

Through required instruction, related experiences, and assessment, the program prepares preservice teachers to use appropriate knowledge about skills in evaluation and assessment. The program addresses the following topics:

- ❖ Evaluation of the effectiveness of the total teaching/learning process
    - daily interaction with students: identifying and interpreting student needs
    - importance of multiple, on-going assessments of student learning
    - self-evaluation (both student and teacher)
    - analysis of assessment data
  
  - ❖ Assessment design
    - selection of assessment tools
    - test construction
    - concepts of assessment, including reliability and validity
    - correlating assessments across disciplines
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**Guidelines****Documentation**  
(including courses  
and/or experiences that  
meet the guideline)

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**Evaluation and Assessment**

- ❖ Types of assessment, including:
    - achievement
    - proachievement
    - proficiency
    - standards-based (portfolios, presentations)
    - formal/informal
    - holistic
    - diagnostic
    - formative
    - summative
  
  - ❖ Program evaluation
    - curriculum alignment with *TEKS for LOTE*
    - instructional activities
    - instructional materials
    - community involvement
-

## LOTE-Specific Preparation of Teachers

The LOTE-specific component of the preservice teacher education program is composed of coursework and experiences that are specifically tailored to language teacher needs. Such programs ensure that candidates have the opportunity to acquire and learn to apply the linguistic and cultural competencies and professional and pedagogical skills they need to implement the *TEKS for LOTE* and become effective teachers of LOTE. The program will address vital standards relating to:

- ❖ a specified level of language proficiency
- ❖ knowledge of cultures
- ❖ interdisciplinary learning experiences
- ❖ comparison of languages and cultures
- ❖ the role of communities at home and abroad in language teaching and learning
- ❖ theories of language acquisition and language instruction
- ❖ appropriate technology in the language classroom
- ❖ language assessment

The institution provides a specific curriculum for preservice language teachers and designs a program of on-campus and field experiences created especially for these teachers. Faculty from both foreign language and education departments implement the LOTE-specific component of the teacher education program and will exemplify models of good pedagogy. Practicing teachers of LOTE also will serve as models and valuable resources to preservice language teachers.

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### Guidelines

**Documentation  
(including courses  
and/or experiences that  
meet the guideline)**

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#### Language Proficiency: Modern Languages

Through required instruction, related experiences, and assessment, the program provides opportunities for the preservice teacher of modern languages to develop an **Advanced** level of language proficiency in the skills of listening, speaking, reading, and writing, as described in the *ACTFL Proficiency Guidelines* in Appendix B. The program addresses the following topics:

- ❖ Development of interpersonal communication skills, i.e., direct oral and written communication between individuals who come into interactive contact

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**Guidelines****Documentation  
(including courses  
and/or experiences that  
meet the guideline)**

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**Language Proficiency: Modern Languages**

- ❖ Development of interpretive communication skills, i.e., the receptive communication skills of listening, reading, and viewing
  - ❖ Development of presentational communication skills, i.e., one-way communication for an audience of listeners, readers, or viewers
- 

**Language Proficiency: Classical Languages**

Through required instruction, related experiences, and assessment, the program provides opportunities for the preservice teacher of classical languages to develop proficiency in the reading of authentic texts of prose and poetry. The program addresses the following topics:

- ❖ Development of interpretive communication skills, i.e. the receptive communication skills of listening, reading, and viewing
  - ❖ Development of presentational communication skills, i.e., the one-way communication for an audience of listeners, readers, or viewers
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**Guidelines**

**Documentation  
(including courses  
and/or experiences that  
meet the guideline)**

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**Cultures**

Through required instruction, related experiences, and assessment, the program provides opportunities for the preservice teacher to learn about and understand the culture(s) in which the language is or was used. The program addresses the following topics:

- ❖ Cultural knowledge
    - study of cultures and civilizations from a variety of viewpoints, including historical, geographical, political, and artistic
    - daily living patterns and societal structure of the people who speak or spoke the language
    - formal and informal cultural practices
  - ❖ Interdependence of cultural perspectives, practices, and products
  - ❖ Relationship between the practices (what people do) and the perspectives (how people perceive things) of cultures
  - ❖ Relationship between the products (what people create) and the perspectives (how people perceive things) of cultures
  - ❖ Use of culturally-appropriate communication, both verbal and non-verbal
  - ❖ Cultural implications of the literature of those who use or used the language
  - ❖ Subcultures and learning how to negotiate differences among those cultures
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**Guidelines****Documentation  
(including courses  
and/or experiences that  
meet the guideline)**

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**Making Connections and Comparisons**

Through required instruction, related experiences, and assessment, the program provides opportunities for the preservice teacher to study subject matter and language for the purposes of making interdisciplinary connections and comparing languages and cultures. The program addresses the following topics:

- ❖ Academic connections between LOTE and subject matter in other disciplines
    - building vocabulary in other disciplines
    - building on students' knowledge of other subject areas
    - making interdisciplinary learning experiences a part of the LOTE curriculum
    - using LOTE to access information
    - collaborating with colleagues in other disciplines
  
  - ❖ The nature of language—making linguistic comparisons and other observations about English and LOTE
    - similarities and differences among languages/language families
    - learning about language components (e.g., syntax, phonology, lexicon) through comparisons with LOTE and English
  
  - ❖ The nature of culture—understanding American and LOTE cultural patterns through comparisons and other observations
    - similarities and differences among cultures
    - understanding the interrelationship of cultures
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**Guidelines**

**Documentation**  
(including courses  
and/or experiences that  
meet the guideline)

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**Participation in Communities**

Through required instruction, related experiences, and assessment, the program prepares preservice teachers to participate in communities at home and around the world. The program addresses the following topics:

- ❖ Use of the language and its cultural resources beyond the school setting
    - accessing linguistic and cultural resources within the local community
    - identifying opportunities for work, study, or travel abroad
    - using communications technology to connect with other communities at home and abroad
  
  - ❖ Use of the language and knowledge of the culture for lifelong learning, personal enrichment, and career development beyond the school setting
    - participating in social, career, civic, and avocational activities at home and around the world
- 

**Theories of Language Acquisition**

Through required instruction, related experiences, and assessment, the program prepares preservice teachers to recognize the wide array of scholarly and theoretical thought about first and second language acquisition. The program addresses the following topics:

- ❖ First and second language acquisition and learning theories

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**Guidelines****Documentation**  
(including courses  
and/or experiences that  
meet the guideline)

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**Theories of Language Acquisition**

- ❖ Development, maintenance, and enhancement of language and literacy skills from childhood through adulthood
- ❖ Individual differences in language acquisition
- ❖ Cognitive, social, and cultural influences on language acquisition
- ❖ Affective factors that influence language acquisition
- ❖ Theories of native language expansion, such as second dialect acquisition

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**Language Analysis**

Through required instruction, related experiences, and assessment, the program prepares preservice teachers to understand both the elements of language and language as a whole in order to explain grammar as it contributes to communication. The program addresses the following topics:

- ❖ Nature of language and linguistic variations
  - time's effect on language
  - influence of factors such as geography, history, social structure, and politics on language
- ❖ Phonological, morphological, syntactic, pragmatic, semantic, sociolinguistic, and lexical components of the language
- ❖ Discourse and communication strategies

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**Guidelines**

**Documentation**  
(including courses  
and/or experiences that  
meet the guideline)

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**Theories and Practices of LOTE Instruction**

Through required instruction, related field experiences, and assessment, the program provides preservice teachers with opportunities to learn instructional theory and practice instructional approaches that reflect current and established theories of language learning. The program addresses the following topics:

- ❖ Gaining knowledge of instructional theory for LOTE
    - current, important, and established theories of LOTE instruction
    - linking theory to practice
  - ❖ Planning and implementation of standards-driven instruction
    - selection, development, and adaptation of age-, level-, and needs-appropriate materials
    - selection, development, and use of appropriate instructional activities
    - selection and use of appropriate instructional techniques, strategies, and methodologies
    - selection and development of classroom activities that maximize student use of the language and promote meaningful discourse
  - ❖ Adjusting language instruction to fit learners' current level and needs
  - ❖ Learning styles and needs of varied student populations, including learners with diverse social and linguistic backgrounds and abilities
  - ❖ Skills, assets, and needs that native speakers of the language bring to the LOTE classroom
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**Guidelines****Documentation**  
(including courses  
and/or experiences that  
meet the guideline)

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**Theories and Practices of LOTE Instruction**

- ❖ Implementation of classroom management strategies appropriate for the language learning environment
- ❖ Interrelationship of LOTE and other disciplines
  - content-based instruction
  - planning and implementing interdisciplinary instruction

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**Technology and LOTE Instruction**

Through required instruction, related experiences, and assessment, the program prepares preservice teachers to use technological resources in the teaching and learning of LOTE. The program addresses the following topics:

- ❖ Selecting and using appropriate technology in the planning, delivery, and support of LOTE instruction. Possible technological resources include but are not limited to:
  - the Internet
  - software and CD-ROMs
  - videotapes and videoconferencing
  - closed-captioned, cable, and satellite television
  - radio, audiotapes, and CDs
  - slides and overhead presentations or transparencies
- ❖ Using technology to access information
  - information in and about the language studied
  - information about and with insights into the culture(s) studied
  - information to make connections with other disciplines and communities

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**Guidelines**

**Documentation**  
(including courses  
and/or experiences that  
meet the guideline)

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**Technology and LOTE Instruction**

- ❖ Using technology to analyze, assess, and record student and program progress
    - recordkeeping, such as computerized grading systems and archiving
    - evaluation activities, such as audio or video portfolios
  
  - ❖ Using technology for continued professional growth
    - networking
    - conducting research
    - maintaining and enhancing language skills and cultural knowledge
  
  - ❖ Evaluating the utility and effectiveness of technology
- 

**Assessment Strategies for LOTE**

Through required instruction, related experiences, and assessment, the program provides opportunities for preservice teachers to acquire knowledge of and practice in assessment strategies for evaluation of student progress and the effectiveness of the language program. The program addresses the following topics:

- ❖ Identification and interpretation of assessment strategies related to students' affective domain
    - assessment of students' affective needs
    - assessment of students' classroom behavior
    - accommodation of varying learning styles in design of assessment activities
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**Guidelines**
**Documentation**  
 (including courses  
 and/or experiences that  
 meet the guideline)
 

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**Assessment Strategies for LOTE**

- ❖ Evaluation of student learning
    - selection of appropriate evaluation materials and activities
    - development of appropriate evaluation materials and activities
    - use of technology for designing evaluation materials and activities
    - implementation of an ongoing formal and informal assessment plan
    - use of proficiency and prochievement/achievement formats
    - use of contextualized and integrated formats
    - use of holistic assessment, such as portfolios
  
  - ❖ Interpretation of student learning
    - evaluation of students' language strengths and weaknesses
    - evaluation of students' application of cultural knowledge
    - evaluation of students' application of learning strategies
    - evaluation of students' abilities to make linguistic and cultural comparisons
    - evaluation of students' abilities to use linguistic and cultural skills to interact in communities
    - evaluation of native speakers' existing and acquired language proficiency
  
  - ❖ Evaluation of the language program
    - evaluation of the program design (e.g. scope, sequence, articulation)
    - evaluation of program effectiveness
    - evaluation of teacher's ability to connect instruction to student assessment
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**Guidelines**

**Documentation**  
(including courses  
and/or experiences that  
meet the guideline)

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**Assessment Strategies for LOTE**

- ❖ Documentation of evaluation results
    - skills in calculating evaluation results
    - skills in recording evaluation results
    - ability to use technology for calculating and recording evaluation
  
  - ❖ Application of documentation
    - ability to report and apply evaluation and assessment strategies
    - ability to make curricular decisions based on results
    - ability to make recommendations based on assessment results
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# Appendix A

## Texas Essential Knowledge and Skills for Languages Other Than English

### Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

#### Subchapter A. Elementary

- §114.1. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, Elementary.....A-1
- §114.2. Languages Other Than English, Elementary.....A-1

#### Subchapter B. Middle School

- §114.11. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, Middle School. ....B-1
- §114.12. Languages Other Than English, Middle School. ....B-1

#### Subchapter C. High School

- §114.21. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, High School.....C-1
- §114.22. Levels I and II - Novice Progress Checkpoint (One Credit Per Level).....C-1
- §114.23. Levels III and IV - Intermediate Progress Checkpoint (One Credit Per Level). ....C-3
- §114.24. Levels V, VI and VII - Advanced Progress Checkpoint (One Credit Per Level). ....C-6
- §114.25. Exploratory Languages (One-Half to One Credit).....C-9
- §114.26. Cultural and Linguistic Topics (One-Half to One Credit). ....C-10

## Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

### Subchapter A. Elementary

*Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.*

#### **§114.1. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, Elementary.**

The provisions of this subchapter shall supersede §75.26 of this title (relating to Other Languages) beginning September 1, 1998.

*Source: The provisions of this §114.1 adopted to be effective September 1, 1998, 22 TexReg 4930.*

#### **§114.2. Languages Other Than English, Elementary.**

School districts are strongly encouraged to offer languages other than English in the elementary grades. For districts that offer languages in elementary, the essential knowledge and skills are those designated as Levels I and II - novice progress checkpoint, exploratory languages, and cultural and linguistic topics in Subchapter C of this chapter (relating to Texas Essential Knowledge and Skills for Languages Other Than English).

*Source: The provisions of this §114.2 adopted to be effective September 1, 1998, 22 TexReg 4930.*

## Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

### Subchapter B. Middle School

*Statutory Authority: The provisions of this Subchapter B issued under the Texas Education Code, §28.002, unless otherwise noted.*

#### **§114.11. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, Middle School.**

The provisions of this subchapter shall supersede §75.42 of this title (relating to Other Languages) beginning September 1, 1998.

*Source: The provisions of this §114.11 adopted to be effective September 1, 1998, 22 TexReg 4930.*

#### **§114.12. Languages Other Than English, Middle School.**

- (a) School districts are strongly encouraged to offer languages other than English in middle school. For districts that offer languages in middle school, the essential knowledge and skills are those designated as Levels I and II - novice progress checkpoint and Levels III and IV - intermediate progress checkpoint, exploratory languages, and cultural and linguistic topics in Subchapter C of this chapter (relating to Texas Essential Knowledge and Skills for Languages Other Than English).
- (b) Students are awarded one unit of high school credit per level for successful completion of the level and one-half to one unit of high school credit for successful completion of a nonsequential course.
- (c) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.

*Source: The provisions of this §114.12 adopted to be effective September 1, 1998, 22 TexReg 4930.*

## Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

### Subchapter C. High School

*Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §28.002, unless otherwise noted.*

#### **§114.21. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, High School.**

The provisions of this subchapter shall supersede §75.62(a)-(g) and (k)-(o) of this title (relating to Other Languages) beginning September 1, 1998.

*Source: The provisions of this §114.21 adopted to be effective September 1, 1998, 22 TexReg 4930.*

#### **§114.22. Levels I and II - Novice Progress Checkpoint (One Credit Per Level).**

- (a) General requirements.
  - (1) Levels I and II - Novice progress checkpoint can be offered in elementary, middle, or high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.
  - (2) Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should:
    - (A) understand short utterances when listening and respond orally with learned material;
    - (B) produce learned words, phrases, and sentences when speaking and writing;
    - (C) detect main ideas in familiar material when listening and reading;
    - (D) make lists, copy accurately, and write from dictation;
    - (E) recognize the importance in communication to know about the culture; and
    - (F) recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar.
  - (3) Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading.
- (b) Introduction.
  - (1) Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.

- (2) Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.

(c) Knowledge and skills.

- (1) **Communication.** The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

The student is expected to:

- (A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information;
- (B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and
- (C) present information using familiar words, phrases, and sentences to listeners and readers.

- (2) **Cultures.** The student gains knowledge and understanding of other cultures.

The student is expected to:

- (A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and
- (B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

- (3) **Connections.** The student uses the language to make connections with other subject areas and to acquire information.

The student is expected to:

- (A) use resources (that may include technology) in the language and cultures being studied to gain access to information; and
- (B) use the language to obtain, reinforce, or expand knowledge of other subject areas.

- (4) **Comparisons.** The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.
- The student is expected to:
- (A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;
  - (B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and
  - (C) demonstrate an understanding of the influence of one language and culture on another.
- (5) **Communities.** The student participates in communities at home and around the world by using languages other than English.
- The student is expected to:
- (A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and
  - (B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.

*Source: The provisions of this §114.22 adopted to be effective September 1, 1998, 22 TexReg 4930.*

**§114.23. Levels III and IV - Intermediate Progress Checkpoint (One Credit Per Level).**

- (a) General requirements.
- (1) Levels III and IV - Intermediate progress checkpoint can be offered in middle or high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.
  - (2) Using age-appropriate activities, students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. The intermediate language learner, when dealing with everyday topics, should:
    - (A) participate in simple face-to-face communication;
    - (B) create statements and questions to communicate independently when speaking and writing;
    - (C) understand main ideas and some details of material on familiar topics when listening and reading;
    - (D) understand simple statements and questions when listening and reading;
    - (E) meet limited practical and social writing needs;
    - (F) use knowledge of the culture in the development of communication skills;

- (G) use knowledge of the components of language, including grammar, to increase accuracy of expression; and
  - (H) cope successfully in straightforward social and survival situations.
- (3) In classical languages, the skills of listening, speaking, and writing are used in Level III to reinforce the skill of reading. Students of classical languages should reach intermediate proficiency in reading by the end of Level III.
- (b) Introduction.
- (1) Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.
  - (2) Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.
- (c) Knowledge and skills.

- (1) **Communication.** The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

The student is expected to:

- (A) engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs;
- (B) interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations; and
- (C) present information and convey short messages on everyday topics to listeners and readers.

- (2) **Cultures.** The student gains knowledge and understanding of other cultures.

The student is expected to:

- (A) use the language at the intermediate proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and
- (B) use the language at the intermediate proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

- (3) **Connections.** The student uses the language to make connections with other subject areas and to acquire information.

The student is expected to:

- (A) use resources (that may include technology) in the language and cultures being studied at the intermediate proficiency level to gain access to information; and
- (B) use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

- (4) **Comparisons.** The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

The student is expected to:

- (A) use the language at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;
- (B) use the language at the intermediate proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and
- (C) use the language at the intermediate proficiency level to demonstrate an understanding of the influence of one language and culture on another.

- (5) **Communities.** The student participates in communities at home and around the world by using languages other than English.
- The student is expected to:
- (A) use the language at the intermediate proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and
  - (B) show evidence of becoming a lifelong learner by using the language at the intermediate proficiency level for personal enrichment and career development.

*Source: The provisions of this §114.23 adopted to be effective September 1, 1998, 22 TexReg 4930.*

**§114.24. Levels V, VI and VII - Advanced Progress Checkpoint (One Credit Per Level).**

- (a) General requirements.
- (1) Levels V, VI, and VII - Advanced progress checkpoint can be offered in high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.
  - (2) Using age-appropriate activities, students master novice tasks, expand their ability to perform intermediate tasks, and develop their ability to perform the tasks of the advanced language learner. The advanced language learner of modern languages, when dealing with events of the concrete world, should:
    - (A) participate fully in casual conversations in culturally appropriate ways;
    - (B) explain, narrate, and describe in past, present, and future time when speaking and writing;
    - (C) understand main ideas and most details of material on a variety of topics when listening and reading;
    - (D) write coherent paragraphs;
    - (E) cope successfully in problematic social and survival situations;
    - (F) achieve an acceptable level of accuracy of expression by using knowledge of language components, including grammar; and
    - (G) apply knowledge of culture when communicating.
  - (3) The advanced language learner of classical languages reads and comprehends authentic texts of prose and poetry of selected authors. The skills of listening, speaking, and writing are used to reinforce the skill of reading.
  - (4) Students of classical languages may reach advanced proficiency in reading during Level IV. (A student who completes a College Board Advanced Placement course or the International Baccalaureate in Latin should reach advanced proficiency in reading during Level IV.)

## Appendix A—TEKS for LOTE

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(b) Introduction.

- (1) Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.
- (2) Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.

(c) Knowledge and skills.

The student is expected to:

- (1) **Communication.** The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

- (A) engage in oral and written exchanges, including providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions;
- (B) interpret and demonstrate understanding of spoken and written language, including literature, on a variety of topics; and
- (C) present information, concepts, and ideas on a variety of topics to listeners and readers.

- (2) **Cultures.** The student gains knowledge and understanding of other cultures.

The student is expected to:

- (A) use the language at the advanced proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and

- The student is expected to:
- (B) use the language at the advanced proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.
- The student is expected to:
- (A) use resources (that may include technology) in the language and cultures being studied at the advanced proficiency level to gain access to information; and
  - (B) use the language at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas.
- The student is expected to:
- (A) use the language at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student’s own language and the language studied;
  - (B) use the language at the advanced proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student’s own culture and the cultures studied; and
  - (C) use the language at the advanced proficiency level to demonstrate an understanding of the influence of one language and culture on another.  
The student is expected to:
- (A) use the language at the advanced proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and
  - (B) show evidence of becoming a lifelong learner by using the language at the advanced proficiency level for personal enrichment and career development.
- (3) **Connections.** The student uses the language to make connections with other subject areas and to acquire information.
- (4) **Comparisons.** The student develops insight into the nature of language and culture by comparing the student’s own language and culture to another.
- (5) **Communities.** The student participates in communities at home and around the world by using languages other than English.

Source: The provisions of this §114.24 adopted to be effective September 1, 1998, 22 TexReg 4930.

**§114.25. Exploratory Languages (One-Half to One Credit).**

(a) General requirements.

- (1) Exploratory languages is a nonsequential course that can be offered in elementary, middle, or high school. At the high school level, students are awarded one-half to one unit of credit for successful completion of a course.
- (2) Using age-appropriate activities, students study selected aspects of one or more languages and cultures and/or develop basic language learning and communicative skills.

(b) Introduction. Exploratory courses in languages other than English introduce the student to the study of other languages. Students use components of language, make observations about languages and cultures, develop language study skills, and/or acquire simple communicative skills by completing one or more of the knowledge and skills for exploratory languages.

(c) Knowledge and skills.

- (1) The student uses components of language.

The student is expected to:

- (A) participate in different types of language learning activities;
- (B) use the language skills of listening, speaking, reading, and/or writing;
- (C) demonstrate an awareness of some aspects of culture in using the language; and
- (D) demonstrate an awareness of the sub-systems of other languages (such as grammar, vocabulary, and phonology).

- (2) The student makes observations about languages and cultures.

The student is expected to:

- (A) compare and contrast features of other languages to English;
- (B) recognize the role of nonlinguistic elements (such as gestures) in communication;
- (C) demonstrate an understanding of the fact that human behavior is influenced by culture; and
- (D) compare some aspects of other cultures to the student's own culture.

- (3) The student develops language study skills.

The student is expected to:

- (A) practice different language learning strategies;

- (B) demonstrate an understanding of the fact that making and correcting errors is an important part of learning a language; and
- (C) demonstrate an awareness of language patterns.

Source: The provisions of this §114.25 adopted to be effective September 1, 1998, 22 TexReg 4930.

**§114.26. Cultural and Linguistic Topics (One-Half to One Credit).**

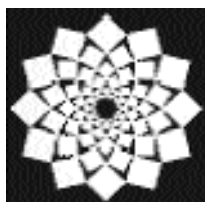
- (a) General requirements.
  - (1) Cultural and linguistic topics is a nonsequential course that can be offered in elementary, middle, or high school. At the high school level, students are awarded one-half to one unit of credit for successful completion of a course. Upon completion of the course, students may choose to receive credit for a nonsequential course in languages other than English or credit for a social studies elective course.
  - (2) Using age-appropriate activities, students study cultural, linguistic, geographical, or historical aspects of selected regions or countries.
- (b) Introduction. Courses in cultural and linguistic topics introduce students to the study of other cultures. Students gain the knowledge to understand the historical development, geographical aspects, cultural aspects, and/or linguistic aspects of selected regions or countries by completing one or more of the knowledge and skills for cultural and linguistic topics.
- (c) Knowledge and skills.
  - (1) The student gains knowledge of the cultural aspects of selected regions or countries.
    - The student is expected to:
      - (A) identify social, cultural, and economic changes that have affected customs and conventions in a region or country;
      - (B) explain variations of cultural patterns within a region or country;
      - (C) demonstrate an understanding of the role of traditions in influencing a culture’s practices (what people do) and products (what people create); and
      - (D) recognize the art, music, literature, drama, or other culturally related activity of a region or country.
  - (2) The student gains a knowledge of certain linguistic aspects of selected regions, countries, or languages.
    - The student is expected to:
      - (A) reproduce, read, write, or demonstrate an understanding of common expressions and vocabulary used in the region, country, or language studied;

- (3) The student gains knowledge of the geographical aspects of and their related influences on selected regions or countries.
- (4) The student gains knowledge of the historical aspects of selected regions or countries.
- (B) describe general aspects of a language based upon the linguistic experiences provided, such as word etymologies and derivatives; and
- (C) recognize the linguistic contributions of native speakers and writers from various regions.
- The student is expected to:
- (A) demonstrate an understanding of the influence of geography on the historical development of a region or country; and
- (B) provide examples of the interrelationships between the physical and cultural environments.
- The student is expected to:
- (A) recognize examples of the interactions of a region or country with the rest of the world;
- (B) trace historical events from their inception to the present; and
- (C) identify significant personalities in the development of a region or country.

*Source: The provisions of this §114.26 adopted to be effective September 1, 1998, 22 TexReg 4930.*

# *Appendix B*

## **ACTFL Proficiency Guidelines**



### **ACTFL PROFICIENCY GUIDELINES**

The 1986 proficiency guidelines represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an “all-before-and-more” fashion.

Because these guidelines identify stages of proficiency, as opposed to achievement, they are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do, regardless of where, when, or how the language has been learned or acquired; thus, the words “learned” and “acquired” are used in the broadest sense. These guidelines are not based on a particular linguistic theory or pedagogical method, since the guidelines are proficiency-based, as opposed to achievement-based, and are intended to be used for global assessment.

The 1986 guidelines should not be considered the definitive version, since the construction and utilization of language proficiency guidelines is a dynamic, interactive process. The academic sector, like the government sector, will continue to refine and update the criteria periodically to reflect the needs of the users and the advances of the profession. In this vein, ACTFL owes a continuing debt to the creators of the 1982 provisional proficiency guidelines and, of course, to the members of the Interagency Language Roundtable Testing Committee, the creators of the government’s Language Skill Level Descriptions.

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## Generic Descriptions-Speaking

<b>Novice</b>	The Novice level is characterized by the ability to communicate minimally with learned material.
Novice-Low	Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.
Novice-Mid	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
Novice-High	Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
<b>Intermediate</b>	The Intermediate level is characterized by the speaker's ability to: <ul style="list-style-type: none"><li>- create with the language by combining and recombining learned elements, though primarily in a reactive mode;</li><li>- initiate, minimally sustain, and close in a simple way basic communicative tasks; and</li><li>- ask and answer questions.</li></ul>
Intermediate-Low	Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform

such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

**Intermediate-Mid** Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

**Intermediate-High** Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary, still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

**Advanced** The Advanced level is characterized by the speaker's ability to:

- converse in a clearly participatory fashion;
- initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events;
- satisfy the requirements of school and work situations; and
- narrate and describe with paragraph-length connected discourse.

**Advanced** Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as

elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced level speaker can be understood without difficulty by native interlocutors.

### Advanced-High

Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.

### Superior

The Superior level is characterized by the speaker's ability to:

- participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and
- support opinions and hypothesize using native-like discourse strategies.

### Superior

Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or other dialectical variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

## Generic Descriptions-Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

Novice-Low	Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.
Novice-Mid	Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.
Novice-High	Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.
Intermediate-Low	Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.
Intermediate-Mid	Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such

## Appendix B—ACTFL Proficiency Guidelines: Listening

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	as simple announcements and reports over the media. Understanding continues to be uneven.
Intermediate-High	Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.
Advanced	Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.
Advanced-High	Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.
Superior	Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

**Distinguished** Able to understand all forms and styles of speech pertinent to personal, social and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

## Generic Descriptions-Reading

These guidelines assume all reading texts to be authentic and legible.

**Novice-Low** Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

**Novice-Mid** Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

**Novice-High** Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.

**Intermediate-Low** Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

## Appendix B—ACTFL Proficiency Guidelines: Reading

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Intermediate-Mid	Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.
Intermediate-High	Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.
Advanced	Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.
Advanced-High	Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

Superior	Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.
Distinguished	Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader.

### **Generic Descriptions-Writing**

Novice-Low	Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.
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## Appendix B—ACTFL Proficiency Guidelines: Writing

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Novice-Mid	Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.
Novice-High	Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.
Intermediate-Low	Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary, and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.
Intermediate-Mid	Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g. nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of nonnatives.
Intermediate-High	Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is

	<p>expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty is generally comprehensible to natives used to the writing of nonnatives.</p>
Advanced	<p>Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.</p>
Advanced-High	<p>Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully, but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.</p>
Superior	<p>Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and pre-</p>

sent arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

# Appendix C

## Resource List

### *Standard One: Success for All Students*

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## Appendix C—Resource List

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## ***Standard Two: Communication and Cultures***

- Adoni, H. (1995). Literacy and reading in a multimedia environment. Journal of Communication, 45, 152-177.
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## *Organizations*

- American Association of Teachers of French (AATF), Jayne Abrate, Executive Director, Southern Illinois University, Carbondale, IL 62901-4510
- American Association of Teachers of German (AATG), Helene Zimmer-Loew, Executive Director, 112 Haddontowne Court #104, Cherry Hill, NJ 08034
- American Association of Teachers of Italian (AATI), Anthony Mollica, Faculty of Education, Brock University, St. Catherines, Ontario, L3B 2S1
- American Association of Teachers of Spanish & Portuguese (AATSP), Lynn Sandstedt, Executive Director, 210 Butler-Hancock Hall, University of Northern Colorado, Greeley, CO 80639
- American Classical League (ACL), Miami University, Oxford, OH 45056

American Council on the Teaching of Foreign Languages, (ACTFL) C. Edward Scebold,  
Executive Director, 6 Executive Plaza, Yonkers, NY 10701-6801

American Council of Teachers of Russian (ACTR), 1776 Massachusetts Ave, N.W., Suite  
700, Washington, D.C. 20036

American Philological Association (APA), John Marincola, Executive Director, New  
York University, 19 University Place, Room 328, New York, NY 10003-4556

Association of Teachers of Japanese (ATJ), Campus Box 279, University of Colorado,  
Boulder, CO 80309-0279

Central States Conference on the Teaching of Foreign Languages, Rosalie Cheatham,  
Executive Director, University of Arkansas-Little Rock, 2801 South University, Little  
Rock, AR 72204

Chinese Language Association of Secondary-Elementary Schools (CLASS) P.O. Box  
2348, Livingston, NJ 07039

Classical Association of the Middle West and South (CAMWS), Gregory Daugherty,  
Secretary-Treasurer, Randolph-Macon College, Department of Classics, P.O. Box  
5005, Ashland, VA 23005-5505

National Network for Early Language Learning, Nancy Rhodes, Executive Secretary,  
Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC 20037

Southwest Conference on Language Teaching (SWCOLT), Audrey Cournia, Executive  
Director, 1348 Coachman Drive, Sparks, NV 89434

Teachers of English to Speakers of Other Languages (TESOL), 1600 Cameron St., Suite  
300, Alexandria, VA 22314

Texas Classical Association (TCA), Doris Kays, Executive Secretary-Treasurer, 2535  
Turkey Oak, San Antonio, TX 78232

Texas Foreign Language Association (TFLA), Eugenia Simons, Executive Secretary-  
Treasurer, 1320 Modiste Dr., Houston, TX 77055