



Indiana Content Standards for Educators

WORLD LANGUAGES

World language teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

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Standard 1: Language Acquisition

World language teachers have a broad and comprehensive understanding of the nature of language and of the theories and processes of language acquisition.

Standard 2: Language Structures

World language teachers have a broad and comprehensive understanding of the linguistic features of the target language.

Standard 3: Interpretive Communication Skills

World language teachers demonstrate the ability to effectively comprehend culturally authentic messages in the target language in a variety of contexts at least at a level equivalent to the Intermediate-High level as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Standard 4: Presentational and Interpersonal Communication Skills

World language teachers demonstrate the ability to communicate effectively in the target language in a variety of contexts at least at a level equivalent to the Intermediate-High level as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Standard 5: Cultural Understanding

World language teachers have a broad and comprehensive understanding of the cultures associated with the target language and of the interrelationships among the practices, products, and perspectives of these cultures.

Standard 6: Instruction and Assessment

World language teachers have a broad and comprehensive knowledge of academic standards as well as instruction and assessment strategies that foster students' competencies in the areas of communication, cultures, connections, comparisons, and communities and address the diverse needs of language learners at various developmental levels.

The Indiana Educator Standards for World Languages describe the knowledge and skills that teachers need to help students achieve the learning outcomes defined by the Indiana Academic Standards for World Languages. LThe Indiana Academic Standards can be found [here](#).

Standard 1: Language Acquisition

World language teachers have a broad and comprehensive understanding of the nature of language and of the theories and processes of language acquisition, including:

- 1.1 the nature of language and the significance of language change and variation over time
- 1.2 the various modalities in which languages can occur
- 1.3 major theories of first- and second-language acquisition
- 1.4 the influence of first language, heritage language, prior knowledge, and cultural and educational background on second-language acquisition
- 1.5 the influence of learning styles and individual differences on second-language acquisition
- 1.6 the influence of age and developmental level on second-language acquisition
- 1.7 the influence of cognitive, affective, and social factors on second-language acquisition

Standard 2: Language Structures

World language teachers have a broad and comprehensive understanding of the linguistic features of the target language, including:

- 2.1 the phonological structures and features of the target language
- 2.2 the morphological structures and features of the target language
- 2.3 the syntactic patterns and features of the target language
- 2.4 the semantic features of the target language
- 2.5 the pragmatic and sociolinguistic aspects of the target language, such as conventions governing social interactions
- 2.6 the interrelationships among the phonological, morphological, syntactic, semantic, pragmatic, and sociolinguistic features of the target language
- 2.7 an awareness of dialectal variations of the target language
- 2.8 similarities and differences between the target language and English
- 2.9 ways in which understanding the similarities and differences between one's own language and the target language promotes an understanding of the nature of language

Standard 3: Interpretive Communication Skills

World language teachers demonstrate the ability to effectively comprehend culturally authentic messages in the target language in a variety of contexts at least at a level equivalent to the Intermediate-High level as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

3A American Sign Language

American Sign Language teachers demonstrate the ability to effectively comprehend culturally authentic signed messages in American Sign Language in a variety of contexts at least at a level equivalent to the Intermediate-High level as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, including:

3A.1 applying literal and inferential comprehension skills to identify or infer essential information

3A.2 recognizing customary greetings, questions, or comments likely to be encountered in social situations

3A.3 recognizing often-used figurative language, colloquialisms, and idiomatic expressions

3B Classical Languages

Classical language teachers demonstrate the ability to read and understand authentic written texts and basic spoken messages in the target language at least at a level equivalent to the Intermediate-High level as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, including:

3B.1 applying literal and inferential comprehension skills to identify or infer essential information from a passage of prose or poetry

3B.2 recognizing common figures of speech, idiomatic expressions, and features of style used in a passage of prose or poetry

3B.3 applying basic rules of scansion to and identifying metrical elements in lines of poetry

3B.4 identifying an accurate English translation of a passage of prose or poetry

3B.5 recognizing spoken greetings, questions, statements, or commands likely to be used in the target-language classroom

3C Modern European and East Asian Languages

Modern language teachers demonstrate the ability to effectively comprehend culturally authentic messages in the target language in a variety of contexts at least at a level equivalent to the Intermediate-High level as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, including:

3C.1 applying literal and inferential comprehension skills to identify or infer essential information from spoken and written messages

3C.2 recognizing customary greetings, questions, or comments likely to be encountered in social situations or everyday written communication

3C.3 recognizing often-used figurative language, colloquialisms, and idiomatic expressions in spoken and written messages

Standard 4: Presentational and Interpersonal Communication Skills

World language teachers demonstrate the ability to communicate effectively in the target language in a variety of contexts at least at a level equivalent to the Intermediate-High level as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

4A American Sign Language

American Sign Language teachers demonstrate the ability to communicate effectively in American Sign Language in a variety of contexts at least at a level equivalent to the Intermediate-High level as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, including:

- 4A.1** communicating appropriately within the context of everyday situations and social contexts
- 4A.2** communicating on a variety of familiar topics related to work, school, recreation, and personal interests using appropriate pace of sign production
- 4A.3** using appropriate vocabulary, visual-based intonation, idiomatic expressions, language structures, and pragmatics to convey messages in various contexts and for various audiences
- 4A.4** using clear and correctly formed articulation of American Sign Language with appropriate use of the signing space
- 4A.5** organizing ideas in a logically sequenced and well-connected fashion

4B Classical Languages

Classical language teachers demonstrate the ability to read aloud passages of prose or poetry in the target language, to carry on simple conversations in the target language appropriate to the language classroom, and to write grammatically correct and idiomatic sentences in the target language at least at a level equivalent to the Intermediate-High level as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, including:

- 4B.1** using appropriate vocal inflection, phrasing, pronunciation, and metrical expression when reading aloud in the target language
- 4B.2** using greetings, questions, statements, or commands appropriate for the target-language classroom
- 4B.3** using appropriate vocabulary, idiomatic expressions, language structures, and conventions when writing sentences or short passages in the target language

4C Modern European and East Asian Languages

Modern language teachers demonstrate the ability to communicate effectively in the target language in a variety of contexts at least at a level equivalent to the Intermediate-High level as defined by the American Council on the Teaching of Foreign Languages (ACTFL)

Proficiency Guidelines, including:

- 4C.1** speaking and writing appropriately within the context of everyday situations and social contexts
- 4C.2** speaking and writing about familiar topics related to work, school, recreation, and personal interests
- 4C.3** using accurate pronunciation and appropriate rate of delivery when speaking
- 4C.4** using appropriate vocabulary, idiomatic expressions, language structures, and conventions to convey spoken and written messages in various contexts and for various audiences
- 4C.5** organizing ideas in a logically sequenced and well-connected fashion in spoken and written messages

Standard 5: Cultural Understanding

World language teachers have a broad and comprehensive understanding of the cultures associated with the target language and of the interrelationships among the practices, products, and perspectives of these cultures, including:

- 5.1 major political, economic, social, and cultural trends that have shaped the target cultures
- 5.2 significant individuals and groups, major historical events, and important geographical sites related to the target cultures and their influence on the development of the target cultures
- 5.3 significant practices of the target cultures, such as practices of daily life and social customs, and how they reflect the perspectives of the target cultures
- 5.4 significant products of the target cultures, such as products of daily life, major literary works, and major artistic achievements, and how they reflect the perspectives of the target cultures
- 5.5 ways in which understanding the practices, products, and perspectives of the target cultures promotes an understanding of important concepts of other disciplines
- 5.6 similarities and differences between the target cultures and cultures of the United States, including ways in which target cultures have influenced cultures of the United States
- 5.7 ways in which understanding the similarities and differences between one's own culture and the target cultures promotes an understanding of the concept of culture as a whole
- 5.8 ways in which understanding the practices, products, and perspectives of the target cultures promotes an understanding of the interrelationship between language and culture

Standard 6: Instruction and Assessment

World language teachers have a broad and comprehensive knowledge of academic standards as well as instruction and assessment strategies that foster students' competencies in the areas of communication, cultures, connections, comparisons, and communities and address the diverse needs of language learners at various developmental levels, including:

- 6.1 the Indiana Academic Standards for World Languages
- 6.2 the national standards for world language learning as well as the specific standards associated with the learning of the target language
- 6.3 major methods, approaches, and tools used in world language instruction and assessment, including existing and emerging technologies
- 6.4 strategies for designing and differentiating instruction to meet the various needs, learning styles, and developmental levels of all learners and to foster successful learning experiences for all students
- 6.5 strategies for maximizing the use of the target language in the language classroom and for providing students with opportunities to communicate in the target language in meaningful ways at all stages of language acquisition
- 6.6 strategies for promoting students' understanding of the target cultures, ability to make comparisons between the target cultures and their own culture, ability to make connections between the target language and cultures and other disciplines, and participation in target-language communities within and beyond the school setting
- 6.7 strategies for promoting students' understanding of processes that lead to cultural stereotyping and ways of recognizing and counteracting cultural stereotyping
- 6.8 strategies for selecting and using a variety of age-appropriate authentic materials to meet the instructional, linguistic, and cultural needs of all students and to create a classroom culture that fosters language learning
- 6.9 strategies for maintaining and improving proficiency in the target language and keeping current with the target cultures
- 6.10 strategies for promoting the value of knowing a world language for career development, personal enjoyment, and enrichment and for serving as an advocate for lifelong language learning within and beyond the school setting

Selected Bibliography of Standards and Sources Related to World Languages

State and National Standards and Curriculum Frameworks

1. Indiana Department of Public Instruction. (2007/2010). *Indiana academic standards for world languages*. <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/worldlang.shtml>
2. American Council on the Teaching of Foreign Languages (ACTFL). (2006). *Standards for foreign language learning*. http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf
3. American Council on the Teaching of Foreign Languages (ACTFL). (2002). *Program standards for the preparation of foreign language teachers*. <http://www.actfl.org/files/public/ACTFLNCATEStandardsRevised713.pdf>
4. American Classical League and American Philological Association. (2010). *Standards for Latin teacher preparation*. <http://www.aclassics.org/pdf/LatTeachPrep2010Stand.pdf>
5. National Board for Professional Teaching Standards. (2010). *World languages other than English*. http://www.nbpts.org/userfiles/File/eaya_wloe_standards.pdf
6. American Sign Language Teachers Association (ASLTA). (1998). *Proposed standards for teachers of American Sign Language*. <http://www.aslta.org/Guidelines/standards-for-asl-teachers.html>
7. International Society for Technology in Education. (2008). *National educational technology standards for teachers*. http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx

Sources on World Languages Content

8. Oxford, R., & Oxford, J. (Eds.). (2009). *Second language teaching and learning in the Net generation*. Honolulu: University of Hawai'i, National Foreign Language Resource Center.
9. Brinton, D., Kagan, O., & Bauckus, S. (2008). *Heritage language education: A new field emerging*. New York: Routledge.
10. Lustig, M. W., & Koester, J. (2006). *Intercultural competence: Interpersonal communication across cultures*. (5th ed.). Boston: Pearson Education, Inc.
11. Valli, C., Lucas, C., & Mulrooney, K. J. (2005). *Linguistics of American Sign Language*. Washington, DC: Gallaudet University Press.
12. Krashen, S. D. (2003). *Explorations in language acquisition and use*. Portsmouth, NH: Heinemann Educational Books.
13. Bragg, L. (Ed.). (2001). *Deaf world: A historical reader and primary sourcebook*. New York and London: New York University Press.

Sources on Student Learning and Pedagogical Methodology

14. Brandl, K. (2008). *Communicative language teaching in action: Putting principles to work*. Upper Saddle River, NJ: Prentice-Hall, Inc.
15. Angelelli, C., Enright, K., & Valdés, G. (2002). *Developing the talents and abilities of linguistically gifted bilingual students: Guidelines for developing curriculum at the high school level*. The National Research Center on the Gifted and Talented. <http://www.gifted.uconn.edu/nrcgt/reports/rm02156/rm02156.pdf>
16. Hall, J. K. (2001). *Methods for teaching foreign languages: Creating a community of learners in the classroom*. Upper Saddle River, NJ: Prentice-Hall, Inc.
17. LaFleur, R. A. (Ed.). (1998). *Latin for the 21st century: From concept to classroom*. Glenview, IL: Addison-Wesley Educational Publishers, Inc.
18. Cokely, D., & Baker-Shenk, C. (1994). *American Sign Language: A teacher's resource text on curriculum, methods, and evaluation*. Washington, DC: Gallaudet University Press.

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for World Languages	Indiana Academic Standards for World Languages	ACTFL Program Standards for the Preparation of Foreign Language Teachers	ASLTA Proposed Standards for Teachers of ASL	ACL and APA Standards for Latin Teacher Preparation	ISTE National Educational Technology Standards
<u>Standard 1: Language Acquisition</u> World language teachers have a broad and comprehensive understanding of the nature of language and of the theories and processes of language acquisition.		3	III.1, III.2, III.4, V.1	2	
<u>Standard 2: Language Structures</u> World language teachers have a broad and comprehensive understanding of the linguistic features of the target language.	ASL 9–12: 7; HLL 9–12: 1, 7, 8; EAL K–12: 7; MECL K–12: 7	1.b, 1.c	II.6, II.7, III.3, III.4	1.a	
<u>Standard 3: Interpretive Communication Skills</u> World language teachers demonstrate the ability to effectively comprehend culturally authentic messages in the target language in a variety of contexts at least at a level equivalent to the Intermediate-High level as defined by the ACTFL Proficiency Guidelines.	ASL 9–12: 2, 7; HLL 9–12: 2, 3, 4, 8; EAL K–12: 2, 7; MECL K–12: 2, 7	1.a	I, IX	1.a	

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<u>Standard 4: Presentational and Interpersonal Communication Skills</u> World language teachers demonstrate the ability to communicate effectively in the target language in a variety of contexts at least at a level equivalent to the Intermediate-High level as defined by the ACTFL Proficiency Guidelines.	ASL 9–12: 1, 3, 7; HLL 9–12: 4, 5, 6, 7, 8; EAL K–12: 1, 3, 7; MECL K–12: 1, 3, 7	1.a	I.1, IX	1.a	
<u>Standard 5: Cultural Understanding</u> World language teachers have a broad and comprehensive understanding of the cultures associated with the target language and of the interrelationships among the practices, products, and perspectives of these cultures.	ASL 9–12: 4, 5, 6, 7, 8; HLL 9–12: 1; EAL K–12: 4, 5, 6, 7, 8; MECL K–12: 4, 5, 6, 7, 8	2	II	1.b	

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<u>Standard 6: Instruction and Assessment</u> World language teachers have a broad and comprehensive knowledge of academic standards as well as instruction and assessment strategies that foster students' competencies in the areas of communication, cultures, connections, comparisons, and communities and address the diverse needs of language learners at various developmental levels.	ASL 9–12: 1, 2, 3, 4, 5, 6, 7, 8; HLL 9–12: 1, 2, 3, 4, 5, 6, 7, 8, 9; EAL K–12: 1, 2, 3, 4, 5, 6, 7, 8; MECL K–12: 1, 2, 3, 4, 5, 6, 7, 8	2b, 2.c, 3, 4, 5, 6	IV, V.2, VI, VII, X	2, 3	1a–1d, 2a–2d, 3a–3d, 4a–4d, 5a–5d