WORLD LANGUAGES FRAMEWORK
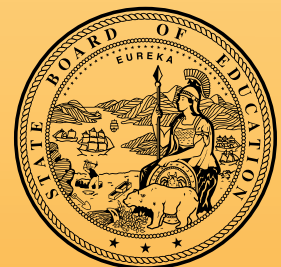
FOR CALIFORNIA PUBLIC SCHOOLS | KINDERGARTEN THROUGH GRADE TWELVE

COMMUNICATION CULTURES CONNECTIONS

WORLD LANGUAGES
FRAMEWORK

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Publishing Information

When the *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve* was adopted by the California State Board of Education on July 8, 2020, the members of the State Board were as follows: Linda Darling-Hammond, President; Ilene W. Straus, Vice President; Sue Burr; Cynthia Glover Woods; James J. McQuillen; Matt Navo; Kim Pattillo Brownson; Haydee Rodriguez; Patricia A. Rucker; Ting L. Sun; and Brenna Pangelinan, Student Member.

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Notice

The guidance in the *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve* is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory. (See California *Education Code* Section 33308.5.)

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FOREWORD
A Message from the State Superintendent of Public Instruction and the State Board of Education

California is expanding opportunities for its unique and diverse student population to acquire world languages, develop intercultural competence, and become global citizens.

The *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve* represents a timely and significant step forward in supporting teachers of world languages; students developing multilingual proficiency; parents and guardians who want their children to acquire, maintain, or strengthen a language other than English; and communities and businesses engaged in global enterprise. The content and guidance in this document support the goals of the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve*, making it a key resource in our ongoing commitment to ensure that all California students are prepared for college, twenty-first century careers, and global citizenship. This framework celebrates the diversity of our great state and embodies the inclusionary objectives of the State Board of Education (SBE) and the California Department of Education (CDE).

Curriculum based on this framework will incorporate instructional approaches proven to yield a positive impact on the acquisition of world languages. Consistent with recently adopted frameworks in other subject areas, this framework calls for students to participate actively in the learning process. The framework is designed to help teachers and administrators create language programs where the target language is the vehicle to teach academic content and students employ authentic materials in the target language and use the target language to communicate within and beyond the world languages classroom.

During development of the framework, the CDE and the SBE received a significant volume of public comment. This feedback from teachers, administrators, professional organizations, interest groups, and members of the public has been reflected in the document. The result is a document that recognizes that students who are successful in the twenty-first century are those who are proficient in more than the core subjects. These students will lead as global citizens with the ability to navigate the international marketplace, communicate proficiently, and interact meaningfully and successfully across cultures.

In addition to the guidance for teachers and administrators on standards implementation, the framework includes chapters on assessment, access and equity, instructional

strategies, and professional learning—all designed to support teachers and administrators as they promote multilingualism for all students through access to high-quality, well-articulated world languages programs. The framework also includes criteria for evaluating instructional materials for kindergarten through grade eight to help educators select curricular tools that incorporate the goals of the World Languages Standards. The skills students acquire in a world languages classroom will enable them to contribute effectively to state and national efforts and to succeed in business, research, and international relations in the twenty-first century.

TONY THURMOND
State Superintendent of Public Instruction

LINDA DARLING-HAMMOND
President, State Board of Education

ACKNOWLEDGEMENTS

CHAPTER 1:
Introduction to the World Languages Framework

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Chapter Overview

CHAPTER OBJECTIVES

By the end of this chapter, readers should be able to:

☐ Understand the role that linguistic diversity plays in the State of California

☐ Describe the organization of the California WL Standards

☐ Identify the audiences for which this framework is designed

☐ Understand the varied legislative initiatives that provide support for world languages education in California

☐ Understand the guiding principles underlying this framework

☐ Understand the role of language learning in the development of global competence

Introduction

Living and learning in California, a state of extraordinary linguistic diversity and cultural pluralism, places students at the heart of vibrant cultural exchanges and impactful language learning opportunities. This diversity is reflected in the state's rich variety of ethnicities and languages. The US Census Bureau estimates that 56 percent of individuals age five and older living in California speak only English at home, while 44 percent speak another primary language (United States Census Bureau 2014–2018). After English, the most commonly spoken language is Spanish; other commonly spoken languages include Chinese, Filipino/Pilipino, Vietnamese, and Korean (CDE 2019a).

California occupies a leading place in the global economy and is considered a trendsetter in areas such as popular culture, innovation, and environmentalism. California's leading economic sectors are as diverse as its population: agriculture, travel and tourism, technology and scientific innovation, financial services, and entertainment. California has the largest subnational economy in the world, and if it were an independent country, California would be the fifth-largest economy in the world.

The unprecedented global challenges posed by international conflicts, global trade, and climate change make the need for international understanding and collaboration more valuable than ever before. Providing students with pathways to develop multiliteracy and global competence will prepare them to engage in intercultural communication with members of target cultures around the world. The extraordinary global influence of California can only be enriched and enhanced by providing increased opportunities to students throughout the state to develop multiliteracy through the study of languages in addition to English.

The adoption of the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*WL Standards*) and the publication of this framework represent the commitment of the State of California to increase multiliteracy throughout the state. The California Department of Education (CDE) is dedicated to ensuring that each and every student receives an education that enables them to take advantage of career options in a global context. The efforts of the CDE, including the development of this framework, to enact the **Global California 2030** initiative proposed by former State Superintendent of Public Education Tom Torlakson demonstrate the state's commitment to increasing multiliteracy. California world languages education prepares all students to compete in a global marketplace, to pursue their dreams and ambitions through interaction with people from other cultures, to appreciate or understand their own culture through studying other cultures, and to contribute to the state's economic and social well-being and increase intercultural appreciation and **global competence** in California and the world.

California students who have the opportunity to learn more than one language are able to increase their overall **literacy** (listening/viewing, reading/writing, and speaking/signing), thus learning transferrable skills that build their communicative, cultural, and intercultural proficiency in English and other languages. The different aspects of literacy and how teachers can support students as they develop their skills is discussed in depth in this framework in chapter 3, Pathways to Multiliteracy. A more optimistic and promising future is in store for our students—and our communities—by ensuring that all students acquire and develop communicative, cultural, and intercultural proficiency in **languages other than English (LOTE)** and gain strong literacy and language skills in all subject areas.

Vision and Goals for California's Children and Youth

In the years preceding the development of the WL Standards and WL Framework, there have been many legislative and educational initiatives that contribute to a greater focus on the importance of world languages education for all California students. In 2018, former Superintendent Torlakson asked a team of educators to prepare a roadmap for future education reforms: *A Blueprint for Great Schools, Version 2.0*. As part of this report, the mission statement of the CDE is as follows:

> *California will provide a world-class education for all students, from early childhood to adulthood. The Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a multicultural, multilingual, and highly connected world.*

This statement clearly indicates the value placed on developing multiliteracy in California's public school students. When taken together, recent initiatives support the vision and goals developed to implement the mission of the CDE, especially where it relates to developing students' multiliteracy and global competence.

One significant legislative initiative designed to increase communicative, cultural, and intercultural proficiency in California students was the passage of **Proposition 58**,

approved by California voters in November 2016. This proposition is also known as the **California Education for a Global Economy (CA Ed.G.E.)** Initiative. The CA Ed.G.E. Initiative authorizes school districts and county offices of education to establish high-quality language acquisition programs for both native and nonnative English speakers and requires school districts and county offices of education to solicit parent and community input in developing language acquisition programs. Most importantly, Proposition 58 removes previous limitations on the types of programs available to help English learners continue to develop proficiency in their home language so educational leaders, parents, and families have choices about the most appropriate program to develop students' multiliteracy.

Other significant legislation enacted in 2018 that provides support for world languages programs for California students includes:

- AB 2319: Changes wording from "foreign language" to "world language" in the *Education Code*

- AB 2239: Establishes A–G course certification for heritage language courses

- AB 2514: Establishes Pathways to Success dual language grant program

- AB 2735: Provides equal access to participation in standard instructional programs for English learners

For further information about legislative priorities related to world languages education, please visit the CDE website at https://www.cde.ca.gov/ci/fl/cf/ch1.asp#link1.

As part of the initiative to develop multiliterate students, the WL Framework provides numerous examples and specific suggestions in order to support California educators. Figure 1.1, for instance, outlines how teachers can guide students in their development of the varied skills that students acquire as they develop literacy in English and other world languages. The capacities discussed in figure 1.1 are outlined by the National Governors Association (NGA) Center for Best Practices and the Council of Chief State School Officers (CCSSO). The WL Framework, like all recent California curriculum frameworks, supports teachers in developing students' capacities as literate individuals. Chapters 6, 7, and 8 offer specific guidance for language teachers to support literacy as they implement the WL Standards and develop students' multiliteracy and global competence.

FIGURE 1.1: Capacities of Literate Individuals

Students demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and other world languages and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

Students build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter— such as arts, sciences, and math, among others—by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing, speaking, and signing.

Students respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust their purpose for reading, listening/viewing, writing, speaking/signing, and language use as warranted by the task. They appreciate nuances and are aware of cultural differences, such as how the composition of an audience should affect tone and register when speaking/signing and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence, such as documentary evidence in history or experimental evidence in science.

Students comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers, listeners, and viewers. They work diligently to understand precisely what an author, speaker, or signer is communicating. However, students do not simply accept what has been communicated. Rather, they also question an author's, speaker's, or signer's assumptions and premises and assess the validity of claims and the soundness of the reasoning of the message.

Students value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

Students use technology and digital media strategically, capably, and responsibly.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their online searches to acquire useful information efficiently, and they integrate what they learn through technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals. Students are aware of the ethical responsibility that comes with using technology and online searches to avoid plagiarizing material and to give credit to online sources and authors.

Students come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading, listening, and viewing, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Adapted by CDE from National Governors Association (NGA) Center for Best Practices and the Council of Chief State School Officers (CCSSO).

Former Superintendent Tom Torlakson launched the Global California 2030 initiative in 2018 to expand the teaching and learning of world languages and the number of students proficient in more than one language by 2030. At the launch of the initiative, the Superintendent said, "The mission of Global California 2030 is to equip our students with the world language skills to succeed in the global economy and to fully engage with the diverse mixture of cultures and languages found in California and throughout the world." Global California 2030 includes the following goals.

- By 2030, half of all K–12 students will participate in programs leading to proficiency in two or more languages, either through a class, a program, or an experience.

- The number of students who receive the California State Seal of Biliteracy, which is nationally recognized for college admissions and career opportunities, will more than triple from 46,952 in 2017 to more than 150,000 in 2030. By 2040, three out of four graduating seniors will earn the California State Seal of Biliteracy by demonstrating proficiency in English and another world language.

- The number of dual immersion programs that teach languages other than English will quadruple from about 400 in 2017 to 1,600 in 2030.

- The number of new bilingual teachers authorized in world languages classes will more than double from 2017 to 2030.

As California students build literacy in both English and languages other than English, they develop readiness for college, career, and civic life. The varied legislative and educational initiatives that have been and will be implemented open many new pathways and opportunities to California students and will contribute to increasing the global competence of graduates of California public schools in the future.

Overview of the California World Languages Framework

The *World Languages Framework for Public Schools, Kindergarten Through Grade Twelve* (*WL Framework*) provides a blueprint for the implementation of the WL Standards, which were adopted by the California State Board of Education (SBE) in January 2019. The WL Framework marks a historic moment for world languages education in California. The publication of this document marks the first time that teachers and other interested parties have access to both world languages standards and a comprehensive world languages framework that provide educators with guidance on implementing a high-quality world languages program for each and every student at all levels from kindergarten through grade twelve.

This framework is also groundbreaking because it aligns to national standards and research-based **teaching practices** in world languages education. By becoming more familiar with nationally recognized standards and research, California teachers will be able to engage in powerful professional networking with educators from around the country and the world by reading publications, attending local and state workshops and conferences—such as those offered by the **California Language Teachers' Association (CLTA)**—and participating in a variety of national professional learning opportunities—such as those offered by the **American Council on the Teaching of Foreign Languages (ACTFL)**.

The WL Standards that are discussed and illustrated in this framework are organized into three main standards, or three *C's*: Communication, Cultures, and Connections. Each of the standards is further divided into individual standards focused on specific aspects of each of the three *C's*. Figure 1.2 outlines the organization of the three standards and how they are further delineated into the elements of each standard. Chapters 6, 7, and 8 of this framework provide detailed explanation and examples of how each standard and element can be incorporated into world languages curricula and instructional practices.

FIGURE 1.2: Organization of the California 2019 World Languages Standards

Category	Standards
Communication	1. Interpretive Communication
	2. Interpersonal Communication
	3. Presentational Communication
	4. Settings for Communication
	5. Receptive Structures in Service of Communication
	6. Productive Structures in Service of Communication
	7. Language Comparisons in Service of Communication
Cultures	1. Culturally Appropriate Interaction
	2. Cultural Products, Practices, and Perspectives
	3. Cultural Comparisons
	4. Intercultural Influences
Connections	1. Connections to Other Disciplines
	2. Diverse Perspectives and Distinctive Viewpoints

The WL Standards are rooted in the principle that each and every student in California be afforded the opportunity to develop proficiency in languages other than English, including their heritage language, and to develop global competence by demonstrating **intercultural proficiency**. This means that rather than being discouraged from enrollment in world languages courses, each and every student, including **English learners (EL)**, students living in poverty, migrant students, students with visible and nonvisible disabilities, underserved students, Deaf and Hard of Hearing (DHH) students, **students with interrupted formal education (SIFE)**, **students in Gifted and Talented Education (GATE)**, and students with low academic skills, deserves the opportunity to develop their skills in both English and at least one language other than English in order to prepare them to be college and career ready.

The WL Framework is complemented by and supports other California standards and frameworks, including the *California Common Core State Standards for English Language Arts and Mathematics,* the *English Language Arts/English Language Development Framework for California Public Schools, Kindergarten Through Grade Twelve* (*ELA/ELD Framework*), and other curricular areas. World languages education incorporates content across the diverse subject areas that students are exposed to in their overall studies, and the WL Framework provides guidance to educators on creating connections to other disciplines while simultaneously learning to communicate in another language.

Another important connection between world languages and ELA/ELD education is

the vision for language learning. High levels of proficiency in English and the target language are validated by the **California State Seal of Biliteracy**, which has been offered for California students since 2012. State Superintendent of Public Instruction Tony Thurmond and the SBE recognize biliteracy as a precious commodity that is worthy of encouragement and nurturing by educators in our state. The California State Seal of Biliteracy is awarded to high school graduates who have attained a high level of proficiency in all the modalities (listening, reading, viewing, speaking, signing, and writing) that characterize communication in one or more languages in addition to English. As former Superintendent Torlakson has emphasized, "Fluency in a second language helps our students be well prepared to compete in a global marketplace. The gold seal on their high school diploma recognizes and celebrates a second language as an asset not just for themselves, but for our state, nation, and world. In the pursuit of a biliterate and multiliterate citizenry, California has the opportunity to build on the linguistic assets that our English learners bring to public schools while also supporting the acquisition of biliteracy and multiliteracy in students whose home language is English. This goal is a necessary component of a world-class education and will contribute to California's continued leadership in the nation and the world."

The WL Framework also emphasizes the importance of ongoing professional learning opportunities for world languages teachers. As teachers implement the lesson design principles and classroom practices outlined in the WL Standards and this WL Framework, it is essential that they have access to high-quality, research-based professional learning so they can be supported in their professional growth. They may access this professional learning by attending workshops and conferences, or by participating in professional learning programs offered by state and national organizations and professional associations, such as CLTA, ACTFL, and the **California World Language Project (CWLP)**.

Audiences of the Framework

This framework has multiple audiences: (1) new and experienced educators, (2) site and district administrators and leaders, including governing board members and other interested parties, (3) developers and publishers of curriculum programs and materials, (4) families and other community partners, (5) policymakers, and (6) institutions, organizations, and individuals involved in teacher preparation.

1. New and experienced educators use this framework along with the WL Standards as a road map for curriculum design, instruction, and assessment.

2. Administrators use this framework as they design pathways for language learning that offer students access to world languages education from transitional kindergarten through grade twelve. The framework also provides guidance to site and district administrators as they recruit and hire qualified teachers, provide educators with feedback on classroom practice, plan or fund appropriate professional development, and adopt innovative, standards-aligned instructional materials.

3. Publishers attend to the content and pedagogical requirements specified in the WL Standards and WL Framework to ensure that all California students have access to carefully designed, research-based instructional materials that are appropriate for diverse linguistic and cognitive learning needs.

4. Parents, guardians, and communities of language speakers can be inspired by this framework to work with schools to offer opportunities for students to interact with people who communicate in the target language and participate in the target culture, including helping to design and support opportunities for learners to travel and study abroad. The framework is a guide to these parties as they engage in efforts to support their community's children and youth, as well as those who teach them, and as they review curricula at the local and state levels.

5. Policymakers reference this framework as they make decisions about academic requirements for California students as well as set policy and funding for supporting professional learning for world languages educators across the state.

6. Institutions, organizations, and individuals involved in teacher preparation and delivery of ongoing professional learning for educators use this framework to guide academic requirements for teacher candidates as well as program design and implementation.

Organization of the World Languages Framework

The California WL Framework is designed to be a resource to new and experienced world languages teachers, administrators, district leaders—including governing board members, parents and guardians, community partners, policymakers, teacher preparation institutions, and other interested parties. The WL Framework includes both theoretical information about language learning programs and practical suggestions and recommendations for designing learning experiences for world languages students of all ages and proficiency ranges.

Figure 1.3 is intended to provide those who are consulting this framework with guidance about which chapters might be of most interest and assistance to them. The figure lists each of the chapters that make up the WL Framework and indicates which chapters might be most helpful to the individuals and institutions interested in learning more about world languages education in California.

FIGURE 1.3: Chapters in the World Languages Framework Annotated for Potential Audiences

Key

WLE: World Languages Educators   Prep: Teacher Preparation Programs

SDA: Site and District Administrators   Univ: University professors

P/FM: Parents/Family Members   Yes: Applies; No: Does not apply

Chapter	WLE	SDA	P/FM	Prep	Univ
Chapter 1: Introduction	Yes	Yes	Yes	Yes	Yes
Chapter 2: Access and Equity for California's World Languages Students	Yes	Yes	Yes	Yes	No
Chapter 3: Pathways to Multiliteracy	Yes	Yes	Yes	Yes	No
Chapter 4: Overview of the World Languages Standards	Yes	Yes	Yes	Yes	Yes
Chapter 5: Implementing High-Quality World Languages Instruction	Yes	Yes	No	Yes	Yes
Chapter 6: Teaching the Communication Standards	Yes	Yes	No	Yes	Yes
Chapter 7: Teaching the Cultures Standards	Yes	Yes	No	Yes	Yes
Chapter 8: Teaching the Connections Standards	Yes	Yes	No	Yes	Yes
Chapter 9: The Proficiency Ranges in the World Languages Standards	Yes	Yes	Yes	Yes	Yes
Chapter 10: Assessing the Learning of World Languages	Yes	Yes	No	Yes	Yes
Chapter 11: Professional Learning and Support for World Languages Educators	Yes	Yes	Yes	Yes	Yes
Chapter 12: Unique Features of Individual Languages	Yes	No	Yes	Yes	Yes
Chapter 13: Instructional Materials	Yes	Yes	No	Yes	Yes
Chapter 14: Glossary	Yes	Yes	Yes	Yes	Yes

Brief **snapshots** and longer **vignettes** are included throughout this WL Framework and are intended to provide glimpses of effective instruction and assessment in world languages classrooms. These brief examples should not be viewed as prescriptive since the instruction provided in individual classrooms varies in accordance with student needs and the local context.

Guiding Principles for the World Languages Framework

The design of this WL Framework is based on four principles and beliefs, based upon input from world languages educators and leaders around the state during a series of focus group meetings and approved by the Instructional Quality Commission (IQC). The principles, listed below, guide student access to world languages education, highlight the value of developing multiculturalism and multiliteracy as a key component in global competence and **career readiness**, and underscore the importance of both high-quality curricula that incorporate culturally authentic materials and ongoing support for professional learning opportunities for world languages educators.

Principle 1: All students can and should learn other world languages in addition to English (LOTE).

The guidelines in this framework are based on the fundamental belief that all students can and should learn other world languages in addition to English. Developing communicative, cultural, and intercultural multiliteracy is essential to creating global citizens who can contribute positively to California's economic and cultural success. This framework provides guidance to language teachers to help them tailor lessons to meet students' varied needs and challenge students appropriately. Access to learning languages other than English and the ability to develop multiliteracy is a fundamental opportunity that should be available to all students enrolled in California public schools. This includes heritage and native speakers of languages other than English, students living in poverty, migrant students, students with visible and nonvisible disabilities, DHH students, gifted and talented students, English learners, students with interrupted formal education, underserved students, and students with low academic skills.

Principle 2: World languages proficiency is a key component in global competence and career readiness.

California students who develop proficiency in world languages are well prepared for success in college and career. A variety of research demonstrating the positive influence of language learning on general academic success can be found at the website of the **American Council on the Teaching of Foreign Languages (ACTFL)**. In the Framework for 21st Century Learning, the Partnership for 21st Century Learning (P21) lists communication as one of the **learning and innovation skills** that students need to develop. The Partnership for 21st Century Learning also states that world languages are one of the **key subjects** in which twenty-first century learners must develop proficiency in order to be effective members of a global society.

California educators strive to provide students with the ability to develop proficiency in languages other than English, so they have greater access to succeed in work, life, and global citizenship. As P21 advises, "When a school, district, or state builds on this foundation, combining knowledge and skills with the necessary support systems of standards, assessments, curriculum and instruction, professional development, and learning environments, students are more engaged in the learning process and graduate better prepared to thrive in today's digitally and globally interconnected world" (Battelle for Kids 2019).

Figure 1.4 provides a visual model of the connection between core curricula, twenty-first century skills, and educational practices in schools and districts. The design of this diagram emphasizes that the twenty-first century themes and the three categories of twenty-first century skills (**Life & Career Skills**, **Learning & Innovation Skills**, and **Information, Media & Technology Skills**) are an overlay that enhance the work that schools already do related to the items shown in the boxes at the base of the diagram. Chapters 6, 7, and 8 include more information to guide educators in how to incorporate twenty-first century skills into their instructional practice to help students develop college and career readiness.

FIGURE 1.4: Framework for 21st Century Learning
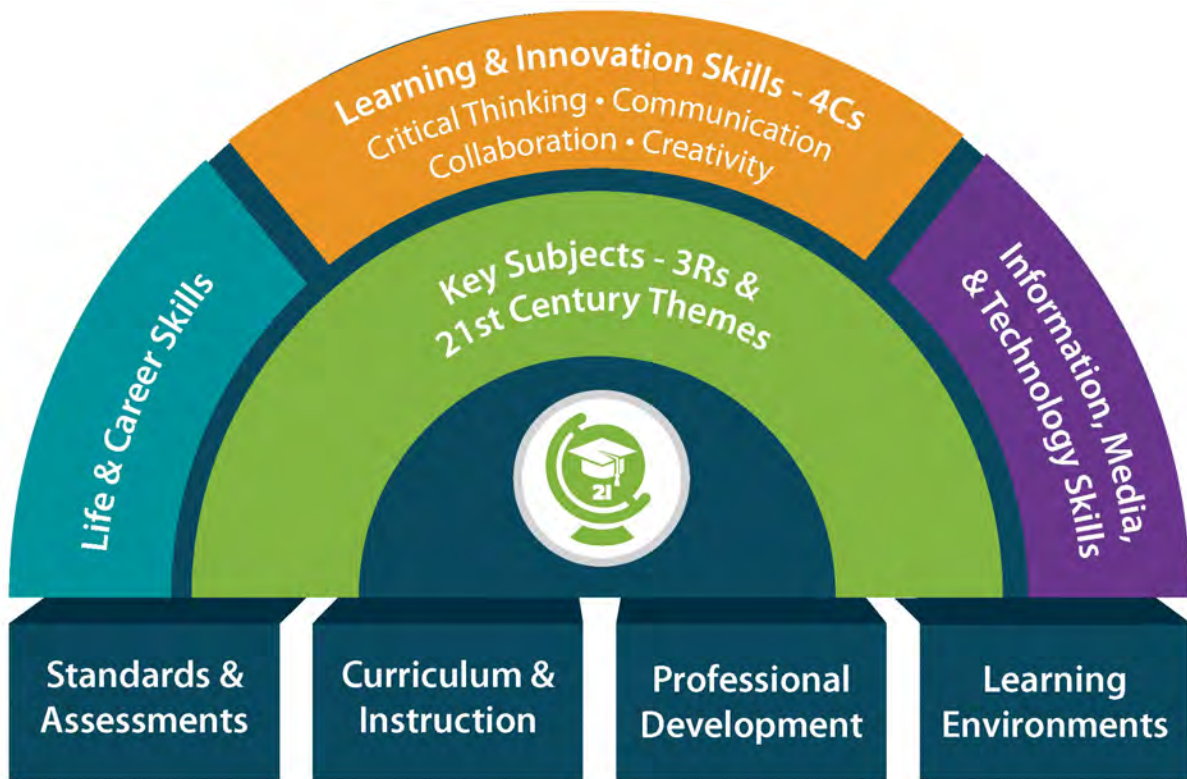
Text accessible version of figure 1.4

Source: Partnership for 21st Century Learning (a Network of Battelle for Kids) https://www.cde.ca.gov/ci/fl/cf/ch1.asp#link2

In 2016, as the culmination of a two-year California Global Education Summit, the California Department of Education (CDE) collaborated with educational partners such as the **California Global Education Project (CGEP)** and the **California World Language Project (CWLP)** around the state to establish the **California Global Education Network (CGEN).** CGEN has a stated goal of implementing and supporting **global education** programs in K–12 classrooms and after school programs. The CDE adopted the four domains for global competence presented by the Council of Chief State School Officers (CCSSO) and the Asia Society in 2011 to foster awareness and curiosity about how the world works.

Figure 1.5 is a visual representation of the four domains of global competence as described by the Asia Society. Because the visual is presented in the form of a circle, it emphasizes that each of the four domains connects to the others in a cyclical manner and each domain is both necessary to student understanding and contributes to student competence in the other domains. More information about the application of the domains of global competence can be found in chapters 7 and 8 of this framework.

FIGURE 1.5: The Four Domains of Global Competence
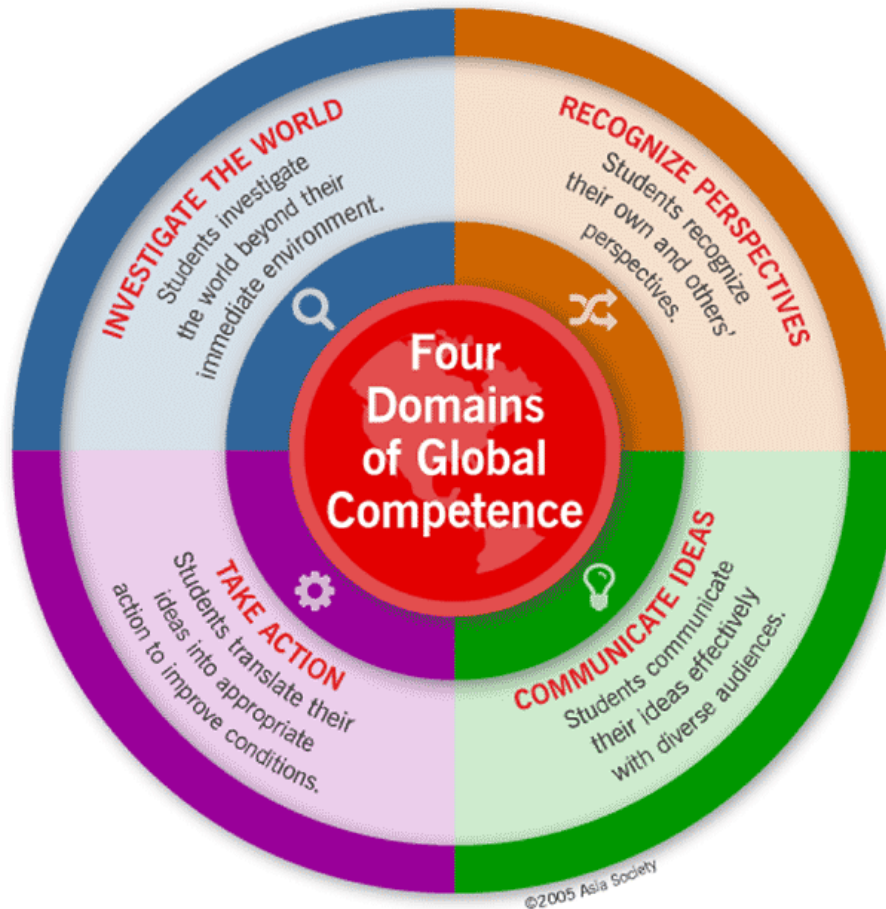
Text accessible version of figure 1.5

Source: Four Domains of Global Competence (Asia Society 2005)

The various collaborators in CGEN have developed the **Global Competence Indicators & Benchmarks for K–12 Students in California** (2017), which outlines global competence performance indicators for students in the four domains of global competence identified by the Asia Society: Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action. Students meet benchmarks on a continuum ranging from developing to progressing and, finally, practicing global competence. California world languages educators, in collaboration with other educators, can use this resource to integrate culturally appropriate content and communicative opportunities into **learning episodes** as they help students develop global competence. For more information on the four domains of global competence, see chapter 4 of this framework.

Principle 3: **World languages curricula should be well designed, comprehensive, and integrated.**

> Teachers use principles of the Universal Design for Learning (UDL) approach to design learning episodes that allow all students to interpret authentic materials and develop language proficiency.

Effective world languages curricula are aligned to the WL Standards and emphasize the development of communicative, cultural, and intercultural proficiency to allow learners to interact effectively in a variety of real-world situations. Teachers use principles of the **Universal Design for Learning (UDL)** approach to design learning episodes that allow all students to interpret authentic materials and develop language proficiency. World languages curricula developers recognize the importance of including authentic materials as instructional resources. When selecting resources for use in the classroom, teachers ensure that curriculum materials are

- age appropriate;
- culturally relevant, sensitive, authentic, and meaningful;
- rich in language, content, and culture;
- engaging and of interest to students;
- appropriate for students' proficiency range; and
- mindful of the varied backgrounds and experiences of students.

Principle 4: **Effective teaching is essential to student success.**

This framework recognizes that a well-designed curriculum is not the only element in ensuring student success in developing proficiency in languages other than English. A fundamental key to effective world languages teaching is the use of the **target language**

in all phases of instruction, beginning from the first year of instruction and across all course levels and proficiency ranges. ACTFL recommends that language educators and their students use the target language as exclusively as possible (90 percent or more of the time) at all levels of instruction, starting at Novice range, during instructional time and, when feasible, beyond the classroom. The State of California supports ACTFL's position recommending the use of the target language at least 90 percent of the time in classroom instruction and student practice. In the case of dual language immersion classes, when teaching and learning content in the target language teachers and students use the target language 100 percent of the time.

Teachers make decisions about appropriate and effective instructional strategies through thoughtful planning that incorporates the concept of UDL and **backward design**. When using UDL and backward design approaches to planning, teachers identify what they want students to know about and be able to do with **language functions**, as found in the NCSSFL-ACTFL Can-Do Statements. Teachers use or adapt these Can-Do Statements to design appropriate performance assessments that measure how well students communicate. More information about NCSSFL-ACTFL Can-Do Statements can be found on the ACTFL website (https://www.cde.ca.gov/ci/fl/cf/ch1.asp#link3).

Universal Design for Learning (UDL) is a teaching approach to help each and every student be successful. UDL provides students with a wide range of abilities, special needs, disabilities, ethnic backgrounds, language skills, and learning styles access to content and support through multiple means of representation, action and expression, and engagement.

Once they have identified learning targets and objectives (can-do statements), teachers then determine the communicative, cultural, and intercultural tools students will need to be able to accomplish the communicative function. World languages educators teach content and communication using the target language, rather than simply teaching about the language with a disproportionate focus on grammatical form. They also carefully select authentic materials for students to interact with that provide access to the diverse perspectives and distinct viewpoints of the target cultures.

World languages educators apply the lens of language functions to their instructional planning and practices in order to assist learners to develop their cultural and communicative competency. Figure 1.6, from Clementi and Terrill's *The Keys to Planning for Learning* (2017), lists specific examples of language functions that world languages learners can demonstrate depending on their proficiency level. World languages educators consider the guidance of the proficiency ranges outlined in the WL Standards to determine which functions are appropriate for their students. Chapter 9 of this framework includes

more in-depth discussion about selecting and applying language functions in world language education.

FIGURE 1.6: Language Functions

Accepting/refusing invitations

Agreeing/disagreeing

Analyzing/interpreting

Apologizing/forgiving

Approving/disapproving

Asking for/giving clarification

Asking for/giving information

Asking for/giving/refusing permission

Attracting attention

Blaming

Clarifying

Comparing/contrasting

Complaining

Complimenting

Confirming/admitting/denying

Congratulating

Contradicting

Counting

Defining

Describing events

Describing objects

Describing people

Describing places

Describing procedures, processes

Describing weather

Discussing

Encouraging

Evaluating

Explaining

Expressing cause and effect

Expressing certainty/uncertainty

Expressing comprehension or lack of comprehension

Expressing daily routines

Expressing doubt/indecision

Expressing emotions, feelings

Expressing hope

Expressing how often, how well

Expressing intentions

Expressing interest/lack of interest/indifference or boredom

Expressing likes/dislikes/preferences

Expressing needs/wishes/wants

Expressing obligation

Expressing opinions

Expressing possibility/impossibility

Expressing probability/improbability

Expressing regret

Expressing surprise

Expressing sympathy

Extending invitations

Giving advice

Giving biographical information (name, address, phone number, age)

Giving commands

Giving directions

Giving possible solutions

Giving reasons and explaining causality	Praising/blaming
Greeting/welcoming	Presenting information
Hypothesizing	Promising
Identifying	Recounting experiences/events
Identifying day, date, season	Referring to things already mentioned
Indicating relationships	Reporting
Instructing	Requesting
Introducing oneself/someone else	Responding
Justifying	Seeking/requesting information
Leave-taking/farewells	Sequencing
Listing	Speculating on the future
Maintaining a conversation	Stating location
Making appointments, arrangements, reservations	Stating ownership
Making recommendations	Suggesting
Mediating or conciliating	Summarizing
Narrating	Talking about the future
Negotiating	Telling time
Offering	Telling/Retelling stories
Offering alternatives/solutions	Thanking
Opening/closing an interaction	Turn taking (conversational)
Persuading/dissuading	Using formal/informal language appropriately
Planning	Warning

Source: *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi and Terrill 2017)

The WL Standards, and the guidance in the Then and Now chart in particular (*WL Standards* appendix 2; CDE 2019b), call for world languages teachers to keep in mind the principles of UDL and backward design. Teachers can ensure that these principles guide their decisions as they plan learning experiences, lessons, and units that engage their students in inquiry and exploration of target languages and cultures and develop their global competence. For more information about the UDL approach to planning, see chapter 2 of this document, Access and Equity for California's World Languages Students.

Another key element in developing effective teaching practice is providing teachers with opportunities for professional learning that is "sustained, focused on important content, and embedded in the work of collaborative professional learning teams that support ongoing improvements in teachers' practice and student achievement" (Wei et al. 2009). An equally important aspect of ongoing teacher development is for educators to engage in reflective practice. The recommendations for curriculum, instruction, and assessment provided in the WL Framework are dependent on this learning environment for teachers. Professional learning is discussed in chapter 11, Professional Learning and Support for World Languages Educators.

Conclusion

Through this framework, California's world languages educators will benefit from increased guidance in implementing high-quality world languages programs that offer opportunities to students at all grade levels to develop global competence, multiculturalism, and multiliteracy. The subsequent chapters of this framework emphasize the importance of using the target language almost exclusively in all aspects of instruction, incorporating authentic materials to help learners access the target cultures, designing learning episodes, and assessing students in a variety of ways that allow them to demonstrate their proficiency in world languages, and, in the case of dual language education programs, allow target language learners to demonstrate proficiency in the content areas. Educators and other educational leaders can view this framework as a resource to return to often as they plan, adapt, and evaluate their world languages and dual language education programs.

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Text Accessible Descriptions of Graphics for Chapter 1

Figure 1.4: Framework for 21st Century Learning

This image illustrates the interrelated nature of school activities and 21st century skills that learners need in order to be college and career ready.

At the base of the image, there are four rectangles with the words "Standards & Assessments," "Curriculum & Instruction," "Professional Development," and "Learning Environments."

Above the rectangles, there are three sets of arches. In the center arch, above the "Curriculum & Instruction" and "Professional Development" rectangles, there is an image of a globe with a mortar board hat and the number 21, representing the Partnership for 21st Century Learning that designed the image.

In the next arch are the words "Key Subjects—3Rs & 21st Century Themes." The outer arch is divided into three sections. The words in those arch segments are "Life & Career Skills,"

"Learning & Innovation Skills—4 Cs (Critical Thinking, Communication, Collaboration, Creativity," and "Information, Media, & Technology Skills." <u>Return to graphic</u>.

Figure 1.5: The Four Domains of Global Competence

This image is a circle divided into four main sections. The center of the circle contains the words "Four Domains of Global Competence," with an image behind the words that depicts an outline map of North America and the northern part of South America.

Surrounding the center circle is a ring divided into four quadrants. Each quadrant contains a single symbol: a magnifying glass, two arrows intertwined, a light bulb, and a gear wheel. Each symbol is designed to illustrate one of the four domains of global competence.

In the quadrants surrounding the symbols are the titles of the four domains and then a brief explanation of each.

The first quadrant (represented by the magnifying glass) is "Investigate the World: Students investigate the world beyond their immediate environment."

The second quadrant (represented by the intertwined arrows) is "Recognize Perspectives: Students recognize their own and others' perspectives."

The third quadrant (represented by the light bulb) is "Communicate Ideas: Students communicate their ideas effectively with diverse audiences."

The fourth quadrant (represented by the gear wheel) is "Take Action: Students translate their ideas into appropriate action to improve conditions." <u>Return to figure 1.5</u>.

CHAPTER 2:
Access and Equity for California's World Languages Students

Table of Contents

Chapter Overview

CHAPTER OBJECTIVES

By the end of this chapter, readers should be able to:

☐ Discuss key concepts underpinning teaching for social justice

☐ Describe Multi-Tiered System of Support as its components relate to world languages teaching, learning, and program support

☐ Identify specific ways to support students in world languages

☐ Implement Universal Design for Learning as an approach to planning

Introduction

California is one of the most diverse states in America. More than 40 percent of the population over the age of five lives in a home where a language other than English is spoken (US Census Bureau 2016). This diversity places California schools at the forefront of the work being done nationally in the areas of curriculum, instruction, assessment, and classroom environment to ensure that culturally and linguistically diverse students succeed.

California's Superintendent of Public Instruction recognizes that multilingualism is an essential skill within and beyond the workplace. In California, multilingual individuals have many opportunities to appreciate and engage with the world's culturally and linguistically diverse communities with global competence. The California Department of Education, with Global California 2030, supports the creation of pathways to multiliteracy that enable students to perform within high ranges of linguistic proficiency and cultural competence, thus developing a population that is increasingly globally competent. These pathways provide equal status for English as well as the second language as students learn to communicate in and appreciate multiple cultures. The *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve (WL Standards)* provides goals for communicative proficiency and cultural competence that support a multilingual and multiliterate California.

The goal of this chapter is to provide world languages educators with the information and tools they need to plan and implement instruction that supports each and every language student in achieving the WL Standards. This chapter will help educators develop a deeper understanding of the role of teaching for social justice in world languages as well as how the Multi-Tiered System of Support framework relates to language teaching and learning. Educators will also learn about barriers to learning for specific student groups who make up a significant portion of learners in California's world languages pathways, and they will learn ways to support these students within and beyond the classroom.

Knowing the **assets** (strengths) students bring to the classroom is key to providing **access** and **equity** for all students enrolled in a world language. This chapter addresses the ways language teachers can plan instruction that develops students' cultural and linguistic assets. The information and resources provided in this chapter serve as a point of reference for all subsequent chapters of this framework.

Teaching for Social Justice in World Languages

Teaching for **social justice** builds upon students' assets by valuing their backgrounds and experiences and creating an educational environment that promotes **tolerance** and teaches **anti-bias** within the school system. While partners involved in the work of teaching social justice use the word "tolerance," the *WL Framework* inspires educators to move along the continuum from tolerance to mutual understanding and intercultural appreciation. The *WL Framework* sets as a goal appreciation of the multiple ways in which humans create cultural products and use cultural practices and perspectives in order to understand, interact in, and take action in a world we all share. In order to develop cultural and intercultural competence, language learners move beyond merely tolerating the products, practices, and perspectives of the target cultures and learn to appreciate the differences among the cultures they study and their own. The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines tolerance as "respect, acceptance, and appreciation of the rich diversity of our world's cultures, our forms of expression, and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience, and belief. Tolerance is harmony in difference" (UNESCO 1995).

The Social Justice Standards (Southern Poverty Law Center 2019) provide a framework for anti-bias education throughout California. These standards are based on the view of tolerance as a way of thinking, feeling, and acting. They are designed to address anti-bias educational outcomes for students in K–12 and are made up of standards within four domains: identity, diversity, justice, and action.

Teaching for social justice is not an additional practice in world languages—it is an integral part of teaching a new language. The WL Standards work in tandem with the Social Justice Standards, among others, to guide students to explore the world from—and to value—multiple perspectives. Social Justice Standards, trainings, and educator resources are widely available to promote tolerance and anti-bias education across the nation. They can be found at https://www.cde.ca.gov/ci/fl/cf/ch2.asp#link1.

Addressing the Needs of Diverse Learners in World Languages Classrooms Through California's Multi-Tiered System of Support

Multi-Tiered System of Support

The diversity found in California presents unique opportunities and significant challenges for instruction. In addition to the variety of cultural and linguistic assets students bring to the classroom, each of the over 6,000,000 students attending California's public schools have specific, individual needs. Planning to support all students as they develop

communicative proficiency and global competence begins with a Multi-Tiered System of Support.

California's **Multi-Tiered System of Support (MTSS)** is a comprehensive framework that aligns academic, behavioral, and social–emotional learning for the benefit of all students (Orange County Department of Education 2020). This system of support offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.

MTSS brings together both **Response to Instruction and Intervention (RtI²)** and **Positive Behavioral Interventions and Supports (PBIS)** and aligns their supports to serve the whole child. RtI² and PBIS are not the same. RtI² is a general education approach of high-quality instruction, early intervention, and prevention, and behavioral strategies aligned with MTSS. PBIS is an approach that focuses on the emotional and behavioral learning of students, which leads to an increase in student engagement and a decrease in behavior problems over time.

While RtI² focuses on academics and PBIS focuses on social and emotional learning, MTSS encompasses them all. MTSS acts as a way of organizing supports within local educational agencies (**LEAs**) so that both academic learning and social–emotional learning are aligned to serve the whole child. As defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL), "social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL 2021). Figure 2.1 depicts how RtI² and PBIS are both included within the MTSS framework.

FIGURE 2.1: Multi-Tiered System of Support
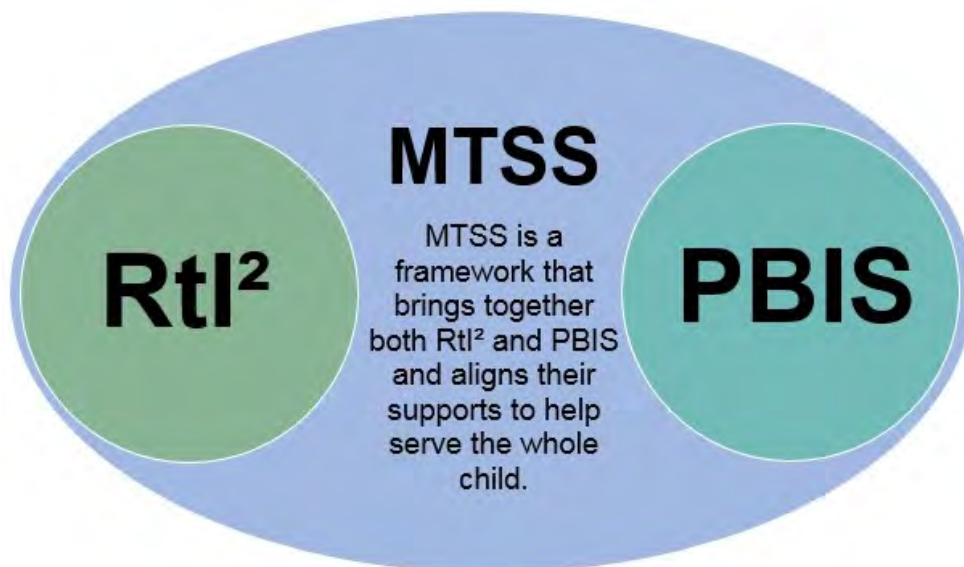
Text accessible version of this graphic

Source: California Department of Education https://www.cde.ca.gov/ci/fl/cf/ch2.asp#link2

The evidence-based domains and features of the California MTSS framework provide opportunities for LEAs to strengthen school, family, and community partnerships while developing the whole child in the most inclusive, equitable learning environment. These domains and features apply to every grade level and proficiency range served by world languages programs across the state.

Multi-Tiered System of Support is a framework for educators to use in order to anticipate and respond to student variability by planning multiple supports using **Universal Design for Learning (UDL)**. UDL is utilized as an approach to instructional planning that removes barriers to learning and addresses student strengths in order to meet the needs of all students, no matter how they learn. Educators using the UDL approach recognize expert learning systems require parts of a system to work together as a whole.

The UDL approach to curricular planning provides the optimal environment for students with disabilities, since accessible curricula, including **accommodations** (supports that help students learn the same material and meet the same expectations as their classmates), are planned from the beginning. World languages teachers use UDL, multi-tiered instructional strategies and student activities, flexible grouping, and differentiation to support learning for each and every student, including those with the most extensive support needs. Figure 2.2 outlines the three domains of MTSS and the features within each domain.

FIGURE 2.2: Domains and Features of a Multi-Tiered System of Support within a School Site

Multi-Tiered System of Support

Each MTSS domain includes the following features:

- Identify a comprehensive assessment system
- Create and utilize teams (RtI² teams, PBIS teams, assessment teams)
- Provide supplemental interventions and supports
- Provide intensified interventions and supports

The features below are domain specific.

Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social–Emotional Instruction
- Provide universal academic supports - Develop guidelines to implement curriculum with UDL	- Provide universal behavior supports - Provide comprehensive behavior supports	- Provide universal social–emotional supports - Provide comprehensive social–emotional development supports

Source: California MTSS Framework (Orange County Department of Education 2020)

Administrators, school support staff (PBIS specialists, counselors, therapists, and others), teachers, and other educators work as a unified team using the domains and features of MTSS (figure 2.7) to plan a broad range of supports to meet the needs of each and every student within the school setting. See the UDL section below for more information and a vignette modeling the instructional elements of this system.

Continuum of Support

In California, MTSS is built on the premise that universal support be provided for all students. As depicted in figure 2.3 below, teachers implementing MTSS recognize that all students benefit from universal support, some students may need supplemental support at various times, and a few students may require more intensified support some of the time. World languages teachers focus on providing research- and standards-based instruction to provide universal support for each student in the language classroom.

FIGURE 2.3: Multi-Tiered System of Support Continuum of Support

UNIVERSAL SUPPORT
Evidence-based priorities and practices that support the academic, behavioral and social-emotional success of all students in the most inclusive and equitable learning environment

ALL STUDENTS

SUPPLEMENTAL SUPPORT
Additional services provided for some students who require more academic, behavioral and social-emotional support

SOME STUDENTS

INTENSIFIED SUPPORT
Targeted academic, behavioral and social-emotional support directed toward the few students with greater needs

FEW STUDENTS

Universal Design for Learning (UDL), differentiated instruction, instruction, integrated education implemented at all levels of support.

Text accessible version of this graphic

Source: California MTSS Framework (Orange County Department of Education 2020)

The CA MTSS framework embraces the maxim "All Means All," which encourages LEA and school leaders to successfully implement efforts to effectively develop the skills of each and every student. When the appropriate instruction and support is provided to each and every student, all students are afforded opportunities to participate in the general education curriculum, instruction, and activities of their grade-level peers—including world languages programs.

The **Local Control Funding Formula (LCFF)** and the **Local Control and Accountability Plan (LCAP)**, aligned to California's **Eight State Priorities**, provide the infrastructure for building a statewide system of support. California's MTSS framework is the driver for implementation. Each school district engages parents, educators, employees, and the community to create these plans. Figure 2.4 illustrates the alignment of LCAP and MTSS.

FIGURE 2.4: Local Control and Accountability Plan and Multi-Tiered System of Support Alignment
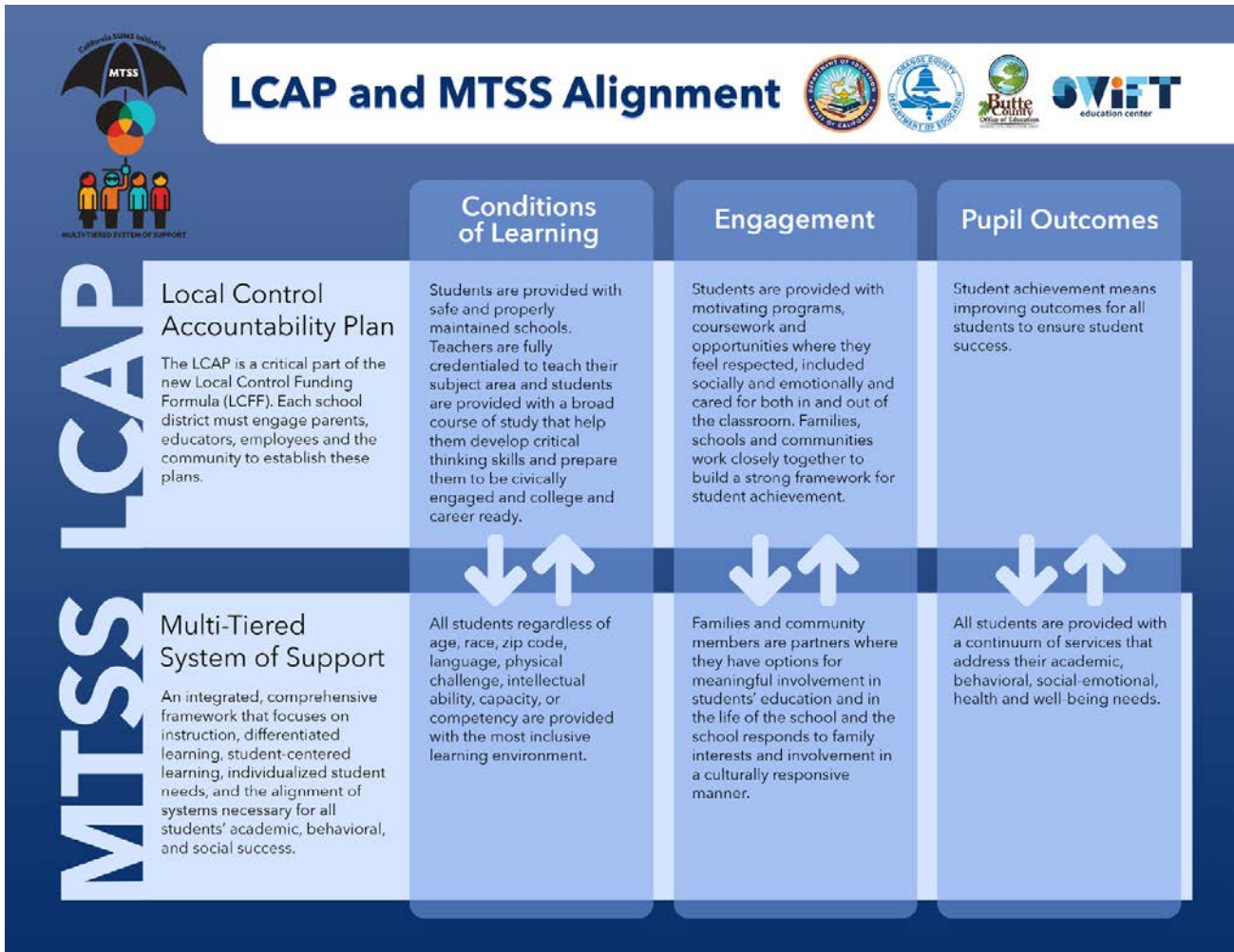
Text accessible version of this graphic

Source: California MTSS Framework (Orange County Department of Education 2020)

For educators planning and implementing world languages programs, it is important to be knowledgeable about state priorities and funding sources tied to them in order to more effectively advocate for growth of language programs, support for language learners, and professional development for those involved in this work.

California Local Control Funding Formula Priorities

The map in figure 2.5 provides a visual of LCFF priorities and resources and supports to help local educational agencies, schools, and families serve the whole child. The star in the middle of the circle represents the whole child (from "cradle to career") surrounded by those who want to ensure that all students are healthy, safe, engaged, challenged, and supported. Each ray in the circle represents one LCFF priority. While there are ten rays in this map, the eight local priorities include basic services, implementation of state standards, course access, parental involvement, student engagement, school climate, student achievement, and student outcomes.

FIGURE 2.5: Local Control Funding Formula Priorities/Whole Child Resource Map
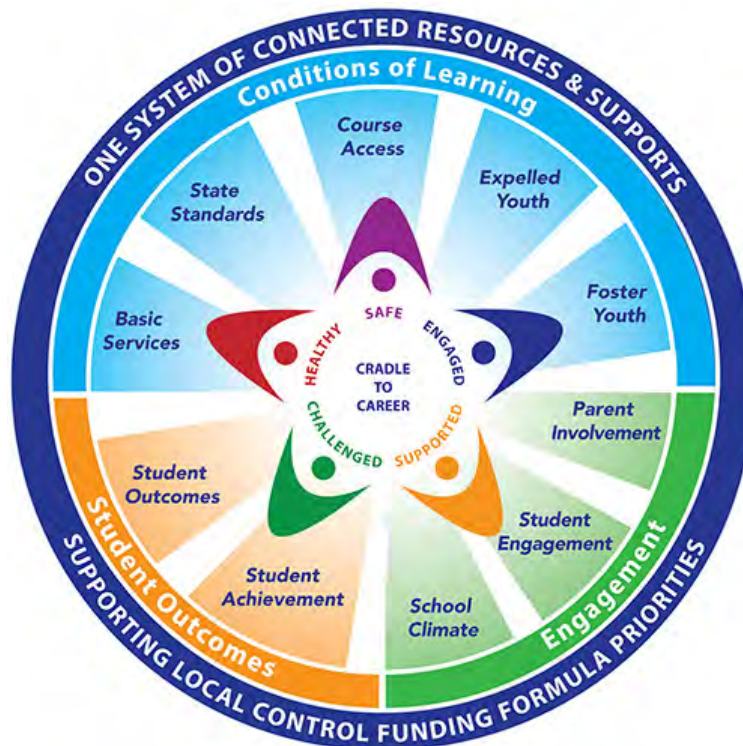
Text accessible version of this graphic

Source: California Department of Education https://www.cde.ca.gov/ci/fl/cf/ch2.asp#link3

The California MTSS Framework drives the implementation of the LCAP. This implementation, in turn, is funded by the LCFF. Each school district engages parents, educators, employees, and the community in the creation of these plans, which focus on conditions of learning, engagement, and student outcomes. Knowledge of state and local priorities and funding sources allows world languages teachers to more effectively advocate for language learners and world languages programs and pathways. The next section of this chapter focuses on circumstances that may present teaching challenges that can be addressed by providing students with additional, targeted support. This focus on supporting student success can have positive schoolwide outcomes and achieve the ambitious goals of the WL Standards.

Universal Design for Learning

An effective MTSS framework considers student variability by planning multiple supports that are designed using Universal Design for Learning, an approach to instructional planning that removes barriers to learning and addresses student strengths and the potential challenges of all students, no matter how they learn. Universal Design for Learning is one element of the larger MTSS framework. A range of supports—including MTSS, RTI2, PBIS, and UDL—work together to support the whole child.

The WL Standards call attention to the way UDL approaches to instruction provide students with a wide range of abilities. This is accomplished through multiple means of engagement, representation, action, and expression. Curriculum aligned to UDL is designed in anticipation of individual student accommodations. Giving all students equal opportunities to learn may represent a significant shift of focus in some classrooms. Figure 2.6, created by the Center for Applied Special Technology (CAST) and Understood For All, provides a contrast between instruction in a traditional classroom and planning and instruction that includes UDL.

FIGURE 2.6: Universal Design for Learning Versus the Traditional Classroom

In the Traditional Classroom	In the UDL Classroom
Teaching focuses only on the content taught.	**Teaching focuses on both the content taught and how the content is taught.**
The primary focus is on teaching the content students need to learn. Lessons are designed and taught with a "typical" student in mind.	The primary focus is on finding ways to teach content to the many types of learners in a classroom. The teacher plans lessons to address a wide range of needs and strengths. There is no "typical" student.
The teacher presents the material in one way for the entire class.	The teacher presents content in a variety of ways.

In the Traditional Classroom	In the UDL Classroom
Accommodations are for specific students. Accommodations are only for students with an IEP or a 504 plan, with the goal being to help these students learn the same material as their classmates. For instance, a student with accommodations listed in an IEP or 504 plan might get an alternate format for a book, like an audiobook. But alternate formats aren't available to the whole class.	**Accommodations are for every student in the classroom.** The accommodations some children receive in their IEPs and 504 plans are available to all students since all learners benefit from accommodation as appropriate. Providing accommodations for all students reduces the stigma students feel about using accommodations.
The teacher decides how the material is taught. The teacher teaches in one way for the whole class, and all students are expected to learn in that way.	**The teacher works with the student to decide how the student will learn.** Teachers and students work together to set individual learning goals. Each student makes choices about how to accomplish personal goals in order to understand personal learning and become an "expert learner."
The classroom has a fixed setup. The classroom is organized like a traditional classroom—desks lined up in rows or grouped in pods. The teacher stands in front of the class and teaches to the whole class at once.	**The classroom has a flexible setup.** The room is laid out with different spaces for different kinds of work—quiet, individual work, small and large group work, and group instruction. Teaching is flexible, depending on the lesson and student needs. The teacher moves around from space to space, helping students as they work.
There is one way for students to complete an assignment. There may be only one way for students to show what they know and are able to do.	**There are multiple ways for students to complete an assignment.** There are many options for students to show what they know and are able to do. Students' different strengths in expression are valued.

In the Traditional Classroom	In the UDL Classroom
Grades are used to measure performance.	**Grades are used to reinforce goals sets by teacher and student.**
Students receive periodic feedback on their progress through tests, quizzes, projects, and assignments. Grades are not typically used as part of an ongoing discussion about goals and learning.	Students receive continuous feedback on their progress. They are encouraged to reflect on their learning and how they meet lesson goals. Grades reflect and guide discussion.

Source: The Difference Between Universal Design for Learning (UDL) and Traditional Education (Understood 2020)

Guidelines of Universal Design for Learning

Universal Design for Learning focuses on learner interest and motivation (in figure 2.7 this is called the "why" of learning), the academic content (the "what" of learning), and the learning process and products (the "how" of learning). Ultimately, the purpose for using UDL is to make it possible for students to become expert learners who have achieved the goals that are spelled out across the bottom row of the UDL guidelines chart (figure 2.7). For all teachers, the goal of following the UDL guidelines is for students to be able to self-regulate, comprehend a variety of resources, and develop high levels of executive functioning skills. The information in figure 2.7 describes the domains and features of the UDL guidelines.

FIGURE 2.7: Guidelines of Universal Design for Learning

Provide multiple means of **Engagement** Affective Networks The "WHY" of Learning	Provide multiple means of **Representation** Recognition Networks The "WHAT" of Learning	Provide multiple means of **Action & Expression** Strategic Networks The "HOW" of Learning
Access Provide options for **Recruiting Interest** • Optimize individual choice and autonomy • Optimize relevance, value, and authenticity • Minimize threats and distractions	Provide options for **Perception** • Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information	Provide options for **Physical Action** • Vary the methods for response and navigation • Optimize access to tools and assistive technologies
Build Provide options for **Sustaining Effort & Persistence** • Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback	Provide options for **Language & Symbols** • Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, mathematical notation, and symbols • Promote understanding across languages • Illustrate through multiple media	Provide options for **Expression & Communication** • Use multiple media for communication • Use multiple tools for construction and composition • Build fluencies with graduated levels of support for practice and performance
Internalize Provide options for **Self Regulation** • Promote expectations and beliefs that optimize motivation • Facilitate personal coping skills and strategies • Develop self-assessment and reflection	Provide options for **Comprehension** • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization	Provide options for **Executive Functions** • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress
Goal **Expert learners** who are... **Purposeful & Motivated**	**Resourceful & Knowledgeable**	**Strategic & Goal-Directed**

Source: Universal Design for Learning Guidelines version 2.2 (CAST 2018)

The UDL guidelines chart in figure 2.7 was designed as a tool for educators to plan ways to remove barriers to student learning. In world languages classrooms, teachers provide multiple means of engagement, representation, action, and expression as they guide students to access, build, and internalize content, knowledge, and skills. Because the focus is increased proficiency, the activities teachers plan are designed to develop students' cultural knowledge and communicative language skills in the target language. The goals of the UDL framework align well with the goals of the WL Standards, since students who achieve these standards become expert lifelong language learners capable of using multiple languages to interact with global competence.

Vignette 2.1 provides an overview of UDL considerations made in instructional planning for a grade eight English Language Arts (ELA) class. The subject of ELA was selected for this UDL model to demonstrate the interrelated nature of standards and outcomes for the Common Core State Standards (CCSS) for ELA/Literacy, ELD, and world languages in a language classroom. A deeper discussion of these relationships follows the vignette.

Vignette 2.1: UDL-Based Lesson Design Overview in a Grade Eight English Language Arts Classroom

UDL Design Considerations	Ideas to Use in a UDL Lesson Plan
Background	Ms. Takayama reflected on some of the challenges she was having in her extremely diverse grade eight language arts class. All of the students in her class were born outside of the US. In addition to the cultural diversity of her students, her class included newcomers with varied levels of prior formal schooling, and **long-term English learners (LTEL)** or students who have not developed English language proficiency within six years (see California *Education Code* Section 313.1). Almost half of her class is reading on grade level. Approximately ten of her students are reading one to two years below grade level and two of her students are identified with a specific learning disability (dyslexia) and are reading below the fourth-grade level. Ms. Takayama's school has a well-established MTSS, and five of her students are placed in a Tier 2 reading intervention class. Four students receive Tier 3 reading intervention. Due to this range in student learning needs, she struggled to find reading materials she could use to engage the whole class; when the level was too low, many of her more proficient students sometimes got bored, and when the level was too high, the newcomers and less proficient students would disengage, resulting in difficulty managing the classroom. It was also challenging to get all of her learners engaged in reading activities in class.

For an upcoming reading lesson, Ms. Takayama decided to create a lesson that was designed using UDL and took into account her knowledge of language learners and culturally responsive instruction. Using a text selected by the teachers with experience teaching grade eight, she planned a lesson that incorporated several supports to provide options for representation, expression, and engagement, hoping to build in various options for reading comprehension that would address the learner variability in her class. |

UDL Design Considerations	Ideas to Use in a UDL Lesson Plan

Classroom Profile	■ Grade eight language arts
	■ 1 general education teacher
	■ 25 students
	■ Countries of birth:
	  ▸ 9 China, 14 Pacific Islands, 1 Japan, 1 Vietnam
	■ Language learner variability:
	  ▸ 4 newcomers, 2 with interrupted formal schooling
	  ▸ 19 lived in the country 1–3 years, 3 with interrupted formal schooling
	  ▸ 2 LTEL students
	  ▸ 10 students reading 1–2 years below grade level
	  ▸ 2 students with Specific Learning Disability (SLD) reading below fourth grade level

Step 1: Consider barriers, preferences, and support needs to address	1. Decoding 2. Fluency 3. Comprehension 4. Sustained attention to instruction and reading

Step 2: Goals	Grade-level ELA Standards
	■ CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	■ CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
	Specific and flexible goals aligned with UDL:
	  Goal 1: Identify key events in Dr. King's life.
	  Goal 2: Identify which key events were challenges that he faced and cite evidence from the text that shows how he persisted to meet his goals.

UDL Design Considerations	Ideas to Use in a UDL Lesson Plan
Step 3: Assessments	Summative assessment of Goal 1: Timeline Formative assessment of Goal 2: Finding evidence pair activity

Step 4: Methods	Text Preview
	
	- Context provided for the reading (Engagement)
	- Background building and connections to prior and new knowledge using visuals, video, and examples that students may relate to (Engagement/Representation)
	- Graphic organizers or guided notetaking sheets to help focus language learners on what information they need to look for and find in the text (Action/Expression)
	
	Explicit and Contextualized Vocabulary Instruction
	
	   - Active discussion of vocabulary words with whole class (Representation)
	   - Vocabulary discussion with connections to home language, using visuals and drawing pictures to engage students (Representation)
	
	Reciprocal Teaching
	
	- Collaborative strategy in which students have roles and active engagement in the reading process (Engagement/Representation)
	
	Varied Formats of Digital Text
	
	- Choice of reading independently or with the teacher (Representation)
	- Text-to-speech option supporting newcomers' decoding and fluency and helping LTEL students to recognize words in print that they have heard but do not know how to spell (Representation)
	
	Independent Reading and Guided Choice
	
	   ▸ Guided choices to facilitate students making connections (Engagement)
	   ▸ Culturally relevant and interesting texts (Engagement)

UDL Design Considerations	Ideas to Use in a UDL Lesson Plan
Step 5: Materials	Text Preview ■ Electronic text so that learners can use text-to-speech support (Representation) ■ Sentence frames and starters within the graphic organizer to support learners to complete them correctly (Action/Expression)

Additional Resources	Alternatives and Extensions
Making Input Comprehensible	■ Additional video clips and visuals to build background (Engagement/Representation) ■ Leveled texts for newcomers to reduce some of the academic language and complexity (Representation) ■ Add visuals and graphics to leveled texts to amplify them (Representation)
Supporting Language Production and Interaction	■ Rotate groups with built-in accountability to support engagement and provide assistance. (Engagement) ■ Provide visuals for low-proficiency learners to copy onto their timelines and label instead of writing sentences. (Representation) ■ Extension activity: Ms. Takayama asks students to think about a famous or historical figure that they know of from their own culture who faced challenges and persisted. Learners identify one challenge and one accomplishment related to this person, write down or draw an image to depict the challenge and the accomplishment, and then share with the class or small group. (Engagement, Action/Expression)
Feedback and Practice	■ Have learners with the same first language provide additional support to each other in their groups by explaining key concepts in their first language before writing the words or sentences on their timelines. (Action/Expression)

Source: *UDL for Language Learners* (Torres and Rao 2019)

A closer examination of the above UDL vignette reveals the commonalities among the ELA-specific goals (CCSS for ELA/Literacy Standards) in this lesson and in the WL Standards and *ELD Standards*. The goals in this lesson are for students to be able to

- analyze text;
- make inferences;
- determine a central idea and its relationship to supporting details; and
- summarize text.

Throughout the lesson, students read, write, speak, and listen in order to achieve these goals. In world languages, as well as in ELD, language learners also develop proficiency in the same four language skills. Rather than a focus on reading, writing, speaking/signing, and listening, world languages and ELD target proficiency development in the Interpretive (receptive), Interpersonal (collaborative), and Presentational (productive) modes of communication. Students develop and use knowledge of the target language and culture to interact in meaningful ways with others within and beyond the classroom. This is not to say there is no focus on reading, writing, speaking/signing, and listening. These four skills are developed using the target language in each mode. The UDL practices described in vignette 2.1 are effective practices when designing lessons to meet the various needs of language learners in any classroom or subject, including world languages.

Addressing the Needs of Major Student Populations in World Languages Programs

When language teachers implement the MTSS framework and design instruction using the UDL approach, they provide broad universal support for all students. As discussed earlier in this chapter, while all students need universal support, there are some students who might need supplemental support at various times, and a few students who may require more intensified support some of the time. This section explores potential teaching challenges, asset-oriented classroom practices, and asset-oriented implementation of practices in the world languages classroom. Further, this attention is focused on several of the state's major student populations.

California students speak over sixty languages and represent a rich tapestry of cultural, ethnic, and religious heritages. It is beyond the scope of this framework, then, to discuss all aspects of California's diverse student population students enjoy or to fully address the range of skill acquisition, physical abilities, and circumstances that impact students' lives and learning. In the following discussions, some groups of students are highlighted, as it is especially important to acknowledge and value the resources they bring to the world languages classroom. The discussions also underscore the need for school leaders and educators to make the shifts necessary to ensure educational access and equity for all students. Though presented separately, these populations are not mutually exclusive; many students may be members of multiple groups. Teachers are encouraged to keep in mind that while teachers may inform themselves about particular aspects of their students'

backgrounds, each population is a heterogeneous group. When teachers get to know their students as individuals, their planning, instructional delivery, and targeted support are likely to become more effective.

Students Living in Poverty

According to the California Department of Education, "poverty is the primary risk factor for poor school achievement, and one-fifth of all children living below the official federal poverty level in the nation reside in California" (American Institutes for Research 2012, 1). Historical statistics in California have shown that children living in poverty have "traditionally achieved at the rate of .7 of a year for every year of instruction. This means that the disadvantaged child falls […] behind at the rate of three months for every school year" (CDE 2009).

The levels of poverty vary widely across the state even within the same regions and counties. Figure 2.8, from the Public Policy Institute of California (PPIC), shows the poverty rates throughout each county in California from 2014 to 2016.

FIGURE 2.8: California's Poverty Rate by County 2014–2016

CPM poverty rate
- < 16.0%
- 16.0 - 17.0%
- 17.1 - 18.3%
- 18.4 - 20.1%
- > 20.1%

Statewide, 19.8% of Californians live in poverty (2014-16 average), according to the California Poverty Measure (CPM).
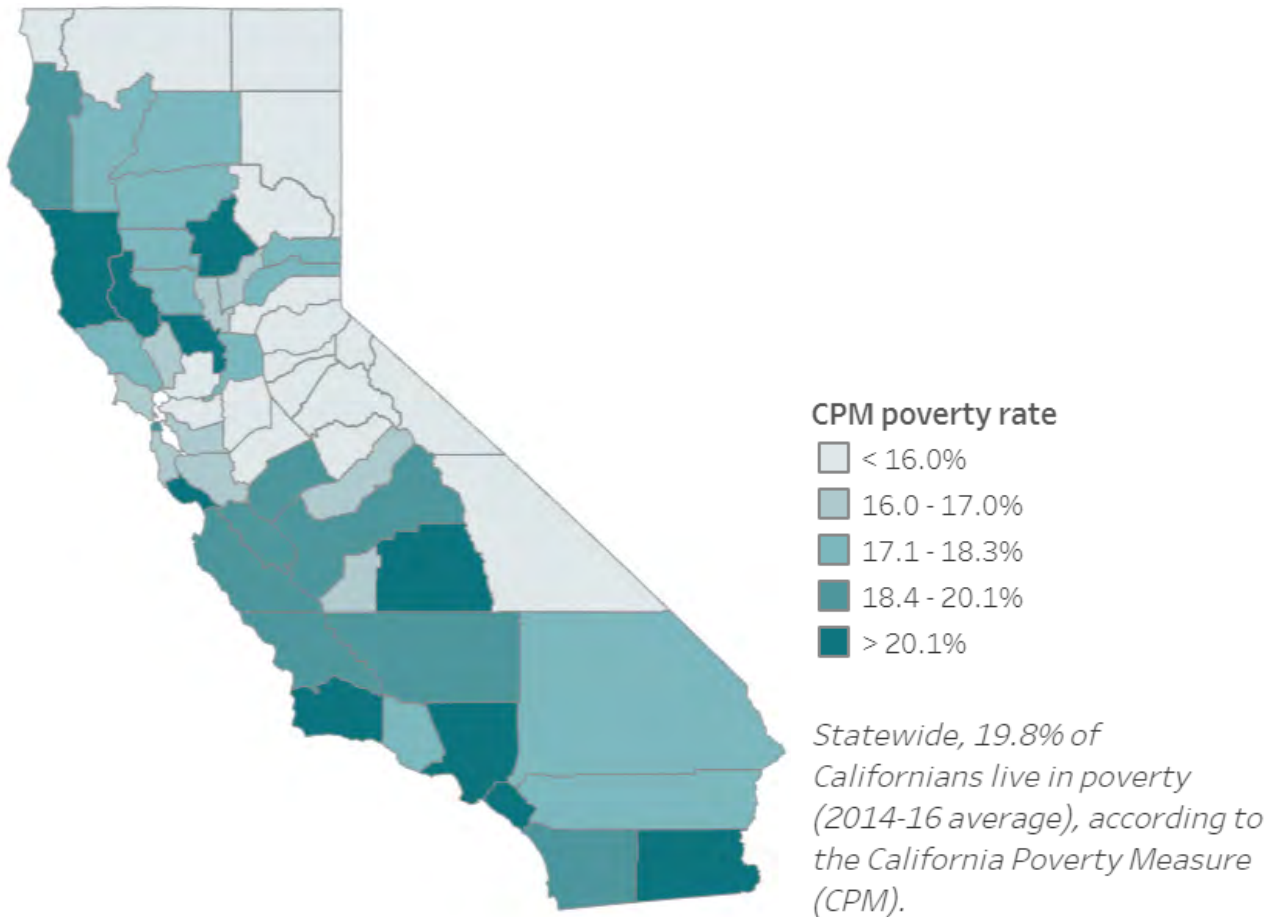
[Text accessible version of this graphic](#)

Source: 2014–2016 California Poverty Measure (PPIC 2017)

More than 20 percent of California children live in poverty (PPIC 2017). Some of these children live in areas of high poverty and others live in poverty within areas that may be considered high income. While the map in figure 2.8 reflects all poverty in the state, the PPIC points out that poverty among young children is a critical issue. "Adverse circumstances faced by young children can contribute to negative educational, employment, and health outcomes over the long term, and, as such, are the focus of much attention among policymakers and the public" (Public Policy Institute of California 2014). There are a variety of these circumstances that affect educational outcomes.

Children living in poverty often need stability, may change homes and schools frequently, and may have high absentee rates. Researchers have found that high residential mobility during childhood is related to poor initial reading achievement and an ongoing detrimental impact on learning over time (Hagan, MacMillan, and Wheaton 1996; South, Haynie, and Bose 2007; Nation et al. 2020). These circumstances lead, at times, to serious gaps in education as well as diminished overall engagement in school.

Not only does poverty affect attendance, it also has been shown to affect children's oral language development and general breadth of knowledge as they enter school (Egalite 2016; Hanushek 2016; Lacour and Tissington 2011; Schneider 2018; Wang, Deng, and Yang 2016). These studies have shown that children living in poverty are more likely to experience less parental involvement and may not have access to books or life experiences (visiting museums, seeing live animals in zoos, or traveling) that build a breadth of knowledge and expand their vocabulary. Poverty can significantly affect the resources available to students that support readiness for school and educational achievement.

Thousands of students in California also experience trauma. Naturally, children's responses to trauma can manifest themselves in the school setting. Research has shown that children's reactions to trauma include increased monitoring of their environment for dangers, anxiety when separated from trusted adults, irritability and aggression, and an increased need for affection, support, and reassurance (Collins et al. 2010). In a 2010 study, the National Child Traumatic Stress Network found that "families living in urban poverty often encounter multiple traumas over many years, [and] they are less likely […] to have access to the resources that may facilitate the successful negotiation of their traumatic experiences" (Collins et al. 2010, i). Adverse childhood experiences (ACEs) have an astounding impact not only on educational outcomes in the short term, but lifelong challenges with health and opportunity as well (Felitti et al. 1998).

It is essential for language teachers, school site and district leaders, and local county offices of education to identify the tools necessary for students to attain wellness and academic achievement—and identify resources to provide them. The WL Standards recognize these challenges and provide the opportunity and guidance for teachers to work with students to achieve these goals. When students in poverty experience school success at a young age, and thus are motivated to experience more success, they are more likely to attain better educational outcomes over time (Jensen 2013). Early intervention is crucial to having a positive impact on students' success.

Jensen discussed seven areas of potential teaching challenges for low-income students and recommended actions that teachers should take to leverage the assets and meet the needs of these students. These seven areas are summarized in figure 2.9 in the column titled Potential Teaching Challenges. Suggested practices are provided to address each of the potential teaching challenges.

FIGURE 2.9: Poverty and Classroom Engagement—Challenges, Practices, and Implementation

Health and Nutrition

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
Students living in poverty may need additional support in accessing the health care system and adequate nutrition. Research shows that without access to health care and nutrition, students' attention, cognition, and behavior may be affected.	Ensure students have daily opportunities for physical activity and that they and their families are aware of free and reduced lunch programs, including mental health and other health and nutrition services offered in the community.	Classroom: Provide instructional time that allows movement. This includes physical education in elementary pathways. In secondary schools, incorporate kinesthetic learning activities and interactions in the target language that move students about the room. Beyond the Classroom: Share information related to health and nutrition with families in the home language.

Academic Language

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
Some students living in a low-income household have yet to develop the kind of language highly valued in school—academic language—compared to their middle-class peers. Academic language includes general academic and **domain-specific vocabulary**, **discourse practices**, and understandings about how different **text types** are structured.	Align classroom discourse with content standards and frameworks. Academic language, which includes vocabulary, is a crucial component of ELA/literacy programs and disciplinary learning (as well as all aspects of life and learning). Provide rich language models, prompt and extend responses, align classroom discourse with structured conversations, and engage the student in discussions.	Classroom: Plan to use academic language daily. Know your curriculum (previous curriculum, current curriculum, and how this connects to future curriculum) so you can incorporate content vocabulary and structures into interactions. Show students what words mean with images and models. Provide examples of text types used in academic settings and sentence frames as necessary. Beyond the Classroom: Share resources for support and practice at home. This could include age- and proficiency-appropriate readings, dictionaries, and topics for conversation, as well as electronic resources.

Effort

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
Some students living in poverty may appear to demonstrate lowered levels of effort at school. Teachers are advised to remain alert, as this behavior might be due to low levels of hope or optimism, depression, poor nutrition, sleep deprivation, or other factors.	Recognize the critical roles that teachers and schools play in students' willingness to make academic effort. Strengthen relationships between the school and students.	Classroom: To maintain engagement, plan units and lessons that include students' backgrounds and are of interest to students. Also, model **growth mindset** approaches and encourage effort daily. For example, use positive reinforcement, celebrate improvement and successes (even small ones). Beyond the Classroom: Connect students with counselor or other professionals on campus who can support mental health and connect them with community resources as needed.

Hope and Growth Mindset

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
Low socioeconomic status is sometimes associated with students having low expectations and a vision of a negative future compared to their middle class peers. Regardless of socioeconomic status, teachers are encouraged to learn more about students who may at times display these behaviors.	Ensure that students know that their futures and their abilities are not fixed. Provide high-quality feedback that is task-specific and actionable. Support students' beliefs in their potential (not their limitations) and the rewards of effort through incremental praise and celebration of accomplishments (including seemingly small ones). Assist and support students in advocating for themselves.	Classroom: Model growth mindset ("keep practicing, you will improve," avoid statements like "I'm not good at …") and encourage effort daily. Provide specific and timely feedback so students know how to improve; celebrate even small improvements to encourage a growth mindset. Plan curricular elements that allow students to see themselves in the curriculum and possibilities for their success beyond school. Beyond the Classroom: Connect students with clubs and school organizations promoting academic and social–emotional activities. Share information about community programs and resources supporting their needs and how to access college and career programs, training, and financial aid.

Cognition

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
Students living in poverty may at times demonstrate lower academic achievement or shorter attention spans, or both, compared to their middle-class peers. Unfortunately, these challenges may sometimes result in disengagement or other behaviors not considered typically acceptable in a learning environment.	Break content into smaller, manageable components. Ensure that all students have access to a rich, engaging, and intellectually stimulating curriculum. Encourage students and provide positive feedback.	Classroom: Scaffold new content or challenging assignments into small chunks. Provide opportunities for extra help (tutoring, extra time). Give verbal and written time reminders often. Plan units and lessons that include students' backgrounds and are of interest to them. Provide specific and timely feedback so students know how to improve; celebrate those improvements. Beyond the Classroom: Share resources for support and practice at home. This could include age- and proficiency-appropriate readings, dictionaries, and topics for conversations, as well as electronic resources.

Relationships

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
Some students may face adversity, including in the form of disruptive or stressful home relationships. As a result, some students may at times be reluctant to place trust in adults or they may respond to interactions in ways considered inappropriate for a school setting.	Ensure that adults at school are positive, caring, and respectful. Make expectations clear. Above all, treat students living in poverty, as well as their families, with dignity, and convey the attitude that all students are welcome and capable of achieving at the highest levels.	Classroom: Build a strong classroom community where students feel safe and have a sense of belonging. Get to know students and build a relationship with them by showing you care and treating them with respect. Maintain a caring and welcoming learning environment. Maintain high expectations for students' success and communicate expectations clearly (verbal and written). Beyond the Classroom: Advocate for students as needed. Connect students with counselors or other professionals on campus who can support mental health and connect them with community resources based on their needs.

Distress

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
Some students living in poverty may live in acute chronic distress, which has been shown to impact brain development, academic success, and social competence. For some students, this kind of distress may result from factors such as violence, abuse, addiction, having to work to help support their families, or other sources of stress. Distressed students may at times exhibit passivity, miss school, or demonstrate aggressive or other behavior considered inappropriate for a school setting.	Recognize the cause of the behavior. Build positive and respectful relationships. Seek advice from other school or district professionals and refer students to services based on their needs.	Classroom: Maintain a caring and welcoming learning environment. Get to know students and build a relationship with them. Model that each day is a new beginning for every student. Provide opportunities for extra help (tutoring, extra time). Beyond the Classroom: Connect students with counselors or other professionals on campus who can support mental health and connect them with community resources as needed. Guide students to advocate for themselves.

Snapshot 2.1 provides a brief glimpse into supporting students living in poverty within world languages classrooms. In this snapshot, Ms. Ramirez supports her students, 88 percent of whom live in poverty, in a number of ways. By greeting students as they enter, she creates a welcoming and respectful classroom environment. Through her daily interactions with students within and outside of the classroom, she ensures students know she respects them. She strives to ensure students consider their school as a place where they are heard and valued.

Ms. Ramirez also knows the backgrounds and academic needs of her students well. She creates units of high interest to her students, knowing this will engage them, and she integrates the use of academic language into every lesson. To support student achievement of the WL Standards, Ms. Ramirez scaffolds language learning into chunks. She provides examples and sentence frames whenever they might serve students. Ms. Ramirez also makes sure she gives clear verbal and written instructions for each activity. She uses technology not only to support and enhance learning by modeling target-language activities, she also uses it strategically to help with classroom management.

Snapshot 2.1: Engaging Students Living in Poverty in Grade Ten Spanish for Native Speakers

Ms. Ramirez teaches in a high school where 88 percent of her students receive free or reduced lunch. Her classes are diverse. Her students come from a variety of backgrounds and cultures, including the Spanish-speaking community. The students in her grade ten Spanish for Native Speakers 2 class are at different proficiency ranges—Intermediate Mid through Advanced Low—due to their varied exposure to and use of their native language.

Knowing the needs of her students, many of whom live in poverty, Ms. Ramirez takes great care in planning units and lessons that are interesting to them. She regularly incorporates lesson elements representative of her students' experiences. Her lessons are fast paced to maintain student attention, yet she consistently provides linguistic and behavioral support to students, so they do not become frustrated. To build community and strengthen learning, Ms. Ramirez plans daily collaborative activities that allow student movement and interaction in her Spanish class.

The thematic unit Ms. Ramirez is currently teaching is on the challenges some children face attending school in the Spanish-speaking world, since this is aligned with Advanced Placement (AP) themes (Global Challenges and Contemporary Life) and Goal 4 of the United Nations Sustainable Development Goals, Quality Education. Today's lesson is the first in the unit and focuses on guiding students to explore the challenges they or other children face within their community (WL.CM4). Ms. Ramirez is starting the unit in this way to help students connect to their own experiences. However, she allows for students to speak of the experiences of others, as some students may not want to share information that they feel is too personal.

Prior to the beginning of the class period, Ms. Ramirez stands just outside of her classroom door and greets her students as they enter. As she greets them, Ms. Ramirez interacts with other students while they pass on their way to different classes. She welcomes her students personally, reminds them to sit down, take out their materials, and check the instructions projected on the board for their warm-up activity. Just before the bell rings, Ms. Ramirez enters her classroom and closes the door.

Ms. Ramirez greets the class. She then explains that before going over the instructions for the warm-up, she will point out the lesson objective and activities that are written on the board. Ms. Ramirez then tells the class that the learning objective is to identify some of the struggles children in the Spanish-speaking world have in accessing quality education. Later, she will ask students to compare those with the struggles of children in their own community. She then points out the list of activities—which she has written in a numbered list under the learning objective—that will guide students to meet this learning objective.

Ms. Ramirez points out that the first activity is the warm-up. She then projects instructions for the warm-up while also verbally explaining that students will individually brainstorm challenges they or other children in their community have faced that affect the quality of their education (WL.CM4.I, WL.CL1–3.I/A, WL.CN1–2.I/A). Ms. Ramirez asks volunteers to share an example of a challenge. She then projects a timer on the screen and tells students they have five minutes to list as many challenges as they can think of. As students work, she gives them time reminders (as in "three minutes left") while she circulates around the room.

When the timer goes off, the class stops and looks to Ms. Ramirez for the next set of instructions. She asks students to share one item from their list. She uses class cards with student names to call randomly on students and writes their responses, projecting them using a document camera. As she calls on students, Ms. Ramirez also reviews with the class any vocabulary they do not understand or need to express the challenges listed. Before moving on, the teacher asks the students if there are any additional challenges they struggled to find an appropriate word for and assists them through the process of finding suitable terms. In this way, the teacher guides students to create a class list of the barriers to quality education they brainstormed individually.

Ms. Ramirez then announces that the next activities will be in small groups. She groups students into triads. She gives the class thirty seconds to bring their belongings and move into their group. Once the students are in their groups, Ms. Ramirez projects the instructions for the activity. While the instructions are projected, she explains that each group will discuss the lists they created during the warm-up (both individual and class lists). In their groups, they will decide on which challenges affect their quality of education most and why. Student groups will write a list of these challenges and share them when time is up (WL.CM2.I/A, WL.CM4.I, WL.CL1–3.I/A, WL.CN1–2.I/A). The teacher points out that each group has a sheet of sentence frames in the middle of the group to support this discussion in the target language. Ms. Ramirez works with the class to model the use of the sentence frames using a couple of examples from the sheet. She then gives students ten minutes to compare their lists and select challenges that affect them at school (WL.CM2.I/A, WL.CM4.I, WL.CL2.I/A, WL.CL3.I/A). She sets a timer and then circulates to monitor their progress. When the timer goes off, the class stops and looks to Ms. Ramirez for the next set of instructions.

Ms. Ramirez hands each group a blank graphic organizer and an infographic on challenges children in the Spanish-speaking world face in getting to school. As she does this, Ms. Ramirez explains that each group will review and discuss the infographic. They will then work together to list challenges related to quality education that they have in common with others in the Spanish-speaking world

and those they do not (WL.CM.1.I/A, WL.CM.2.I/A, WL.CM.4.I, WL.CL.2.I/A, WL.CL.3.I/A, WL.CN.1–2.I/A). Using the document camera, the teacher begins to complete a blank organizer to demonstrate how students will complete it. Once she confirms they understand the process she has modeled, Ms. Ramirez gives the class fifteen minutes, sets the timer, projects the instructions, and circulates to monitor and support the students.

When the timer goes off, the class stops and looks to Ms. Ramirez who is again at the document camera. She calls on students to share a similarity or a difference using her class cards, and she completes the organizer on the document camera as each group shares its responses (WL.CL.1.I/A, WL.CL.2.I/A, WL.CN.1.I/A, WL.CN.2.I/A). As she writes their responses, the teacher models language students will use in their final discussion.

Ms. Ramirez wraps up the lesson by asking students to use their sentence frame handout to explore and discuss the educational challenges they have in common with other students from the Spanish-speaking world, paying close attention to phrases like "It surprised me that" or "I did not know that" that occur during the discussion (WL.CM.2.I/A, WL.CM.4.I, WL.CM.5.I/A, WL.CM.6.I/A, WL.CL1–3.I/A, WL.CN.1–2.I/A). Ms. Ramirez circulates around the room as the student groups discuss barriers to a quality education they and others face.

Two minutes before the bell rings, Ms. Ramirez stops the discussions. She tells students they will begin class tomorrow with a writing warmup related to what they discovered today. She prompts them to put away their materials. When the bell rings, students are dismissed.

World Languages Standards:

WL.CM.2.I/A (Interpersonal Communication), WL.CM.4.I (Settings for Communication), WL.CM.5.I/A (Receptive Structures in Service of Communication), WL.CM.6.I/A (Productive Structures in Service of Communication), WL.CL1.I/A (Culturally Appropriate Interaction), WL.CL2.I/A (Cultural Products, Practices, and Perspectives), WL.CL.3.I/A (Cultural Comparisons), WL.CN.1.I/A (Connections to Other Disciplines), WL.CN.2.I/A (Diverse Perspectives and Distinctive Viewpoints)

For more information on the United Nations Sustainable Development Goals, see chapters 6, 7, 8, and 9 of this framework. For more data related to students living in poverty, visit the California Department of Education website. To access additional information related to children living in poverty, visit the website of the Public Policy Institute of California or the National Center for Children in Poverty (PPIC 2020; NCCP 2020).

Migrant Students

California is home to more migrant students and families than any other state in the nation. According to the CDE Migrant Education Office, "one out of every three migrant students in the United States lives in California. In the 2015–16 school year, there were over 96,750 migrant students attending California schools during the regular school year and 42,570 attending summer/intersession classes" (CDE 2020c). Approximately one-third of these migrant students were classified as **English learners**. A student between the ages of three and twenty-one is considered migrant if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and the family has moved during the past three years (CDE 2015). Many factors influence the educational success of migrant students, including moving often, parent education, experience in the US school system, school attendance, and poverty. One of the biggest challenges to the success of migrant students is the continuity of educational services as they relocate.

In order to help maintain access to continuity of educational and social services, local educational agency staff connect migrant students and their families with **Migrant Education Programs (MEP)**. Migrant Education Programs offer technical assistance and support to programs that are designed to strengthen the school, community, and family experiences of children and their families. This technical assistance and support focuses primarily on supporting students and families in the areas of ELA/math, parent engagement, school readiness, Mini-Corps tutoring, and out-of-school youth.

Migrant Education Programs (MEP) are offered in regions throughout the state. Figure 2.10 shows California's MEP regions and the number of migrant students served by each region.

FIGURE 2.10: Distribution of Migrant Student Population by Region

Region	A1 (2014-15)
R1	9,446
R2	10,607
R3	7,823
R4	6,729
R5	6,948
R6	7,423
R7	3,857
R8	6,844
R9	6,338
R10	6,363
R11	2,956
R14	1,204
R16	12,291
R17	2,964
R18	2,084
R19	667
R21	2,901
R22	3,403
R23	2,517
R24	1,315
Total	**104,680**
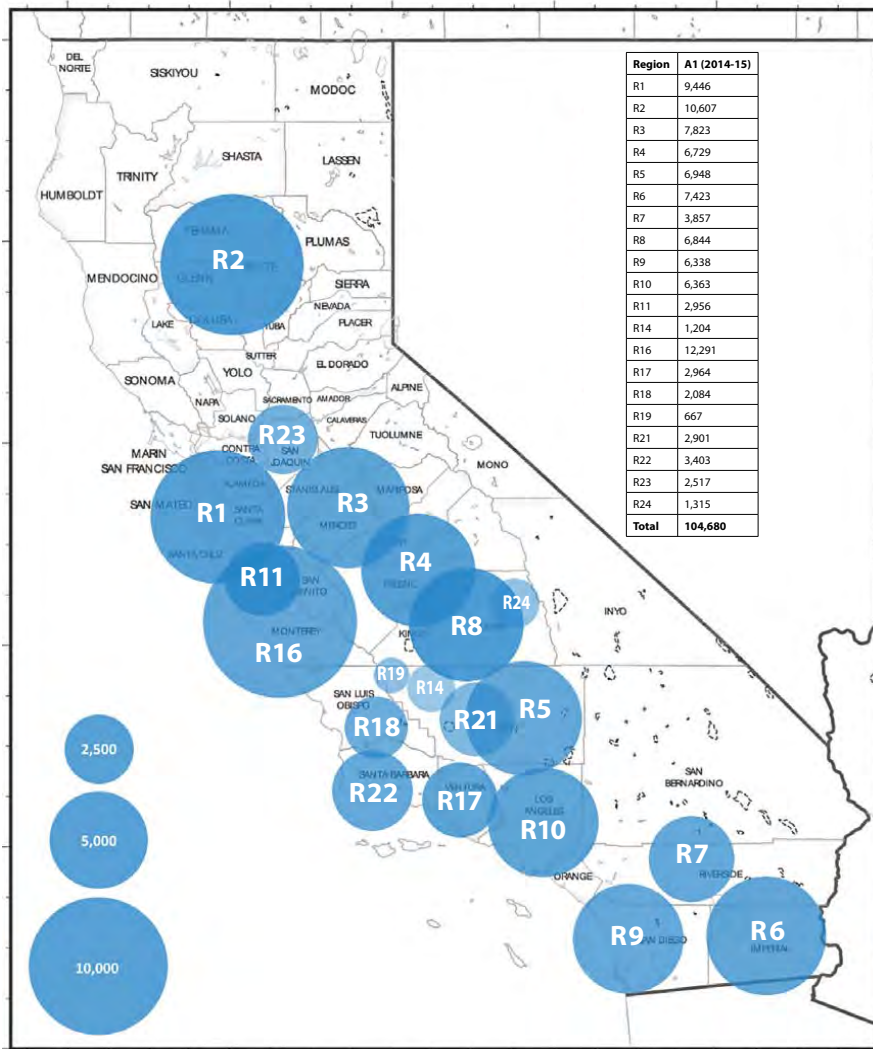
[Text accessible version of this graphic](#)

Source: California Migrant Student Information Network (CDE 2016)

According to the *California Migrant Education Program Profile 2016*, **out-of-school youth (OSY)** comprise a significant number of potential students who need additional support within the migrant community. "[Out-of-school youth] are the fastest growing segment of the Migrant Education Program and the least served" (CDE 2016, 8). The term "out-of-school youth" means "youth through age twenty-one who are entitled to a free public education in the state and who meet the definition of 'migratory child' but are not currently enrolled in a kindergarten-through-grade-twelve (K–12) school" (CDE 2016, 8). Out-of-school youth include students who have dropped out, students who are working on passing a general education development (GED) test, and youth who are in California solely to work. They may have limited English proficiency, may live on their own without the support of a family at home, and may not be able to access most state resources.

School and district personnel serving migrant students and families work diligently to supply the tools and resources that provide linguistic and academic support while students attend school daily. Local educational agency staff also strive to support migrant children and families by helping them access the services provided by Migrant Education Programs.

Figure 2.11 lists some of the key challenges California's migrant students face in acquiring world languages, as well as actions educators can take to leverage students' assets and support their success and growth.

FIGURE 2.11: Migrant Students—Challenges, Practices, and Implementation of Support

Moving Often

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
One of the challenges to the success of migrant students is ensuring the continuity of educational services as they relocate. Due to the inconsistent provision of services and frequent moves, some students have gaps in their education.	Identify who migrant students are. Find out the individual needs of the students in order to offer academic support. Assist families with locating any records from schools previously attended. Support students with free tutoring programs at school as appropriate. Connect migrant families with counselors or other staff to provide resources within the community.	Classroom: Know who your migrant students are. Provide support that bridges their home language learning in WL with English. Provide extra time on assignments if they are frequently absent. Plan (or co-plan) supports bilingual paraeducators provide while working with the students in the general education classroom. If the student is enrolled in an elementary WL pathway (dual language immersion, developmental bilingual), plan for extended support in math and ELA. Beyond the Classroom: Connect with counselors or other staff on campus who will refer students and families to community resources and link them with local and state Migrant Education Programs.

Parent/Guardian Education and Experience in the US School System

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
Parent/guardian education has been identified as the single strongest correlate of children's success in school (Egalite 2016). As with any other parent/guardian group, migrant parents and guardians represent a range of education and backgrounds. Migrant students may come from homes where parents or guardians have not attended school in the US and do not initially know how the system works or how to support their children within the system.	Ensure *all* parents and guardians are welcome within the school. Provide school flyers and other materials in languages other than English and provide interpreter services at school events. Ensure school and district websites offer a translate option for caregivers who need it. Invite caregivers to participate in school activities and events. Offer parent/guardian support classes on a range of topics based on caregiver needs. Provide families with information on the structure of the school and district and ways to support their students' academic and social–emotional success.	Classroom: Provide classroom communication in the home language in order to help parents and guardians feel welcomed and able to support their students/children. Invite parents and guardians to volunteer in the classroom to help or to be a speaker. Beyond the Classroom: Provide interpreter services in the languages of the school community, send communication in home languages, invite families to school events, provide classes for parents/guardians (supporting their student/child in school, learning English), and provide a translate option on school and district websites. School staff and leaders reach out to and partner with community organizations.

Poverty

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
Migrant students sometimes live in poverty. Students living in poverty generally face a variety of challenges that can be obstacles to their academic, social, and emotional success. Some key challenges students living in poverty may face include those related to health and nutrition, academic language, effort, hope and growth mindset, cognition, relationships, and distress responses. (See figure 2.2 for more information on challenges stemming from poverty and practices to put in place in order to support students living in poverty.)	See figure 2.2 for practices to support students living in poverty.	See figure 2.2 for implementation of supports for students living in poverty.

Out-of-School Youth

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
Out-of-school youth (OSY) is the fastest growing segment of the Migrant Education Program and the least served. They are generally young, single (no family), and completely on their own. They have little access to federal or state resources, and those with limited education or limited English skills may experience this affecting their economic and social status.	Connect OSY to advocates who help them gain access to needed services. Provide information about community support programs in order for OSY not to feel so isolated, as this may help to provide motivation. Connect them with Migrant Education Programs which can offer support services in the areas of job and computer training as well as English classes and other education services.	(They are out of school, so no classroom implementation is included.) Beyond the Classroom: Connect OSY with community support services and Migrant Education Programs.

Snapshot 2.2 provides an example of supporting migrant and transitory students within world languages classrooms. In this snapshot, the teacher, Ms. Hamm, gets to know her students quickly in order to provide individual academic support. Getting to know students allows the teacher to establish a relationship with them and identify individual knowledge, skills, and proficiency ranges to target in lessons.

Throughout this lesson, the teacher scaffolds and supports learning, based on individual knowledge, skills, and proficiency ranges, in a number of ways. To provide extended support in language arts for her migrant and transitory students in particular, Ms. Hamm designs a reading lesson using authentic material from the target culture. She teaches the reading lesson using Specially Designed Academic Instruction in English (SDAIE) strategies (images, models, and total physical response for vocabulary development; comprehension checks) to support language and literacy development in context. As the teacher transitions into student practice, she uses a document camera to model the activity and instructions, and she ensures students understand the activity before moving on. Collaborative groups are planned carefully so the teacher can target and support the development of specific knowledge, skills, and proficiency within student groups. Finally, the teacher provides students with graphic organizers (story element chart, anchor chart) to support them as they construct ideas and organize the information they are learning.

It is important to note the rationale related to Ms. Hamm's selection of the authentic reading *Juan Bobo Sends the Pig to Mass*. Juan Bobo is a well-known character in Puerto Rican folklore, and the students have been learning about Puerto Rico throughout the unit.

Juan Bobo, or Simple John, is the Puerto Rican representation of the wise fool or unlucky hero literary character present in numerous world cultures. The satire encountered in such stories provides a wealth of insight into the culture of the target-language setting. The Juan Bobo character was influenced by Spanish picaresque novels, such as *Lazarillo de Tormes* and *Don Quijote*, and the stories typically have a moral, as in Aesop's Fables. Juan Bobo is a folk hero character, much like Paul Bunyan or Robin Hood. Ms. Hamm fondly remembers reading Juan Bobo stories as a child and selects this particular story as it is age appropriate, culturally relevant, and overall a good fit for the unit.

Snapshot 2.2: Supporting Migrant Students in Elementary School

Ms. Hamm teaches grade two dual immersion Spanish in an elementary school where several of her students are migrant students or transitory students living in poverty. Her migrant and transitory students have a history of missing school for periods of time. Some of them would benefit from significant reading and writing support due to challenges related to vocabulary, phonics, and fluency. Ms. Hamm knows that her students who move often generally may not have the resources at home that some of her other students can access. Ms. Hamm is also aware that sometimes these students may not receive the specialized services that would benefit them due to their relocation, movement, or time spent out of school for various reasons. Knowing this, Ms. Hamm learns all she can about her students as soon as they are placed in her classroom in order to provide the targeted academic support they need.

One of the many challenges Ms. Hamm faces in her elementary classroom is fostering the variety of skills of her students, including offering foundational literacy skill development to migrant and **transitory** students who have gaps in knowledge that keep them from achieving grade-level success.

Ms. Hamm assesses her students in a variety of ways in order to learn about their academic skills. Based on these assessments, she realizes that some students require additional support to achieve, for example, WL.CM1.N (Interpretive Communication), WL.CM2.N (Interpersonal Communication), and CCSS.ELA-LITERACY.RL.2.7 (Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot). Other students, her migrant and transitory students, require additional support to achieve CCSS.ELA-LITERACY.RF.2.1 (Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text) and RF.2.4 (Read with sufficient accuracy and fluency to support comprehension). One of the ways Ms. Hamm offers targeted individual language support is through differentiated learning activities offered in centers or stations during instructional time. Based on students' individual assessment results, Ms. Hamm plans a reading lesson using authentic reading

material and requiring students to complete tasks appropriate for their knowledge, skills, and proficiency development.

As part of a thematic unit on how the availability of resources in a region affects what people consume, students have been studying Puerto Rico and other islands around the world. Ms. Hamm selects the reading *Juan Bobo Sends the Pig to Mass* for reading and writing lessons using the authentic text and culture that support the unit. She begins the reading lesson by calling students to the magic carpet for a teacher-led reading of the story. Ms. Hamm uses a Big Book to read the story to the students. She uses the images in the book as well as models and total physical response to develop vocabulary for all of her language learners. She pauses regularly to ask comprehension questions related to the story, which helps students meet the following standards: WL.CM1.N (Interpretive Communication), WL.CL2.N (Cultural Products, Practices, and Perspectives), WL.CN1.N (Connections to Other Disciplines), WL.CN2.N (Diverse Perspectives and Distinctive Viewpoints), and CCSS.ELA-LITERACY.RL.2.7 (Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot).

At the end of the reading, Ms. Hamm asks students to return to their seats. Using a document camera, she visually models the directions for completion of handouts in each of the centers for the upcoming segment of the lesson. Once she ensures students understand the directions, she assigns students to specific centers named after animals. Ms. Hamm planned these group assignments strategically, carefully grouping students based on their skills. Most centers allow students to work independently among their group members (WL.CM1.N [Interpretive Communication], WL.CM5.N [Receptive Structures in Service of Communication], WL.CM2.N [Interpersonal Communication], CCSS.ELA-LITERACY.RL.2.7 [Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot]). However, there are two stations that are teacher led, one for additional help with integrating knowledge and ideas (*los tigres* [the tigers]—the higher group) (WL.CM1.N [Interpretive Communication], WL.CM5.N [Receptive Structures in Service of Communication], CCSS.ELA-LITERACY.RF.2.4 [Read with sufficient accuracy and fluency to support comprehension]) and one for additional help with basic decoding and fluency (*los leones* [the lions]—the lower group) (WL.CM1.N [Interpretive Communication], WL.CM5.N [Receptive Structures in Service of Communication], CCSS.ELA-LITERACY.RF.2.1 [Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text]). At the beginning of center time, Ms. Hamm sits with *los leones* and provides direct, explicit, systematic instruction on letter/sound correspondence, blending/segmenting phonetically regular words, and reading decodable text. As students read, she helps with pronunciation as needed,

and asks students to pause regularly to check for comprehension. Before the teacher moves to support the other group, she tells *los leones* to reread the text with a partner, alternating each page, to help develop fluency. Ms. Hamm moves to *los tigres*. As she moves to the other center, she quickly monitors the progress of students at the independent centers.

When Ms. Hamm joins *los tigres*, she checks the students' comprehension of the story by asking simple questions about key ideas. She also asks students to tell her what terms that are likely to be more challenging mean to them. Once she ensures student comprehension of the story, Ms. Hamm

- distributes a handout to the group;
- explains that students will use the blank story **element chart** to identify the characters, setting, and plot in the story; and
- reminds them of these literary terms (academic language) using an **anchor chart** on story elements placed alongside their group table.

Ms. Hamm monitors the progress of all the centers, but she moves frequently between *los tigres* and *los leones* answering questions and supporting their work.

World Languages Standards:

WL.CM1.N (Interpretive Communication, Novice), WL.CM2.N (Interpretive Communication, Novice), WL.CM5.N (Receptive Structures in Service of Communication within the Novice range), WL.CL2.N (Cultural Products, Practices, and Perspectives within the Novice range), WL.CN1.N (Connections to Other Disciplines within the Novice range), WL.CN2.N (Diverse Perspectives and Distinctive Viewpoints within the Novice range)

Common Core State Standards for English Language Arts and Literacy: CCSS.ELA-LITERACY.RF.2.1 (Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text), CCSS.ELA-LITERACY.RF.2.4 (Read with sufficient accuracy and fluency to support comprehension), CCSS.ELA-LITERACY.RL.2.7 (Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot)

To find out more about migrant students, visit the website for your local county office of education. Additional resources can be found on the Migrant Education Programs and Services web pages of the California Department of Education and the US Department of Education.

California's English Learner Population

California is home to one of the largest English learner populations in the country (CDE 2018b). Some English learners are native English speakers, and some are not. This diversity provides opportunities for Californians to interact within multiple communities from around the world. Many children from these communities begin their schooling without the English language proficiency necessary for success in an academic setting and benefit from specific supports, described below.

Standard English Learners

The term "Standard American English" is used to identify one variety of English among many. The American Heritage Dictionary defines standard English as "the variety of English that is generally acknowledged as the model for the speech and writing of educated speakers, especially when contrasted with speech varieties that are limited to or characteristic of a certain region or social group" (American Heritage Dictionary of the English Language 2020). Standard English learners are native speakers of English whose mastery of the Standard American English (SAE) language, privileged in schools, is yet to be developed. These students often live in poverty (Harris and Schroeder 2013) and use a nonstandard dialect of English in their homes and communities, using SAE only in limited ways outside of the school environment (Charity, Scarborough, and Griffin 2004; LeMoine 2001; McLoyd 1990; Okoye-Johnson 2011). Standard English learners use "culturally different dialect[s] and language, [dialects] that should be embraced and encouraged" (Harris and Schroeder 2013, 197). In world languages, these students develop language proficiency in the nonstandard English variation they use and SAE through making language connections, practicing specific language skills, and making comparisons in the target language.

Standard English learners are not identified as English learners using the Home Language Survey and are not required to receive services that are provided to support the English learners described below. However, both groups of students benefit from similar classroom support for literacy and language development.

English Learners

Students who are learning English as an additional language come to California schools from all over the world, and many were born in California. The CDE defines English learners as

> "… those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey **and** who, on the basis of the state-approved oral language […] assessment procedures and literacy […], have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs" (CDE 2020a).

> *While the WL Standards align with and support the academic development of English learners, these standards perform their primary role in valuing, developing, and sustaining a child's heritage or native language and culture.*

While the WL Standards align with and support the academic development of English learners, these standards perform their primary role in valuing, developing, and sustaining a child's heritage or native language and culture.

In July 2017, the California State Board of Education (SBE) adopted the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy). The EL Roadmap Policy affirms many English learners represent the newest members of society, who bring a rich diversity of cultural backgrounds and come from families with rich social and linguistic experiences. They bring skills in their primary languages that contribute enormously to the state's economic and social wealth of a talented multilingual and multicultural population.

The foundational goal of the EL Roadmap Policy is for all English learners to develop multiliteracy by learning English and enhancing proficiency in their native languages. As manifested in Global California 2030 initiative, California places emphasis on developing high levels of proficiency in multiple languages and cultures for all students.

Four principles provide the foundation of the EL Roadmap Policy. The principles are intended to guide all levels of the system toward a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning. The principles address the following themes:

1. Assets-Oriented and Needs-Responsive Schools

2. Intellectual Quality of Instruction and Meaningful Access

3. System Conditions That Support Effectiveness

4. Alignment and Articulation Within and Across Systems

Each principle is supported by research and values-based elements, which are built upon California's academic content and English language development standards, the California ELA/ELD Framework, and other state policy and guidance documents. Figure 2.12 includes the four principles, the EL Roadmap Policy for each principle, and applications to world languages. Teachers strongly influence the first two principles, while school and district leadership will likely guide the third and fourth principles.

FIGURE 2.12: Principles of the California English Learner Roadmap and World Languages Indicators

Principle	EL Roadmap Policy	World Languages Indicators
Principle One: Assets-Oriented and Needs-Responsive Schools	Preschools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the social–emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.	World languages programs work to preserve the cultures of students and families they serve. Teachers in these programs tailor curriculum and instruction toward individual students. They highlight and value the cultural and linguistic assets that students bring and leverage them in the classroom. Teachers ensure students are exposed to people from their own background in authentic materials, so these cultural texts function as both mirrors and windows (Bishop 1990). World languages teachers draw on students' prior experience and knowledge and actively build strong family, community, and school partnerships.
Principle Two: Intellectual Quality of Instruction and Meaningful Access	English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.	World languages teachers plan standards-based, rigorous, and culturally rich learning experiences designed to develop students' linguistic proficiency and global competence. These learning experiences also support language development across content areas. Learners are engaged in tasks that integrate the three modes of communication and culturally appropriate behaviors to develop intercultural competence. In this work, world languages teachers value and leverage the home languages and dialects spoken and understood by students. World language instruction emphasizes engagement, interaction, discourse, and critical thinking to support depth of knowledge and effective, culturally appropriate communication with a variety of audiences.

Principle	EL Roadmap Policy	World Languages Indicators
Principle Three: System Conditions That Support Effectiveness	Each level of the school system (state, county, district, school, preschool) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.	World language teachers and leaders attend high-quality professional learning opportunities to continually improve their delivery of research- and standards-based approaches and models. They participate in collaborative planning that enables them to support their language learners, and they have access to coaches with subject-specific expertise. World language teachers have access to curriculum and technology to allow them to deliver effective instruction and assessment. These resources—not translations from English language curriculum—include authentic materials from the students' culture and the target culture. School leaders make language learning a priority and use a systems approach to support multilingualism among students and families. School leaders responsible for world languages programs ensure valid and reliable assessments are selected for assessing biliteracy. They also make it possible for English learners to take electives and ELD in addition to the full core curriculum.

Principle	EL Roadmap Policy	World Languages Indicators
Principle Four: Alignment and Articulation Within and Across Systems	English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students require for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.	Learners have access to high-quality world languages pathways articulated across grade levels (K–16) that allow them to develop proficiency in languages other than English while supporting development of English proficiency through transfer. As students move through these pathways, there is some consistency across classrooms related to routines and organizers to support and scaffold for language learners. World languages program models and pathways are coherent and include multiple entry points and opportunities to sustain a student's home language while developing skills and competencies in another language. School leaders work with world languages teachers to identify students who may be eligible for the State Seal of Biliteracy and work with them and their guardians to support and recognize their achievement before and upon graduation.

Source: Adapted from the *CA EL Roadmap* (CDE 2018a)

Underlying this systemic application of the *CA EL Roadmap* principles is the foundational understanding that English learners are the shared responsibility of all educators. All levels of the educational system have a role to play in ensuring the access and achievement of the over 1.3 million English learners who attend California schools.

According to data from the Fall 2018 California Language Census, almost one in five students enrolled in California public schools is an **English learner** (CDE 2019a). The principles of the English Learner Roadmap Policy and the WL Standards form a solid foundation for the education of English learner students in world languages classrooms. English learners benefit greatly when they are enrolled in a world languages program, and more so if one is available in their heritage or native language. Schools and district personnel are responsible for ensuring that EL students have "full access to an intellectually rich and comprehensive curriculum […] and that they make steady—and even accelerated—progress in their English language development" (CDE 2015, 787). When EL students have access to long, well-articulated sequences of WL pathways,

they are able to develop high levels of language proficiency as well as literacy skills in both English and another language and culture. In doing so, their primary language and culture is valued, they develop global competence, and they are poised to earn the Seal of Biliteracy (see the CDE website for requirements for earning the Seal of Biliteracy). See chapter 9 for more information on Global California 2030 and pathways to multiliteracy for English learners.

The ELA/ELD Framework suggests that the more developed the primary language and literacy skills, the more linguistic and cognitive assets EL students have to transfer. Transfer is described by the ELA/ELD Framework in the following way.

> Phonological awareness, syntactic awareness, and alphabetic knowledge transfer across languages, meaning that EL students who have already learned these skills in their primary languages do not need to relearn them in English (CDE 2015).

California's EL students bring a wealth of rich linguistic and cultural understandings and experiences. At the same time, EL students need the English language skills and academic competencies necessary to be **reclassified** as **fluent English proficient (RFEP)**. Many of California's EL students may become **long-term English learners (LTEL)** or be classified as LTEL when they do not develop English language proficiency within six years (see California *Education Code* Section 313.1). When EL students do not demonstrate the linguistic and academic progress necessary to be reclassified, they are required to take additional English language development (ELD) support courses at the secondary level. Primary language and literacy, as well as time in the United States, affect the development of EL students' English skills and academic competencies.

> ### English learners benefit from additional support in ELD while also being provided access to A–G courses.

In order to develop English language proficiency, EL students receive **systematic** ELD instruction and support in both **designated** and **integrated ELD**. English language development instruction focuses on the areas that comprise the three parts of the *California English Language Development Standards (ELD Standards)*: developing the linguistic and cultural knowledge and skills needed to interact in meaningful ways, learning about how English works, and using foundational literacy skills. While each of the three parts aligns with the WL Standards, none aligns more closely than Part 1: Interacting in Meaningful Ways. This part of the *ELD Standards* contains three modes of communication—Interpretive, Collaborative, and Productive—which mirror the three modes of communication in the WL Standards: Interpretive, Interpersonal, and Presentational. The proficiency level descriptors in the California *ELD Standards* also bear similarities to the American Council on the Teaching of Foreign Languages (ACTFL) *Proficiency Guidelines* and the proficiency ranges described within the WL Standards. See chapter 9 to understand more about ranges of proficiency across all of the WL Standards.

World Languages is an academic area where all language learners can flourish. Regardless of whether EL students are standard English learners, heritage speakers, or native speakers, world languages classrooms offer them an environment where they showcase the linguistic and cultural knowledge they bring as bilinguals. At the same time, these students develop academic content knowledge and transferable language skills in their primary language, which in turn supports their academic development and multiliteracy.

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Figure 2.13 lists some of the key challenges EL students face in acquiring world languages, as well as actions educators can take to leverage the assets and meet the needs of these students.

FIGURE 2.13: English Learners—Challenges, Practices, and Implementation of Support

English Proficiency

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
Students identified as English learners benefit from attaining the English language proficiency necessary to succeed in the school's mainstream instructional programs. They may have yet to develop sufficient English language proficiency to be successful academically where instruction is provided in English without linguistic support. Teachers are advised to appreciate the urgency in helping students gain knowledge of academic and domain-specific vocabulary, discourse practices, and different text types.	Encourage EL students in a WL environment to value the asset of their native or heritage language and culture. Develop transferable linguistic knowledge and skills in their first language. Provide opportunities for them to participate in bilingual programs, including dual language immersion programs, that continue in long sequences. Ensure EL students make linguistic and cultural connections between English and their L1 during instruction. Provide opportunities for exposure to a variety of subjects, texts, and text types in their L1 and L2. Provide support to educators across all content areas in promoting literacy development based on students' linguistic needs.	Classroom: Know the proficiency ranges of your students so you can create specific scaffolds to meet their linguistic needs. In elementary WL pathways, support academic language development in all subjects (using **SDAIE strategies** and/or the **Sheltered Instruction Observation Protocol [SIOP] model**). In all WL pathways, use academic language and **text types** daily. Plan bridging activities that allow students to demonstrate their primary language skills and to make language comparisons between L1 and L2. Provide primary language support (SDAIE strategies, SIOP model, or bilingual paraprofessional) in all subjects. In a nonheritage/nonnative WL classroom, provide differentiated activities that allow students to practice reading and writing in the primary language focused on academic language and text types. Beyond the Classroom: Encourage EL students to participate in clubs and organizations to build community and practice language outside of the classroom. Provide resources to parents that help guide them as they support their students (parent classes, communication in the home language).

EL Students Who Might Enter LTEL Status and Gain Access to Full Curriculum

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
EL students become LTEL students when they are not able to develop English language proficiency within six years of their initial classification as an EL. When this occurs, these students are enrolled (or continue enrollment) in an EL support class at the secondary level. This additional support class may prevent these students from fully participating in a well-rounded academic program that includes the completion of A–G requirements.	Provide systematic practice in listening, viewing, speaking, signing, reading, and writing in the L1 in order to develop transferable skills in the L2. Focus on academic language development in all subjects. Ensure students and their families are aware of the state requirements for reclassification, such as the **English Language Proficiency Assessments for California** (**ELPAC**) and **Smarter Balanced Assessment Consortium (SBAC)**. Support students through high-quality instruction.	Classroom: Plan activities that allow students to practice listening, viewing, speaking, signing, reading, and writing. Plan to use academic language and text types daily. Know your curriculum (previous curriculum, current curriculum, and how this connects to future curriculum) so you can incorporate content vocabulary and structures into interactions. Show students what words mean with images and models. Provide examples of text types used in academic settings and sentence frames as necessary. Beyond the Classroom: Connect students with tutoring assistance. Clearly communicate reclassification requirements to students and parents. Monitor and encourage progress toward meeting state requirements for reclassification (or work with school ELD leads to monitor progress). Ensure EL students are provided both designated and integrated ELD and access to grade-level content to complete A–G requirements.

Primary Language and Literacy Background

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
EL students have varying knowledge, skills, abilities, and literacy in their primary language. These skills transfer from one language to another. When the student's second language is similar to their first language, more transfer tends to take place. EL students benefit from instruction in their primary language and will likely need additional support developing communicative skills.	Approach the transfer of primary language knowledge and skills to English intentionally and strategically. Include opportunities to practice disciplinary literacy. Guide students to compare languages they know with those they are learning.	Classroom: Know the proficiency range of each student so you can create specific scaffolds to meet their individual linguistic needs. Plan lessons that include academic language and text types from across subject areas. Design lessons that include bridging activities that allow students to make connections and comparisons between L1 and L2. Beyond the Classroom: Connect students with clubs and school organizations promoting academic activities and success. Provide extended opportunities for reading at home.

Time in the United States

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
Some EL students are born in the US, while others have yet to develop experience with English or American culture. The time an EL student has been in the United States affects the degree to which they develop English language skills and cultural knowledge.	Focus on development of academic English in all subjects and academic language and text types in the target language. Provide specialized support for newcomers and heritage and native speakers in world languages through classes designed for them or by differentiating curriculum.	Classroom: Provide bilingual paraprofessionals to support English language development outside of WL classes. Know the proficiency range of each student so you can create specific scaffolds to meet their individual linguistic needs. Plan lessons that include academic language and text types from across subject areas. Design lessons that include bridging activities that allow students to make connections and comparisons between L1 and L2._

Beyond the Classroom: Connect students with clubs and school organizations promoting academic and social–emotional activities. Encourage students and families to participate in school events and activities. Provide interpreting services to welcome all families. |

Figure 2.13 offers a variety of activities that can be implemented in the classroom in order to support English learners. It is important to note that these activities generally support all language learners, whether they are attending an ELD class or enrolled in a world language. One such language strategy that supports all language learners included in figure 2.13 is bridging.

Bridging is a student-centered instructional strategy that involves the use of cross-linguistic strategies and leads to the development of metalinguistic awareness. In their book *Teaching for Biliteracy: Strengthening Bridges between Languages*, Beeman and Urow define **bridging** as "the instructional moment when teachers purposefully bring the two languages together, strategically guiding bilingual learners to transfer the academic content they have learned in one language to the other, engage in contrastive analysis of the two languages ... and develop 'metalinguistic awareness'" (2012, v). Bridging involves making language comparisons, which is a key goal of Communication Standard 7: Language Comparisons in Service of Communication (WL.CM.7). Bridging often takes

place near the end of the unit and teachers ensure it occurs only after students have had the opportunity to establish meaning in the target language throughout the unit.

Bridging occurs in the classroom when English and the target language are placed side by side for students to use their knowledge of both languages to transfer what they have learned from one language to the other and develop a deeper understanding of how both languages work. For example, after students in a grade three dual language immersion class have learned content related to habitats in the target language, the teacher and students co-create an anchor chart with a list of the key vocabulary students have learned in the unit. While writing the English words alongside the Spanish, the teacher invites students to state the English equivalent of each word. As this takes place, the teacher facilitates comparisons and discussions of the features of each language (phonology, morphology, syntax, and pragmatics). When bridging takes place, students make connections and co-create meaning between the languages they know and the language they are acquiring.

Translanguaging is a form of bridging. It is a normal practice in bilingual communities, since it is how bilingual people fluidly use their linguistic resources—without regard to named languages—to make meaning and communicate. When translanguaging occurs in the classroom, students move from one language to another, using all the linguistic and cognitive resources in their linguistic repertoire, to make sense of the academic content being delivered in the target language. This may take place at any point in a unit during whole group discussions, independent practice, or collaborative activities. In the classroom, translanguaging may include translating and comparing between languages, mixing words and expressions from the languages known when communicating, and using the home language in one part of an activity and the school language in another part. When a collaborative translanguaging activity is planned with specific goals and grouping in mind, students work in bilingual pairs to support further language development in English and in the target language.

Bridging and translanguaging are not translation. Bridging often takes place near the end of a unit and includes a series of carefully designed activities that guide students to analyze and compare aspects of both languages. Translanguaging involves the language learner using all language they know to transfer information they learn from one language to the other.

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Teachers ensure bridging occurs only after students have had the opportunity to establish meaning in the target language throughout the unit. Snapshot 2.3 provides an example of bridging and translanguaging in a grade three Spanish dual language immersion classroom. Note that bridging activities may vary considerably from elementary to secondary grade levels. A discussion of key considerations for secondary world languages follows the snapshot.

Snapshot 2.3: Bridging Language in a Grade Three Spanish Dual Language Immersion (DLI) Classroom

Mr. Grant teaches grade three Spanish in a dual language immersion program. Half of his students are English learners and half are native English speakers. They are within the Intermediate range of proficiency. Mr. Grant is approaching the end of the unit on animals and their habitats. In a previous lesson, the class created a summary of what they learned about animals and their habitats, and Mr. Grant plans for students to use that summary for a bridging activity today. Since his students use Spanish during the majority of the unit, and knowing that his multilingual students use both languages to make sense of language, he plans a series of bridging activities to guide them in a comparison of Spanish and English in order to develop metalinguistic awareness of both languages.

First, Mr. Grant asks students to consider all the language they have learned about animals and their habitats throughout this unit. He asks students to create a list of the words they learned in Spanish that they think they should all know in English as well. Students work in small groups to create their lists of Spanish words (WL.CM1.I, WL.CM2.I, WL.CM7.I, WL.CN1.I).

Mr. Grant then brings the class together and calls on volunteers to share the Spanish words from their lists. He lists them on a piece of large chart paper for all students to see. He then asks students to identify which of the words are cognates and to say the English version of the word. He circles those words on the chart, draws an arrow, and writes the English word (WL.CM5-6.I, WL.CM7.I, WL.CN1.I). As they identify cognates, the opportunity arises for students to notice that the suffix *-ción* in Spanish is *-tion* in English. The discussion of this leads students to co-create meaning as they make sense of both languages (WL.CM2.I, WL.CM5–6.I, WL.CM7.I, WL.CN1.I). Mr. Grant then pairs students and asks them to work with their partner to identify and list the English word for each Spanish word on their list. Once time is up, Mr. Grant once again gains students' attention and leads them in a whole group discussion of the English words. As he calls on volunteers, he finds the Spanish words on the chart paper, draws an arrow, and writes its English counterpart.

At this time, Mr. Grant explains to the students that they will now complete a translanguaging task where they will write their class summary in English. They will

work with a partner as they do this. Mr. Grant strategically pairs an EL student with a student who is a native English speaker in each group. As they work together on their summary, they are both able to use their strengths in each language to support and strengthen their writing (WL.CM2.I, WL.CM5-6.I, WL.CM7.I, WL.CN1.I). As the students write their summary, Mr. Grant circulates, monitoring each pair as they write.

Finally, when students have completed the summary, Mr. Grant explains they will pair up with a variety of different partners to share their summary (WL.CM3.I) and give feedback to that partner. They should tell each partner one thing they did well and one thing they can improve (WL.CM2.I). The teacher provides sentence frames to support the production of academic language structures related to giving feedback. After ensuring all students can view the sentence frames, he asks them all to stand and participate in a Parallel Lines activity, rotating partners three times.

World Languages Standards:

WL.CM3.I, WL.CM1.I (Interpersonal Communication within the Intermediate range), WL.CM2.I (Interpersonal Communication within the Intermediate range), WL.CM3.I (Presentational Communication within the Intermediate range), WL.CM5–6.I (Receptive and Productive Structures in Service of Communication within the Intermediate range), WL.CM7.I (Language Comparisons in Service of Communication within the Intermediate range), WL.CN1.I (Connections to Other Disciplines within the Intermediate range)

The focus of snapshot 2.3 is bridging in an elementary language classroom. In a secondary setting, the number of instructional hours dedicated to the target language is relatively limited. Due to instructional hours and curricular demands for the subject area, bridging activities may be much shorter than those in elementary school settings. A secondary teacher may choose to design bridging activities near the end of the unit that focus on cognates and students co-creating meaning related to specific language and structures. It is imperative to ensure that bridging occurs only after students have had the opportunity to establish meaning in the target language throughout the unit. For more in-depth discussions of the varied world languages pathways in California public schools, see chapter 3 of this framework.

As the state with one of the largest English learner populations in the country, California has been working for many years to help EL students acquire the knowledge and skills they need to succeed in the classroom and beyond. A variety of programs and language learning models have been implemented for EL students over the years, some with successful outcomes. One research-based model that has demonstrated successful outcomes for EL students is the **Sheltered Instruction Observation Protocol (SIOP)** Model. According to the **Center for Applied Linguistics**, the SIOP Model "has been widely and successfully used across the US for over 15 years. … Using the SIOP Model, teachers plan

and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency" (Howard et al. 2018). The SIOP Model incorporates **SDAIE** strategies along with other **sheltered instruction techniques** to support English language development. Many teachers throughout California use the SIOP Model for instructional planning. The Center for Applied Linguistics (Howard et al. 2018) provides the eight interrelated components of the SIOP Model:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review and Assessment

Using the above strategies has been shown to effectively address the academic and linguistic needs of English learners (Lopes-Murphy 2012; McGuire-Schwartz and Arndt 2007).

An interesting variation of the SIOP Model, also used by California teachers, is the **Two-Way Immersion Observation Protocol (TWIOP)**. This model uses the same components listed above, but with modifications to support dual language learning. These modifications include:

- Developing complimentary and overlapping language objectives for both languages
- Clearly stating cultural objectives
- Encouraging students to use scaffolding techniques themselves when serving as peer models
- Explicitly teaching students to provide enough wait time during peer interactions
- Allowing students to clarify key concepts in L1 for strategic purposes as appropriate
- Supporting the cultural objectives of the lesson
- Ensuring cross-linguistic transfer by reviewing core concepts in each language
- Using similar types of assessments and communicating assessment results similarly in both languages

Chapter 3, Pathways to Multiliteracy, includes more information and examples pertaining to the TWIOP model.

For more data on California's English learner students, visit DataQuest. For additional information related to supporting English learners, visit the websites of the California

Department of Education, the Center for Applied Linguistics, Sobrato Early Academic Language (SEAL), and Colorín Colorado.

Multiliterate Students

With over 40 percent of students coming to school with a background in at least two languages, California is well positioned to develop the multiliteracy of its students through a TK–12 sequence of world languages programs. California promotes multiliteracy throughout the state. It was the first state in the country to offer a State Seal of Biliteracy. The most recent initiative aimed at developing global competence and multiliteracy in California is **Global California 2030**. The mission of this initiative is to equip students with language skills in order to appreciate and engage with the rich and diverse communities of the world and prepare them to succeed in the global economy, with three out of four students proficient in two or more languages and earning the State Seal of Biliteracy by 2040. California's school leaders are striving to meet the needs of the projected number of multiliterate students within the next decade. Educators at local educational agencies, including county offices of education and school districts, lead teams that work collaboratively to recruit and prepare qualified teachers and administrators to plan and implement the high-quality multilingual programs that will exist in California.

> The communicative, cultural, and intercultural assets of multiliterate students are skills to foster and celebrate.

While California's employers and postsecondary schools recognize the linguistic and cultural assets of students who achieve high levels of proficiency in English and a second language, some students may not see their multilingual skills as an asset. Historically students, or members of their family, who speak another language may have been discouraged from speaking that language or may have faced criticism in school or in the community for doing so. Developing **cultural proficiency** among students and educators helps to avoid this by cultivating cultural understanding and global competence (Burke 2018). Becoming culturally proficient means raising awareness of and closing the gap between students' linguistic and cultural values and how they are perceived by peers, educators, and the community (Lindsey et al. 2018). The communicative, cultural, and intercultural assets of multiliterate students are skills to foster and celebrate. **Culturally responsive and sustaining teaching**, a pedagogy that recognizes the importance of including students' cultural preferences in all aspects of learning (Ladson-Billings 1994), allows students to see themselves in the curriculum and to see people with similar backgrounds celebrating successes around the world. World languages pathways provide multilingual students with the opportunity to see value in their linguistic and cultural heritage while also fostering further linguistic and cultural development. Certificates of biliteracy and multiliteracy in earlier years and the State Seal of Biliteracy upon graduation from high school offer this encouragement and recognition.

The WL Standards outline goals for communicative and cultural proficiency and for related connections to disciplinary content. World languages pathways place equal value on the primary and the target language and culture, and they allow for students to achieve the standards through multiple entry points for language learning. These pathways offer multilingual students opportunities to enroll in language courses in their primary language and an additional language while also completing courses that allow them to meet A–G graduation requirements. Multilingual students benefit when they have access to long sequences of language courses leading to proficiency both in English and another language. They further benefit when the study of an additional language is available. Continued access to a range of courses in English and a second or third language is essential for learners to maintain and develop high levels of communicative proficiency and global competence.

Figure 2.14 provides some of the key challenges multiliterate students face in learning world languages, as well as practices that can be implemented in world languages to leverage the assets and meet the needs of these students.

FIGURE 2.14: Multiliterate Students—Challenges, Practices, and Implementation of Support

Multilingualism as an Asset		
Potential Teaching Challenges	**Practices That Recognize Students' Assets**	**Classroom Implementation**
Some students may need assistance in seeing their multilingual skills as an asset. Until that happens, they may avoid taking language courses in their first language or may not attempt studying a third language.	Ensure the ongoing development of cultural competence for students and educators. Foster the linguistic and cultural skills of multilingual students. Encourage language study throughout TK–12.	Classroom: Design standards-based thematic units using authentic materials. This design ensures development of global competence through exploring language and content in the context of the target language culture(s). This may also connect to the Framework for Global Competence (for more information on this framework, see chapter 9, The Proficiency Ranges in the World Languages Standards). Plan units and lessons that allow students to see representations of themselves and others from around the world. Guide students in inquiry learning by exploring perspectives through a variety of linguistic and cultural representations. Value students' primary language and culture by offering opportunities for students to share their perspectives and experiences during instructional time. Encourage proficiency development through prompting and reward progress. Beyond the Classroom: Provide ribbons and certificates of biliteracy to encourage continued language study; connect these awards to the Seal of Biliteracy. Promote multilingualism through clubs and events within the school and the community (local and abroad).

Opportunities for Language Study

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
Students with proficiency in English and another language may find that the programs available at their school may not offer the opportunity to maintain their second language studies or study an additional language. At the secondary level, multilingual students may not be able to enroll in language courses in their first or an additional language due to limited language offerings or the need to enroll in other courses to meet A–G graduation requirements.	Provide early access to long sequences of language study. Foster first and second language development without limiting access to the full curriculum. Provide access to study a third language as desired.	Classroom: Teach well-articulated curriculum that is age- and proficiency-appropriate based on the WL pathway. Beyond the Classroom: Work with members of the broader school community to plan entry points for language learners that sustain L1 proficiency, develop L2, and offer L3 options for multilingual students. Plan and support opportunities for students to study abroad.

Project-Based Language Learning (PBLL) units benefit multilingual students. Similar to Integrated Performance Assessment units, they are thematic and performance based, thus allowing students to demonstrate the ability to carry out tasks in a world language as a result of classroom instruction. Snapshot 2.4 features an overview of a PBLL unit that addresses all of the WL Standards as well as technological literacy as described in the 21st Century Skills Map for world languages (Partnership for 21st Century Learning 2020). In this snapshot, Mr. Doehla engages multilingual students in differentiated and self-directed learning through inquiry. As a final product and assessment, students are invited to imagine Le Petit Nicolas as a teenager and create a script and film to portray him as a high school student. The teacher guides the inquiry process throughout the unit by carefully planning standards-based outcomes and assessments (the script and film), the use of authentic materials, and the exploration of essential questions in the target language.

Snapshot 2.4: Supporting Multiliterate Students in High School French

Mr. Doehla is a high school French teacher. He looks for opportunities to create rich project-based experiences for multiliterate language students at all levels. To support the continued development of the proficiency of his multiliterate students, Mr. Doehla creates units designed to engage these students in inquiry learning. By the time Mr. Doehla's nonnative French students are in their third year of studies, they have developed the multiliteracy skills needed for more extended inquiry experiences that require them to communicate almost exclusively in the target language.

Mr. Doehla begins this unit, titled *Un Lycéen Américain en France* (An American High School Student in France), by presenting students with a request to produce a film about a popular French literary character, Le Petit Nicolas. In the *Le Petit Nicolas* stories, the title character is a young boy. Mr. Doehla asks students to imagine him as a teenager. He informs students that for this project-based unit they will create a script and a film that portray Nicolas and his friends in high school.

Mr. Doehla guides students to begin the inquiry process by posing the essential question, "How can Nicolas and his friends help an American exchange student integrate into their community and into French culture in general?" The question prompts students to think critically as they explore and compare French and American teen cultures throughout the unit.

Mr. Doehla first guides students to consider what they need to explore and know in order to answer the essential question through many lenses (WL.CM2.I). Then, working in teams of four, students take on the role of movie producers. They consult the Nicolas stories as source material (WL.CM1.I, WL.CN1.I, WL.CL2.I), then put their own creativity to work developing characters and plot twists. Drawing on the rich tradition of French filmmaking, they make choices about shot selections and how to balance narration with dialogue. Throughout the project, students collaborate and communicate almost completely in the target language. They use Google Docs for collaborative writing and editing (WL.CM1–2.I), and they use French for nearly all team discussions (WL.CM2.I, WL.CM5–6.I, WL.CM7.I, WL.CL1–4.I, WL.CN1–2.I). The teacher monitors student progress and provides target-language support as needed.

Mr. Doehla ensures that conducting research is a key part of this project; this research helps students further develop their language skills in French, gain cultural proficiency, and practice their multiliteracy skills. This is done in an authentic manner by requiring students to select a French city as the setting for their films (WL.CM4.I) and to produce a storyboard that sets their idea against authentic landmarks (WL.CL2.I, WL.CL2.I, WL.CN1.I). Mr. Doehla guides students as they research French cities and authentic landmarks they will include in their films. Through the critique and revision process, students improve their scripts and prepare for filming (WL.CM3.I, WL.CM7.I, WL.CL3–4.I, WL.CN1–2.I).

Mr. Doehla knows his students well. He recognizes that most of them have enough technology fluency from previous projects, so very little class time is spent teaching the technical aspects of filmmaking. Some students use their phones to shoot and others have iMovie experience. Figuring out how to make the movie is part of their inquiry experience. If students need specific instruction on video production, Mr. Doehla provides them with minilessons in the target language on their specific technology needs.

Mr. Doehla works with students to plan a public screening as the culmination of student work in this unit. Students' families and members of the local French-speaking community are invited. Because Mr. Doehla has connected with French-speaking partner schools in Martinique, Marseille, and Paris, there is also an online audience for the short films, which typically run about 8 to 10 minutes. Students in those locations have the opportunity to view and critique the productions online. This is yet another way Mr. Doehla plans authentic language experiences for his multiliterate students.

Mr. Doehla takes a multifaceted approach to assessment to ensure that he is monitoring and providing feedback for students' growth as speakers and writers of the French language. Students are involved in their own assessment through peer- and self-assessments using rubrics provided by their teacher. Students also take part in an individual performance assessment that mimics a talk show. Students play the role of one of the characters in their film as they engage in an unscripted conversation. In another individual assessment, students respond to a prompt and write a letter or an email response from one character to another. Finally, there is a team assessment of the final film.

World Languages Standards:

WL.CM1.I (Interpretive Communication within the Intermediate range), WL.CM2.I (Interpersonal Communication within the Intermediate range), WL.CM3.I (Presentational Communication within the Intermediate range), WL.CM4.I (Settings for Communication within the Intermediate range), WL.CM5-6.I (Receptive and Productive Structures in Service of Communication within the Intermediate range), WL.CM7.I (Language Comparisons in Service of Communication within the Intermediate range), WL.CL1.I (Culturally Appropriate Interaction within the Intermediate range), WL.CL2.I (Cultural Products, Practices, and Perspectives within the Intermediate range), WL.CL3.I (Cultural Comparisons within the Intermediate range), WL.CL4.I (Intercultural Influences within the Intermediate range), WL.CN1.I (Connections to Other Disciplines within the Intermediate range), WL.CN2.I (Diverse Perspectives and Distinctive Viewpoints within the Intermediate range)

For more information related to PBLL, see chapter 10 of this framework. For additional information related to supporting multiliterate learners, visit the websites of the California Department of Education, the Center for Applied Linguistics, and the Center for Advanced Research on Language Acquisition.

Students with Visible and Nonvisible Disabilities

More than 700,000 California students received special education services under a qualifying disability during the 2017–18 school year (CDE 2018d). That number represents almost one in six students enrolled in K–12 public schools and does not include all students with disabilities or special needs in each classroom.

Students with disabilities comprise a significant number of students in the classroom. Some of these disabilities may be visible, while others may not be without learning more about the student. Additionally, many students are diagnosed with more than one disability, or they may be EL students who also have a disability. These students are referred to as "twice exceptional" or "dual identified," and instruction addresses both sets of needs (Nicpon et al. 2011). When educators implement a Multi-Tiered System of Support focused on universal student support and research- and standards-based instruction, all students can meet or exceed the goals of the WL Standards.

In accordance with the **Individuals with Disabilities Education Act (IDEA)** and **Section 504 of the Rehabilitation Act**, local educational agencies provide special education and other related services as part of a guaranteed **free appropriate public education (FAPE)**. The goal of special education in California is to serve the unique needs of persons with disabilities so that each student will meet or exceed high standards of achievement in academic and nonacademic skills within the **least restrictive environment (LRE)**. This means that educators see the student first over the disability and work to remove learning barriers so that students with disabilities spend as much time as possible with peers who do not receive special education services.

Students receiving special education services have an **individualized education program (IEP)**. An IEP is an annually written record of an eligible individual's special education and related services, describing the unique educational needs of the student and the manner in which those educational needs will be met. Individualized education programs are created by a team of interested parties and describe the accommodations (changes to how a student learns) and modifications (changes to what a student learns) necessary to help the student achieve the IEP goals and objectives. (A more thorough discussion of the distinction between **accommodations** and **modifications** continues on the next page.) Students who meet the criteria to receive special education services qualify under one of the following disabilities: autism, deafness, deaf–blindness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment including blindness. See the CDE website for more information and resources regarding these disabilities and special education.

Students who require additional services and supports for success in school but are not eligible for services under IDEA generally have a **Section 504 plan**. Commonly referred to as a 504, this plan delineates the specific needs of the student and the accommodations put in place within the plan. Some 504 accommodations may include preferential seating or additional time for assignments and assessments.

The IEP or 504 plan will specify a student's specific needs across subject areas. To provide access to the full curriculum within an equitable and least restrictive learning environment, most students with these plans attend the same classes as all other students and are provided with the support they need to be academically, behaviorally, socially, and emotionally successful.

World languages classrooms provide an inclusive learning environment for students with disabilities. California's WL Standards include goals focused on the use of cross-disciplinary content to teach topics to which students with varied interests and assets can connect. In order to respond to learners' diverse needs, world languages teachers consider student learning profiles in instructional planning and assessment. Several variables comprise a student's learning profile, including the desire to work alone or in groups, preferring hands-on activities over other activities, learning better when listening or reading over viewing, or demonstrating a strong preference for musical–rhythmic over bodily–kinesthetic activities. World languages teachers align the key understandings of the unit with topics that intrigue students, foster curiosity, and encourage investigation. They also give students choices of products or tasks, including student-designed options.

World languages teachers, using research-based practice, address these variables and create positive learning environments that include multiple representations of content and flexible learning and assessment options. They offer a choice of cooperative, independent, or competitive learning experiences, as well as accommodation of content, process, or product to match student needs. For students with an IEP, teachers adapt, accommodate, and modify their instruction when necessary to allow students with disabilities to achieve the goals of the WL Standards.

To address learning differences, curricular design in world languages utilizes Universal Design for Learning (UDL). For additional information, see the Universal Design for Learning section in this chapter. This approach to curricular planning provides the optimal environment for students with disabilities, since accessible curriculum, including accommodations (supports that help students learn the same material and meet the same expectations as their classmates), is planned from the beginning. Some of the most widely implemented accommodations in other subject areas are foundational to instructional design in the standards-based and proficiency-oriented world languages classroom.

Accommodations change *how* a student learns content and may include preferential seating, use of assistive technologies, additional time for assignments, guided notes, or discussions, as needed. For more information on a variety of accommodations for students with disabilities in world language classrooms, see appendix 2 of the WL Standards. Modifications, or changes to *what* the student learns, are planned for students who are unable to achieve the learning outcomes of the curriculum. Modifications are changes to curriculum and learning expectations for the individual student. They are not preferred and are only made based on requirements identified in a student's IEP. These may include a less complex text or an alternate assessment that does not include the same content as peers.

When teachers have students with a range of ability levels, they plan to ensure that they achieve the goals of the WL Standards. For example, students with dyslexia often find learning a second language challenging and benefit from multisensory, direct, explicit, systematic instruction (CDE 2017a). Whether a student has a visual impairment and requires braille to fully participate or is diagnosed with cerebral palsy and uses a wheelchair, they can develop linguistic skills and cultural competence that can be used productively in the world beyond the classroom.

Some of the key challenges students with disabilities face in acquiring world languages, as well as recommended actions to leverage the assets and meet the needs of these students, are listed in figure 2.15.

FIGURE 2.15: Students with Disabilities—Challenges, Practices, and Implementation of Support

Inclusive Learning Environment

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
The goal in special education placement is to meet the needs of the student within the least restrictive environment (LRE)—meaning students with disabilities should spend as much time as possible with peers who do not receive special education services.	Teachers and other interested parties ensure students with disabilities attend the same classes as all other students as much as possible. Know who students with disabilities are and what their needs are at the beginning of the school year. Provide the supports they need to be academically, behaviorally, and socially successful.	Classroom: Know students by checking for this information in the learning management system, or with the special education lead or administrator on campus. Design lessons that use SDAIE and UDL strategies. Include instructional strategies and student activities that provide or allow multiple means of engagement, representation, and expression. Plan for preferential seating, guided notes and discussions, small steps in instructions, or color coding of content elements, to name a few strategies, depending on needs. Create a classroom community and cultivate empathy and compassion among students. Beyond the Classroom: Educational leaders ensure all staff have the information they need to provide individualized support, including IEPs, 504s, and **behavior support plans (BSPs)**. Attend IEP meetings to share progress and concerns, and to plan support with the IEP team. Connect students with clubs and school organizations promoting academic and social–emotional activities. Share information about community programs and resources that support their needs.

Planning Supports for the Inclusive Classroom

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
Most students with disabilities attend inclusive classrooms for most, if not all, of the school day. They require individualized supports to be successful in world languages.	Consider the challenges presented by the curriculum and the needs of all students in the classroom, and then design instruction and assessment around these components. Plan accommodations to meet student needs. Modifications are made only if required in an IEP.	Classroom: Remove barriers to learning by incorporating UDL principles in lesson design and by varying instructional strategies for different learners in the room. Provide multiple means of engagement, representation, and expression in listening, viewing, speaking/signing, reading, and writing activities. Allow students options for classroom interactions and incorporate student voice and choice for activities and assessment tasks. Include clear learning objectives, small steps in instructions, and time reminders for small and large tasks. Plan in advance in order to provide accommodations or modifications identified in the IEP or 504. If a paraprofessional is assigned to the student, welcome them and co-plan or provide specific ways they can support the student within the lesson. Beyond the Classroom: Work with paraprofessionals, special education support staff, and administrators to support the student. Connect students with clubs and school organizations promoting academic and social–emotional activities.

Snapshot 2.5 provides an example of how a world languages teacher uses the UDL approach to planning in order to meet the needs of each and every student in her middle school Arabic classroom.

Snapshot 2.5: Supporting Students with Disabilities in Middle School Arabic

Ms. Hashem teaches grade six in an Arabic dual language immersion academy. She uses a UDL approach to support her students' wide range of needs, including those of her students with disabilities. She knows that before designing a UDL unit lesson plan, it is helpful to know her students in order to design instruction that benefits everyone.

Ms. Hashem administers a survey to learn more about her students and to plan a UDL solution that benefits them. She also accesses student information in her learning management system and talks with support professionals on campus (counselors and special education teachers, among others). She then creates a chart containing the information she has learned about her students, which she will refer to and modify throughout the year as needed. For example, some students are listed with an "n/a" by their name, but this does not mean potential barriers are "not applicable," rather, this means Ms. Hashem will need to learn more about these students as she works with them.

Ms. Hashem's Student Support Chart

Student Name	Potential Barriers	Materials	UDL Solution
Aisha	n/a	n/a	n/a
Alexander	Hearing impaired	Visual materials (textbook, images, videos with closed captioning)	Present information visually, minimize glare in room, and maintain an open line of site for him. Co-plan with the interpreter to maximize their support for him throughout instruction.
Angel	Newcomer EL	Teach content with images, videos, realia, and models	Support with hands-on activities, comprehension checks, repetitive and slowed speech, cognates.

Student Name	Potential Barriers	Materials	UDL Solution
Cole	Visually impaired	Audio or digital versions of textbooks, teaching and learning resources in large print	Present information verbally and in large print due to low vision.
Colin	n/a	n/a	n/a
Daniel	No time for homework, takes care of younger siblings after school	Alternative assignments to homework	Provide practice opportunities that can be completed during the school day.
Dwight	n/a	n/a	n/a
Eliana	n/a	n/a	n/a
Etienne	Attention deficit hyperactivity disorder (ADHD), Gifted and Talented Education (GATE), brilliant and never stops moving, tapping; does not always finish assignments	n/a	Give him a role (handouts, supplies, runner). Plan activities that include physical movement and that are short (10 minutes or less), plan for choice from a variety of options in assignments and assessment, offer ways to submit work after class (online), give single step instructions verbally and in writing, and redirect often.
Farhiya	n/a	n/a	n/a
Fatima	n/a	n/a	n/a

Student Name	Potential Barriers	Materials	UDL Solution
Hannah	ADHD	Color code concept components, advance organizers, graphic organizers, guided notes, teacher notes	Plan activities that include physical movement and that are short (10 minutes or less), give her a role (handouts, supplies, runner), give single step instructions verbally and in writing.
Katie	Attention deficit disorder (ADD)	Color code concept components, advance organizers, graphic organizers, guided notes, teacher notes	Plan hands-on activities, utilize models and manipulatives, design activities that include physical movement and that are short (10 minutes or less), give single step instructions verbally and in writing.
Logan	n/a	n/a	n/a
Mahogany	GATE, completes work quickly and then loses interest	n/a	Plan for choice from a variety of options in assignments and assessment, design extension activities that are not just drills.
Max	n/a	n/a	n/a
Michael	Learning disability in reading	Teacher notes with annotated text, audio or digital versions of textbooks	Do not ask him to read aloud to peers. Advance organizers, guided reading, regular check-ins during reading tasks to check for and support comprehension.
Muhammad	n/a	n/a	n/a
Omar	n/a	n/a	n/a

Student Name	Potential Barriers	Materials	UDL Solution
Quinn	Needs extra time on assignments and exams	Online classwork and homework submission options	Offer ways to submit work after class (online), arrange a space and time for assessments, administer tests page by page as he is ready.
Renee	n/a	n/a	n/a
Saisha	Learning disability in reading	Teacher notes with annotated text, audio or digital versions of textbooks	Do not ask her to read aloud to peers. Advance organizers, guided reading, regular check-ins during reading tasks to check for and support comprehension.
Suri	Autism, verbal but overstimulated easily by noise and light	Filters on the lights in the room, create specific procedures for communicative activities	Partner with a peer who she works well with, allow her to work in a corner or another space depending on noise, allow her to wear district-provided noise-cancelling headphones, create a cool down location.

Ms. Hashem begins incorporating UDL principles into her lesson plans by considering the learning needs of her students. Having created a chart, she recognizes that she has students with a variety of individual needs, some that require accommodations and some that do not. The chart helps Ms. Hashem to keep track of her students' learning needs, and she uses it as she begins to design her unit plan. As she plans, Ms. Hashem uses the UDL guidelines to help her plan lessons using multiple means of instruction and designs a unit that allows for multiple means of engagement, representation, and action and expression for everyone.

Ms. Hashem finds that by designing supports that benefit specific students, she has created supports that benefit many of the other students in the class. As a result of planning to remove barriers to learning from the very beginning, Ms. Hashem has designed a classroom where instructions are clearly communicated verbally and in writing, activities are short to meet students' developmental stage and hands-on to keep students engaged. Students are provided substantial support for success

throughout each lesson by using models, manipulatives, organizers, and many different types of scaffolds. In this classroom, students have options for how they learn and how they demonstrate learning designed in a variety of ways to meet their needs.

By delivering instruction using multiple means and by expanding learning options available to her students, Ms. Hashem notices that most of the students are more engaged in the unit on ancient Egypt than was the case when she did not use the UDL approach to planning. She believes that this increased engagement has resulted in the students learning at higher levels and being more communicatively and culturally equipped to communicate appropriately in Arabic.

Source: Adapted from UDL In Practice (Iris Center 2020)

For further data, information, and resources on California's students with disabilities, visit the websites of the California Department of Education, the US Department of Education, and the Iris Center.

Deaf and Hard of Hearing Students

In California, there are approximately 17,000 students, ages birth to 22, who are Deaf or Hard of Hearing (DHH). This includes about 3,000 students who have disabilities, such as intellectual disability, learning disability, or emotional disability, in addition to being Deaf or Hard of Hearing (CDE 2020b).

The majority of DHH students have the full capacity to think, reason, and express their intellect. Providing access to the full curriculum as well as equity in learning opportunities for students who are DHH requires specific attention to meet their linguistic needs.

Being DHH does not cause language delay; it is language deprivation, brought about by a child's inability to access language, that causes language delay. Studies over decades have shown that early access to language is vital to language acquisition (Johnson, Liddell, and Erting 1989; Grosjean 2008). Students who are deaf or hard of hearing gather information visually. When DHH children do not have access to visual language, they enter school deprived of language and are affected academically and cognitively. According to the CDE, "most Deaf and Hard of Hearing (DHH) children struggle academically, partly because they often have delayed language development, which may result in academic challenges. … Language and cognition are closely related; thus, language deprivation may lead to both language and cognitive delays" (2020b). Early intervention, including access to visual language, improves educational outcomes for these students.

Students who are deaf or hard of hearing, whose primary language is ASL, learn English as their second language. They are similar, in this regard, to English learners (see figure 2.13). However, some of these students first come to school without any language at all. It is important to note that deaf students also learn English in distinctly different ways

from their hearing counterparts. For example, these students cannot rely on letter–sounds to learn to write in English or another language. Because DHH students rely on visual input, they need to have full visual access in the classroom. Ensuring that DHH students are seated in a manner with full visual access to the environment is crucial. The use of assistive and adaptive technologies, such as interactive whiteboards, chat rooms, strobe lights, digital pen technology, and closed captioning on all movies and videos, can help DHH students access the world languages curriculum and achieve the goals of the WL Standards.

DHH community members, which include both students and their parents, often face linguistic and cultural barriers within the school community. Hearing loss often creates a barrier to the social–emotional development of DHH students due to missing opportunities to develop age-appropriate social skills in a manner similar to their hearing peers (Szymanski et al. 2013). Due, in part, to this, DHH students may feel uncomfortable in the classroom and may isolate themselves or be isolated if they cannot participate in verbal conversations with peers. World languages teachers create a welcoming learning environment for DHH students including teaching all students about Deaf culture and providing individual supports that benefit DHH students.

Figure 2.16 lists some of the key challenges DHH students face in acquiring world languages, as well as actions to take to leverage the assets and meet the needs of these students.

FIGURE 2.16: Deaf and Hard of Hearing Students—Challenges, Practices, and Implementation of Support

Delayed Language Development

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
Deaf and Hard of Hearing (DHH) students may have delayed language development.	Emphasize early language learning. Provide frequent access to visual language in early childhood programs.	Classroom: Use visual aids to provide access to information presented in class. Plan reading, writing, viewing, and signing activities that develop literacy by focusing on vocabulary, including academic language and a variety of text types. Present visual vocabulary prior to a lesson with new language content. Teach fingerspelling to help link visual to written language. If using an interpreter, be sure the interpreter is near the reading so the student can connect visual and signed language. Beyond the Classroom: Foster vocabulary development at home by providing reading resources, including links to technology for students beginning to read.

Gathering Information

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
While DHH students learn English as a second (or third) language, the way they learn language is different from the way their hearing peers learn language. Because DHH students cannot use sounds to learn, they learn language visually.	Show content visually. Design seating with full visual access in mind. Support gathering information with use of technology and paraprofessionals.	Classroom: Teach content through videos (with closed captioning), images, realia, total physical response (TPR), and other forms that model language visually. Arrange seating so DHH students have full visual access with light behind them (because it is hard to see into light). Write key words, phrases, and assignments on the board. Use assistive technologies, such as interactive whiteboards, chat rooms, strobe lights, and digital pen technology, to help DHH students access and participate in WL. Use an overhead LCD projector rather than a chalkboard or whiteboard so students see your face/mouth and not your back as you speak. Teach students to raise hands and be identified before speaking or responding in class so DHH students know who is speaking. Beyond the Classroom: Foster vocabulary development and reading fluency by offering resources for outside reading and language practice.

Social Concerns

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
DHH students may feel uncomfortable in the classroom and may isolate themselves or be isolated when they do not have DHH peers. Community members, which include students and their parents, may face communication and cultural barriers within the school community.	Create a caring and engaging learning environment. Plan for positive interaction among peers. Allow full visual access to the world language classroom while also being mindful of social interactions. Ensure communicative support for DHH students. Welcome students and family members within the school community.	Classroom: Create a caring and engaging learning environment by planning for collaborative work with communicative support for DHH students. This may include the use of interpreters and/or assistive technology. Teach all students about Deaf culture and appropriate interactions and responses among peers. Arrange seating so DHH students have full visual access in order to feel less isolated. Create lessons that allow visual interaction (with body or holding up images/models). Ensure DHH students are grouped with supportive peers. Beyond the Classroom: Invite students to participate in clubs and organizations at school; ensure their inclusion with hearing peers by providing interpreters if needed. Welcome families by ensuring interpreters are available at events if needed. Provide parents and families with access to ASL classes. Connect with school professionals who can refer students and families to community services.

Snapshot 2.6 provides an example of how to support DHH students in an AP French classroom. Ms. Champness is teaching AP French to students within the Advanced range of proficiency. As the only French teacher on campus, Ms. Champness knows all the AP French students well, including her DHH student. Over time, Ms. Champness has created a welcoming learning environment for all of her students by establishing norms that support each and every student to fully participate in class. To further support her DHH student during this lesson, she arranges classroom seating to maximize visibility for her

student and the interpreter. She also ensures the interpreter receives copies of all handouts to more effectively support the student. During the discussion, Ms. Champness reminds students to take turns and to slow down for the interpreter, as necessary.

Snapshot 2.6: Supporting DHH Students in High School

Ms. Champness teaches all levels of high school French ranging from French 1 to French 4 AP Language and French 5 AP Literature. Most of her students are nonnative speakers of French. Some of them are multilingual, speaking a variety of other languages besides French and English. One of Ms. Champness's students in French 4 AP is deaf and receives the services of an interpreter. As the only French teacher on her campus, Ms. Champness teaches all levels, thus has had the student over the past three years and is aware of the supports that benefit this student as he learns French.

Ms. Champness considers how she can arrange the classroom and plan instruction to meet the needs of all of her students. She takes great care in creating an inclusive learning environment for her student who is deaf. She creates a seating arrangement for maximum visibility and ensures the lighting in the room does not obstruct this student's view. She meets regularly with the student's interpreter to plan support for daily instruction and French Honor Society activities. She removes barriers to her deaf student's learning as she plans her units and lessons.

As part of a unit on liberty, Ms. Champness is teaching a lesson that includes a discussion of Alexandre Dumas's *Le Comte de Monte-Cristo* (*The Count of Monte Cristo*). Prior to this lesson, students have read excerpts of the novel and completed a variety of interpretive and interpersonal tasks in preparation for this discussion. Before students arrive, Ms. Champness arranges the student's desks in a U shape. She does this so her student who is deaf and her interpreter will have an unobstructed view of the classmates and teacher. As they enter the room, Ms. Champness greets them and provides a copy of the questions and sentence frames that will be used during the discussion.

Once the class begins, Ms. Champness welcomes everyone. She reminds them of the discussion they will have for today's lesson. She points out the learning objective written on the board and the series of activities written beneath it. With this information, students can clearly identify the learning goal and are aware of what to anticipate during the lesson. Ms. Champness then projects the instructions for the discussion. She reminds students not to speak out of turn so that all members of the classroom can fully participate in the discussion. Once she ensures all students understand the instructions, Ms. Champness projects questions and discussion starters on the board as well as sentence frames to support students as they have this discussion in French (WL.CM2.A, WL.CM5–6.A, WL.CM7.A, WL.CL1–4.A, WL.CN1–2.A).

Once the students get started, Ms. Champness takes her seat among the class. As students discuss the excerpts of the book as they relate to liberty, Ms. Champness listens and prompts them only as necessary (to move the conversation forward or to encourage more clarity in a response). Occasionally, she must intervene to remind students to speak one at a time for the interpreter.

Prior to the end of class, Ms. Champness ends the discussion. She thanks the students for being so engaged in the discussion and tells them they did a very good job communicating their opinions, ideas, and perspectives in French. She shares a link for students to complete a digital self-assessment of their participation in the discussion, as homework. Ms. Champness mentions to students they will begin planning a presentation about their perspectives and will have multiple options for how they will create and deliver their presentation.

World Languages Standards

WL.CM2.A (Interpersonal Communication within the Advanced range), WL.CM5–6.A (Receptive and Productive Structures in Service of Communication within the Advanced range), WL.CM7.A (Language Comparisons in Service of Communication within the Advanced range), WL.CL1.A (Culturally Appropriate Interaction within the Advanced range), WL.CL2.A (Cultural Products, Practices, and Perspectives within the Advanced range), WL.CL3.A (Cultural Comparisons within the Advanced range), WL.CL4.A (Intercultural Influences within the Advanced range), WL.CN1.A (Connections to Other Disciplines within the Advanced range), WL.CN2.A (Diverse Perspectives and Distinctive Viewpoints within the Advanced range)

For data, information, and resources on California's Deaf and Hard of Hearing students, visit the websites of the California Department of Education and the US Department of Education.

Advanced Learners

Advanced learners demonstrate high levels of academic performance or potential. At times, advanced learners are not identified due to other circumstances. For example, a young English learner may not be readily identified as an advanced learner due to language barriers. Advanced students are generally able to learn content at an accelerated rate. Without differentiating the curriculum, they may become disengaged. Using the UDL approach to planning benefits advanced leaners through removing barriers to learning and creating units and lessons with their skills and interests in mind. A deeper discussion of UDL can be found earlier in this chapter.

Advanced learners benefit from extension and enrichment, with a focus on depth and complexity of content, in order to fully develop their potential. These students benefit from additional opportunities to participate in inquiry- and project-based learning as well as

collaborative work with like peers or independent activities to allow them to work at their own pace. It is important to ensure pacing is not too slow, as they may quickly become disengaged (Rogers 2007). Advanced learners within secondary grades benefit from the differentiation noted above, as well as from participation in Advanced Placement (AP) and International Baccalaureate (IB) programs. These programs, available in many WL pathways, maintain the engagement of advanced learners and motivate them to achieve the goals of the WL Standards.

Opportunities abound in world languages classrooms for extension and enrichment activities to further deepen the content knowledge, communicative skills, and cultural competence of advanced learners. Teachers are encouraged to plan opportunities for advanced learners to complete activities that allow them to think more deeply about the content. Teachers are also encouraged to differentiate curriculum through added task complexity for these students.

Figure 2.17 lists some of the key challenges faced by advanced learners in world languages, as well as actions to leverage the assets and meet the needs of these students.

FIGURE 2.17: Advanced Learners—Challenges, Practices, and Implementation of Support

Pacing		
Potential Teaching Challenges	**Practices That Recognize Students' Assets**	**Classroom Implementation**
If lessons are not moving quickly enough, advanced learners may become bored and disengaged more easily than their peers. This sometimes results in a lack of engagement, engaging in behavior considered inappropriate for a school setting, and/or boredom.	Provide accelerated learning to access a wider breadth of the world languages curriculum. Plan additional activities in the areas of talent and interest for advanced learners, as they work rapidly. Provide students choice in activities to allow for advanced learners to more deeply explore linguistic and cultural content.	Classroom: Create daily challenges in students' areas of talent by offering choices for learning. Plan stations that allow for inquiry-based learning. Use flexible grouping and allow advanced students to socialize (in the target language) to foster creative and critical thinking skills and use the target language to research and solve problems.

Extension Activities

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
Advanced learners often complete tasks before their peers, leading to a decrease in engagement, boredom, or behavior considered inappropriate for a school setting.	Plan alternative activities for advanced learners to extend learning of content. Create opportunities for advanced learners to think more deeply as they explore linguistic and cultural content. Organize a variety of opportunities for inquiry-based, collaborative, and independent learning.	Classroom: Plan activities that allow advanced learners to dig deeper and to explore more complex language and culture. This includes allowing them to create an alternate ending for a story or investigate underlying cultural perspectives based on products and practices studied. Plan stations that allow for independent learning or collaborative learning with students with similar skills and interests. Create areas of the classroom where advanced learners can select alternative target-language activities (reading, brain games, Mad Libs word games) when they finish other work early. Beyond the Classroom: Provide advanced learners with access to extended reading of authentic materials, share music and websites to foster investigation into the target language and culture(s). Provide opportunities to interact with people in the target culture through the internet in a discussion forum or making an inquiry through live chat in customer support.

The design and implementation of this content-driven language lesson provide a model of the varied pacing and extension activities—using authentic target-language materials—that benefit advanced learners in any world language classroom.

Snapshot 2.7 provides an example of varied pacing and extension activities for advanced learners in a grade six language class. This type of a lesson could be comparable to a lesson taught in a dual language immersion class within the same grade level or an Advanced Placement course in a 9–12 world languages pathway, like the Advanced Placement French course described in snapshot 2.4. In the snapshot, Ms. Bee is teaching a grade six English lesson. Although the lesson itself is taught in English and uses English language resources, the design and implementation of this content-driven language lesson provide a model of the varied pacing and extension activities—using authentic target-language materials—that benefit advanced learners in any world language classroom. The WL Standards are highlighted in the lesson to demonstrate the standards-based nature of this lesson snapshot, if it had been designed and implemented in a language other than English.

Snapshot 2.7: Engaging Advanced Learners in Grade Six

Ms. Bee's grade six class has been reading *The Giver* by Lois Lowry. Students are writing essays and creating group presentations based on the Ceremony of Twelve from the novel (WL.CM3.A). The advanced learners in Ms. Bee's class research other rite of passage ceremonies from around the world and incorporate elements of their research into their presentation (if completed using authentic text and age-appropriate target-language instruction: WL.CM1.A, WL.CM3.A, WL.CM5–6.A, WL.CM7.A, WL.CL1–4.A, WL.CN1–2.A). Using the depth and complexity concept of rules (Sandra Kaplan Depth and Complexity icons), the students justify their choice of rite of passage elements from other cultures and explain their relevance to the themes in *The Giver* (WL.CM1.A, WL.CM2.A, WL.CM5–6.A, WL.CL1–4.A, WL.CN1–2.A). The five advanced students in Ms. Bee's class meet as a literature circle as part of their independent work contract with Ms. Bee. The group reviews the rules of respect (making sure everyone has the same understanding), participation (everyone actively shares), time (stay on task), and preparation (completing the reading and having questions and/or comments ready), contained within their independent work contract (WL.CM2, WL.CM4.A, WL.CM5–6.A, WL.CL1.A). Each person in the group has a role to fulfill before coming into the literature circle based on the required chapter reading.

- Facilitator: Facilitates the discussion, asks the questions and makes sure everyone participates, keeps everyone on task, reviews the group rules, notes any unanswered questions, is the only person from the group allowed to approach the teacher for clarification, and closes the discussion. This member also identifies any details of the characters, setting, plot, conflict, or events to discuss.

- Illustrator: Identifies the "big picture" that the author is trying to create. The illustrator also identifies specific quotes and creates an image based on the quote for the group, identifies other familiar images based on characters, setting, or conflict, and assists other group members with comprehension through quick sketches, photos, or clip art.

- Connector: Looks for real-world connections in the story to other stories, characters, historical events, or personal experiences. Identifies what is realistic in the story or what possible historical people or events may have influenced the author.

- Character Sleuth: Keeps track of one main character in the story. Identifies their strengths, weaknesses, thoughts, feelings, motives, etc. Identifies how the character changes over time and what events in the story force this change to happen.

- Linguist: Identifies figurative language in context and defines the literal meaning for theme, characters, and setting, and identifies how the figurative language enhances the telling of the story. Identifies any unknown words and definitions. Identifies specific quotes and explains why the author used literary devices.

Today, the Facilitator begins the group's discussion about the Ceremony of Twelve. The Illustrator and the Connector have joined forces to work cooperatively to ensure the rest of the group understands the rites of passage in other cultures, both past and present. The Character Sleuth proposes a theory regarding the main character and the Ceremony of Twelve. The Character Sleuth prepares for the group meeting by placing sticky notes next to sections of the text that support their theory. The Linguist identifies specific figurative language that can be used in the group's presentation. The group decides to do the following:

- Categorize (basic thinking skill) using rules to organize things that share characteristics

- Note Patterns (differentiate content, depth) identifying recurring elements or repeated factors

- Use Media (research skills, resources) searching contemporary and historical archives online

- Make a Photo Essay (product) printing and displaying a collection of pictures on a poster with a drawing of the Ceremony of Twelve in the center
- Conduct a Panel Discussion (product) organizing an oral presentation to debate dilemmas or controversies involved with these rites of passage (ethics)

The students work together to prepare their presentation.

World Languages Standards:

WL.CM1.A (Interpretive Communication within the Advanced range), WL.CM2.A (Interpersonal Communication within the Advanced range), WL.CM3.A (Presentational Communication within the Advanced range), WL.CM4.A (Settings for Communication within the Advanced range), WL.CM5.A (Receptive Structures in Service of Communication within the Advanced range), WL.CM6.A (Productive Structures in Service of Communication within the Advanced range), WL.CL1.A (Culturally Appropriate Interaction within the Advanced range), WL.CL2.A (Cultural Products, Practices, and Perspectives within the Advanced range), WL.CL3.A (Cultural Comparisons within the Advanced range), WL.CL4.A (Intercultural Influences within the Advanced range), WL.CN1.A (Connections to Other Disciplines within the Advanced range), WL.CN2.A (Distinctive Viewpoints and Diverse Perspectives within the Advanced range)

Source: *English Language Arts/English Language Development Framework for California Public Schools* (CDE 2015)

For data, information, and resources on California's advanced learners, visit the websites of the California Department of Education, the US Department of Education, and the National Association for Gifted Children.

Students with Low Academic Skills

As with all other student groups discussed above, students with low academic skills bring a wide range of assets to world languages and present varied and individual needs. Just as for all other students, teachers need to diligently work to ascertain the needs of students with low academic skills and plan to address them in world languages.

Students with low academic skills come to world language classrooms with a variety of barriers to their academic success. They may be underperforming on assessments due to many factors. They may have yet to develop **foundational literacy skills** and oral language in their first language, which include knowledge of print concepts, phonological awareness, phonics and word recognition, and reading fluency (CDE 2015). These are skills that transfer from one language to another, yet for students with low academic skills these skills may not be strong enough to support second language learning at a level

comparable to their peers'. These students may also have content knowledge or skill gaps in specific subject areas that affect the connections they are able to make to information, which then impedes their ability to communicate knowledge using the target language. Of primary interest to world languages educators is the specific additional supports that benefit students with low academic skills related to listening, viewing, speaking, signing, reading, and writing. Without this additional support, students may become frustrated, thus opening the door to boredom, disengagement, and behavior problems.

Students with low academic skills benefit immensely from a world language classroom that uses the UDL framework for instructional design. Curriculum aligned to UDL anticipates student learning needs and gives all students equal opportunities to learn. Planning differentiated tasks and accommodations from the outset of curricular design creates a supportive learning environment for struggling readers and writers as well as for other students who experience less academic success than their peers do. Using UDL principles, teachers make accommodations for all students from the outset of planning and ensure the classroom is flexible in arrangement, assignment, and assessment options. See the discussion earlier in this chapter for more information on Universal Design for Learning.

Language instruction requires intentionally planned scaffolds to support students' language development and guide them to higher ranges of communicative proficiency and cultural competence. For this reason, world languages teachers who implement standards-based lessons and research-based practices provide scaffolds for student success within each mode of communication, thus supporting students as they strengthen their listening, viewing, speaking, signing, reading, and writing skills. Teachers use what they know about their students with low academic skills to provide accommodations that support them as they fill knowledge and skill gaps through varied connections to other subjects in the target language. Students with low academic skills benefit from enrollment in world languages due to the communicative skills and cultural competencies (Productive Structures in Service of Communication within the advanced range) they develop as they deepen content knowledge.

Figure 2.18 lists some of the key challenges that students who are still developing academic skills might face in the world languages classroom, as well as actions teachers can take to leverage the assets and meet the needs of these students.

FIGURE 2.18: Addressing Gaps in Knowledge and Foundational Literacy Skills

Foundational Literacy Skills

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
Students still developing academic skills may not yet have sufficiently developed knowledge of print concepts, phonological awareness, phonics and word recognition, and reading fluency in their first language.	Provide language practice to strengthen language skills that transfer from L1 to L2. Create scaffolds for students as they learn new or challenging content.	Classroom: Plan target-language units that interest and engage students. Present visual vocabulary prior to a lesson with new language content, using SDAIE strategies, pictographs, and **anchor charts**. Use advance organizers for prereading, previewing, and prelistening support; graphic organizers support students' language and literacy development within each mode of communication. Provide direct, explicit, systematic instruction in phonological awareness, phonics, word recognition, and fluency. Plan instruction and systematic practice that focuses on academic language and fluency using a variety of text types. Plan a variety of guided reading activities including multiple readings of the same text with a different purpose each time. Bridge language understanding by guiding students to compare linguistic features of L1 and L2. Beyond the Classroom: Connect with tutoring assistance. Share resources for support and practice at home. This could include age- and proficiency-appropriate readings and dictionaries, as well as electronic resources for additional literacy practice.

Knowledge and/or Skill Gaps

Potential Teaching Challenges	Practices That Recognize Students' Assets	Classroom Implementation
Gaps in students' content knowledge or academic skills may impact their performance in specific subject areas. These gaps may affect the connections they are able to make to new content knowledge, or they may hinder their ability to communicate understandings using the target language.	Assess prior knowledge of content before lessons. Build background knowledge to support students as they learn new concepts and relate them to others. Provide scaffolds for student learning to organize content in the target language.	Classroom: Know what students know by using entry level assessments to test prior knowledge before a new lesson or unit. Use organizers, like **KWL (Know, Want, Learned) charts**, to guide students to connect new concepts to background knowledge. Teach using visuals like images, models, and target-language infographics to support vocabulary development related to subject areas. Provide other scaffolds, such as timelines or diagrams, to reinforce knowledge and skills or help students learn new information and skills from other subjects in the target language. Beyond the Classroom: Secondary WL teachers partner with other teachers to learn how to connect to subject area content in order to support learning across subjects. Connect students with tutoring assistance in specific subject areas. Share resources for support and practice at home. This could include age- and proficiency-appropriate readings, dictionaries, and thesauruses, as well as electronic resources for additional subject area practice. Secondary WL teachers partner with other teachers to support learning across subjects.

Snapshot 2.8 provides an example of a high school world languages teacher supporting a student with low academic skills in her classroom and beyond.

Snapshot 2.8: Supporting Novice Students with Low Academic Skills in a High School World Languages Classroom

Ms. Wickenden teaches Spanish in a large and diverse high school. She consistently has students in her Spanish classes that have yet to develop basic language skills. She has also noticed that, for a variety of reasons, some students have gaps in their content knowledge. She regularly seeks out training to improve her own instructional skills related to providing support to the students she serves. Ms. Wickenden recently completed a staff development session on Tier 1 supports in the MTSS pyramid, reminding her that she is the first line of support for struggling students.

Throughout the training, Ms. Wickenden could not help but think of one student, Troy. Troy is a sophomore enrolled in one of her Spanish 1 classes. She has noticed that Troy typically requires extra help making basic phonological comparisons between English and Spanish and that he often has gaps in content knowledge across disciplines. Troy pays attention, works hard in class, and does his homework, but he often does poorly on tests.

As she continues to learn about the knowledge and skills of her students, Ms. Wickenden offers Troy tutoring before the next test, and mentions that she can also help him relearn the previous material from an earlier test if he is interested. Troy comes to tutorial and she combines extra help with encouragement for him as a learner, assuring him that all students can learn a second language. She gently questions him and learns about him as a student and young man. She takes time to listen and find out about his home life, his friends, his other classes, and his extracurricular activities. Ms. Wickenden finds out that Troy is living in a hotel with his mom, who is a nurse at the Veterans Hospital and routinely gets transferred around the country to different locations. He has been in three different high schools already. He is on the basketball team, has some friends, and is especially close to a boy who happens to be in the same class.

Ms. Wickenden decides to move Troy closer to the front of the classroom so she can give subtle support for each lesson element. This move places Troy next to his friend, allowing that student to offer additional support to Troy as well. Based on information she collected at the beginning of the year, she knows that Troy likes rap music, so she includes a culturally authentic target-language hip hop song in the authentic materials used for her next lesson to elucidate a grammar point. Troy perks up when he hears the song playing as he enters the classroom. Ms. Wickenden begins the lesson with a prereading activity (advance organizer) used to guide

students to connect the theme of the song to their own experiences. The teacher then distributes the song lyrics and asks students to complete a series of close reading activities focusing on word recognition, print concepts, and phonological awareness. Once students have done this, Ms. Wickenden then invites students to co-construct rules and patterns from what they learned. Reminding students to use the close reading activities as an organizer, she then facilitates a quick discussion comparing similarities and differences among very familiar English and Spanish words related to the grammar point. She includes examples the students wrote during the close reading activities (WL.CM1.N, WL.CM2.N, WL.CM4.N, WL.CM5-6.N, WL.CM7.N, WL.CL2.N, WL.CN1.N).

In addition to including relevant and engaging resources for learning, Ms. Wickenden quietly checks in with Troy throughout every lesson to verify that he has understood the content and the directions for activities. She calls on him in class and supports him in answering successfully, so that he knows she cares about him as a learner. Throughout the school year, Ms. Wickenden continues to support Troy with in-class accommodations that she knows will help him succeed, such as directly teaching him to use his textbook and class notes as study tools, helping him to anticipate the types of test questions and contexts that will be asked of him, and by ensuring that he is aware of her care for him as a young man, not just as a student of Spanish. During the unit on health and medicine, she teaches the class about the numbers of Spanish-speaking people in the armed forces, finds ways to access Troy's knowledge of veterans' health services, and invites Troy's mom in as a guest speaker.

She knows that Troy does not have an IEP, so there is not a case manager to confer with. Troy also does not have a 504, but his counselor is a resource who can be tapped for help. Troy does better on the next test, but Ms. Wickenden can tell he will still need support throughout the year in order to pass. She wonders how he is doing in his other classes, so she starts an email chain to Troy's counselor and his other teachers, giving a quick overview of Troy in her class and asking for input from her colleagues, who reply that Troy is failing most of his classes.

Ms. Wickenden gleans that Troy has a strong relationship with his basketball coach, who responds glowingly to the email chain. She also privately tells Troy's counselor about him living in a hotel. Troy's counselor, who was unaware of Troy's situation, is able to access free tutoring resources for Troy due to his living circumstances. The counselor also calls Troy's mother to set up a student support team meeting. Ms. Wickenden and the basketball coach attend the meeting, and it becomes clear that Troy really wants to do well in school and has not been able to figure out how to "do" his classes at this new school. A plan is put in place to coordinate school, tutoring from his teachers, homework, and basketball. Troy and his mother seem very grateful for all of this support.

At the end of the year Troy, who has passed all but one of his classes, moves away when his mom is transferred yet again. However, Troy sends Ms. Wickenden an email to report that he is successful at his new high school and is considering applying for a study abroad scholarship, and asks if she would be willing to write him a letter of recommendation for college, since she has meant so much to him.

World Languages Standards:

WL.CM1.N (Interpretive Communication within the Novice range), WL.CM2.N (Interpersonal Communication within the Novice range), WL.CM4.N (Settings for Communication within the Novice range), WL.CM5.N (Receptive Structures in Service of Communication within the Novice range), WL.CM6.N (Productive Structures in Service of Communication within the Novice range), WL.CM7.N (Language Comparisons within the Novice range), WL.CL2.N (Cultural Products, Practices, and Perspectives within the Novice range), WL.CN1.N (Connections to Other Disciplines within the Novice range)

For more information on supporting students with low academic skills, visit the websites of the California Department of Education, the US Department of Education, the Center for Applied Special Technology (CAST), and Understood For All.

As explained in the beginning of this section on supporting specific student groups, the supports that benefit the students listed above are many. However, the assets and strengths they bring to the classroom add to the diversity of experiences and perspectives that language teachers capitalize upon to create a learning environment where students develop language proficiency and global competence.

With the launch of programs linked to the CA Ed.G.E. Initiative and Global California 2030, California students will have increased and varied opportunities to develop linguistic proficiency and global competence in the decade to come. When language teachers use practices that benefit the students they serve and intentionally plan differentiation to support their academic success, *all* students can achieve the goals of the WL Standards.

Conclusion

California educators have the power, opportunity, and responsibility to identify and meet students' individual needs. By ensuring a Multi-Tiered System of Support is part of the approach used to plan lessons that support learning for all, with Universal Design for Learning and Tier 1 supports as a foundation, world languages pathways offer a learning environment that is inclusive, offering access and equity to each and every student.

The success of individual language learners in a world languages pathway is supported through instructional design and practices that incorporate a variety of strategies to support language and cultural development in all three modes of communication from the lowest grade levels and proficiency ranges. Students with a range of individual skills and competencies, including visible and nonvisible disabilities, can experience academic success achieving the WL Standards.

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Text Accessible Descriptions of Graphics for Chapter 2

Figure 2.1: Multi-Tiered System of Support

This image shows an oval with two circles inside the oval shape. The circle on the left is labeled RtI squared, which stands for Response to Instruction and Intervention. The circle on the right is labeled PBIS, which stands for Positive Behavioral Interventions and Supports. Between these two circles is a heading that reads MTSS, which stands for Multi-Tiered System of Support. Underneath this title is text that reads, "MTSS is a framework that brings together both RtI squared and PBIS and aligns their supports to help serve the whole child." Return to figure 2.1.

Figure 2.3: Multi-Tiered System of Support Continuum of Support

This figure shows an image of MTSS support in three rows. California MTSS is built on the premise that universal support must be provided for all students (top row) while recognizing that some students may need supplemental support at various times (middle row) and a few students may require more intensified support some of the time (bottom row) to be successful in the most inclusive and equitable learning environment of their grade-level peers. Return to figure 2.3.

Figure 2.4: Local Control and Accountability Plan and Multi-Tiered System of Support Alignment

The heading shows that this figure is titled LCAP and MTSS Alignment. There are two rows in a table. The first row pertains to the LCAP, which is described as "Local Control Accountability Plan—The LCAP is a critical part of the new Local Control Funding Formula (LFCC). Each school district must engage parents, educators, employees, and the community to establish these plans."

Next to this description are three columns. The first column is titled Conditions for Learning. Under this first column for the LCAP, the text reads, "Students are provided with safe and properly maintained schools. Teachers are fully credentialed to teach their subject area and students are provided with a broad course of study that help them develop critical thinking skills and prepare them to be civically engaged and college and career ready."

The second column is titled Engagement. Under this second column for the LCAP, the text reads, "Students are provided with motivating programs, coursework, and opportunities

where they feel respected, included socially and emotionally, and cared for both in and out of the classroom. Families, schools and communities work closely together to build a strong framework for student achievement."

The third column is titled Pupil Outcomes. Under this third column for the LCAP, the text reads, "Student achievement means improving outcomes for all students to ensure student success."

The second row in the figure pertains to MTSS, which is described as "Multi-Tiered System of Support—An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success."

Similar to the layout for the first row, next to this description are three columns. The first column is titled Conditions for Learning. Under this first column for MTSS, the text reads, "All students regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency are provided with the most inclusive learning environment."

The second column is titled Engagement. Under this second column for MTSS, the text reads, "Families and community members are partners where they have options for meaningful involvement in students' education and in the life of the school and the school responds to family interests and involvement in a culturally responsive manner."

The third column is titled Pupil Outcomes. Under this third column for MTSS, the text reads, "All students are provided with a continuum of services that address their academic, behavioral, social–emotional, health, and well-being needs." [Return to figure 2.4.](#)

Figure 2.5: Local Control Funding Formula Priorities/Whole Child Resource Map

This whole child resource map provides Local Control Funding Formula (LCFF) priorities and whole child resources and supports to help local educational agencies, schools, and families serve the needs of the whole child. Each ray in the circle represents one LCFF priority. These priorities are organized under three state goals. Goal one is conditions of learning. The priorities within this goal include basic services, state standards, course access, expelled youth, and foster youth. Goal two is engagement. The priorities within this goal include parent involvement, student engagement, and school climate. Goal three is student outcomes. The priorities within this goal include student achievement and student outcomes.

The star in the middle of the circle represents the whole child (from "cradle to career") surrounded by those who want to ensure that all students are healthy, safe, engaged, challenged, and supported. [Return to figure 2.5.](#)

Figure 2.8: California's Poverty Rate by County 2014–2016

This image shows a map of California in which counties have a range of shading. The key next to the map shows five different shades, ranging from light to dark, and indicates that

the different shading represents each county's poverty rate, according to the California Poverty Measure (CPM).

The first, lightest shade represents a poverty rate less than 16 percent.

The second, slightly darker shade represents a poverty rate between 16 and 17 percent.

The third, slightly darker shade represents a poverty rate between 17.1 and 18.3 percent.

The fourth, slightly darker shade represents a poverty rate between 18.4 and 20.1 percent.

The fifth and darkest shade represents a poverty rate above 20.1 percent.

The lightest shades, representing a poverty rate of less than 16 percent, are concentrated in the northwest and western portions of central California. These counties include Del Norte, Siskiyou, Placer, El Dorado, Alpine, Amador, Calaveras, Tuolumne, Mariposa, San Joaquin, Stanislaus, Mono, and Inyo. The darkest shades, with a poverty rate above 20.1 percent, are concentrated in Northern California (Mendocino, Butte, Lake, and Colusa counties) and Southern California (Santa Barbara, Tulare, Los Angeles, Orange, and Imperial counties). The remaining counties fall in the mid-range, between 16 and 20.1 percent poverty rate.

Figure 2.10: Distribution of Migrant Student Population by Region

This image shows a map of California in which circles of varying sizes indicate the number of migrant students served by each of the California Migrant Education Program's 20 regions. The larger the circle, the greater the number of migrant students served.

Next to the map is a table providing these numbers by region. The table shows the following:

- Region 1 serves 9,446 migrant students.
- Region 2 serves 10,607 migrant students.
- Region 3 serves 7,823 migrant students.
- Region 4 serves 6,729 migrant students.
- Region 5 serves 6,948 migrant students.
- Region 6 serves 7,423 migrant students.
- Region 7 serves 3,857 migrant students.
- Region 8 serves 6,844 migrant students.
- Region 9 serves 6,338 migrant students.
- Region 10 serves 6,363 migrant students.
- Region 11 serves 2,956 migrant students.
- Region 14 serves 1,204 migrant students.
- Region 16 serves 12,291 migrant students.
- Region 17 serves 2,964 migrant students.

- Region 18 serves 2,084 migrant students.
- Region 19 serves 667 migrant students.
- Region 21 serves 2,901 migrant students.
- Region 22 serves 3,403 migrant students.
- Region 23 serves 2,517 migrant students.
- Region 24 serves 1,315 migrant students.

The total number of students served during the 2014–15 school year was 104,680.

CHAPTER 3:
Pathways to Multiliteracy

Table of Contents

Chapter Overview

CHAPTER OBJECTIVES

By the end of this chapter, readers should be able to:

☐ List world languages pathways in TK–12

☐ Discuss realistic language proficiency outcomes for specific world languages pathways

☐ Design world languages pathways, including starting a dual language immersion program or moving one from elementary into secondary education

☐ Plan meaningful instruction to support heritage learners

Introduction

California serves over 6,000,000 students. Linguistically, these students represent over 70 spoken languages across the state (CDE 2018a). As in any subject area, world languages instruction is designed in an age- and culturally appropriate manner to ensure students develop linguistic, social, emotional, and cognitive skills.

While planning for student learning, teachers and curriculum designers consider and utilize the prior experiences and background knowledge of each learner. This awareness includes those students who bring the **asset** or value of a primary language other than English to their classroom and language program. The teachers' consideration for student knowledge, background, and prior experience becomes evident in the curriculum and is demonstrated by the support they provide for the ongoing linguistic, social, emotional, and cognitive development of the students within the specific language learning environment. One way in which California educators can prepare diverse students attending K–12 public schools to enter the workforce is through the development of a variety of pathways toward **multiliteracy**. California educators are committed to this work, and this commitment is demonstrated by current educational goals and initiatives related to developing multiliteracy throughout the state.

Propelled by the CA Ed.G.E. Initiative, the Global California 2030 initiative and the State Seal of Biliteracy are two major state initiatives and programs aimed at developing and promoting biliteracy. The mission of Global California 2030 is to equip students with language skills in order to appreciate and engage with the rich and diverse communities of the world and prepare them to succeed in the global economy (CDE 2018a). By 2030, this initiative envisions that half of California's K–12 students will be enrolled in programs that develop proficiency in two or more languages. By 2040, three out of four California students will be proficient in two or more languages and earn the State Seal of Biliteracy. As explained in the Global California 2030 report, this initiative is a call to action to create and sustain a multiliterate California (CDE 2018a). With this initiative and

the State Seal of Biliteracy—both the first in the nation—California is leading the way in implementing K–12 world languages programs and recognizing high school students who demonstrate proficiency in English and a second language. Since 2012, over 200,000 graduating high school students in California have earned the State Seal of Biliteracy (CDE 2019b). This number is expected to grow as value and emphasis is placed on world language learning throughout California and dual language programs expand each year.

This chapter explores pathways to multiliteracy in K–12 classrooms through discussion of the various pathways created to develop the linguistic skills of California students and of the communicative demands of the workforce. In addition to the guidance provided in the **English Learner Roadmap**, introduced in chapter 2, Access and Equity for California's World Languages Students, and elaborated on in chapter 11, Professional Learning and Support for World Languages Educators, this chapter includes a **World Languages Roadmap** which offers ideas for the design of world languages pathways. This roadmap may help guide districts as they plan well-articulated elementary and secondary language programs. Educational leaders who plan and support world languages programs will find information in this chapter related to developing and maintaining pathways to multiliteracy, aligning and articulating curriculum, transitioning language programs, and encouraging completion of pathways that continue from elementary grades through high school. In an effort to emphasize supporting the linguistic needs of heritage language learners enrolled in any of California's world languages pathways, this chapter concludes with a section devoted to teaching and supporting their achievement of the goals of the WL Standards.

The information provided in this chapter serves as a tool for educators to develop understanding of the various entry points into world languages study across the state, the goals of different language program models, and realistic expectations for proficiency outcomes across program models, languages, and grade levels.

Multilingual Programs in California

The overarching goals of the WL Standards aim to support students in becoming multiliterate, globally competent graduates who possess the skills necessary to succeed in college and in the workforce. To accomplish this within any world language program, teachers design standards-based instruction that integrates practice in each mode of communication. Teachers serve as facilitators of learning as they guide students through thematic units where they investigate the world, recognize perspectives, communicate ideas, and are inspired to take action within the target-language community. Instruction is designed in such a manner that students develop the knowledge, skills, and expertise to succeed beyond the classroom.

In California, many pathways to multiliteracy are possible—pathways that provide a variety of linguistic and cultural experiences for students. As a result of the multiple entry points and varied proficiency outcomes of these pathways, the WL Standards are designed to be open and responsive to all language programs offered by school districts throughout

the state at the elementary, middle, and high school grade levels. This section includes an in-depth description and examples of programs and pathways that exist in California schools and support multiliteracy as they relate to the WL Standards and K–12 language teaching and learning.

Based on 2018–19 data from the CDE, more than 1,400 multilingual programs are currently offered throughout California (CDE 2018b). Many of the multilingual programs offered focus on developing both bilingualism, the ability to speak in more than one language, and biliteracy, the ability to read, write, speak, listen, view, and sign in English and at least one other language. The languages offered in multilingual programs include American Sign Language (ASL), Arabic, Armenian, Cantonese, Filipino (Pilipino, Tagalog), French, German, Hebrew, Hmong, Indonesian, Italian, Japanese, Korean, Mandarin, Portuguese, Punjabi, Russian, Spanish, and Vietnamese, among others. The number of specific world languages programs offered in California's public schools grows annually.

Time as a Critical Element in World Languages Programs

Prior to exploring world language program pathways, models, and outcomes, it is important to note the impact time on task (or time learning and practicing the target language) has on language performance and the development of proficiency. The WL Standards make it clear that progression from Novice to Superior takes place as students develop proficiency within and beyond each range. As figure 3.1 illustrates, this progression takes time. Understanding time as a critical element in language learning helps all parties interested in ensuring students become multilingual maintain realistic expectations for program outcomes. Without a full appreciation of time as a critical factor, "language educators often face undue pressure and language learners may face unreasonable expectations when unrealistic language outcomes are set for achievement in short periods of instructional time" (ACTFL 2012a, 12). The amount of time it takes to learn another language is linked to both the linguistic and cultural differences among the languages and cultures students already know and the time it takes to develop proficiency in the target languages and cultures being studied. Based on the differences between English and other languages and cultures, the US Department of State Foreign Service Institute (FSI) has established categories of languages that provide a realistic expectation of the time it takes for a native adult speaker of English to learn a second language.

Each language within a given category requires a specific number of hours of instruction and practice for the student to develop the linguistic and cultural proficiency to function within a professional setting. The additional amount of time it takes to develop proficiency from one language category to the next is significant. This is a key understanding that students and educators alike must be aware of when planning, implementing, assessing, or enrolling in world languages programs. These language categories are listed in figure 3.1. American Sign Language is not included in this figure because the FSI does not teach it and, thus, has not established a category for it.

FIGURE 3.1: Categories of Languages Based on the Time It Takes for Native Speakers of English to Develop Proficiency in Target Languages and Cultures

Category I: Languages closely related to English (600–750 class hours)
Danish, Dutch, French, Italian, Norwegian, Portuguese, Romanian, Spanish, Swedish
Category II: Languages with linguistic and/or cultural differences from English (900 class hours)
German, Haitian Creole, Indonesian, Malay, Swahili
Category III: Languages with significant linguistic and/or cultural differences from English (1100 class hours)
Albanian, Amharic, Armenian, Azerbaijani, Bengali, Bulgarian, Burmese, Czech, Dari, Estonian, Farsi, Finnish, Georgian, Greek, Hebrew, Hindi, *Hungarian, Icelandic, Kazakh, Khmer, Kurdish, Kyrgyz, Lao, Latvian, Lithuanian, Macedonian, Mongolian, Nepali, Polish, Russian, Serbo-Croatian, Sinhala, Slovak, Slovenian, Somali, Tagalog, Tajiki, Tamil, Telugu, *Thai, Tibetan, Turkish, Turkmen, Ukrainian, Urdu, Uzbek, *Vietnamese
Category IV: Languages with the most significant linguistic and/or cultural differences from English (2200 class hours)
Arabic, Chinese - Cantonese, Chinese - Mandarin, *Japanese, Korean
*Languages preceded by asterisks take more time for native English speakers to learn than other languages in the same category.

Source: US Department of State Foreign Service Institute, Foreign Language Training (FSI 2020)

The FSI language learning timelines above are based on "70 years of experience in teaching languages to US diplomats, and illustrate the time usually required for a student to reach 'Professional Working Proficiency' in the language … These timelines are based on what FSI has observed as the average length of time for [an adult] student to achieve proficiency, though the actual time can vary based on a number of factors, including the language learner's natural ability, prior linguistic experience, and time spent in the classroom" (FSI 2020).

As readers consider the world language program pathways, models, and outcomes that follow, it is important that educators, students, and students' parents remain cognizant that the above outcomes are based on work with foreign diplomats who are native speakers of English. In the California K–12 setting, language learners represent a drastically different learner demographic than students of the FSI (age, motivation, linguistic and cultural background), and may take more time to develop similar proficiency outcomes in the

target language and culture. For more information on proficiency ranges, see chapter 9, The Proficiency Ranges in the World Languages Standards.

TK–12 Language Pathways

One of the many advantageous characteristics of California public schools is that world languages programs are offered in more than nineteen languages throughout the elementary school level (CDE 2019b). Some programs begin as early as **transitional kindergarten (TK)**—also known as pre-K—and continue through middle and high school. As a result of carefully planned articulation that extends time for language learning across multiple grade levels, these programs promote bilingualism, biliteracy, and cultural competence. For more information on cultural (intercultural) competence, see chapter 9, The Proficiency Ranges in the World Languages Standards, and chapter 7, Teaching the Cultures Standards.

Pathways to multiliteracy that begin early and continue in long sequences throughout TK–12 offer students the opportunity to develop high levels of proficiency in the target language and culture prior to postsecondary study or joining the workforce (Howard et al. 2018). They also allow students to develop the levels of language proficiency and cultural competence to be better prepared to earn the State Seal of Biliteracy. Figure 3.2 provides a general range of proficiency outcomes for K–12 second language learners based on the program model, the category of the target language, and the number of years of study. **Foreign Language Experience (FLEX)** is not included in the figure because the goal of this program model is language exposure and not the development of target-language proficiency and cultural competence. The information included in figure 3.2 is based on extensive analysis of world languages assessment data collected by the Ohio Department of Education and is not intended to be a mandate. A description of program models and anticipated proficiency expectations will follow this section. More information about proficiency ranges and phases can be found in chapter 9 of this framework.

FIGURE 3.2: K–12 Second Language Pathways and Proficiency Outcomes
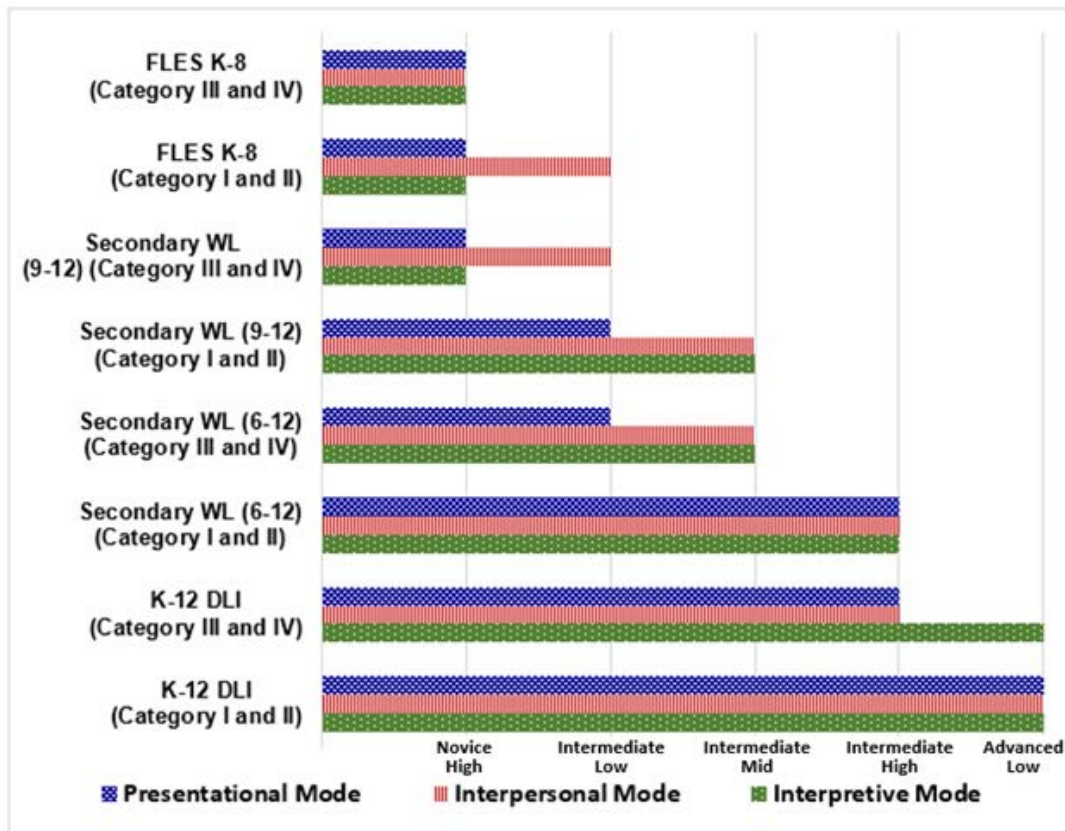
[Text accessible version of figure 3.2](#)

Source: World Languages and Cultures (Ohio Department of Education 2020)

As figure 3.2 shows, students enrolled in a world language pathway (see figure 3.3) that is articulated in a sequential study over an extended period are able to achieve the highest ranges of proficiency possible within that time frame. It is important to keep in mind that different learners develop language proficiency at different rates as the result of a variety of factors. For example, it is possible for a language learner to be within one range of proficiency in one mode of communication and a different range of proficiency in another. There will be students who fall below and students who surpass the proficiency range outcomes outlined in figure 3.2.

A well-articulated world languages sequence from elementary school through post-secondary programs is necessary so that students can reach the Advanced range of proficiency and beyond. "Lack of articulation is a problem that has always plagued language teaching and learning" (Rubio 2018, 101). Often language students complete a sequence of language courses prior to high school and then find they have to start at a beginning level in grade nine. The same applies to students who have completed multiple years of language study in high school only to start in lower level language courses in college. **Articulation**, or organizing the sequence of curriculum over time, allows for

curriculum to be designed in a logical progression that provides continuity of content and optimizes learning. Program articulation should be **vertical** (across grade levels) and **horizontal** (within grade levels). TK–16 articulation can help to encourage ongoing language and cultural study, minimize the occurrence of students repeating language study they have already completed, and support the attainment of high ranges of language proficiency for students in California.

A well-articulated sequence of language learning in California schools requires thoughtful planning and intentional collaboration of all interested parties. These individuals include teachers and administrators, among others, from each school site offering or planning to offer a language pathway. School and district leaders ensure teachers and those who support them work together across all grade levels—from the outset of program planning—to create and implement programs and to assess their effectiveness. This planning and collaboration also ensures that students completing elementary language pathways have well-defined opportunities to continue their language and culture studies throughout middle school, high school, and college or university level studies. According to Rubio, "a well developed dual language immersion program can take students to the ACTFL Intermediate [range] of proficiency before they exit elementary education; when these are followed by secondary continuation programs that provide additional, albeit less intensive, opportunities for continued growth in bilingualism, biculturalism, and biliteracy, students can seamlessly transition to a range of options for advanced language study at the postsecondary level" (2018, 101). It is essential to reiterate that planning for these pathways begins early and includes collaboration from those implementing novel alignment strategies across grade levels and school sites. For more information on planning and transitioning dual language programs from elementary to secondary grades, see the subsection "Transitioning from Elementary to Secondary Dual Language Pathways" in this chapter.

The importance of clear articulation of language pathways grows as the state continues to develop and promote a multiliterate California. Clear articulation allows teachers to connect learning experiences to and across grade levels. As the authors of the book *The Keys to Planning for Learning* explain, "an effective curriculum must bring all required elements together to create an articulated scope and sequence that allows learners to advance to the highest possible levels of proficiency given the type of program [...] **Enduring understandings** offer a starting point for curriculum development" (Clementi and Terrill 2017, 76). These understandings are the "big ideas" in world language learning as they relate to their value beyond the classroom, overall world languages program outcomes, WL Standards, grade-level content, and age- and range-appropriate skill development. Enduring understandings provide a framework for curriculum planning as broad as articulation across grade levels to creating grade-level benchmarks or designing specific learning objectives for a given lesson.

Planning for how curriculum connects between and across grade levels and program models will support the academic success of students by ensuring they have learned key

content, developed high ranges of linguistic proficiency and cultural competence, and acquired the knowledge and skills necessary for success in college and in the workforce. See chapter 8, Teaching the Connections Standards, for more detailed information on learning objectives and chapter 5, Implementing High-Quality World Languages Instruction, for more information on curricular design in world languages.

> Authentic materials, created by native speakers for native speakers, are not translations of English curricular materials. They are rich in language, culture, and content, and they contain the target-culture forms as well as their products, practices, and perspectives.

The development of cultural competence is a key element of achieving the WL Standards. Communication Standard 1: Interpretive Communication (WL.CM1) and Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints (WL.CN2) cannot be achieved without the use of authentic materials in the curriculum. As the WL Standards state, "students must acquire the ability to interact appropriately with target **culture bearers** to communicate successfully" (CDE 2019a, 7). Regardless of program model, high-quality language pathways ensure the curriculum includes authentic materials (Olsen 2014). These materials, which are not translations of English curricular materials, reflect the target-language forms as well as target-culture products, practices, and perspectives. When integrated into the language program as part of the curriculum, authentic materials provide for real-world language use within the context of the target cultures.

A statewide emphasis on developing a multilingual California—where at least half of the state's K–12 students will be enrolled in programs that develop proficiency in two or more languages by 2030—benefits from clear pathways outlined in a World Languages Roadmap, as shown in figure 3.3. This roadmap offers ideas for the design and articulation of world languages pathways with multiple entry points, depending upon school district goals for providing students with options to learn one or more world languages. For example, leaders at one school district may decide that an elementary school Foreign Language in the Elementary School (FLES) program aligns with their goals and plans for FLES students to begin a grade 6/7–8 world language pathway in middle school. Another school district may plan a program sequence that is articulated through grade twelve, offering dual language immersion beginning in TK and culminating in high school with the maintenance of the first and second languages and adding the study of a third. Yet educators at another school district may decide the traditional grade 9–12 world language pathway aligns with their goals. Of course, all pathways lead to college and career readiness, and this roadmap encourages articulation from K–12 pathways to continued college and university language studies.

In addition to program design and articulation, this roadmap includes the broad goals and incentives associated with various world languages pathways. Figure 3.3 provides an overview of how the broad goals of a dual language immersion pathway, for example, are different from those of a 6/7–8 or 9–12 world languages pathway. Every pathway recognizes students' accomplishments and encourages them to continue their language studies by awarding certificates of biliteracy/multiliteracy in earlier years or the State Seal of Biliteracy upon graduation from high school.

The intent of the California World Languages Roadmap is to guide district leaders to imagine the possibilities they can provide for students through robust elementary and secondary world languages pathways.

FIGURE 3.3: California World Languages Roadmap

Elementary Pathway TK/K–5/6	Junior High/Middle School Pathways 6/7–8	Secondary Pathways 9–12	Continued Pathways in College and University Programs
TK–5/6 DLI or FLES Pathway: Develop a broad base of content knowledge and develop linguistic, communicative, cultural, and intercultural expertise in English and the target language within DLI or FLES program model; Biliteracy Award (certificate, ribbon)	**6/7–8 DLI or FLES Pathway:** Continued development of content knowledge and develop linguistic, communicative, cultural, and intercultural expertise in English and the target language within DLI or FLES program model; deepen linguistic skills and cultural competencies; Biliteracy Award (certificate, ribbon) **6/7–8 World Languages Pathway:** Begin development of linguistic, communicative, cultural, and intercultural expertise in L2; articulation established to continue L2 enrollment in 9–12 world languages pathway	**9–12 DLI Pathway:** Continued development of content knowledge and develop linguistic, communicative, cultural, and intercultural expertise in English and the target language; deepen linguistic skills and cultural competencies in L1 and L2; AP or IB Language Exam in grade nine or grade ten as appropriate; L3 study option or specialized coursework in the target language beginning in grade ten; Seal of Biliteracy **9–12 World Languages Pathway:** Begin development of linguistic, communicative, cultural, and intercultural expertise in L2; AP or IB Language Exam grade twelve or dual enrollment in the target language; Seal of Biliteracy	**College Pathway:** Articulation established to continue L2 study; certification in CTE-related studies; complete degree programs in languages and fields emphasizing linguistic, communicative, cultural, and intercultural expertise **University Pathway:** Articulation established to continue L2 study with language and related majors; continue CTE-related studies in degree programs; complete advanced degrees in languages and fields emphasizing linguistic and cultural expertise, e.g., agronomy and Korean

Elementary Pathway TK/K–5/6	Junior High/Middle School Pathways 6/7–8	Secondary Pathways 9–12	Continued Pathways in College and University Programs
TK–5/6 DLI (continued)	**6/7–8 World Languages Pathway (continued)**	**9–12 World Languages CTE Pathway:** Development of L2 proficiency in context of workplace (Health, Hospitality, Social Work pathways); Seal of Biliteracy	**University Pathway (continued)**

Some individuals may be apprehensive about early language learning if they believe the myth that students may not acquire subject-specific knowledge and skills (Beardsmore 2003; Genesee 2006). On the contrary, research shows that by the fifth grade, students in dual language immersion programs outperform their peers in the target language and English (Steele et al. 2017). Beginning language study at an early age allows California students the opportunity to develop high levels of proficiency in a second language by the time they enroll in high school world languages programs. The World Languages Roadmap in figure 3.3 outlines a sequence of language pathways and goals from TK–16 for California. This roadmap can assist local educational agencies (LEAs) as they design, implement, and assess world languages pathways across the state.

ELEMENTARY DUAL LANGUAGE PATHWAYS

As outlined in the WL Standards, elementary program models include dual language immersion, developmental bilingual, one-way immersion, Foreign Language Experience (FLEX), and Foreign Language in the Elementary School (FLES), all of which differ substantially in the number of contact hours allocated to the curriculum. These program models and their anticipated proficiency outcomes are presented below. Figure 3.4 provides an overview of dual language program models, including literacy, language, and culture goals, target student populations, and the ratio of target-language use within each program model.

FIGURE 3.4: Dual Language Program Models, Goals, Populations Served, and Ratio of Target Language Use

Program Model	Literacy, Language, and Culture Goals	Target Student Population	Target Language Use Ratio
Developmental Bilingual	Academic, literacy, and cultural development in both a language spoken at home and in English.	Designed for English learners in kindergarten through twelfth grade.	Elementary: May be the majority of the school day. Secondary: Generally, one to two class periods in the target language daily.
One-Way Immersion	Develop language proficiency and academic knowledge in both English and in a target language and culture.	Designed for nonnative speakers of the target language in kindergarten through eighth grade.	Majority of the school day except ELA. May maintain a target language use ratio as high as 80:20 throughout the elementary grades. Time varies in grades six through eight.
Dual Language Immersion (Two-Way Immersion) 50:50	Promote the development of language proficiency in both English and in a target language and culture. At the elementary grade levels, both programs take place over the entire school day.	Targets a mix of English Learner (EL) and English Only (EO) students; ideally 50% of each.	Elementary: 50% daily instruction in English and 50% daily instruction in the target language. Secondary: Students attending three to four periods in the target language daily is a best practice. Students may begin additional language study.

Program Model	Literacy, Language, and Culture Goals	Target Student Population	Target Language Use Ratio
Dual Language Immersion (Two-Way Immersion) 90:10	Promote the development of language proficiency in both English and in a target language and culture. At the elementary grade levels, both programs take place over the entire school day.	Targets a mix of English Learner (EL) and English Only (EO) students; ideally 50% of each.	Elementary: 90% daily instruction in the target language and 10% daily instruction in English in kindergarten. Target language instruction decreases each year as English instruction increases; first grade 80:20, second grade 70:30, third grade 60:40, and fourth–fifth/sixth grade 50:50. Districts may implement the target language ratio in a variety of ways over the elementary grade span (90:10 the first two years, 70:30 for multiple years, etc.) Secondary: Students attending three to four periods in the target language daily is a best practice. Students may begin additional language study.

As seen in the figure above, each program model has specific goals, serves different students, and arranges the instructional time in the target language in distinct ways. The next section of this framework discusses these key differences and their outcomes.

Dual Language Immersion Program Models and Outcomes

In an effort to develop a multilingual California while also supporting and sustaining the linguistic development of its diverse population, school districts throughout the state have expanded the offering of dual language programs. These programs have been found to be beneficial to both nonnative speakers of the target language as well as English learners (Olsen 2014). In fact, many studies have shown that children in dual language programs academically outperform students in monolingual programs (Collier and Thomas 2009; Curtain and Dahlberg 2015; Howard, Christian, and Genesee 2004; Lindholm-Leary and Howard 2008; Steele et al. 2017).

High-quality dual language programs are **content-driven programs** and use **content-based instruction (CBI)** to teach the conventional school curriculum in the target

language (Cenoz and Genesee 1998; Johnson and Swain 1997; Lindholm-Leary 2005). In content-based settings, "the context is the regular day and the regular curriculum of the school with all of its givens. The language becomes a tool of instruction and information exchange is assured" (Curtain and Dahlberg 2015, 84). The focus is on teaching curricular content to students while they also learn an additional language. For students to achieve Communication and Connections Standards (WL.CM1 and WL.CN2), the content needs to include age-appropriate, authentic materials in the target language, not translations of curriculum designed to be taught in English.

Ultimately, the proficiency range developed by the end of a dual language program varies depending on factors that include the program model, articulation of world language pathways, curriculum, population served, and ratio of time students interact in the target language and culture daily. Of course, optimal programs focus on developing content knowledge, language proficiency, and intercultural competence in a content-driven learning environment.

Dual language programs are designed for students to develop bilingualism and biliteracy in more than one language, placing equal value on both languages and cultures. For English learners, including **long-term English learner (LTEL)** students**,** dual language programs have been found to produce better academic and social–emotional outcomes than mainstream English and structured English immersion programs (Thomas and Collier 2014; Steele et al. 2017). Based on statistics from DataQuest, one in ten of California's designated English learners becomes an LTEL student. An LTEL student is defined by the California *Education Code* as an English learner who is enrolled in any of grades six to twelve, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test (California *Education Code* Section 313.1). Additionally, dual language programs use an **additive bilingual approach** to language instruction for all students. This means that a second language and culture is acquired while maintaining and sustaining the first language and culture of all of the students in the program (CDE 2019a). The additive bilingual approach utilized within dual language programs supports the linguistic development of EL and LTEL students by strengthening their proficiency in the language of the home and English, thus helping them achieve English proficiency sooner.

According to José Medina, former Director of Global Language and Culture Education at the Center for Applied Linguistics, dual language leaders, including teachers and administrators, should know that dual language programs are not focused on English language acquisition. They are focused on the three pillars of dual language education: bilingualism and biliteracy, high academic achievement in both languages, and developing sociocultural competence. These concepts emphasize learning a second

language and culture, but not at the expense of the students' primary language and culture. For more information and resources on the primary goals of dual language programs, see the *Guiding Principles for Dual Language Education* (Howard et al. 2018). Dual language education includes the dual language immersion (DLI) programs and developmental bilingual programs discussed below.

Developmental Bilingual Programs and Outcomes

Developmental bilingual programs focus on academic study and literacy development in both a language spoken at home and English. These content-driven programs target English learners in kindergarten through grade twelve. In these programs, curriculum is taught in students' primary language while students receive focused English language support through designated English language development (ELD) and integrated ELD instruction in each subject. **Integrated ELD** is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards (*California Code of Regulations*, Title 5 [5 *CCR*] Section 11301[c]). **Designated ELD** is defined as instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English (5 *CCR* Section 11301[a]).

As students develop primary language proficiency in developmental bilingual programs, academic instruction in English increases incrementally until students develop proficiency in both languages. Developmental bilingual programs may comprise the entire school day in elementary grades and may be offered as two, optimally three, or more class periods in secondary grades.

While developmental bilingual programs begin in TK/K and continue through grade twelve with the goal of biliteracy (CDE 2019a), language proficiency outcomes vary for students enrolled in these programs. These variations are caused by factors that include year of entry, movement in and out, and early exit from the program. For students who begin a developmental bilingual program in TK/K and continue throughout elementary school, their proficiency outcomes are similar to those of students enrolled in one-way and two-way immersion programs (see figures 3.9 and 3.10).

Dual Language Immersion (One-Way Immersion) Program Model

One-way immersion programs provide instruction in English and the target language for nonspeakers of the target language, with the goals of language proficiency and academic achievement in English and the target language, and cross-cultural understanding. These programs are typically found in kindergarten through grade eight. In one-way immersion programs, the target language is used for all academic instruction with the exception of the English language arts curriculum. These programs may maintain a target language use ratio as high as 80:20 throughout the elementary grades.

Dual Language Immersion (Two-Way Immersion) Program Model

The most commonly taught **dual immersion program** models in California are **dual language immersion 50:50** (50 percent instruction in English, 50 percent in the target language) and **dual language immersion 90:10** (begin in kindergarten with 90 percent target-language instruction, 10 percent English). While these are the most commonly taught program models, school districts may choose to implement the target language ratio in a variety of ways over the elementary grade span—90:10 during the first two years, 70:30 for multiple years, and so on. Both of these immersion program models use an additive approach to language development by promoting the development of language proficiency and culture competence in both English and the target language. California's TK through grade twelve schools offer dual language immersion programs in a wide variety of languages. These programs, in order to balance the linguistic and cultural experience of the students, generally target a mix of English learners and native English speakers (ideally half from each group). Districts with a large number of multilingual students often target a mix of English learners, bilinguals, and native English-speaking students at a ratio of no less than 30 percent of each student population.

At the elementary grade levels, both programs take place throughout the entire school day. Beyond elementary school, dual language immersion programs may be offered in the form of a developmental bilingual program or a dual language immersion where language learners continue their study of core subjects in the target language. The latter allows for more time interacting in the target language and culture as well as achievement of higher ranges of language proficiency. Students enrolled in dual language programs achieve the WL Standards by developing communicative and cultural proficiency through content connections across subjects. While DLI 50:50 and 90:10 programs may have many aspects in common, they also distinguish themselves in a significant way.

DLI 50:50 programs "maintain 50 percent of instruction in the target language and 50 percent in English throughout elementary [school]" (Olsen 2014). As language learners progress through the elementary grade levels, some subjects are taught in the target language and others are taught in English.

In DLI 90:10 programs, students begin kindergarten (or TK in many cases) with 90 percent of instruction in the target language with increasing English instruction until academic work and literacy are 50:50 (Olsen 2014). DLI 90:10 programs generally follow a **sequential literacy** model, as literacy is developed in the target language first, then in English. In DLI 90:10 program models, instruction in English and the target language eventually even out to 50:50 by the fourth grade, as illustrated in figure 3.5.

FIGURE 3.5: The Dual Language Immersion 90:10 Program Model
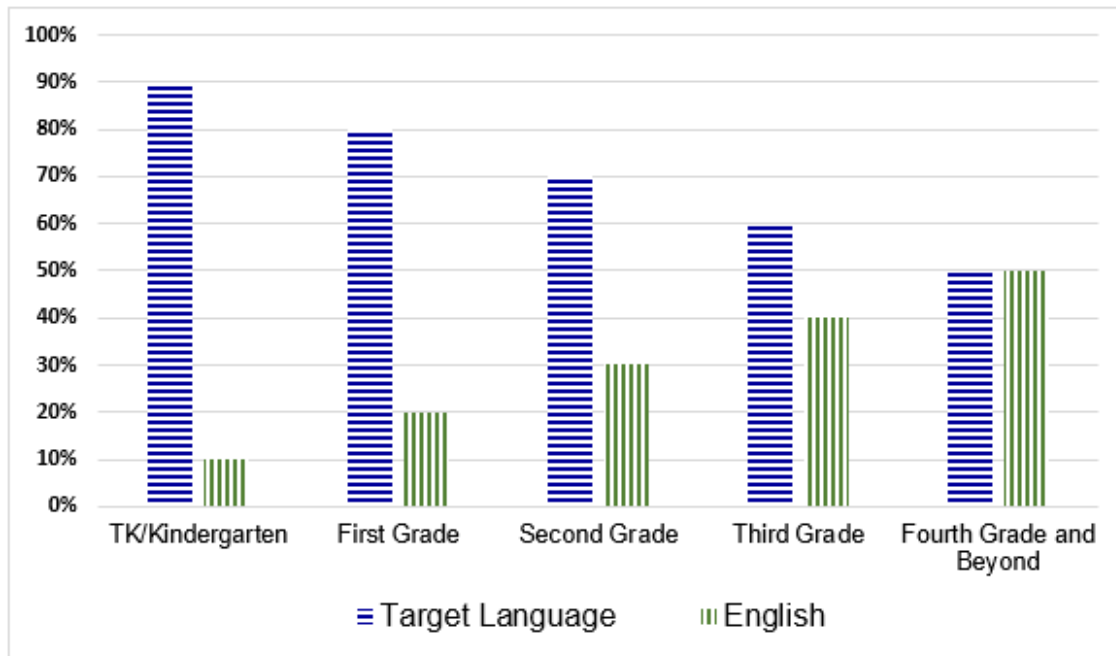
[Text accessible version of figure 3.5](#)

Regardless of the dual language immersion program model implemented, both program models have been found to effectively achieve the goals of bilingualism and biliteracy; however, the 90:10 program model has been shown to create higher levels of bilingualism (Steele et al. 2017).

One-Way and Two-Way Immersion Program Outcomes

One-way and two-way immersion programs reflect the same proficiency outcomes, although they comprise different student populations. Language proficiency outcomes vary in these program models depending on the primary language and culture of the student and the target language and culture they study. Students who begin second language study in elementary dual language immersion programs have the potential to exit postsecondary programs (four to six year university programs) approaching or at the Superior level of proficiency (ACTFL 2012b). Figure 3.6 outlines general proficiency expectations by grade span for students in a K–12 dual language immersion program where students learn a Category I or II target language and culture.

FIGURE 3.6: K–12 Dual Language Immersion Program Proficiency Outcomes for Category I and II Languages

MODE OF COMMUNICATION	End of K–2	End of 3–5	End of 6–8	End of 9–12
INTERPRETIVE	Novice High	Intermediate Low	Intermediate Mid	Advanced Low
INTERPERSONAL	Novice High	Intermediate Low	Intermediate Mid	Advanced Low
PRESENTATIONAL	Novice Mid	Intermediate Low	Intermediate Mid	Advanced Low

Figure 3.7 outlines general proficiency expectations by grade spans for students in a dual language immersion program where students learn a Category III or IV target language and culture.

FIGURE 3.7: K–12 Dual Language Immersion Program Proficiency Outcomes for Category III and IV Languages

MODE OF COMMUNICATION	End of K–2	End of 3–5	End of 6–8	End of 9–12
INTERPRETIVE	Novice Mid to Novice High	Novice High to Intermediate Low	Intermediate Low to Intermediate Mid	Intermediate High to Advanced Low
INTERPERSONAL	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
PRESENTATIONAL	Novice Low to Novice Mid	Novice High to Intermediate Low	Intermediate Low to Intermediate Mid	Intermediate High

District and site administrators implement dual language programs that begin in elementary school and continue through junior high and high school in order for students to achieve high levels of target-language proficiency. Within secondary grade levels, school and district leaders plan well-articulated dual language immersion programs that ensure students have access to study an additional language as well. District and site administrators planning for dual language immersion programs allot time for short- and long-term planning and ensure that those who will be asked to implement changes are

meaningfully represented and involved in a collaborative planning process from the beginning. By doing so, programs are effectively articulated, and students are able to complete the many years of language study needed to achieve the highest ranges of proficiency outlined in the WL Standards.

Guiding Principles for Dual Language Education

Many California school, district, and local educational agency leaders use the *Guiding Principles for Dual Language Education*, published by the Center for Applied Linguistics (CAL), as a tool for planning, reflection, and ongoing progress monitoring (Howard et al. 2018). As explained in the publication by CAL, the guiding principles are organized into the following strands, reflecting the seven major dimensions of program design and implementation.

a. Program Structure

b. Curriculum

c. Instruction

d. Assessment and Accountability

e. Staff Quality and Professional Development

f. Family and Community

g. Support and Resources

Within each strand above, there are specific principles that further describe the elements of the principle discussed. Figure 3.8 includes a brief description of the principles delineated within each strand of the dual language education guiding principles.

FIGURE 3.8: Guiding Principles for Dual Language Education at a Glance

Strand 1: Program Structure (pp. 10–30)

Principle 1	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	An effective process is in place for continual program planning, implementation, and evaluation.

Strand 2: Curriculum (pp. 31–44)

Principle 1	The program has a process for developing and revising a high-quality curriculum.
Principle 2	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.
Principle 3	The curriculum effectively integrates technology to deepen and enhance learning.

Strand 3: Instruction (pp. 45–70)

Principle 1	Instructional methods are derived from research-based principles of dual language education.
Principle 2	Instructional strategies support the attainment of the three core goals of dual language education.
Principle 3	Instruction is student centered.
Principle 4	Instructional staff effectively integrate technology to deepen and enhance the learning process.

Strand 4: Assessment and Accountability (pp. 71–88)

Principle 1	The program creates and maintains an infrastructure that supports an assessment and accountability process.
Principle 2	Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.
Principle 3	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that is used for program accountability, program evaluation, and program improvement.
Principle 4	Student progress toward program goals and state achievement objectives is systematically measured and reported.
Principle 5	The program communicates with appropriate members of the school community about program outcomes.

Strand 5: Staff Quality and Professional Development (pp. 89–104)

Principle 1	The program recruits and retains high-quality language staff.
Principle 2	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.
Principle 3	The program collaborates with other groups and institutions to ensure staff quality.

Strand 6: Family and Community (pp. 105–120)

Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and community.
Principle 2	The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.
Principle 3	The program views and involves families and community members as strategic partners.

Strand 7: Support and Resources (pp. 121–129)

Principle 1	The program is supported by all key members of the school community who will be implementing the program.
Principle 2	The program is equitably and adequately funded to meet program goals.
Principle 3	The program advocates for support.

Source: *Guiding Principles for Dual Language Education* (Howard et al. 2018)

According to the Center for Applied Linguistics, the *Guiding Principles for Dual Language Education* has been used for over a decade by dual language programs and educators across the United States as an effective tool for planning, self-reflection, and continuous improvement (Howard et al. 2018). However, educators plan dual language programs keeping in mind that "what works in one community or with a particular population of students or teachers may not work as effectively in another community" (Howard et al. 2018, 4). Teachers and other educational leaders keep the context of their community in mind as they design, implement, and refine their own program. The *Guiding Principles for Dual Language Education* provides a detailed outline of the elements that quality dual language programs contain, including resources which can be used to design, implement, and refine dual language programs (Curtain and Dahlberg 2015).

An example of implementing the WL Standards in a DLI 90:10 pathway is included in the vignette below.

Vignette 3.1: What Happens in Spring? Grade One Spanish 90:10 Dual Language Immersion Lesson

Background

Ms. Alma teaches first grade in a 90:10 Spanish dual language immersion program. Her class consists of 28 students. Approximately half of her students are Spanish speaking and half are native English speakers. Generally, her native English-speaking students are within the Novice Low to Mid range of proficiency in Spanish. The proficiency range of her Spanish speaking students varies, but all students are developing foundational literacy skills and content knowledge needed to meet first grade outcomes in various content standards.

Almost all of Ms. Alma's Spanish speakers are designated English learners. These students are provided 50 minutes of designated ELD instruction daily. In order to effectively teach EL students of varying proficiency, the first grade team has worked together to plan who teaches ELD for each proficiency range. Students go to their assigned ELD teacher during that time. Additionally, all students spend approximately 10 percent of their day learning in English only. Ms. Alma plans bridge activities during that time to support language transfer for all her dual language immersion students. She provides additional linguistic support for English during that time as well.

Lesson Context

This lesson, taught completely in Spanish, is part of a unit on the four seasons. The theme of this lesson is spring. During this lesson, students answer the essential question, "What seasonal changes occur in spring?"

The students have already studied about fall and winter and have had the opportunity to view images of the four seasons. They have discussed how seasonal changes affect living organisms. In addition, the students have read books about spring, both in English from the school library and untranslated books from Spain from the classroom library. Students are developing sentence-level writing skills in Spanish language arts.

The learning target for this lesson is for students to be able to use descriptive words (adjectives) to tell about (verbally and in writing) the characteristics of spring, with scaffolding. The focus vocabulary for this lesson includes the following nouns, verbs, and adjectives:

- Nouns: *sol* (sun), *lluvia* (rain), árboles (trees), *flores* (flowers), *mariposas* (butterflies), *abejas* (bees), *pájaros* (birds)
- Verbs: *volar* (to fly), *brillar* (to shine), *tener* (to have), *calentar* (to warm)
- Adjectives and adverbs: *hermoso* (beautiful), *bonito* (pretty), *rápidamente* (quickly), *feliz* (happy), *refrescante* (refreshing)

Materials and Preparation

Leading up to this lesson, Ms. Alma had students read children's books about spring. For this lesson, Ms. Alma has prepared a variety of instructional materials. Materials she **curated** or created include:

- Pictures of the four seasons
- Children's books (untranslated materials from Spain) about spring
- A set of cutouts of the main elements of spring (mounted on magnets to quickly and easily attach them to the magnetic whiteboard)
- A corresponding set of labels (some singular, some plural, including articles). These will be the nouns in the list of key vocabulary.
- Word Bank—classroom version: vocabulary words written on strips, as well as chart paper with four labeled columns (articles, nouns, verbs, adjectives) onto which the words can be taped during the activity
- Word Banks—student version: several sets (one for each group of three students) of the same word bank as the classroom version (making each set of word strips on a different color of paper helps to keep the sets separate and complete) and photocopies of the column chart that already has the words printed in the correct categories (on 11x14 paper with landscape orientation)
- Loose-leaf paper for student groups to write their sentences on
- Colored pencils or crayons

World Languages Standards

- WL Standards (Novice range)
    - WL.CM1.N (Interpretive Communication)
    - WL.CM2.N (Interpersonal Communication)
    - WL.CM3.N (Presentational Communication)
    - WL.CM4.N (Settings for Communication)
    - WL.CM5.N (Receptive Structures in Service of Communication)
    - WL.CM6.N (Productive Structures in Service of Communication)
    - WL.CL1.N (Culturally Appropriate Interactions)
    - WL.CN1.N (Connections to Other Disciplines)
- Grade 1 CCSS.ELA-LITERACY: W.1.5, W.1.8; SL.1.3, SL.1.4, SL.1.6; L.1.1,5–6
- Grade 1 NGSS: 1-ESS1-2 (Building Toward)

Student-Friendly Learning Target: I can tell others about the characteristics of spring.

Communicative and Language Objectives

Students will be able to

- use vocabulary about spring (WL.CM2.N, WL.CM3.N, WL.CM4.N, WL.CL1.N, CCSS.W.1.5, CCSS.W.1.8, CCSS.SL.1.3S.SL.1.4, CCSS.SL.1.6, CCSS.L1.1,5–6);

- practice grammar rules about capitalization and gender agreement (WL.CM5.N, WL.CM6.N, WL.CM7.N, CCSS.L.1.1,5–6); and

- read aloud to the class their sentences about spring (WL.CM3.N, WL.CM4.N, WL.CM6.N, WL.CL1.N).

Content Objectives

Students will be able to

- recognize the characteristics of springtime (WL.CN1.N, WL.CM5.N, Grade 1 NGSS:1-ESS1-2); and

- write sentences that tell about the characteristics of this season using a spring word bank (nouns, verbs, and adjectives) (WL.CN1.N, CCSS.L.1.1,5–6).

Lesson Excerpt

Ms. Alma begins the lesson together as a class by calling all children to the rug in front of the whiteboard. Ms. Alma sits in front of the students and begins her lesson. She shows students pictures of each of the four seasons. As she shows the pictures, Ms. Alma asks students to identify the season depicted. (Questions and answers are in English for this vignette, but the questions are asked and answered in Spanish during this lesson.)

Ms. Alma: Class, today we are going to learn about spring. We are going to learn about the characteristics—or all of the things—that tell us that it is springtime. Are we ready?

Children: Yes!

Ms. Alma: Now remember, crisscross applesauce and we raise our hands so our friends can hear our answers, OK?

Children: OK!

Ms. Alma: OK, good. So then, class, can you tell me, is this a picture of spring?

Children: No!

Ms. Alma: Who can tell me what season this is?

Kaleb: Summer.

Ms. Alma: Yes, Kaleb. This is a picture of summer. How did you know that?

Kaleb: The beach.

Ms. Alma: Yes. There is a family at the beach in this picture. What else tells us this is summer, class?

Several Children: The sun is sweating. There is a hot temperature.

Ms. Alma: Yes. The sun is shining in the sky and looks like it is sweating. *[Points to the sun that appears to be sweating.]* The temperature is hot. It is red for hot on the thermometer. *[Points at the thermometer.]* We use a thermometer to check the temperature. Good. What about this picture? Is this a picture of spring?

Children: No!

Ms. Alma: Who can tell me what season this is?

Micaela: Fall.

Ms. Alma: Yes, this is a picture of fall. Good. How did you know that Micaela?

Micaela: The leaves are all different colors.

Ms. Alma: Good! Yes, the leaves on the trees are red, orange, and yellow. The leaves changing colors are one of the characteristics that tells us that fall is here. Class, do we have trees that look like this sometimes at our school? *[Children nod their heads.]* We do. What about this picture? Is this a picture of spring?

Children: No!

Ms. Alma: Who can tell me what season this is?

Daniela: Winter.

Ms. Alma: Yes, Daniela. This is a picture of winter. How did you know that?

Daniela: It is all white. There is snow.

Ms. Alma: Yes. There *is* snow in this picture! Raise your hand if you have ever visited the snow. *[Several children raise their hands with excitement.]* What else shows us the characteristics or the different things about winter in this picture, class?

Several Children: They have jackets. The temperature is blue. There is a snowman! *[Several children are excited about the snowman.]*

Ms. Alma: Yes, everyone, they do have their jackets on because it is cold outside *[rubs her arms to imitate cold]*. The blue on the thermometer tells us the temperature is cold. In fact, it is cold enough outside to build a snowman! How about this picture, class? Is this a picture of spring?

Children: Yes!

Ms. Alma: Good! Now, how do we know this is a picture of spring? *[Places the picture on the whiteboard.]* Hmmmm. Let's see if we can name the different characteristics of spring that we see in this picture. Remember, crisscross applesauce and we raise our hands.

As the children readjust how they are seated and raise their hands, Ms. Alma picks up a bag of cutouts for each element of spring the children should mention (birds, flowers, bees, butterflies, trees, grass, rain, or the sun). They are magnetized so they can be placed on the whiteboard to create a spring scene.

Ms. Alma: OK. Who can tell us one characteristic of spring that you think we should include in our scene?

Noah: Grass?

Ms. Alma: Yes, Noah. Here, take the grass and place it on our board so we can make our own spring scene. Who can tell us another characteristic of spring for our scene?

Jaylee: There are lots of birds?

Ms. Alma: Yes, Jaylee. We do see a lot more birds during this season. The birds fly along with bees and butterflies in the spring. Oh! And the birds make nests in the trees! Perhaps we should include trees for our birds, class. What do you think?

Children: Yes!

Ms. Alma: OK. May I please have volunteers to put the birds, trees, butterflies, and bees on our picture?

Ms. Alma: Who can tell us another characteristic of spring for our scene?

Michael: The sun. The sun is out a lot in springtime.

Ms. Alma: Yes, Michael. The sun is often bright and shining in the sky during the spring. Spring can sometimes be warm—not hot like summer, but warm— right? *[Several children agree.]* Here, take the sun and place it on our board, Michael. Should we have more characteristics of spring for our picture, class?

Children: Yes!

Ms. Alma: OK. What is another characteristic of this season, of spring?

Alexander: It rains during spring, right? Can we put rain in our picture?

Ms. Alma: Yes, there is rain during spring. Sometimes it can be very rainy, right? *[Several children agree.]* The rain can be refreshing if it has been warm. Take this rain and place it on our board. OK. What is one more characteristic of this season, of spring?

Mia: Rain brings flowers! We need flowers.

Ms. Alma: Yes, Mia. The rain *does* bring flowers during spring. We should see lots of flowers during this season. The bees, butterflies, and birds need those flowers, don't they? May I please have volunteers to help Mia place flowers on our picture?

Ms. Alma selects volunteers. As they come up to place the birds onto the board, the teacher arranges some of the characteristics (nouns) to group them in specific ways for describing them. For example, she places one flower by itself (singular) and then groups the others (plural). She does the same with the birds, butterflies, trees, and bees.

Ms. Alma: Class, the scene you created is very pretty. It is beautiful. Thank you for using your creativity. Now that our spring scene is complete, we are going to label all the different characteristics of spring with the words that match our pictures. I will use my popsicle sticks to call on you. Are we ready?

Children: Yes!

Ms. Alma shows the label for each noun to the group. She calls on one child at a time to place a label on the board so that it corresponds with the scene. The labels differentiate number (singular and plural) in order to practice singular and plural forms. For example, when Ms. Alma shows the word "bird," she ensures the student places it with the single bird and not the group of birds. She does the same for "bee," "bees," "butterfly," "butterflies," "flower," "flowers," "tree," and "trees," pointing out the correct placement based on the use of the singular and plural forms on the labels.

Once the scene is labeled with the matching nouns for the images, Ms. Alma then begins to present the vocabulary that will be used by the students to write their sentences about spring. In preparation for this activity, Ms. Alma has drawn and labeled a piece of chart paper with four columns for each part of the sentences she will have students create using their spring vocabulary. There is a column for articles, nouns, verbs, and adjectives. She has also prepared sentence strips for the focus vocabulary words, each strip containing the word and its image, as applicable. Her goal is to create a word bank that includes all sentence elements for students to formulate sentences with the support of the chart.

Ms. Alma: OK, class. Now that we have labeled our spring scene with all of our nouns, we are going to practice putting sentences together in order to describe the characteristics of spring. Focus your attention on my chart paper here, and we will work together to learn where all of our spring vocabulary belongs on our chart. When we are done, you will use this chart to help you write beautiful sentences about spring. Ready?

Children: Yes!

Ms. Alma: We have four columns on our chart. Each column is for a different part of our sentence. You have seen these words before *[several children nod]*. We have articles like "*el*" and "*la*" or "*los*" and "*las*" and those go with our nouns—person, place, or thing. For example, we saw "***la** mariposa*" or "***los** árboles*".

As Ms. Alma reminds the students of this, she places the sentence strips for the articles under that column on the chart paper.

Ms. Alma: Can someone give us another example of an article that goes with its noun like "***la** lluvia*" or "***los** árboles*"? *[Ms. Alma places the sentence strips for "lluvia" and "árboles" on the chart paper in the noun column.]*

Beau: The butterflies? (*¿Las mariposas?*)

Ms. Alma: Yes, Beau. *Las mariposas* is a perfect example. "*Las*" is the article and "*mariposas*" is the noun. Thank you for volunteering. *[Ms. Alma places the sentence strip for "mariposas" on the chart paper in the noun column.]*

Ms. Alma presents the spring nouns, verbs, and adjectives by talking about or telling a story about the spring scene the class created. As she presents the vocabulary, she creates a word bank by displaying the words (each written on a separate strip) on the chart paper in the four columns. Ms. Alma discusses with the students the meaning of the new words in the list. She highlights the adjectives by displaying them on a different color sentence strip than the others.

Ms. Alma: How do we use these words, these adjectives, to describe things? Can we give some examples maybe for butterflies? How could we describe butterflies? *[Ms. Alma takes the mariposas sentence strip from the chart paper and places it on the board.]*

Dana: Butterflies are pretty?

Ms. Alma: Yes, Dana. That is an excellent example. *[Ms. Alma writes this sentence on the whiteboard near the chart paper as a model.]* Class, when we write a sentence, what do we do with the first word?

Children: Capital!

Ms. Alma: Yes, we use a capital letter to start a sentence. *[She writes this rule on the whiteboard next to the sentence models.]* Good job. How about at the end of a sentence? What do we put there?

Children: A period.

Ms. Alma: Yes, we do. We start a sentence with a capital letter, and we end a sentence with a period. *[She writes this rule on the whiteboard next to the sentence models as well.]* Now, let's read the sentence together. *[Ms. Alma prompts students and they read the sentence aloud.]*

After completing the sentence, Ms. Alma writes the sentence beneath the strips and returns the words to their columns. She explains to the students that the words have to return to the same columns they came from so that they can be used again.

Ms. Alma: OK. Let's pick another spring word to describe. What word should we choose?

Several children: Bees!

Ms. Alma: OK. We will describe what the bees do in the spring. *[Ms. Alma takes the "bees" sentence strip from the chart paper and places it on the board.]* Class, what article do we use for bees? Is it "*la*" or "*las*" bees?

Several children: Las!

Ms. Alma: Good. Yes, we use "*las*" when it is plural or more than one bee. *[Ms. Alma takes the "las" sentence strip from the chart paper and places it on the board.]* OK, the bees what? Do they shine? Do they fly? What do they do? Can someone raise their hand to tell us what verb or action word we will use?

Miguel: They fly (*vuelan*). The bees fly?

Ms. Alma: Yes, they do fly. In the spring, the bees fly. *[Ms. Alma takes the "volar" sentence strip from the chart paper and places it on the board.]* Now, can we use one of our adjectives *[points to the list on the chart paper]* to describe *how* the bees fly? Can someone raise their hand to add a description or an adjective to our sentence?

Luz: Quickly (*Rápidamente*). The bees fly quickly.

Ms. Alma: Perfect, Luz. In the spring, the bees fly quickly. *[Ms. Alma takes the "rápidamente" sentence strip from the chart paper and places it on the board.]* Now, let's read the sentence together. *[Ms. Alma prompts students and they read the sentence aloud.]*

After completing the sentence, Ms. Alma writes the sentence beneath the strips and returns the words to their columns. Ms. Alma continues this process with two more models, both singular nouns since the first two models were plural. She asks for the children's help to form two more sentences and guides them by asking questions about the selected noun until each sentence is completed. As they select the article, verb, and adjective, she discusses number and gender rules as a reminder and continues the model on the board.

Once Ms. Alma guides students in creating the word bank and sentence models, she tells them they will work in groups to construct their own sentences using individual student word banks like the one they just used together.

Ms. Alma writes the following directions on the board and reads them to the students:

   a.   Put the words from the word bank (she displays a set of cards like the ones they'll be working with) on top of the corresponding word on the preprinted word bank (she displays a preprinted word bank).

   b.   Select words from your bank to form a sentence.

   c.   When your sentence is ready, read it out loud in your group and show it to the teacher.

   d.   Write your sentence on the blank paper.

   e.   Return the words to the word bank.

Ms. Alma divides students into groups of three, mixing students with stronger Spanish skills with students whose skills are less strong. She assigns roles to each member of the group (reader, writer, sorter) to begin with, then has them switch roles after three sentences so they can all practice the different tasks.

Once students are in groups and know their assigned roles, Ms. Alma distributes to the class the sets of word strips, the preprinted individual page with the word bank sorted into columns, and loose-leaf paper for individual and group sentence writing. She prompts groups to begin as soon as they have their materials.

Ms. Alma circulates among the groups, observing the students while they work on forming sentences and helping the children follow the steps of the task. She guides them as they construct sentences by asking questions such as "What element of spring do you want to be the subject of your sentence?"; "What does a ___ do?"; and "When does this situation occur?" In addition, she helps the children by reinforcing rules of capitalization, gender, and number agreement. Once the sentence is corrected by the teacher, the writer can write it on the group's paper.

Once students have completed their work, they are given 10 seconds to pick a reporter and then the whole group is called to the front of the class to read their sentences and show their work. Each group hands in all members' individual sentences along with the group's sentences when they are finished and students return to their seats. Once all groups have presented, the teacher transitions to another subject.

Teacher Reflection

Ms. Alma will provide additional practice for all students with the vocabulary as well as with putting sentences together during the next lesson. She will do this by **spiraling** the content in order to reinforce what students learned in this lesson and connecting it to what they learned in other subjects and what they will learn.

Ms. Alma will use the individual and group sentences to assess whether students have understood the meanings of the new vocabulary words, so that, for example, they say that a tree grows and not that a tree warms up. She will also assess whether they have constructed sentences with words in the proper order, using correct punctuation, capitalization, and agreement.

For any students who do not do well on the assessment (creating sentences identifying characteristics of spring), Ms. Alma will reteach the sentence formation using another means of representation.

Source and Recommended Reading: Adapted from: *Adapting the Sheltered Instruction Observation Protocol (SIOP) for Two-Way Immersion Education: An Introduction to the TWIOP* (Howard, Sugarman, and Coburn 2006)

Transitioning from Elementary to Secondary Dual Language Pathways

One of the greatest issues facing dual language programs at this time is the lack of well-articulated middle and high school programs that are designed to continuously move students into higher levels of linguistic, cultural, and academic competency in the languages and cultures that they are studying. It can be an overwhelming task for educators to plan for elementary dual language immersion students to transition into secondary dual language pathways. It requires a substantial amount of preplanning and the consideration of a variety of components for the transition to be a success. Figure 3.9 provides a sample plan for teachers and other educational leaders transitioning an elementary dual language immersion program into secondary grades.

FIGURE 3.9: Suggested Timeline for Transitioning an Elementary Dual Language Immersion Program to Secondary

> **3 years out:**
>
> **Initial planning once elementary program reaches grade 3**
> - Contact feeder middle school and high school
> - Assemble a Dual Language Immersion (DLI) Leadership Team with representatives from the elementary, middle, and high school, including:
>   - District administrators (Curriculum and Instruction, Secondary Education, English Learner Services, Educational Services, Special Education, Human Resources, Assessment and Accountability, etc.)
>   - Administrators from elementary, middle, high schools

- ▫ Academic counselors from middle, high schools
- ▫ DLI teachers from elementary school
- ▫ World language teachers from middle, high schools
- ▫ Parents of students from DLI programs
- Set initial meeting dates for DLI Leadership Team
- Develop implementation timeline and corresponding action plans

Program and implementation models

- Research secondary DLI programs in the region
- Visit successful secondary DLI programs
- Consult with DLI experts
- Attend DLI conferences that have a secondary DLI strand
- Join a regional DLI network, if available (often offered by county offices of education)
  - ▫ Begin initial implementation of secondary DLI transition timeline action plans

2 years out:

Pedagogical decisions

- Survey fourth grade DLI parents and students regarding their interest in continuing in the DLI program
- Survey current middle school staff for those who are interested in teaching in the DLI program at the middle school
  - ▫ Of those, which ones have a bilingual credential/authorization (Bilingual Certificate of Competence (BCC), Bilingual, Crosscultural, Language and Academic Development (BCLAD), Bilingual Authorization)?
  - ▫ Of those, which ones are bilingual/biliterate and do not currently possess a bilingual credential/authorization but are interested in attaining one?
- Determine options for DLI course offerings
  - ▫ Minimum of two courses per day to remain a DLI program (three courses a day is ideal)
  - ▫ If only one course per day, then program becomes a "developmental bilingual program"

- In what department are those who are interested in teaching in the DLI program?
  - Those who currently possess a bilingual credential/authorization
  - Those who are interested in attaining a bilingual credential/authorization
- Consider courses that will attract student interest
- Integrate DLI courses with college/career pathways
- Research instructional materials and curriculum for courses in partner language
  - Aligned with California content standards?
  - Currently available through the district?
  - Available for purchase?
- Create draft/sample master schedule

Program support

- Connect with community organizations for partnership opportunities
- Present proposed program to all members of the school community
- Refine DLI program plan based on the feedback from students, parents, teachers, and other members of the broader school community
- Create budgetary plan for DLI implementation year over year
  - Create system for annual reflection on DLI program alignment with the *Guiding Principles for Dual Language Education*, 3rd edition (Free PDF download available at https://www.cde.ca.gov/ci/fl/cf/ch3.asp#link1)

1 year out:

DLI program staffing

- Inform interested teachers of open positions in DLI program
- Create DLI teacher job description
  - Differentiate from regular certificated job description
    - ▸ Bilingual/biliterate required
- Consider incentives for teachers to join program
  - Stipends

- ▫ Additional release days for vertical planning, DLI professional development
- ◼ Create interview protocol for DLI teachers
  - ▫ Have at least one native speaker of the partner language on the interview panel
  - ▫ Include at least one question to be asked/answered in the partner language
  - ▫ Include a writing prompt in English and in the partner language
    - ▸ English: Why is it important to become bilingual/biliterate?
      - ▹ to learn candidate's disposition toward the DLI program
    - ▸ Partner language: short reading prompt (at an adult level) in partner language and open-ended question(s) in partner language that require interpretation/inference from reading prompt to be answered in the partner language (Note: It is recommended that the teachers not be asked to translate a document from English to the partner language as this is not the main focus of their work in the DLI program.)
      - ▹ To ascertain the level of literacy in the partner language, including academic language use
- ◼ Publicize DLI program openings
  - ▫ EDJOIN
  - ▫ DLI networks/listservs
  - ▫ Social media
- ◼ Connect with local university teacher education programs for possible source of newly credentialed and/or bilingual-authorized teachers
- ◼ Create professional development plan for DLI teachers
- ◼ Suggested topics:
  - ▫ DLI foundations
  - ▫ Academic language development in the partner language
  - ▫ Best practices for DLI programs
  - ▫ Conferences with secondary DLI strands/workshop/institute offerings

Student recruitment

- ◼ Plan publicity campaign regarding new DLI program at middle school
  - ▫ Public service announcements on radio, local cable stations, etc.

- Connect with community organizations for recruitment support
- Determine entry criteria
  - For students currently in DLI program
  - For students who have come from schools without a DLI program
- Plan pathways to the California State Seal of Biliteracy awards to incentivize students to remain in DLI program (more information available in *Multiple Pathways to Biliteracy*, available at https://www.cde.ca.gov/ci/fl/cf/ch3.asp#link2)
- Schedule parent information meetings regarding middle school DLI program

Source: California Association of Bilingual Education (CABE) Professional Development Services 2019, accessible at https://www.cde.ca.gov/ci/fl/cf/ch3.asp#link3

As shown in figure 3.9, making pedagogical decisions and planning for staffing, program support, and student recruitment begins years before grade-level implementation. An important part of this planning includes creating incentives for students to continue language learning through at least high school. Dual language programs can offer incentives, such as certificates or ribbons of biliteracy, in an effort to promote the continued path toward obtaining the State Seal of Biliteracy at the high school level. The full text of the *Guiding Principles for Dual Language Education*, including a variety of tools and resources for dual language program planning, implementation, and assessment, can be accessed on the Center for Applied Linguistics website.

Foreign Language Experience (FLEX)

Foreign Language Experience (FLEX), also known as Foreign Language Elementary Experience, are elementary and middle school programs that expose students to the study of a language or languages and cultures in order to motivate them to pursue further study. FLEX programs are typically offered during the later elementary school years. Unlike FLES, FLEX programs are taught primarily in English because language exposure, and not fluency, is the objective. "They are set apart from true language programs in that they usually do not have any degree of language proficiency as an outcome, and they are not always part of an articulated sequence" (Curtain and Dahlberg 2015, 414). Students completing a FLEX program do not achieve any degree of target-language proficiency outlined in the WL Standards.

Foreign Language in the Elementary School (FLES)

Foreign Language in Elementary School (FLES) programs (also referred to as early language programs) are elementary school program models that meet for a minimum of 70 minutes per week with the goal of developing proficiency in language and its cultures. FLES

programs are taught mostly in the target language and focus heavily on the development of cultural awareness and listening and speaking skills. At some schools, FLES programs begin in kindergarten and in others they begin in second, third, or even fourth grade. Typically, FLES programs meet anywhere from two to five times a week, and classes may run from twenty minutes to an hour or more.

FLES programs are content based but differ from the approach to content and objectives used in dual language programs. FLES programs are **language-driven programs** that focus on the development of language proficiency using components of the content from the elementary curriculum. In contrast to dual language programs, the objectives of the language curriculum in FLES programs drive decisions about how content is integrated with language instruction. See figure 3.10 below for a comparison of content- and language-driven language programs.

As previously discussed in this chapter, time is a critical element in the development of language proficiency. While FLES programs are defined as elementary school program models that meet for a minimum of 70 minutes per week, research on language proficiency suggests that a 70-minute minimum is not sufficient for meeting proficiency outcomes. As noted by Curtain and Dahlberg, language learners enrolled in FLES programs that do not meet at least three to five times each week for a total time of at least 90 minutes are at risk of not meeting language proficiency outcomes of students enrolled in more intensive programs (2015). This can lead to these programs disappearing from schools due to not meeting the expectations of students, parents, teachers, and other members of the broader school community. FLES proficiency outcomes vary depending on the amount of time students interact in the target language, and more exposure results in higher proficiency.

FIGURE 3.10: Comparison of Content-Driven and Language-Driven Programs

Content-Driven	Language-Driven
Content is taught in L2.	Content is used to learn L2.
Content learning is a priority.	Language learning is priority.
Language learning is secondary.	Content learning is incidental.
Content objectives determined by course goals or curriculum.	Language objectives determined by L2 course goals or curriculum.
Teachers must select language objectives.	Students evaluated on content to be integrated.
Students evaluated on content mastery.	Students evaluated on language skills/ proficiency.

Source: *Content-based Instruction: Defining Terms, Making Decisions* (Met 1999)

In its 2012 position statement on early language learning, ACTFL advocates for second language learning to begin as early as possible.

> Since research shows that an early language learning experience generally results in the development of native or near-native pronunciation and intonation, ACTFL recommends that students be provided the opportunity to learn a second language as early as possible in school. This early language learning experience not only helps to develop native-like pronunciation but also promotes higher levels of proficiency if the student continues in a well-articulated sequence of language learning. Research corroborates additional benefits including strengthening of literacy in students' first language, raising standardized test scores in other subject areas, and developing comfort with cultural differences. These benefits accrue with instruction that is continuous throughout the school year, connected grade to grade, and more frequent than twice per week, adding up to at least 90 minutes per week, at both the elementary and middle school levels. (ACTFL 2012b)

The ACTFL position statement above describes the pivotal role of early language learning in a well-articulated program of study.

Years of research have shown that beginning language study early allows for increased time for developing a functional range of language proficiency (Carroll 1975; Domínguez and Pessoa 2005; Paradis 2009). However, "the vast majority of students in the United States are not given the opportunity to study a [world] language before middle school and many not until they reach high school" (Rhodes and Pufahl 2010, 272). The next section of this chapter discusses pathways for long language learning sequences and more traditional secondary language offerings.

Secondary World Languages Pathways

Middle School World Languages Program Models and Outcomes

Middle schools are unique in curricular design due to the pedagogical perspective that, at this stage of adolescent development, school should be a place where students are offered a variety of exploratory opportunities (Curtain and Dahlberg 2015; Shrum and Glisan 2015). Additionally, students at this age are experiencing many social, emotional, and physical changes that impact how they interact with and perceive the world around them. Language teachers at the middle school level are encouraged to be mindful of the developmental stage of their adolescent students as they plan instruction to support students' cognitive, social, emotional, and psychological health and development.

As with elementary language programs, there are various world languages pathways in middle schools throughout California. Language pathways offered in middle schools include dual language immersion programs, FLEX programs, and introductory world languages courses that may be equivalent to the first or second year of high school study. However, students in an exploratory middle school program would benefit from a more robust language program if the goal within this grade span is to develop higher ranges of language proficiency (ACTFL 2012b; Curtain and Dahlberg 2015; Shrum and Glisan

2015). More robust language program models provide the opportunity for middle school students to achieve the goals of the WL Standards as they provide the necessary on-task time in the target language to develop proficiency in communication, connections, and cultures.

The goal of a middle school dual language immersion pathway is to continue the development of student content knowledge in both English and the target language while also deepening students' linguistic skills and cultural competencies in both languages. In such a pathway, students are enrolled in subject area courses (art, history–social studies, mathematics, science) in the target language. It is critical that elementary students who have developed language proficiency in an elementary dual immersion program have the opportunity for continued language development during the middle school years. These students exit this pathway generally reaching a proficiency range of Intermediate Mid and earning a certificate or ribbon of biliteracy. They continue this pathway throughout high school, earning a Seal of Biliteracy.

Middle school (6/7–8) world languages pathways offer introductory world languages courses that may be equivalent to the first, second, or even third year of high school study in schools offering grades six through eight. The goal of a world languages pathway in grades six or seven through eight is to begin developing linguistic and cultural proficiency in a second language. As noted previously in this chapter, articulation and alignment of the curriculum allows for students completing language study during this grade span to transition into the next logical progression of language study at the high school level.

The language pathway in which a middle school student is enrolled has a significant impact on their anticipated language proficiency outcome. Figure 3.11 illustrates the general range of proficiency outcomes for middle school students in varying language pathways. More information about proficiency ranges and phases can be found in chapter 9 of this framework.

FIGURE 3.11: Middle School Language Proficiency Outcomes by Pathway
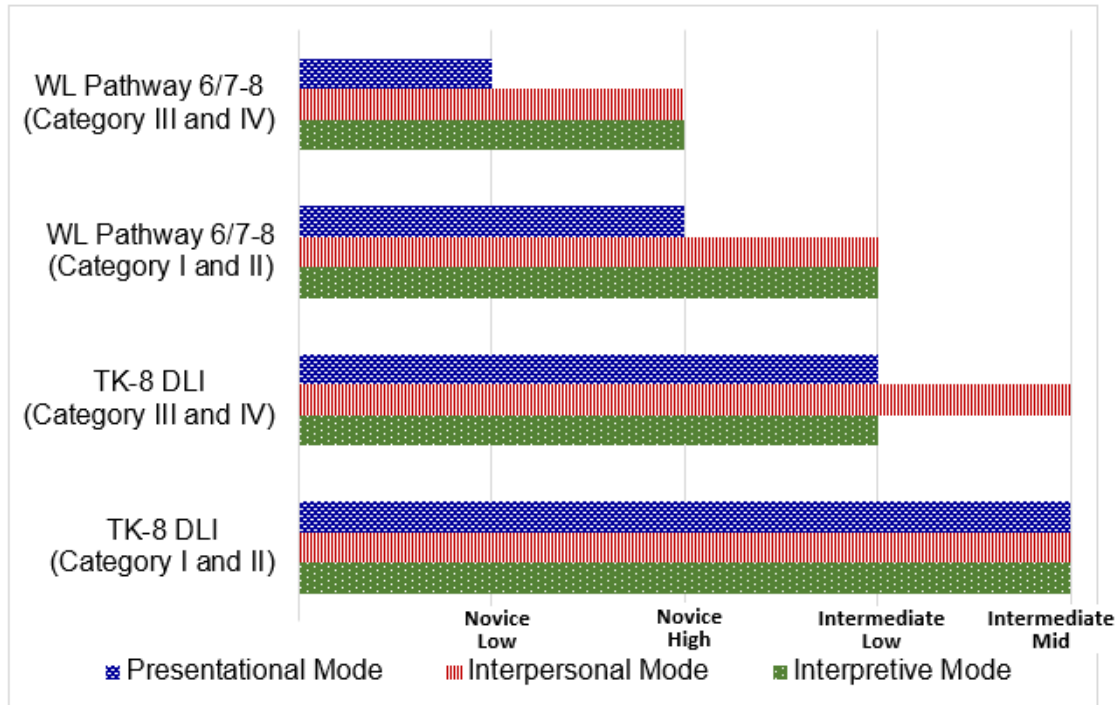
[Text accessible version of figure 3.11](#)

Figure 3.11 clearly illustrates that students who complete longer sequences within a well-articulated language pathway develop higher ranges of proficiency in the target language. FLES outcomes were discussed in the subsection titled "Foreign Language in the Elementary School (FLES)" in this chapter. Outcomes for the FLES program model were not included in the chart above because implementation of these programs vary from program to program and proficiency outcomes are impacted by the amount of time students interact in the target language. Just as in elementary pathways, middle school dual language immersion pathways offer incentives such as certificates or ribbons of biliteracy in an effort to promote the continued path toward obtaining the State Seal of Biliteracy at the high school level.

The following snapshot is an example of the teaching and learning that is possible when the WL Standards are implemented in a standards-based lesson with middle school students.

Snapshot 3.1: Teaching the WL Standards in Grade Eight Japanese

Ms. Watson teaches Japanese in a traditional middle school language program where students begin studying Japanese in grade six and continue through grade eight. Most of the students in her eighth-grade class are nonnative speakers of Japanese. They are generally within the Novice High proficiency range, but a few are advancing up into the Intermediate Low range. Since Ms. Watson is the only Japanese teacher at her school, she has the same students each year. She knows the interests and potential of her eighth-grade students well.

Ms. Watson is teaching a unit on food and lifestyle to her eighth-grade Japanese class. The unit guides students to explore what happens when foods or restaurants are introduced into a culture and how cultures influence each other. Students have already studied food and preferences, so they have some understanding of the language and structures that will be used in this unit. The current lesson is in the beginning of the first part of the unit, which focuses on fast food restaurants in Japan. Ms. Watson knows this topic is of high interest to her students. On the previous day, she ended class by mentioning the new unit topic to students. She introduced some of the new vocabulary by speaking briefly to them about her fast food preferences and how she feels about fast food (pros and cons) using images and total physical response. The students were surprised by some of the images and very excited about the topic.

Prior to the beginning of the class period, Ms. Watson stands just outside of her classroom door and greets her students in Japanese as they enter. As she greets them, Ms. Watson interacts with other students (also in Japanese) while they pass on their way to different classes. She welcomes her students personally, reminds them to sit down, take out their materials, and check the instructions projected on the board for the warmup activity. Just before the bell rings, Ms. Watson enters her classroom and closes the door.

Ms. Watson greets the class in the target language. She then explains, in Japanese, that before going over the instructions for the warmup, she will point out the lesson objective and activities that are written on the board. Ms. Watson then tells the class that the learning objective for today is to discuss in Japanese personal fast food preferences and pros and cons of eating fast food. She then points out the list of activities (written in a numbered list under the learning objective) that will guide students to meet this objective.

Ms. Watson points out that the first activity is the warmup. She then projects instructions for the warmup while also verbally explaining that students will answer the questions on the screen: Do you like fast food? Is it healthy or unhealthy? What are your favorite fast food restaurants? What do you like to eat there? Once

Ms. Watson knows students understand the instructions, she projects a timer on the screen and tells students they have three minutes to complete the warmup. As students work, the teacher circulates around the room.

When the timer goes off, the class stops and looks to Ms. Watson for the next set of instructions. Students selected a variety of partner configurations using a map of Japan in the beginning of the year. For example, they may have a Tokyo partner, a Niigata partner, or a Soka partner. The teacher asks students to find their Soka partner. She then prompts them to ask and answer the questions from the warmup in small groups. Ms. Watson asks the partners who are starting to raise their hands. Once they do, she sets the timer for four minutes, reminds them to speak only in Japanese, and prompts them to begin. As students share their preferences with their partner, the teacher circulates around the room to monitor their conversations and keep them on task. As students finish, they return to their seats.

When the timer goes off, Ms. Watson begins to call on individual students to ask them the questions from the warmup. She uses class cards to do this, has lively interactions with five students, and then wraps up the activity. She tells students, "You talked with one selected partner, and now you will receive a handout and survey four students in the class about their fast food preferences." She projects a copy of the handout on the board and asks students to complete the first column with their own answers. She gives students two minutes to complete this step and monitors their progress as they work.

Projection of Handout with Sample Student Answers

質問	あなたの答え	クラスメートのサイン
1. ハンバーガーが好きですか。	はい／いいえ	_____
2. フライドポテトが好きですか。	はい／いいえ	_____
3. ファーストフードのお店によく行きますか。	___に___回	_____
4. どのファーストフードのお店が好きですか。	_____	_____
5. どうしてファーストフードを食べますか／食べませんか。	_____	_____

[Text accessible version of the Projection of Handout](#)

Once students complete their responses, Ms. Watson calls on a volunteer to demonstrate how to complete the second part of the activity by asking the question in the target language and recording their response and name on the line. Once she ensures understanding, Ms. Watson projects a timer, tells students she will check on where they are in four minutes, and has students begin the survey. Again, Ms. Watson mingles among the students to keep them on task and communicating in the target language, and to monitor their progress.

Once the time is up, Ms. Watson asks students to share their survey results with the class. When the class has had some whole group discussion of the survey results, Ms. Watson asks the students to write three to five sentences (on the back of the handout) summarizing how fast food relates to their daily life. She projects sentence frames on the board to support their writing and gives them five minutes to complete this activity.

When students have finished the writing activity, Ms. Watson assigns students to groups of three. She gives them thirty seconds to gather their belongings and move to their group location. Once students are in their groups, the teacher hands out the pro and con worksheet they will complete for the next step in this lesson. Projecting the handout on the board, Ms. Watson explains that each group will work together to brainstorm all of the pros and cons they can think of related to fast food. They will complete the handout together by listing what they brainstorm as a group. She reminds them this should happen in Japanese, and that each group will present their pros and cons to the class using the document camera. While student groups complete the task, Ms. Watson moves from group to group checking their progress and supporting students as needed.

Pros and Cons Related to Fast Food

ファーストフード	
いいところ 🙂	わるいところ

When students complete the activity, each group is called to the document camera to share their pros and cons with the class. Ms. Watson asks students to pop up or stand each time one of the pros and cons their group listed is mentioned by a presenting group.

World Languages Standards

WL.CM2.N, WL.CM3.N, WL.CM4.N, WL.CM5.N, WL.CM6.N; WL.CL1.N

High School World Languages Program Models and Outcomes

As students progress through high school, they move from an exploratory stage toward a more specialized curricular path related to their personal and professional interests and goals. In this stage of learning and growth, students are developing into young adults who begin to explore prospective career choices, postsecondary educational paths, and the world beyond home and the classroom. Extracurricular and job opportunities provide high school students with real-world settings in which to use the target language and interact with the target culture.

Traditional High School World Languages Pathway

High school world languages programs traditionally offer a four- or five-year sequence that prepares students for successful completion of the SAT Subject Tests in the target language, Advanced Placement (AP), National Examinations in World Languages (NEWL), International Baccalaureate (IB), or dual enrollment programs (courses where students earn community college credit at the high school). The goal of grade nine through twelve world languages pathways is to provide an opportunity for students to begin developing linguistic and cultural proficiency in a second language. These **language-driven programs** culminate with students earning university language course credit by successfully completing AP exams, the SAT Subject Test, IB, or a dual enrollment course in the target language. According to research from ACTFL, "the most common program model for language learning in this country continues to be two years of instruction at the secondary level. This model limits students to performance in the Novice range" (2012, 12). However, students completing four years of language study within this grade span potentially demonstrate high enough proficiency levels in the target language to earn the State Seal of Biliteracy.

High School (9–12) Dual Language Immersion Pathway

The goal of high school (9–12) dual language immersion pathways is to provide opportunities for students to continue the development of content knowledge in English and in the target language while deepening their linguistic skills and cultural competencies in both languages. Program models vary from district to district and may be referred to as second language academies or may be offered within this grade span as a developmental bilingual or dual language immersion program. Students participating

in this pathway are enrolled in at least two target language courses as part of their course schedule. Generally, they are enrolled in at least one subject area course (art, history–social science, mathematics, science) taught in the target language. Students in this pathway generally pass the AP Language Exam in ninth grade, allowing them to begin the study of a third language and culture beginning in tenth grade or continue their study of the language in which they were tested. Due to the completion of a long, well-articulated dual language immersion pathway (TK/K–12), students enrolled in a 9–12 dual language immersion pathway achieve the highest ranges of language proficiency in the WL Standards. Students enrolled in a 9–12 dual language immersion pathway typically develop the language proficiency to be prepared to earn the State Seal of Biliteracy.

High School World Languages and Career Technical Education Pathway

Career technical education (CTE) pathways abound in high schools throughout California. The goal of a high school (9–12) world languages CTE pathway is to provide students the opportunity to complete a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge while developing second language proficiency (CDE 2019a). These courses may be taught in the target language or may be offered in collaboration with the world languages department on campus. Pathway possibilities include career technical education related to agriculture, business and marketing, family and consumer services, health careers, and industry and technology (CDE 2019a). A 9–12 world languages CTE pathway provides students with a route to postsecondary education and careers and often offers a certification related to the occupational content studied. Figure 3.12 illustrates the general range of proficiency outcomes for high school students enrolled in varying language pathways. More information about proficiency ranges and phases can be found in chapter 9 of this framework.

FIGURE 3.12: High School Dual Language Immersion and 9–12 World Languages Pathways Proficiency Outcomes
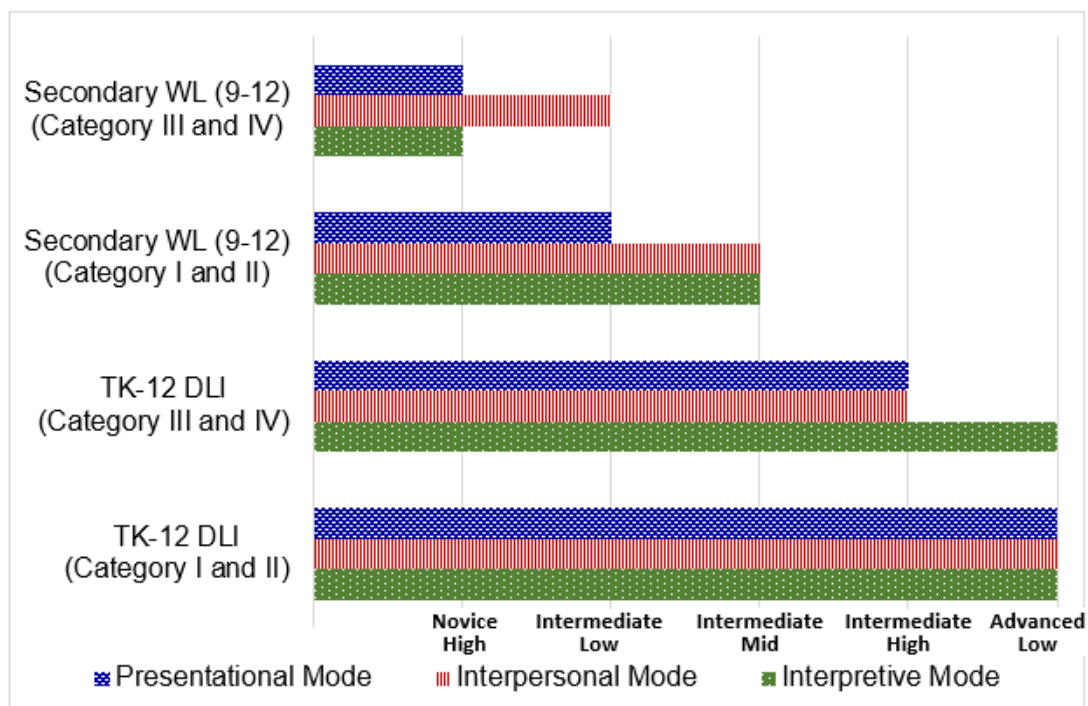
[Text accessible version of figure 3.12](#)

Upon completion of the aforementioned world languages program sequences, high school students are better equipped with the knowledge and skills necessary to be successful as they move on to postsecondary studies and careers.

Connecting with University-Level Study

Long sequences of language study provide students the opportunity to develop language proficiency and cultural competence by becoming multiliterate in the TK through grade twelve setting. World languages pathways that are well articulated from TK/K through high school provide students a variety of routes to continue the development of second language proficiency to a functional level. These programs also provide opportunities for students to complete classes that prepare them for continued language learning at the college and university level. In some of these courses, students may earn university credit through completion of the course or passing one of many language exams available. These programs open the door for California's language students to expand their language learning beyond their high school years.

College and university language pathways support continued language development in a number of ways. This support includes articulation that builds upon language pathways completed in TK/K–12, including articulation agreements between districts and local colleges as well as placement of incoming students into courses that promote their linguistic development. At the college level, articulation may relate to continued language study or continuing in a career technical or academic pathway (geology and Chinese or Japanese, economics and Spanish) that leads to a certification or degree. In addition to clear articulation, university language pathways include opportunities for students to major in their choice of language from among numerous world languages offerings. They also offer majors in fields emphasizing linguistic and cultural expertise, including advanced degrees in these areas. As part of these pathways, colleges and universities design study abroad opportunities in order to offer even further linguistic and cultural development to students. For more information on articulation, see the subsection "TK–12 Language Pathways" in this chapter.

As mentioned throughout the chapter, proficiency outcomes vary depending on a number of elements, with time on task in the target language being a critical factor in developing high levels of language proficiency. Figure 3.13 illustrates potential proficiency outcomes for language learners beginning standards-based language study at different entry points in K–16 world languages programs. More information about proficiency ranges and phases can be found in chapter 9 of this framework.

FIGURE 3.13: **K–16 General Proficiency Outcomes**
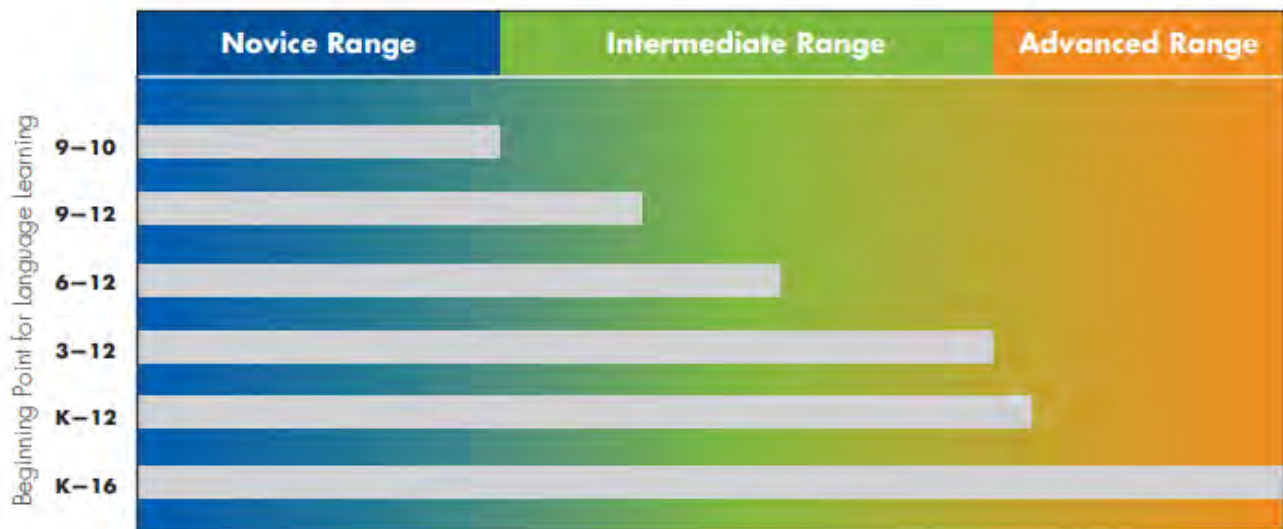
Text accessible version of figure 3.13

Source: ACTFL Performance Descriptors for Language Learners (ACTFL 2012a)

It is important to reiterate that the amount of time a learner studies a second language is a key factor in the amount of time it takes to develop high levels of language proficiency. Based on the research from the Foreign Service Institute (see the subsection "Time as

a Critical Element in World Languages Programs" in this chapter), students who begin language study at the postsecondary level can be expected to reach proficiency ranges similar to those reached in a 9–12 world languages pathway. However, students who begin language study early and continue those studies over a long period of time (K–16) have the potential of reaching the Superior range of proficiency by the time they graduate from a college or university.

> Universities and businesses can support Global CA 2030 by giving students who earn the State Seal of Biliteracy additional consideration for admission or hiring and by developing their own Seal of Biliteracy program statewide.
> (CDE 2018a)

Characteristics of High-Quality Language Programs

Regardless of the program model, there are specific characteristics that are reflected in any high-quality language learning model (Olsen 2014). These characteristics include the following:

- Integration of language and culture (chapters 3 and 7)
- Active engagement and meaningful interaction (chapter 6)
- Contrastive analysis to build linguistic and cultural diversity within an affirming climate (chapters 6 and 12)
- Standards-aligned curriculum and high-quality instruction that expose students to authentic language models and texts (chapter 5)
- Valid and appropriate assessment (chapter 10)
- Age-appropriate instruction differentiated and scaffolded for different ranges of language proficiency and ability levels (chapters 2, 6, 7, and 8)
- Systemic professional development and support for teachers (chapter 11)
- Use of technology integrated into teaching and learning (chapter 11)

For further discussion of the above characteristics of high-quality language programs, see the specific chapter of this document listed in parentheses.

Heritage Language Instruction

Heritage language instruction is most often defined as an approach to teaching **heritage language speakers**, individuals who were born in the United States or who entered schools as young children and whose learning of their heritage language occurred in the United States with family and within monolingual or bilingual communities. The term

"heritage language instruction" may also be extended to the education of deaf children using American Sign Language who live in English speaking communities with cultures of the United States. Heritage language instruction is most often delivered in courses that address language, culture, and content, tailored to student proficiency profiles, and less effectively as differentiation in courses for nonnatives whose communicative and cultural proficiencies closely match their heritage speaker classmates. The communicative and cultural skills of heritage language speakers may be informal, most often related to familiar household and neighborhood settings. It is useful to note that many heritage speakers attend weekend or after school programs in their heritage languages that may include the study of the heritage culture or, in the cases of Arabic and Hebrew, the study of religious texts. The knowledge and skills gained from this study may be used by public school teachers when considering how to plan in response to students' profiles of strengths and weaknesses.

When developing programs targeted to heritage language speakers, it is necessary to distinguish them from **native speakers** who were raised in foreign countries. Native speakers often communicate in a wide range of contexts in culturally appropriate ways. When native speakers are educated outside of the United States, they are likely to have well-developed linguistic skills, literacies, and academic content knowledge. A further distinction is made for **receptive bilinguals**, students who understand the target language and much informal culture but communicate minimally in speech or writing. Finally, heritage language instruction has been used by communities where **heritage language learners** may possess very limited communicative or cultural proficiencies, but are linked through family, community, or tribe to a language and culture of their heritage. Effective programs consider student proficiency profiles, develop students' cultural and academic content knowledge, and design instruction with students' current abilities and potential in mind.

Heritage speakers or signers are typically English-dominant bilinguals who were born and educated in the United States. Their use of the target language is most often limited to familiar household and neighborhood situations. They are able to function in most informal and some formal settings. When listening or viewing, heritage speakers or signers can understand the main ideas and most supporting details on informal topics and can comprehend in some formal situations. Their strengths are evident in their ability to understand when listening to or viewing target-language content. As they interact with written texts, and with practice, they begin to develop similar proficiency in reading. When speaking or signing on informal topics, heritage speakers or signers can ask and answer questions as well as narrate, describe, and explain. Their speech or signed communications are coordinated through strings of sentences, and with practice they learn to communicate in paragraph-level discourse. Students' writing proficiency mirrors their proficiency in speech; however, with limited control of the spelling system their messages tend to be less intelligible. Content appropriate for heritage speakers or signers focuses on cultural products, practices, and perspectives that clarify the experiences of learners in bilingual and bicultural communities. Over time, this content moves to the

background as learners explore more deeply the history, geography, and current life of individuals in monolingual communities where the language is spoken and the culture is manifest.

Effective practices include the use of proficiency profiles of heritage speakers and signers to establish goals for performance.

Proficiency Profiles for Heritage Learners: Listening or Viewing

When listening or viewing in the target language, heritage speakers or signers can understand the main ideas and most supporting details on informal topics. Often, they have difficulty comprehending in formal situations.

Proficiency Profile: When designing activities to develop proficiency in listening or viewing, prepare Advanced level tasks with Intermediate level content.

Performance Target: After one year of instruction, it is expected that most learners will be able to perform within the Intermediate High/Advanced Low Range when demonstrating proficiency in listening or viewing.

Proficiency Profiles for Heritage Learners: Reading

The reading ability of heritage speakers is substantially below their performance in listening since many of these students have not had the opportunity to interact with target language content in written texts.

Proficiency Profile: When designing activities to develop proficiency in reading, prepare Intermediate level tasks with Intermediate level content.

Performance Target: After one year of instruction, it is expected that most learners will be able to perform within the Intermediate High Range when demonstrating proficiency in reading.

Proficiency Profiles for Heritage Learners: Speaking and Signing

When speaking or signing on informal topics, heritage language users can ask and answer questions as well as narrate, describe, and explain. They coordinate ideas through strings of sentences and with practice learn to speak and sign in coherent and cohesive paragraph-level discourse.

Proficiency Profile: When designing activities to develop proficiency in speaking or signing, prepare Advanced level tasks, with Intermediate level content and text types.

Performance Target: After one year of instruction, it is expected that most learners will be able to perform within the Intermediate High/Advanced Low Range when demonstrating proficiency in speaking or signing.

Proficiency Profiles for Heritage Learners: Writing

The writing proficiency of heritage speakers mirrors their proficiency in speech although limited control of the spelling system makes their messages less intelligible.

Proficiency Profile: When designing activities to develop proficiency in writing, prepare Advanced level tasks, with Intermediate level content and text types, and Novice level expectations for accuracy.

Performance Target: After one year of instruction, it is expected that most learners will be able to perform within the Intermediate High range when demonstrating proficiency in writing. **Native speakers** are frequently target-language dominant monolinguals, or bilingual English speakers who often were educated in a country where the target language is spoken. They progress rapidly in courses for heritage/native speakers since they tend to have well-developed language skills and content knowledge. This group of learners can function in informal and many formal settings. When listening and reading about formal academic topics, they can understand the main ideas and most supporting details. Students in secondary programs need support from their teachers to understand oral or written texts that address aspects within the Superior range of proficiency, specifically those on abstract or technical topics. As with materials at lower levels of proficiency, teachers will develop activities that break the multiparagraph texts of the Superior range into simple paragraphs and sometimes strings of sentences and will use concrete language to make abstract topics comprehensible.

When speaking on formal topics, native speakers are able to produce strings of sentences. They have difficulty stating and supporting opinions since the language of most native speakers in secondary schools falls within the upper end of the Intermediate range of proficiency. Support for developing learner proficiency requires teachers to design activities where students link strings of sentences first into a well-developed paragraph and subsequently into well-developed paragraphs. Their written language is comprehensible since their production demonstrates increasing control of less common structures and more precise vocabulary. Communication is principally through strings of simple written paragraphs. Content appropriate for this group of learners focuses on the universal topics of public interest. Instruction provides opportunities to explore these topics from multiple perspectives and, when appropriate, to acquire knowledge of the English-speaking world of the United States.

Receptive bilingual students learn best in courses that build upon their understanding while supporting their production. The receptive abilities of these students range from comprehension of words to simple sentences. To further develop their communicative proficiency, attention is focused on enhancing understanding in both listening and reading and on producing language in speaking and writing. These students benefit from a curriculum that derives its practices from work with heritage and nonnative speakers. Students profit from exploring bilingual and bicultural topics as well as learning about features of the target culture that they have not experienced due to their Novice level communicative proficiency. Additionally, they grow from learning academic content through the heritage language and need a great deal of meaningful and personalized guided practice to begin to produce the heritage language they understand.

Heritage learners are connected to communities that see the target language and its cultures as central to its identity. They may have no linguistic or cultural proficiency, or may be either receptive bilinguals or heritage speakers. Effective curricular design, materials development, instructional practice, and assessment match the profile of the learner within the ranges of proficiency described in California's World Languages Standards. Guided by the outcomes the standards call for, teachers design activities to develop their students' communicative and cultural proficiency, academic content knowledge, and literacy.

Optimal programs for native speakers, heritage speakers, receptive bilinguals, and heritage learners build upon the knowledge, skills, and experiences that students bring to the classroom and maximize the use of authentic materials as sources of reference and input. They provide language-use experiences that expand learners' knowledge using current media that are relevant, meaningful, and likely to promote continued study of the heritage language and its broad range of cultures. They prepare students to use language for real-world and academic purposes in culturally appropriate ways and provide systematic support to increase control of formal language necessary to function in the broadest range of situations, develop high levels of self-esteem, and eliminate stereotypes.

Using a thematic approach that highlights the heritage cultures within and beyond the United States, programs use authentic materials to expose students to a variety of content areas and situations that prepare them to use the heritage language in the world beyond the classroom. In order to promote continued study of the heritage language and its cultures and foster a strong sense of identity and a high level of self-esteem, teachers choose topics that help students to see themselves in professional roles in an increasingly interdependent technological world. They design activities using thought-provoking, authentic audio, video, and written texts, and deliver them in a safe and welcoming environment, in order to engage students with issues of universal interest, stimulate intellectual discussions, promote reflection, and challenge personal beliefs. Teachers design activities to raise student awareness and challenge them to analyze their environment, explore possibilities, and reflect on choices and consequences. Activities differentiate content, process, and products and lead to students' ability to innovate, think critically and creatively, demonstrate flexibility and adaptability, and solve problems.

Teachers begin instructional units with **essential questions** that establish their purpose and guide student exploration of topics that address a variety of their aspects. They determine **enduring understandings** and **skills** that students will remember and use long after the course has ended. They ensure that the activities that follow respond to student differences in readiness, interest, and **learning profiles** and develop the knowledge and skills students need in order to respond to the essential questions. Units may contain proverbs, idioms, sayings, quotes, songs, works of art, and short or full-length films or documentaries that reflect unit themes and stimulate further exploration in folklore, music, art, and cinema. Some authentic texts present aspects of the topic and feature grammatical elements necessary to respond to the essential question. Activities designed for student discovery

of aspects of the target language provide contextualized practice necessary to address the essential questions.

Teachers can use additional literary and nonliterary texts (such as personal reflections, poetry, short stories, drama, essays, newspaper articles, and editorials) to introduce the major dialects of the target language and further develop unit themes. These resources also provide opportunities to engage students in real-world and academic tasks related to the essential question for the unit. Throughout the unit, teachers provide students opportunities to investigate demographic data, current events, history, science, art, music, and the literature and cultures of heritage language communities in the United States and abroad and to hone their internet research and presentational communication skills. Before beginning subsequent units, students reflect on learning, on how activities respond to their current abilities and interests, and on how knowledge and skills can be used in the world beyond the classroom.

In line with the WL Standards, effective programs for native speakers, heritage speakers, receptive bilinguals, and heritage learners provide students with opportunities to

- participate in Interpretive, Interpersonal, and Presentational communication in a variety of situations and for multiple purposes;

- interact with cultural competence and investigate, explain, and reflect on perspectives that underlie cultural products and practices;

- connect with other disciplines, evaluate information, and acquire knowledge and diverse perspectives from target-language sources in order to function in academic and career-related settings;

- develop insight into the nature of language and culture and, as a result, increase the ability to interact with linguistic proficiency and intercultural competence;

- participate in multilingual communities in the United States and abroad;

- use technology to collaborate with others and research, produce, publish, and present knowledge supported by digital media adapted to various audiences of listeners, readers, or viewers; and

- innovate, think critically and creatively, demonstrate flexibility and adaptability, and solve problems.

Vignette 3.2 is designed for heritage learners enrolled in a second-year high school course in Spanish for heritage speakers. It exemplifies many of the principles described in this section. Specifically, it features a thought-provoking short story used to challenge students to analyze their environment, explore possibilities, reflect on choices and consequences, think critically and creatively, demonstrate flexibility and adaptability, and solve problems.

Vignette 3.2: **Do You Want to Get Rabid with Me?**

Mr. Sánchez teaches a second-year course in Spanish for Spanish Speakers in an urban school district in Los Angeles County. This unit is designed to address the violence in his students' lives and provide options for reducing violence in the community. When he begins a new unit, he shares his goals with his students. In this unit, students learn to

- reflect on the violence that exists in our society and how it affects our daily lives (WL.CN1.A, focus on factual topics of public interest);

- identify the factors that contribute to the increasing levels of violence in our society (WL.CM1.A, understand main ideas and supporting details);

- propose programs to prevent violence among adolescents (WL.CM3.A, use paragraph-level discourse); and

- familiarize themselves with the forms and uses of the imperfect subjunctive (WL.CM5–6.A, use knowledge of sentence-level elements in major time frames).

As the previous unit ends and this unit begins, students select and complete one of the following activities based on their interests and academic strengths. Students either

- locate statistics or numerical information that shows the impact of violence on society;

- locate or produce pictures or drawings that show the impact of violence on society;

- locate or create a dance (movement) that shows the impact of violence on society; or

- locate or produce a song or rhythm that shows the impact of violence on society.

The instructor posts student products on the wall as the previous unit ends and this unit begins. Students participate in a **gallery walk** and share the data they collected with their classmates.

The instructor asks students to write about the type of violence that is common where they live and indicate how it affects their lives. When they have finished, students share their ideas in groups of four. Students select the most powerful story to share with the class.

In another group configuration, students respond to the following questions:

- Do you have a dog at home?

- What are the advantages and disadvantages of having a dog?

- Have you ever been bitten by a dog?
- Do you know someone who has been bitten by a dog? If so, what was your first worry?
- How did the owners of the dog react?

Students work in groups of three and write what that they know about rabies including symptoms, period of incubation, and forms of infection. The instructor leads the class in a whole-group discussion.

The instructor plays audio segments, parts one through four of the short story "Do You Want to Get Rabid with Me?" each segment several times. Students respond to the prompts individually and then work with a partner or in small groups to verify their answers. Mr. Sánchez uses three types of questions to model the listening process:

- questions/prompts in an italicized font to predict the content of the story;
- questions/prompts in normal font that focus on main ideas and supporting details; and
- questions/prompts in bold font that target interpretation.

Part 1

    a. *What do you think the story is about? Why do you think so?*

    b. What happened to the friend of the narrator?

    c. **Why did the farmer say that the dog wasn't his?**

    d. Describe the dog's appearance.

    e. How did the farmer's daughter explain the appearance of the dog?

    f. **Why didn't the narrator and his friend believe the farmer?**

Part 2

    a. *What do you think is going to happen? Why do you think so?*

    b. How did the narrator's friend react?

    c. What did the farmer's daughter do to her father?

    d. What did the neighbors do?

    e. How did the daughter respond to the pleas of the priest?

Part 3

    a. *What do you think is going to happen next? Why do you think so?*

    b. **Why does the narrator return to the village after a year?**

    c. **Why did he respond to the dog with caution?**

Part 4

    a. *What do you think is going to happen next? Why do you think so?*

    b. **What does the author mean by: it is an abulic animal, but he protects the sacristy well and never bites a good Christian?**

    c. **What really happened in the story?**

Mr. Sánchez uses the following steps to guide students in the reading process:

    a. Asks students to read the interpretation questions that follow the selection in order to know what tasks they will need to accomplish.

    b. Has students work in pairs and use context clues to determine the meaning of unknown vocabulary. He provides support with targeted vocabulary, using a matching format with target words and contextually determined definitions, as can be seen in the following vocabulary box with Numbered Options and Lettered Options columns.

    c. Allows students to choose to respond to the questions at the end of the story as they read or wait to complete their responses after they are certain of the meaning of the vocabulary and have read the selection a second time.

Mr. Sánchez is very aware of the need for students to interact with texts multiple times. At this point, students will have listened to the text twice and will have read the text twice.

Do You Want to Get Rabid with Me?　　Gonzalo Suárez – Oviedo, Spain

Part 1

While passing by a farm, a dog bit my friend. We entered to see the farmer and asked him if the dog was his. In order to avoid complications, the farmer said that it was not his.

"Then," my friend said, "lend me a ***sickle*** to cut off his head, since I need to take it to the Institute so that they can ***analyze*** it."

At that moment the farmer's daughter appeared and asked her father not to let us cut off the dog's head.

"If the dog is yours," my friend said, "show us ***proof*** that it is not rabid."

The farmer entered in the farm and remained there a long time before he appeared. ***Meanwhile***, the dog approached us and my friend said:

"I don't like the ***appearance*** of that animal."

In fact, the dog was ***drooling*** and its eyes looked as if they were burning in their ***sockets***. It even had difficulty moving.

"A few days ago," the farmer's daughter said, "the dog was hit by a bicycle."

The farmer told us that he didn't find the **certificate of vaccination**.

"I must have lost it."

"The life of a man may be in danger," I interjected. "Tell us, truthfully, if the dog was vaccinated or not."

The farmer lowered his head and **murmured**.

"It's healthy."

I noticed that my friend became **pale** and with good reason. That **panting** animal did not **inspire** confidence.

"Its tongue is hanging out and its hind paws are **paralyzed**," I observed.

"I already told them about the bicycle accident!" the farmer's daughter shouted with suspicious rapidity.

"All dogs have their tongues hanging out," said the farmer. "It's very hot."

"Do you think the dog is thirsty?" I asked.

"Probably."

"Give it something to drink," I said.

The farmer's daughter brought a **ladle** filled with water. She approached the dog and put the ladle in front of it. The animal was **slumped** on the ground; its eyes were **glassy**. It didn't drink.

"This dog is sick!" exclaimed my friend.

"No. It's thirsty," said the farmer stubbornly.

The farmer's wife went out of the house and told us, with very poor manners, that she was not going to pay for the ripped pair of pants.

"It's not about the pair of pants," I responded. "It's about something more serious."

"The dog is rabid!" my friend shouted. "You have just killed me!"

"Then why did you get close to the dog?" asked the farmer's wife.

"I bet it thought you wanted to rob us," added the farmer's daughter.

Numbered Options	Lettered Options
1. sickle	a. cavity that holds the eyes
2. analyze	b. without color
3. proof	c. certificate of vaccination
4. meanwhile	d. encourage
5. appearance	e. large spoon used to serve soup
6. drooling	f. look
7. sockets	g. semicircular knife
8. certificate of vaccination	h. proof
9. murmured	i. said in a soft voice
10. pale	j. covered with a film
11. panting	k. at the same time
12. inspire	l. breathing heavily
13. paralyzed	m. could not move
14. ladle	n. lifeless
15. slumped	o. complete a series of tests
16. glassy	p. saliva was coming out of its mouth

Part 2

Then my friend jumped on top of the farmer's daughter and bit her **brutally** in the neck, without giving us time to stop him.

"Now your daughter will share my **fate**!" he announced, triumphant, and I understood that he was about to lose his mind.

The young woman began to **whimper**, and the mother to scream:

"Criminal! Criminal!"

In vain I tried to calm them. The farmer grabbed a club and advanced threateningly toward my friend.

Then my friend let out a **bone-chilling roar**, and the farmer maintained a safe distance.

"Bring the rifle," ordered the farmer's wife.

While I tried to stop the farmer's wife, his daughter jumped on top of her father and bit him on the wrist until he bled.

"What have you done? What have you done?" exclaimed the farmer, looking horrified at the wound. He threw down the club and jumped into the well. We all heard him fall.

I began to scream for someone to help us and a young man from a neighboring farm appeared. When he heard the cries of the farmer's wife, he escaped and announced to the four winds: "They're rabid! They're rabid!"

Soon some of the neighbors responded and climbed on to the roofs of the buildings next to the farm to watch the scene. I tried to get close to one of the buildings and they threw rocks at me.

Meanwhile my friend had bitten the farmer's wife and his daughter was dragging herself around the well *howling*. The farmer's wife was coming toward me, showing me her teeth with *ferocity.* I was faster than she was and I jumped the fence. From the other side I tried to help my friend regain his sanity. Still insane, he was attacking the neighbors on the roof. The neighbors received him with rocks, but instead of seeking *refuge,* he began to climb the *rain gutter* and the neighbors escaped fearful. Some fell from the roof and escaped barely *limping*. With *shrieks* of horror I begged someone to call the authorities. Then I saw with horror that the farmer's wife was carrying a *hoe*. I called her trying to distract her, but I could not prevent her from striking my friend's head and opening it. That monstrous crime made me crazy and I went after the farmer's wife ready to strangle her, without realizing that it would have been impossible. Fortunately, she did not see me, because she was involved in a labor of destruction: breaking the doors and windows of the house. Then the priest arrived and from the other side of the fence invoked the name of God and the Holy Virgin. He didn't have time to do anything else since he was immediately attacked by the farmer's daughter, who followed him a good distance, up to the road. Upon seeing the priest in danger, a hidden neighbor fired and killed the farmer's daughter.

The authorities arrived and ordered us to turn ourselves in without resistance. I did happily but the farmer's wife hid in the farm and no one was able to make her leave.

"We'll have to wait until she dies alone," they said.

Suddenly we saw the farm begin to burn and the priest began to organize the neighbors to put out the fire but no one *dared* to get close to the house.

Part 3

After a year, I had to return to that village because my friend's *widow* wanted to celebrate the six *masses* for the eternal rest of her husband in the place where he died. The priest was quite friendly and since he noticed that I was watching his dog with certain fear, he asked:

"You don't like animals?"

"Yes, of course," I responded, "but this dog reminds me of the one that began the tragedy. It must be the same breed."

Part 4

"It's the same dog," he said, and he added with pride, "It's an ***abulic*** animal, but he protects the ***sacristy*** well and never bites a good Christian."

Recall that questions/prompts in bold font target interpretation.

1. **What made the narrator's friend think that the dog had rabies?**
2. **Why do you think that the farmer was not nicer to the narrator and his friend?**
3. **Do you think that the dog had rabies? Explain your answer.**
4. **Why did the narrator's friend bite the farmer's daughter?**
5. **Why did the farmer's daughter bite her own father?**
6. **Why did the farmer jump into the well?**
7. **Why do you think that the neighbors didn't help to resolve the situation?**
8. **What is the irony of the story?**
9. **What caused this tragedy? Who was the guilty party?**
10. **What was the author of the story trying to communicate with the story?**
11. **Did you like the story? Why?**

Mr. Sánchez puts students into groups of four, and asks that they write a conversation among the farmer, his daughter, the narrator, and his friend where the problem is resolved peacefully. Students read their conversations to the class and point out advantages and disadvantages to the solutions.

Mr. Sánchez knows that students learn to understand and produce grammatical forms best when learning happens in context. He provides the following "real-world" scenario and samples from the story to focus his students' attention on the forms and uses of the imperfect subjunctive.

The narrator was so moved by what happened to his friend that he decided to tell everyone what happened so that young people realize that violence creates more problems than it solves. Unfortunately, each time he relives the events he modifies them to create a more powerful story.

Mr. Sánchez asks students to work in pairs, read the events identified by the narrator, and identify those that are not true.

a. The farmer's daughter *asked* that her father not **permit** us to cut off the dog's head.
b. The farmer *insisted* that his wife **bring** the rifle in order to kill us.

    c.   I began to scream *so that* someone would **come** to help us.

    d.   I *begged* my friend not to **continue** doing crazy things.

    e.   The neighbors *clamored* for the violence to **end**.

    f.   I *screamed* for them to **inform** the authorities.

    g.   The priest *wanted* there to **be** peace.

    h.   The priest organized the neighbors *in order to* **put out** the fire.

    i.   It *was incredible* that the farmer's wife didn't **die** since when I saved her she was all burned.

    j.   The authorities *ordered* us to **turn ourselves in** without resisting.

    k.   My friend's wife *begged* me to **return** to the village to celebrate six masses.

    l.   The priest received us in a friendly fashion *as if* he **realized** that I was watching his dog with fear.

    m.   If I could, I would kill that dog who caused the tragedy.

Mr. Sánchez reminds students that the subjunctive mood reflects a desired action, situation, or event that is beyond the control of the speaker. (*It's terrible* that **there is** so much violence today.) The past subjunctive and the present subjunctive use the same structure. They differ in that the action, situation, or event occurs in the past or in the present. The teacher uses the following examples to highlight the differences between present and past:

Present: My daughter *doesn't want* them to **cut off** the dog's head.

Past: My daughter *didn't want* them to **cut off** the dog's head.

Present: I *beg* you to **calm** down.

Past: I *begged* you to **calm** down.

Mr. Sánchez has student groups use the sentences from the previous activity and their knowledge of Spanish to complete the following chart with the forms of the past subjunctive. They use the forms from the chart to help them generate the balance of the missing forms.

Infinitivo Infinitive	*Yo* I	*Nosotros* We	*Tú* You	*Él/Ella/Usted (Ud.)* He/She/You	*Ellos/Ellas/ Ustedes (Uds.)* They/You
permitir to permit	*permitiera* permitted				

Infinitivo Infinitive	Yo I	Nosotros We	Tú You	Él/Ella/Usted (Ud.) He/She/You	Ellos/Ellas/ Ustedes (Uds.) They/You
cortar to cut		cortáramos cut			
venir to come			vinieras came		
avisar to advise				avisara advised	
apagar to turn off					apagaran turned off
continuar to continue				continuara continued	
morir to die			murieras died		
entregar to deliver		entregáramos delivered			
devolver to return	devolviera returned				
dar to give		diéramos gave			
ser to be			fueras were		
traer to bring				trajera brought	
decir to tell					dijeran told

Mr. Sánchez uses the following questions to focus his students on salient elements in the chart.

1. What form of the verb has a written accent?
2. What are the endings of -a- verbs?
3. What are the endings of -e- verbs?
4. What are the endings of -i- verbs?
5. What do you notice about the root of verbs with a stem change in the present?
6. What do you notice about the endings of the verbs "to bring" and "to tell"?

Mr. Sánchez tells students that the past subjunctive is always used after "as if" *(como si)* as in the following sentences from or aligned to the story:

They behaved *as if* they **were** crazy.

The priest received us in quite a friendly fashion *as if* he **knew** that I was observing his dog with concern.

Today people behave *as if* violence is the only way to **resolve** problems.

Mr. Sánchez also tells students that the past subjunctive is used after "if" when the idea, action, or event does not reflect reality as in the following sentences aligned to the story:

If I **could** (but I can't), I would kill the dog that caused the tragedy.

If people **thought** (but they don't) before they act, there would be less violence.

Mr. Sánchez knows that students learn to produce new grammatical forms when they practice them in context. He asks his students to think about when they were in middle school and complete the following sentences with the rules and recommendations that their parents and family made. Students share their responses with a partner.

When I was in middle school, my parents …

didn't allow me to …

didn't want me to …

asked me to …

told me to …

liked it when I …

Students continue to practice by thinking about their teachers in elementary school in order to complete the following sentences. Then they share their answers with a partner.

In elementary school, my teachers …

recommended that we …

asked us to …

insisted that we …

said that it was important or necessary that we …

Mr. Sánchez's students continue to practice using these sentence starters:

There would be less violence if …

1.

2.

3.

4.

5.

People would get along better if …

1.

2.

3.

4.

5.

After the students complete their practice, Mr. Sánchez has them work independently to describe a situation in which they or someone that they know has been involved in or seen a violent situation. Students describe in detail the consequences and what could have been done to change the outcome.

Mr. Sánchez has students form groups and create short presentations where they describe the circumstances under which it would be acceptable to respond to a situation with violence. Student groups participate in a debate on their points of view.

Mr. Sánchez prepares the following Integrated Performance Assessment with the following components:

Receptive Task (Interpretive and Interpersonal): You are the leaders of your community and belong to an antiviolence organization. One of the tasks of the group is to outline the principal factors that contribute to violence in our society. Produce your list and cite your sources.

Productive Task (Interpersonal and Presentational): You are a member of a committee that works to prevent youth violence. The government has given a

sum of money to develop a prevention program. Write what your committee plans to do to solve the problem that you identified in the previous activity.

Mr. Sánchez always ends an instructional unit by asking his students to reflect on their learning in the following ways. He asks his students

- what were the most important things they learned in the unit;
- what activities supported their learning;
- what activities were less useful;
- what activities were most enjoyable; and
- what knowledge and skills have they been able to use outside of the classroom.

Source: Adapted from "Teaching Spanish to Spanish Speakers: A Common Core Approach" (Zaslow 2013)

Conclusion

California's rich linguistic and cultural diversity provides the backdrop for the state to lead the way in offering multilingual world languages pathways for students from transitional kindergarten to postsecondary studies. The state offers thousands of language programs in more than twenty of the world's languages, all of which provide multiple opportunities for graduating seniors to earn the Seal of Biliteracy. With initiatives like Global California 2030, pathways to multiliteracy are expected only to grow in the coming decade.

This chapter provides a vision for California's public schools to produce a multilingual, multiliterate population of students who attain high ranges of linguistic and cultural proficiency. The information in this chapter details how long sequences of well-articulated language pathways offer multiple entry points for language learners across the state to develop the functional language skills and cultural knowledge needed to participate in the global workforce.

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Text Accessible Descriptions of Graphics for Chapter 3

Figure 3.2: K–12 Second Language Pathways and Proficiency Outcomes

This figure shows the anticipated proficiency range outcomes in each mode of communication for the variety of world languages pathways. These outcomes are listed in a series of eight rows, one row for each pathway and language category.

Row one shows that students enrolled in a category one and two DLI pathway that begins in grade TK/K and continues through grade 12 can be expected to develop up to an Advanced Low range in all modes of communication.

Row two shows that students enrolled in a category three and four DLI pathway that begins in grade TK/K and continues through grade 12 can be expected to develop up to an Advanced Low range in the Interpretive mode of communication and Intermediate High in the Interpersonal and Presentational modes.

Row three shows that students enrolled in a category one and two world languages pathway that begins in grade 6 and continues through grade 12 can be expected to develop up to an Intermediate High range in all modes of communication.

Row four shows that students enrolled in a category three and four DLI pathway that begins in grade 6 and continues through grade 12 can be expected to develop up to an Intermediate Mid range in the Interpretive and Interpersonal modes of communication and Intermediate Low in the Presentational mode.

Row five shows that students enrolled in a category one and two world languages pathway that begins in grade 9 and continues through grade 12 can be expected to develop up to an Intermediate Mid range in the Interpretive and Interpersonal modes of communication and Intermediate Low in the Presentational mode.

Row six shows that students enrolled in a category three and four world languages pathway that begins in grade 9 and continues through grade 12 can be expected to develop up to a Novice High range in the Interpretive mode of communication, Intermediate Low in the Interpersonal mode, and Novice High in the Presentational mode.

Row seven shows that students enrolled in a category one and two FLES world languages pathway that begins in grade TK/K and continues through grade 8 can be expected to develop up to a Novice High range in the Interpretive mode of communication, Intermediate Low in the Interpersonal mode, and Novice High in the Presentational mode.

Row eight shows that students enrolled in a category one and two FLES world languages pathway that begins in grade TK/K and continues through grade 8 can be expected to develop up to a Novice High range in in all modes of communication. Return to figure 3.2.

Figure 3.5: The Dual Language Instruction 90:10 Program Model

This figure shows a bar graph of a traditional DLI 90:10 program where students begin TK/K with 90 percent of instruction in the target language with increasing English instruction until academic work and literacy are at a 50:50 ratio. The bar graph shows instruction in the target language is 90 percent and 10 percent English in TK and K, 80 percent and 20 percent English in first grade, 70 percent and 30 percent English in second grade, 60 percent and 40 percent English in third grade, and then 50 percent each in the fourth grade and beyond. Return to figure 3.5.

Figure 3.11: Middle School Language Proficiency Outcomes by Pathway

This figure shows the anticipated proficiency range outcomes in each mode of communication for middle school world languages pathways. These outcomes are listed in a series of four rows, one row for each pathway and language category.

Row one shows that students enrolled in a category one and two DLI pathway that begins in grade TK/K and continues through grade 8 can be expected to develop up to an Intermediate Mid range in all modes of communication.

Row two shows that students enrolled in a category three and four DLI pathway that begins in grade TK/K and continues through grade 8 can be expected to develop up to an Intermediate Low range in the Interpretive mode of communication, Intermediate Mid in the Interpersonal mode, and Intermediate Low in the Presentational mode.

Row three shows that students enrolled in a category one and two world languages pathway that begins in grade 6/7 and continues through grade 8 can be expected to develop up to an Intermediate Low range in the Interpretive and Interpersonal modes of communication and Novice High in the Presentational mode.

Row four shows that students enrolled in a category three and four world languages pathway that begins in grade 6/7 and continues through grade 8 can be expected to develop up to a Novice High range in the Interpretive and Interpersonal modes of communication and Novice Low in the Presentational mode. Return to figure 3.11.

Projection of Handout with Sample Student Answers

The table in this snapshot is an example of a handout to guide students as they list and later discuss fast food preferences. The text is in Japanese. The title of the table translates to "Fast Food." The table contains two columns where students list their preferences. The title of the first column translates to "Good Places" and the title of the second column to "Bad Places." Return to Projection of Handout.

Figure 3.12: High School DLI and 9–12 World Languages Pathways Proficiency Outcomes

This figure shows the anticipated proficiency range outcomes in each mode of communication for high school world languages pathways. These outcomes are listed in a series of four rows, one row for each pathway and language category.

Row one shows that students enrolled in a category one and two DLI pathway that begins in grade TK/K and continues through grade 12 can be expected to develop up to an Advanced Low range in all modes of communication.

Row two shows that students enrolled in a category three and four DLI pathway that begins in grade TK/K and continues through grade 12 can be expected to develop up to an Advanced Low range in the Interpretive mode of communication and Intermediate High in the Interpersonal and Presentational modes.

Row three shows that students enrolled in a category one and two world languages pathway that begins in grade 9 and continues through grade 12 can be expected to develop up to an Intermediate Mid range in the Interpretive and Interpersonal modes of communication and Intermediate Low in the Presentational mode.

Row four shows that students enrolled in a category three and four world languages pathway that begins in grade 9 and continues through grade 12 can be expected to develop up to a Novice High range in the Interpretive mode of communication, Intermediate Low in the Interpersonal mode, and Novice High in the Presentational mode. Return to figure 3.12.

Figure 3.13: K–16 General Proficiency Outcomes

This figure shows the general proficiency outcomes for language learners completing various world languages pathways from kindergarten through 16 (or university study). The chart is organized by three columns for the major proficiency ranges: Novice, Intermediate, and Advanced. Beneath the column heading are six rows by grade spans. Each grade span depicted ends within a distinct proficiency range.

Row one shows that a 9–10 grade span will generally result in a Novice High proficiency range.

Row two shows that a 9–12 grade span will generally result in an Intermediate Low proficiency range.

Row three shows that a 6–12 grade span will generally result in an Intermediate Mid proficiency range.

Row four shows that a 3–12 grade span will generally result in an Intermediate High proficiency range.

Row five shows that a K–12 grade span will generally result in an Advanced Low proficiency range.

Row six shows that a K–16 grade span will generally result in an Advanced High proficiency range. Return to figure 3.13.

CHAPTER 4:
Overview of the
World Languages Standards

Table of Contents

Chapter Overview

CHAPTER OBJECTIVES

By the end of this chapter, readers should be able to:

☐ Identify the components of the WL Standards

☐ Identify how the coding system of the standards works

☐ Describe how the WL Standards are aligned to state and national research-based publications

☐ Describe the value of developing communicative, cultural, and intercultural proficiency and global competence

☐ Describe how to develop student multiliteracy and higher-order thinking skills

Introduction

The *World Languages Standards for California Public Schools* (*WL Standards*) is a document intended to inform current and future teachers, school administrators, parents and guardians, and students about planning and instruction, professional development, and advocacy related to the curricular area of world languages education. World languages educators are encouraged to develop awareness of other content area standards, such as the *California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy)*, the *Next Generation Science Standards for California Public Schools*, and the *History–Social Science Content Standards for California Public Schools (History–Social Science Standards)*, among others. As a result of world languages study, students are prepared to investigate the world, recognize perspectives distinct from their own, communicate ideas to diverse audiences, and plan and take collaborative action to benefit the world at large.

World languages education focuses on students learning language, culture, and content through a language other than English. Communication is the primary goal. The skills that students learn in world languages classrooms transfer naturally across languages. A particular benefit to students of world languages is the fact that the early stages of language learning are supported by skill building, which provides support for California's most needy students. Examples of skill building include reading for main ideas, identifying supporting details, using strategies to manage conversations, writing with sentence frames, and presenting information for a variety of audiences and purposes.

The most fundamental contribution of world languages instruction is the development of skills that allow students to interact in culturally appropriate ways based on their knowledge of products, practices, and perspectives of the **target cultures**. Students learn

and use intercultural skills in diverse settings and with individuals of a wide variety of cultures. As a result, they learn to think critically and transcend borders with available technologies to solve problems while collaborating with others.

Another important contribution of world languages instruction is in making connections to other disciplines and to diverse perspectives from the target cultures. The strength of elementary world languages programs lies in the teaching of content through the vehicle of the target language. Secondary world languages teachers recognize that the content of other subject areas can be incorporated into thematic units in order to enhance content knowledge and provide unique perspectives for students as they connect with target culture communities around the world.

Students of world languages develop proficiency in language over time, progressing across the continuum from Novice through Superior and beyond. It is important for all teachers, administrators, parents, and students to understand the proficiency ranges explained in the WL Standards. Because students in California may enter a world languages pathway at a variety of ages and grade levels, the proficiency ranges apply to elementary school, middle school, and high school learners.

Background

The WL Standards are based on the idea that all students are able to learn to communicate in multiple languages and should have the opportunity to develop high levels of proficiency in a **native** or **heritage** language other than English if they have one, and in at least one additional language. These standards are intended to apply to all students of world languages at all grade levels, including heritage, native, and second-language learners.

The WL Standards, adopted by the State Board of Education (SBE) in 2019, set expectations about the knowledge, skills, and abilities that students need to develop to demonstrate proficiency in multiple languages. The WL Standards are designed to ensure that California world languages students have access to opportunities to develop **literacy** in multiple languages, **global competency**, and career readiness. They provide teachers with clear expectations of outcomes for how well a language learner should know and be able to use the target language across proficiency ranges. These outcomes are intended to incorporate current and widely accepted research and approaches to language teaching and give educators practical guidance for designing learning experiences for all students. For more information about literacy, see chapter 8, Teaching the Connections Standards.

The content of the WL Standards is woven throughout this framework. The following sections provide further detail on the purpose, nature, organization, and structure of the WL Standards.

Purpose of the World Languages Standards

The intent of the WL Standards is to detail the complex process of language development across the proficiency ranges and convey this information in ways that are useful and

accessible for teachers, site and district administrators, and other members of the school community.

The WL Standards describe the key knowledge and skills that students develop as they increase proficiency in multiple languages, deepen their global competency (cultures-specific and intercultural proficiency, content knowledge, perspectives and world views), and progress in their career readiness. The standards are aligned with current research and nationally recognized guidelines from the American Council on the Teaching of Foreign Languages (ACTFL) and the National Council of State Supervisors for Languages (NCSSFL). The WL Standards combine aspects of the five *C's* (Communication, Cultures, Connections, Comparisons, and Communities) of the ACTFL *World-Readiness Standards for Learning Languages* into three *C's*: Communication, Cultures, and Connections. By incorporating the ACTFL concepts of Comparisons and Communities into the three *C's* of the California WL Standards, attention is focused on the importance of Communication, Cultures, and Connections and the tools needed to achieve the goals specified in the standards found within each.

The WL Standards are not intended to be an exhaustive list of learning targets or can-do statements. Rather, these standards are intended to guide teachers regarding the areas of language development that are crucial for advancing proficiency in multiple languages. To implement the standards for each range of proficiency, teachers will need to break them down into achievable learning targets in order to specify outcomes for classroom instruction.

New Emphases in the World Languages Standards

A number of concepts influence the implementation of the WL Standards, including professional learning, pedagogy, assessment, and curriculum design. The WL Standards are aligned with the following research-based publications that represent shifts from previous ideas about world language development:

- *California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (CDE 2010)
- *ACTFL Performance Descriptors for Language Learners* (ACTFL 2012a)
- *ACTFL Proficiency Guidelines* (ACTFL 2012b)
- "Goal Setting and Student Achievement: A Longitudinal Study" (Moeller, Theiler, and Wu 2012)
- *California English Language Development Standards* (CDE 2012)
- *California Career Technical Education Model Curriculum Standards* (CDE 2013)
- *California English Language Arts/English Language Development Framework for California Public Schools* (CDE 2015)
- ACTFL *World-Readiness Standards for Learning Languages* (National Standards Collaborative Board 2015)

- ■ "NCSSFL–ACTFL Can-Do Statements: An Effective Tool for Improving Language Learning Within and Outside the Classroom Strategies" (Moeller and Yu 2015)
- ■ Global California 2030 initiative (2016)
- ■ NCSSFL–ACTFL Can-Do Statements (NCSSFL–ACTFL 2017)

Structure of the World Languages Standards

The structure of the WL Standards represents an innovative way of interpreting the learning and teaching experience related to world languages. In the California WL Standards, the original five *C's* (Communication, Cultures, Connections, Comparisons, and Communities) of the ACTFL *World-Readiness Standards for Learning Languages* have been combined into three *C's*. The WL Standards include elements of the Comparisons and Communities national standards in the three *C's* of the 2019 California standards. As a result, the WL Standards help teachers and students focus their attention on the goal areas of Communication, Cultures, and Connections (to other subject areas). At the same time, teachers guide students to make comparisons between the languages and cultures they know and those they are learning about. Finally, teachers and students consider the varied settings for communication and necessary knowledge and skills in service of communication as they seek opportunities to interact with members of the target culture.

Learning to Communicate in Real-World Settings

One key concept that represents a shift from previous ideas about world language development is that language learners learn to communicate *using* a language rather than learning *about* the language (Richards and Rodgers 2014). The primary goal of language use is to negotiate and make meaning, according to the ACTFL Position Statement "Use of the Target Language in the Classroom" (2010). As teachers work toward attaining this goal, students develop the capacity to communicate in culturally appropriate ways, making choices about how to express themselves that depend on the audience, setting, topic, and purpose. As a result, an increasing number of educators, who support the implementation of the WL Standards, come to understand that language is not only a set of grammatical rules and memorized vocabulary words, but also a resource for achieving specific purposes, such as the following functions: providing and obtaining information, meeting needs, persuading, explaining, interpreting messages, and communicating in the workplace.

Figure 4.1 is part of appendix 2 of the *WL Standards* and illustrates recent shifts in the focus of objectives in current world languages classrooms resulting in a greater emphasis on learners taking an active role in the communicative process and engaging in real-world communicative activities—including participating in interactions with target-language communities around the world. This table reflects the continuum of practice that all world languages educators are navigating as they work to improve their teaching practice and incorporate learner-focused instructional strategies. Further guidance on strategies for moving across the continuum in more depth is provided in chapters 6, 7, and 8.

FIGURE 4.1: Then and Now Table from P21 21st Century Skills Map

IN THE PAST	TODAY
Students learned about the language (grammar)	Students learn to use the language
Teacher-centered class	Learner-centered with teacher as facilitator/collaborator
Focused on isolated skills (listening, speaking, reading, and writing)	Focus on the three modes: Interpersonal, Interpretive, and Presentational
Coverage of a textbook	Backward design focusing on the end goal
Using the textbook as the curriculum	Use of thematic units and authentic resources
Emphasis on teacher as presenter/lecturer	Emphasis on learner as doer and creator
Isolated cultural "factoids"	Emphasis on the relationship among the perspectives, practices, and products of the culture
Use of technology as a "cool tool"	Integrating technology into instruction to enhance learning
Teaching only language	Using language as the vehicle to teach academic content
Same instruction for all students	Differentiating instruction to meet individual needs
Synthetic situations from textbook	Personalized real-world tasks
Confining language learning to the classroom	Seeking opportunities for learners to use language beyond the classroom
Testing to find out what students don't know	Assessing to find out what students can do
Only the teacher knows criteria for grading	Students know and understand criteria on how they will be assessed by reviewing the task rubric
Students turn in work only for the teacher	Learners create to share and publish to audiences more than just the teacher

Source: P21 21st Century Skills Map for World Languages (Partnership for 21st Century Learning 2020)

Target Language Use

Another emphasis in the WL Standards is that teachers use the **target language** as the primary means of **communication** during interactions with students within the classroom and outside the classroom setting. (See chapters 6–8 for specific instructional strategies and practices for using the target language in instruction.) Communication Standards 1, 2, and 3 emphasize that communication is made up of three modes: Interpretive (WL.CM.1), Interpersonal (WL.CM.2), and Presentational (WL.CM.3). The process of communication involves using words, sounds, signs, or behaviors to interpret messages, express or exchange information, or express ideas, thoughts, and feelings to someone else. As world languages learners develop proficiency in communication, they actively use the target language to comprehend the message and express their desired message, as well as to elicit further information in cases where they do not fully comprehend the message.

In order to best achieve the outcomes of these standards, the WL Standards recommend that teachers adopt the ACTFL recommendation that teachers and students use the target language during 90 percent of class instruction, at all course levels from Novice range and beyond, in order to simulate an immersion environment.

This recommendation supports the research by Vygotsky (1986) on the **zone of proximal development**, which represents the difference between what learners can do independently and what they can do with help from their teacher. This idea has given rise to the educational strategy of scaffolding, in which the teacher or a more proficient peer provides support to the learner, gradually removing the supports as the learner develops the ability to communicate within increasingly higher ranges of proficiency (Vygotsky 1978; Palincsar and Brown 1984; Swain 1985; Swain 2000; Donato 1994). Teachers who use the target language 90 percent or more for class instruction provide students with the **comprehensible input** and needed scaffolding to allow them to make meaning in the target language.

As learners of world languages work to develop proficiency, they use language as a **mediational tool**. According to Glisan and Donato, mediation "refers to the types of support that learners use to make meaning and sense out of the target language they hear (or view). In this way the use of the target language for instruction becomes a tool to mediate language learning and development" (2017, 20). As a result, students are able to achieve greater levels of proficiency at a faster pace and are able to communicate appropriately sooner in the target language when immersed in the target language than they would in a classroom environment where they are not immersed. Additionally, when teachers model culturally and linguistically appropriate use of the target language, their example encourages students to communicate in the target language as well.

Authentic Materials

In order to create an immersion environment in the classroom, the WL Standards encourage teachers to seek out and use authentic materials. Authentic materials are defined as documents, images, and audio or video broadcasts that are created by speakers

of the target language for use by speakers of the target language. Authentic materials are also presented to students in their original form and are not altered or edited by the teacher. For more information on using authentic materials, see chapter 5, Implementing High-Quality World Languages Instruction.

By incorporating authentic materials in classroom activity, teachers provide students with culturally rich and appropriate interactions with the products, practices, and perspectives of the target cultures that use the language they are learning. To create an environment that fosters communicative, cultural, and intercultural proficiency, teachers seek out resources that allow learners to engage with the target culture and community as directly as possible. For example, teachers may use menus from the target culture to teach concepts of food or may have students view televised or web-based weather reports from the target culture when teaching about weather and climate. Ideally, authentic resources should be rich in language, content, and culture as well as being age appropriate and engaging.

When students are given the opportunity to interact with a variety of authentic materials that reflect the unique viewpoints of the target cultures, they are able to access information and perspectives that would be unavailable to them if they were not learning that language. For example, students who study Spanish are introduced to the products, practices, and perspectives associated with the celebration of *Día de Muertos* (Day of the Dead) in Mexico, a theme that would not be accessible to them if they were not learning Spanish.

In another example of authentic materials use, students learning Spanish can first view a collection of artistic depictions of family activities from a variety of Spanish-speaking cultures, and then read an authentic short story about family traditions in a Spanish-speaking region. After comparing the account of family traditions with the traditions of their own family, students identify similarities and differences between the target culture's products, practices, and perspectives on family and their own perspectives derived from their heritage cultures and others with which they are familiar.

Or, for example, students learning French can view a televised debate among politicians in the target culture and gain insight into the primary issues related to the election in that country. In all cases, since students have developed proficiency in the target language, they are able to make sense of the authentic materials and gain understanding of the cultural perspectives of the target culture, which would not be possible if they had not developed multiliteracy.

Developing Global Competence and Multiliteracy

In keeping with the shift towards engaging students in real-world communicative tasks, the WL Standards also include a greater emphasis on developing students' global competence and multiliteracy. According to ACTFL, global competence "is developed and demonstrated by investigating the world, recognizing and weighing perspectives, acquiring and applying disciplinary and interdisciplinary knowledge, communicating

ideas, and taking action" (2014). In order to accomplish this, teachers provide students with varied opportunities to learn content through the language they are acquiring. An important resource for teachers of world languages are the global competence indicators and benchmarks for K–12 students in California, developed by the California Global Education Project in 2017. This rubric provides teachers and students with a tool to measure students' developing proficiency in global competence.

As teachers include authentic materials in classroom instruction, they help students to develop varied literacy strategies that will allow them to access and communicate information in age- and culturally appropriate ways. As students continue to develop multiliteracy, they build their capacity for college and career readiness and unlock opportunities in employment and personal enrichment which would have been unavailable to them without their understanding of another language.

The WL Standards make connections between the Communication, Cultures, and Connections Standards, the California Common Core State Standards for English Language Arts (Anchor Standards), and the *California English Language Development Standards* (*ELD Standards*). These connections emphasize the importance of developing multiliteracy for California students and provide teachers of world languages with guidance on how to support schoolwide efforts to develop literacy across the curriculum.

Organization and Structure of the World Languages Standards

The WL Standards are organized into three categories: Communication, Cultures, and Connections. Each category begins with an introduction that defines the concepts included in the standard, outlines the proficiency ranges described in the standard, and provides guidance to teachers on how to use the standards to design instruction.

Figure 4.2 provides an accessible outline of the organization of the WL Standards. Each of the categories—Communication, Cultures, and Connections—is discussed in detail in chapters 6, 7, and 8, respectively. World languages educators can use figure 4.2 as a guide to access specific information related to instructional practices most appropriate for each of the standards.

FIGURE 4.2: The California World Languages Standards

Category	Standards
Communication	1. Interpretive Communication
	2. Interpersonal Communication
	3. Presentational Communication
	4. Settings for Communication
	5. Receptive Structures in Service of Communication
	6. Productive Structures in Service of Communication
	7. Language Comparisons in Service of Communication
Cultures	1. Culturally Appropriate Interaction
	2. Cultural Products, Practices, and Perspectives
	3. Cultural Comparisons
	4. Intercultural Influences
Connections	1. Connections to Other Disciplines
	2. Diverse Perspectives and Distinctive Viewpoints

Each standard begins with one or more goals for students learning the target language, followed by a chart with descriptors of learner performance, which are organized by proficiency range: **Novice**, **Intermediate**, **Advanced**, and **Superior**. The progression from range to range is shown in figure 4.4 later in this chapter. While it is possible that language learners who begin study in elementary or dual language immersion programs may approach or achieve some aspects of Superior range proficiency if they continue study throughout their K–12 years, students in more traditional programs that begin in middle or high school are unlikely to perform in the Superior range. The descriptors for Superior range proficiency are included in the WL Standards since learners can develop some of its competencies and its presence can inform **backward planning** for instruction and assessment.

Figure 4.3 provides an example of the structure of the WL Standards. Each standard includes one or more goals, which are followed by a chart with descriptors of the proficiency range performance learners can demonstrate. More in-depth information on proficiency outcomes within various pathways and outcomes for world languages, as well as support for heritage speakers, can be found in chapter 3 of this framework. Additionally, further information about the proficiency ranges and phases can be found in chapter 9, The Proficiency Ranges in the World Languages Standards.

FIGURE 4.3: Sample Chart from the World Languages Standards

Communication Standard 1: Interpretive Communication

(Comparable to "Interpretive Communication," *California English Language Development Standards: Kindergarten Through Grade 12* [CDE 2012])

Goals

- Students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics from authentic texts, using technology, when appropriate, to access information.

Novice	Intermediate	Advanced	Superior
WL.CM1.N Demonstrate understanding of the general meaning and some basic information on very familiar common daily topics. Recognize memorized words, phrases, and simple sentences in authentic texts that are spoken, written, or signed.	WL.CM1.I Demonstrate understanding of the main idea and some details on some informal topics related to self and the **immediate environment**. Demonstrate understanding of sentences and strings of sentences in authentic texts that are spoken, written, or signed.	WL.CM1.A Demonstrate understanding of the main idea and supporting details in major time frames on most informal and formal topics of general public interest. Demonstrate understanding of authentic texts using paragraph-level discourse that is spoken, written, or signed.	WL.CM1.S Demonstrate understanding and infer meaning from complex, authentic, multiparagraph texts on topics of broad general interests. Demonstrate understanding of unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise, in texts that are spoken, written, or signed.

World Languages Proficiency Ranges

The WL Standards use the proficiency ranges outlined in the *ACTFL Proficiency Guidelines* (2012b) to describe what learners are able to do with language (speaking/signing, writing, listening/viewing, and reading) in real-world situations in a spontaneous and nonrehearsed context. As outlined in the WL Standards, learners demonstrate proficiency within the Novice, Intermediate, Advanced, and Superior ranges. The Novice, Intermediate, and Advanced ranges are then subdivided into Low, Mid, and High phases (e.g., Novice Mid). These proficiency ranges describe the continuum of proficiency from little or no functional ability (Novice) through the ability of a highly articulate, well-educated language user (Superior and beyond).

Figure 4.4 illustrates the cumulative progress that language learners make as they develop their communicative proficiency over time. This figure shows an inverted pyramid representing the ACTFL proficiency rating scale with major ranges and phases, including Distinguished. Detailed information on proficiency can be found in chapter 9 of this framework.

FIGURE 4.4: Inverted Pyramid Representing ACTFL Rating Scale
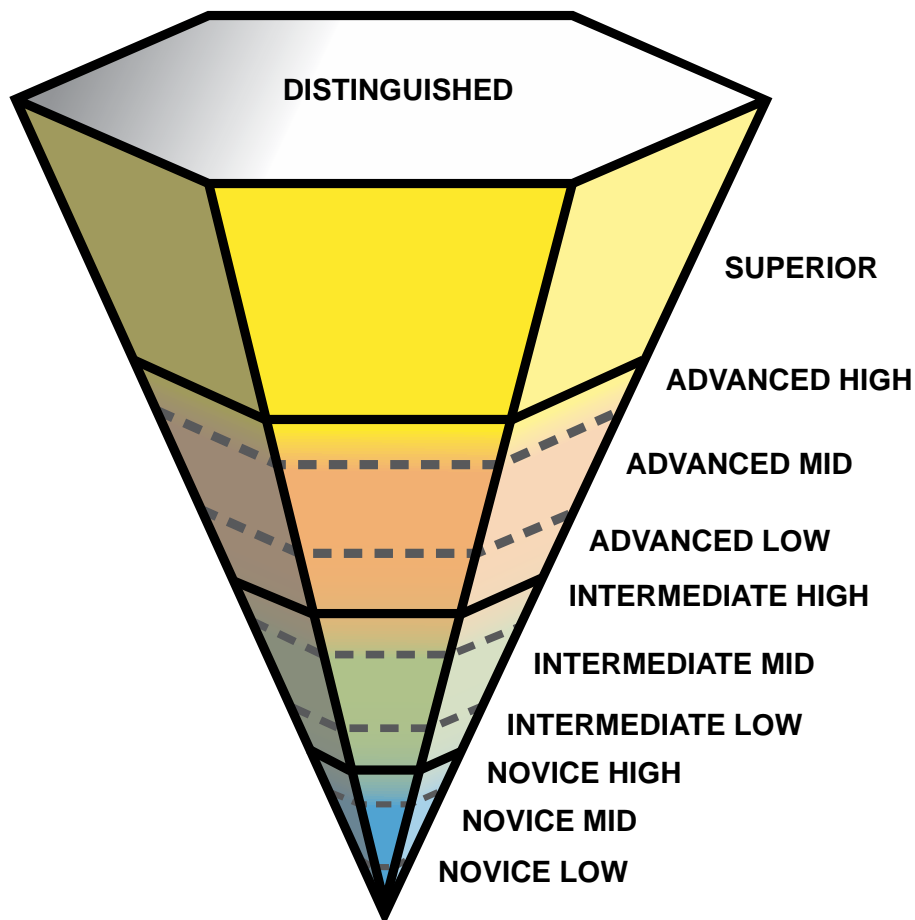
[Text accessible version of figure 4.4](#)

Source: *ACTFL Proficiency Guidelines* (ACTFL 2012b)

Since the WL Standards are intended to guide teachers who work with diverse language learners in the kindergarten through grade twelve levels, the WL Standards include proficiency ranges from Novice through Superior. The Superior range is included to provide teachers and other educational leaders with an understanding of potential future goals for language proficiency beyond the K–12 learning experience, rather than suggesting that it is realistic for K–12 students to achieve Superior proficiency during their time in California K–12 schools. However, learners who begin language at an early grade level, such as those who participate in a dual language immersion program or heritage or native speakers, may approach Superior proficiency if they are able to continue language learning throughout a well-articulated K–12 sequence.

As teachers use the WL Standards, they will encounter charts, such as the example in figure 4.3, which provide descriptors of what learners at each proficiency level should know and be able to do with the language they are learning. These charts are designed so that teachers and other educational leaders are able to easily see the continuum of language development in a given area.

Another key concept related to the proficiency ranges used in the WL Standards teachers need to consider is that learners of language will develop proficiency at differing rates depending on their prior knowledge and experience, the languages they speak, cultural differences between their first and second languages, literacies they have achieved, personal interests, and goals (see the Foreign Service Institute language categories in chapter 3, Pathways to Multiliteracy, and chapter 12, Unique Features of Individual Languages). Therefore, an individual language learner will demonstrate proficiency at different ranges and phases depending on the topic and mode of communication. As a result, the development and assessment of a learner's target-language proficiency is an ongoing process throughout their learning experience. It is important for teachers to frequently communicate proficiency targets and expectations to learners, parents, and guardians, and to include students in setting personal goals for proficiency and reflecting on progress throughout their language learning experience. For more information on proficiency ranges and outcomes, see chapter 9, The Proficiency Ranges in the World Languages Standards.

Numbering and Abbreviations of the World Languages Standards

The WL Standards are identified first by **WL** (in order to identify that they are World Languages Standards), followed by the category of the standard. The categories are represented by **CM** for Communication, **CL** for Culture, and **CN** for Connections. The standard number is placed next to the category of the standard. Finally, the proficiency level is indicated with an **N** for Novice, an **I** for Intermediate, an **A** for Advanced, and an **S** for Superior.

Figure 4.5 provides a graphic representation of the numbering system for the WL Standards. This system is similar to those in other California curriculum frameworks and provides a coding system for educators to quickly identify the references to the pertinent

standards, elements, and proficiency ranges they represent. Each of the WL Standards will be discussed in detail in chapters 6, 7, and 8 of this framework.

FIGURE 4.5: Numbering System for the WL Standards

Communication Standard 1: Interpretive Communication

WL.CM1.N

WL
WORLD
LANGUAGES
Standard

CM
COMMUNICATION
Category of the
standard

1
Number of
the standard

N
NOVICE
Proficiency
level

Cultures Standard 3: Cultural Comparisons

WL.CL3.I

WL
WORLD
LANGUAGES
Standard

CL
CULTURES
Category of the
standard

3
Number of
the standard

I
INTERMEDIATE
Proficiency
level

Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints

WL.CN2.A

WL
WORLD
LANGUAGES
Standard

CN
CONNECTIONS
Category of the
standard

2
Number of
the standard

A
ADVANCED
Proficiency
level

Text accessible version of figure 4.5

Literacy and the World Languages Connections Standards

As with many other state-adopted resources, the WL Standards and the *WL Framework* are designed to support the development of **broadly literate** students who have the capacities of literate individuals necessary for success in college, careers, and civic participation in today's world (CDE 2015). These students read and view for pleasure, information, and inspiration and communicate knowledgeably, powerfully, and responsively. The WL Standards connect these literacies to twenty-first century learning, intercultural development, and global competence. "The development of these literacies is critical to foster students' ability to communicate and collaborate on a wide variety of topics in culturally appropriate ways, and in multiple target-culture settings. As a result, students are empowered to use their language proficiency and interculturality beyond the classroom to build relationships, sustain communities, and participate in or create business opportunities with people around the world" (CDE 2019, 2). This framework aims to guide educators in the implementation of the WL Standards, which focus on students achieving broad literacy in English and at least one other language.

Traditionally, **literacy** has been defined as the ability to read and write. In recent years, the definition of literacy has evolved. With the advent of new technologies, the demands of the workplace, and the interconnected nature of global society, new literacies have emerged. The National Council of Teachers of English, in its "Position Statement: Definition of Literacy in a Digital Age," defines literacy in this way:

> Literacy has always been a collection of communicative and sociocultural practices shared among communities. As society and technology change, so does literacy. The world demands that a literate person possess and intentionally apply a wide range of skills, competencies, and dispositions. These literacies are interconnected, dynamic, and malleable. As in the past, they are inextricably linked with histories, narratives, life possibilities, and social trajectories of all individuals and groups. Active, successful participants in a global society must be able to:
>
> - Participate effectively and critically in a networked world
>
> - Explore and engage critically, thoughtfully, and across a wide variety of inclusive texts and tools/modalities
>
> - Consume, curate, and create actively across contexts
>
> - Advocate for equitable access to and accessibility of texts, tools, and information
>
> - Build and sustain intentional global and cross-cultural connections and relationships with others so as to pose and solve problems collaboratively and strengthen independent thought
>
> - Promote culturally sustaining communication and recognize the bias and privilege present in the interactions
>
> - Examine the rights, responsibilities, and ethical implications of the use and creation of information

- Determine how and to what extent texts and tools amplify one's own and others' narratives as well as counter unproductive narratives

- Recognize and honor the multilingual literacy identities and culture experiences individuals bring to learning environments, and provide opportunities to promote, amplify, and encourage these differing variations of language (e.g., dialect, jargon, register) (NCTE 2019)

The ACTFL Languages and Literacy Collaboration Center (LLCC) adopted the above framework "as a way to encourage collaboration towards common goals across all disciplines" (ACTFL 2020).

The CA CCSS for ELA/Literacy base the full ELA Standards, as well the College and Career Readiness Anchor Standards (CCRAS), in the development of literacy skills for college and career success. As explained in the CCSS, the College and Career Readiness Anchor Standards form the backbone of the ELA/Literacy standards by articulating core knowledge and skills, while grade-specific standards provide additional specificity (CDE 2010). The CA CCSS for ELA/Literacy also explain that regardless of the subject taught, all teachers have a shared responsibility to develop literacy skills in their students. The CA CCSS for ELA/Literacy, including the CCRAs, focus on the development of disciplinary literacy in four strands: reading, writing, speaking and listening, and language. The strands are organized by grade level for K–8 and in two-year grade spans for the high school level.

The WL Standards and the CA CCSS for ELA/Literacy—particularly the anchor standards—work in tandem to develop literacy skills through the integrated development of linguistic skills across all language skills and modes of communication. For example, language learners use their knowledge of the target culture and linguistic system to make sense of the content in an authentic text (Interpretive). They then communicate their understanding and convey their ideas using the Interpersonal and Presentational modes of communication. In doing so, language learners develop literacy skills through the use of the receptive and productive skills of listening, viewing, speaking, signing, reading, and writing to communicate within various contexts and for different purposes.

While the CA CCSS for ELA/Literacy are designed with a focus on English language, California's WL Standards are met through developing linguistic and cultural proficiency in a language other than English. The WL Standards support the CA CCSS for ELA/Literacy through the transfer of content knowledge and language skills, constrained of course by students' range of proficiency in the target language.

Figure 4.6 identifies the ways in which, within all ranges of target-language proficiency, the WL Standards connect to and support key strands of the CA CCSS for ELA/Literacy. World languages and ELA educators can use this figure as a guide to connect world languages education to overall literacy development, especially in dual language immersion classrooms. Chapters 3, 5, and 11 of this framework provide more in-depth exploration of the contribution of world languages pathways to the development of students' overall literacy.

FIGURE 4.6: Alignment of the Common Core State Standards and World Languages Standards

Common Core State Standards	World Languages Standards
Reading	**Communication**
1. Key Ideas and Details	WL.CM.1 (Interpretive Communication)
■ Read for main ideas.	WL.CM.5 (Receptive Structures in Service of Communication)
2. Craft and Structure	
■ Read for supporting details.	WL.CM.7 (Language Comparisons in Service of Communication)
3. Integration of Knowledge and Ideas	**Cultures**
	WL.CL.2 (Cultural Products, Practices, and Perspectives)
■ Use knowledge and ideas from reading in speaking, signing (ASL), and writing.	WL.CL.3 (Cultural Comparisons)
	WL.CL.4 (Intercultural influences)
4. Range of Reading and Level of Text Complexity	**Connections**
	WL.CN.1 (Connections to Other Disciplines)
■ Read informational, cultural and literary texts.	WL.CN.2 (Diverse Perspectives and Distinctive Viewpoints)

Common Core State Standards	World Languages Standards
Writing 1. Text Types and Purposes - Write for a variety of purposes and audiences. 2. Production and Distribution of Writing - Write, revise, edit, and rewrite. 3. Research to Build and Present Knowledge - Use technology to research, produce and publish, and collaborate with others. 4. Range of Writing - Write a variety of texts.	**Communication** WL.CM.2 (Interpersonal Communication) WL.CM.3 (Presentational Communication) WL.CM.4 (Settings for Communication) WL.CM.6 (Productive Structures in Service of Communication) WL.CM.7 (Language Comparisons in Service of Communication) **Cultures** WL.CL.1 (Culturally Appropriate Interaction) WL.CL.2 (Cultural Products, Practices, and Perspectives) WL.CL.3 (Cultural Comparisons) WL.CL.4 (Intercultural Influences) **Connections** WL.CN.1 (Connections to Other Disciplines) WL.CN.2 (Diverse Perspectives and Distinctive Viewpoints)

Common Core State Standards	World Languages Standards

Speaking and Listening, Signing and Viewing
 	
1. Comprehension and Collaboration
   ■ Converse and collaborate with others.
 	
2. Presentation of Knowledge and Ideas
   ■ Present knowledge in speech or sign language supported by digital media and visual displays.
	Communication
	WL.CM.2 (Interpersonal Communication)
	WL.CM.3 (Presentational Communication)
	WL.CM.4 (Settings for Communication)
	WL.CM.5 (Receptive Structures in Service of Communication)
	WL.CM.6 (Productive Structures in Service of Communication)
	WL.CM.7 (Language Comparisons)
	Cultures
	WL.CL.1 (Culturally Appropriate Interaction)
	WL.CL.2 (Cultural Products, Practices, and Perspectives)
	WL.CL.3 (Cultural Comparisons)
	WL.CL.4 (Intercultural Influences)
	Connections
	WL.CN.1 (Connections to Other Disciplines)
	WL.CN.2 (Diverse Perspectives and Distinctive Viewpoints)

Common Core State Standards	World Languages Standards
Language 1. Conventions of Standard Language ▪ Use conventions of the standard target language in speaking or signing and writing. 2. Knowledge of Language ▪ Recognize the effect of choice on meaning and choose language appropriate to register. 3. Vocabulary Acquisition and Use ▪ Develop receptive and productive vocabularies.	**Communication** WL.CM.1 (Interpretive Communication) WL.CM.2 (Interpersonal Communication) WL.CM.3 (Presentational Communication) WL.CM.4 (Settings for Communication) WL.CM.5 (Receptive Structures in Service of Communication) WL.CM.6 (Productive Structures in Service of Communication) WL.CM.7 (Language Comparisons) **Cultures** WL.CL.1 (Culturally Appropriate Interaction) WL.CL.2 (Cultural Products, Practices, and Perspectives) WL.CL.3 (Cultural Comparisons) WL.CL.4 (Intercultural Influences) **Connections** WL.CN.1 (Connections to Other Disciplines) WL.CN.2 (Diverse Perspectives and Distinctive Viewpoints)

Students within higher ranges of language proficiency, those who begin learning a language other than English in elementary school and continue in a long sequence of dual language learning, will be able to carry out the full set of CA CCSS for ELA/Literacy in a language other than English (see appendix 4 of the WL Standards).

With a broader definition than ever before, literacy has become associated not only with reading and writing, but also with knowledge and competence in specific skill areas such as financial literacy, civic literacy, information literacy, and media literacy, just to name a few.

Moreover, demonstrating understanding of these skills includes the effective use of all language domains—reading, writing, speaking/signing, and listening. The Partnership for 21st Century Learning (P21) provides many target-language examples of the broader literacies that may be developed in world languages. The examples found in the P21 World Languages Skills Map include ideas for communicative tasks organized by interdisciplinary themes and skills, ranges of language proficiency, and modes of communication.

It is through the language skills used within each mode of communication that the development of twenty-first century skills, the WL Standards, and the CA CCSS for ELA/Literacy come together. As teachers support students' achievement of WL Standards, they are supporting the development of twenty-first century skills and the achievement of the outcomes outlined in the CA CCSS for ELA/Literacy.

Higher-Order Thinking and Doing, the WL Standards, and the CA CCSS for ELA/Literacy

Critical thinking is the foundation of a good education, and broadly literate students are critical thinkers. The Foundation for Critical Thinking defines the term as "that mode of thinking—about any subject, content, or problem—in which the thinker improves the quality of [their] thinking by skillfully analyzing, assessing, and reconstructing it" (2020). Becoming a critical thinker requires the use of a range of thinking skills that go beyond remembering and understanding content. Regardless of the subject or language being learned, the thinking skills students use to initially make sense of content include lower-order thinking skills (recognizing, listing, repeating, or matching). However, in order to develop the ability to think critically about content, students use higher-order thinking skills (using, integrating, hypothesizing, or **constructing**). Students use a combination of lower- and higher-order thinking skills to make sense of and communicate with and about the world around them.

It is important for teachers to plan instruction in which the complexity of thinking skills increases regardless of the grade level or proficiency range of students. In doing so, students will be guided to use higher-order thinking and develop critical thinking skills as they also develop language proficiency and cultural understanding. **Bloom's Taxonomy** and **Webb's Depth of Knowledge (DOK)** are two useful tools that teachers may use in designing an instructional sequence which guides students toward developing critical thinking skills and achieving the WL Standards.

In world languages classrooms, particularly in traditional secondary 9–12 WL pathways, students spend a significant amount of time remembering and understanding the target language. When teachers use these critical thinking tools intentionally to apply depth of thinking skills, language learners have the opportunity to apply the language they learn within various settings, to analyze and evaluate language, culture, and content connections, and to create products demonstrating their learning in the target language.

Figure 4.7, **Hess's Cognitive Rigor Matrix**, was created to illustrate for educators how Bloom's Taxonomy and Webb's Depth of Knowledge (DOK) work in an interrelated manner. Educators are encouraged to use this tool as they have well-informed professional discussions regarding how they can ensure students are working at appropriate levels of cognition. Further discussion of the concept of cognitive rigor can be found in chapters 2 through 10 of this framework.

FIGURE 4.7: Hess's Cognitive Rigor Matrix

The content in the table below illustrates how Webb's Depth of Knowledge Levels can be applied to Bloom's cognitive dimensions.

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	▪ Recall, recognize, or locate basic facts, terms, details, events, or ideas explicit in texts ▪ Read words orally in connected text with fluency and accuracy	Use these Hess Cognitive Rigor Matrix (CRM) curricular examples with most close reading or listening assignments or assessments in any content area.	Use these Hess CRM curricular examples with most close reading or listening assignments or assessments in any content area.	Use these Hess CRM curricular examples with most close reading or listening assignments or assessments in any content area.
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare/ contrast, match like ideas, explain, construct models	▪ Identify or describe literary elements (characters, setting, sequence, etc.) ▪ Select appropriate words when intended meaning/ definition is clearly evident ▪ Describe/explain who, what, where, when, or how ▪ Define/describe facts, details, terms, principles ▪ Write simple sentences	▪ Specify, explain, show relationships; explain why (e.g., cause and effect) ▪ Give nonexamples/ examples ▪ Summarize results, concepts, ideas ▪ Make basic inferences or logical predictions from data or texts ▪ Identify main ideas or accurate generalizations of texts ▪ Locate information to support explicit or implicit central ideas	▪ Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) ▪ Identify/make inferences about explicit or implicit themes ▪ Describe how word choice, point of view, or bias may affect the readers' interpretation of a text ▪ Write multiparagraph composition for specific purpose, focus, voice, tone, and audience	▪ Explain how concepts or ideas specifically relate to other content domains (e.g., social, political, historical) or concepts ▪ Develop generalizations of the results obtained or strategies used and apply them to new problem-based situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply to an unfamiliar task)	▪ Use language structure (prefix/ suffix) or word relationships (synonym/ antonym) to determine meaning of words ▪ Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use ▪ Apply basic formats for documenting sources	▪ Use context to identify the meaning of words/ phrases ▪ Obtain and interpret information using text features ▪ Develop a text that may be limited to one paragraph ▪ Apply simple organizational structures (paragraph, sentence types) in writing	▪ Apply a concept in a new context ▪ Revise final draft for meaning or progression of ideas ▪ Apply internal consistency of text organization and structure to composing a full composition ▪ Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text	▪ Illustrate how multiple themes (historical, geographic, social, artistic, literary) may be interrelated ▪ Select or devise an approach among many alternatives to research a novel problem

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant and irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	■ Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) ■ Decide which text structure is appropriate to the audience and purpose	■ Categorize/compare literary elements, terms, facts/details, events ■ Identify use of literary devices ■ Analyze format, organization, and internal text structure (signal words, transitions, semantic cues) of different texts ■ Distinguish: relevant/irrelevant information; fact/ opinion ■ Identify characteristic text features; distinguish between texts, genres	■ Analyze information within data sets or texts ■ Analyze interrelationships among concepts, issues, problems ■ Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text ■ Use reasoning, planning, and evidence to support inferences	■ Analyze multiple sources of evidence, multiple works by the same author, or works across genres, time periods, themes ■ Analyze complex/ abstract themes, perspectives, concepts ■ Gather, analyze, and organize multiple information sources ■ Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	■ "UG" – unsubstantiated generalizations = stating an opinion without providing any support for it!	[intentionally blank]	■ Cite evidence and develop a logical argument for conjectures ■ Describe, compare, and contrast solution methods ■ Verify reasonableness of results ■ Justify or critique conclusions drawn	■ Evaluate relevancy, accuracy, and completeness of information from multiple sources ■ Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/ structures, generate, hypothesize, design, plan, produce	■ Brainstorm ideas, concepts, problems, or perspectives related to a topic, principle, or concept	■ Generate conjectures or hypotheses based on observations or prior knowledge and experience	■ Synthesize information within one source or text ■ Develop a complex model for a given situation ■ Develop an alternative solution	■ Synthesize information across multiple sources or texts ■ Articulate a new voice, alternate theme, new knowledge or perspective

Source: Hess' Cognitive Rigor Matrix (Hess 2009)

In the process of acquiring world languages, higher-order thinking and doing are not dictated by proficiency range. Regardless of proficiency range, students can use higher-order thinking skills in the world language classroom. Language learners at higher proficiency ranges, by virtue of their communicative performance profiles, can participate more easily in higher-order thinking and problem solving in the target language. This is not to say that language learners within the Novice range cannot engage in higher-order thinking in the target language when they have necessary scaffolding to support their performance. For example, students with little or no language proficiency can sort images or representations of products and practices from their cultures and the target cultures, as well as those shared by both cultures, which is a complex intellectual task involving comparing and contrasting similarities using only visuals for support.

World languages teachers ensure students move from lower- to higher-order thinking skills, regardless of proficiency range or grade level. Figure 4.8, adapted from the article "Starting at the End: Deconstructing Standards as Planning's First Step," published in *The Language Educator* (ACTFL), provides an example of how to unpack the WL Standards in order to plan learning targets that incorporate a range of thinking skills. Further discussion of learning targets and lesson design can be found in chapters 2, 5, 6, 7, 8, and 10 of this framework.

FIGURE 4.8: Unpacking California's WL Standards

The process below shows one way to relate cultural practices to perspectives using the sample progress indicators for intermediate learners in middle and high school.

Step One—Get to Know the WL Standards

Cultures Standard 2: Cultural Products, Practices, and Perspectives

Students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them in order to interact with cultural competence.

Sample Intermediate Progress Indicators with Interrelated WL Standards

- Identify and analyze cultural practices from authentic materials such as videos and news articles. (WL.CM.1.I, WL.CM.2.I, WL.CM.5.I, WL.CL.2.I, WL.CL.3.I, WL.CN.2.I)

- Engage in conversations with native speakers demonstrating an awareness of how to be culturally respectful. (WL.CM.2.I, WL.CM.4.I, WL.CM.5.I, WL.CM.6.I, WL.CL.1.I)

- Use formal and informal forms of address appropriately in rehearsed situations. (WL.CM.2.I, WL.CM.3.I, WL.CM.4.I, WL.CM.5.I, WL.CM.6.I, WL.CL.1.I)

- Begin to adjust language and message to acknowledge audiences with different cultural backgrounds. (WL.CM.2.I, WL.CM.3.I, WL.CM.4.I, WL.CM.5.I, WL.CM.6.I, WL.CL.1.I)

- Suggest cultural triangles with reasons connecting practices to associated products and perspectives. (WL.CM.2.I, WL.CM.3.I, WL.CM.4.I, WL.CM.6.I, WL.CL.1.I, WL.CL.2.I, WL.CL.3.I, WL.CN.2.I)

Step Two—Identify Levels of Thinking Skills and Linguistic Functions

Nouns (content)	Verbs (skills, linguistic functions/"levels of reasoning")
Cultural practices, relationship between practices and perspectives of culture studied, awareness of how to be culturally respectful, formal/informal forms of address, language, message, **cultural triangles** with reasons, products, perspectives	**Convergent (Lower Order)** Investigate, explain, identify, engage, demonstrate, use, suggest, connect **Divergent (Higher Order)** Reflect on, analyze, adjust, acknowledge

Step Three—Develop Learning Targets

Sample Learning Targets

Knowledge	Reasoning	Skill	Product
▪ Consult authentic materials to **investigate** practices and perspectives of the target culture, and their relationships ▪ **Identify** practices and perspectives, and their relationships ▪ **Explain** practices and perspectives, and their relationships ▪ **Use** formal and informal forms of address appropriately in a simulation	▪ **Analyze** how cultural practices are described in an online news article ▪ **Reflect on** (in a conversation with a peer) the relationship between the practices and perspectives of the target culture ▪ **Suggest** (in writing) a cultural triangle with reasons connecting practices to products and perspectives	▪ **Demonstrate** awareness of how to be culturally respectful when engaging in conversation with a native speaker (e.g., in a classroom in Mexico) about practices and perspectives in their country ▪ **Adjust** language/ message in a way that acknowledges the speaker's cultural background	▪ **Role-play** culturally appropriate interactions in a simulation with peers

Source: Adapted from "Starting at the End: Deconstructing Standards as Planning's First Step" (Kaplan, Graham-Day, and Troyan 2017)

Additionally, figure 4.9, adapted from the same article, provides **learning target** definitions and world language examples in order to plan learning targets that incorporate a range of thinking skills and linguistic functions. The learning targets and world languages examples provided in figure 4.9 are not proficiency range specific. Proficiency is reflected within the task students complete to demonstrate knowledge within each learning target type. Further discussion of proficiency ranges can be found in chapter 9 of this framework. Chapters 2, 6, 7, 8, and 10 of this framework include discussion of lesson design, including identifying learning targets.

FIGURE 4.9: Learning Target Definitions, World Language Examples, and Example Verbs and Functions for Target Type

Learning Target Definitions	World Languages Examples	Example Verbs (Functions) for Target Type
Knowledge targets demonstrate mastery of factual information, procedural knowledge, and conceptual understandings that underpin the discipline.	- Knowledge of: - Cultural Products - Cultural Practices - Cultural Perspectives - Related Vocabulary - Grammatical forms necessary to successfully complete the task at the appropriate proficiency level	- Recall - Define - Identify - List - Locate - Match - State
Reasoning targets specify the thought processes students need to do well within a range of subjects. Teachers develop these targets on a broader level to promote problem solving.	- Interpret key facts from reading/listening activity - Edit written text	- Analyze - Describe - Determine - Integrate - Infer - Reflect - Retell
Skill targets are more specific and demonstrate proficiency in a particular area. Mastery can be exhibited through a demonstration or physical-skill-based performance, such as playing a musical instrument, reading aloud, or shooting a basket.	- Write cohesive sentences or a paragraph in the target language - Deliver a speech using appropriate pronunciation and register, and demonstrating cultural awareness	- Adjust - Defend - Demonstrate - Evaluate - Prepare - Write - Present

Learning Target Definitions	World Languages Examples	Example Verbs (Functions) for Target Type
Product targets produce an artifact in which creation of a product is the focus of the learning target. These targets provide concrete evidence of academic proficiency, and demonstration of mastery of the target is achieved by meeting specifications of quality for a specific product. These types of targets can be used to demonstrate mastery of the standards, and the type of target utilized should be based on the requirements of the specific standard (i.e., product targets are appropriate when demonstrating mastery of writing skills).	■ Write and perform a short video clip/announcement/ informational clip that addresses the cultural topic and meets proficiency level expectations	■ Design ■ Develop ■ Hypothesize ■ Make ■ Publish ■ Produce ■ Role Play

Source: (Adapted from Kaplan, Graham-Day, and Troyan 2017; Konrad et al. 2014, 80)

As suggested in figure 4.9, as well as in *The Keys to Planning for Learning* (Clementi and Terrill 2017), world languages teachers can plan units and lessons that incorporate the full range of the target verbs above. (Note that this is not an exhaustive list.) For example, in a thematic unit on family celebrations, a Novice language learner can perform the following functions:

- list family members (remembering/knowledge)
- describe the personality traits of various family members (understanding/ reasoning)
- present a description of a family celebration (*quinceañera*) and who they will invite to a friend (applying/skill)
- choose decorations and clothing that would make the celebration special (evaluating/skill)
- design a culturally appropriate invitation to a family celebration (*quinceañera*) (creating/produce)

Teachers are encouraged to be sensitive to students who may not have traditional families. This topic can be adapted to focus on important individuals in students' lives and traditional celebrations and decorations. Chapter 7, Teaching the Cultures Standards, includes additional, specific examples.

Conclusion

The WL Standards provide the outline for innovative world languages education that develops students' communicative, cultural, and intercultural proficiency. The standards are applicable to all languages, as well as all grade levels kindergarten through grade twelve, including dual immersion, heritage, and native speaker programs. The WL Standards also define the proficiency expectations for learners of world languages to give California educators, parents, and students guidance on realistic expectations for the development of proficiency in languages other than English.

Like recent initiatives to increase students' global competence, the Communication, Cultures, and Connections Standards guide teachers as they design learning experiences that help students communicate in real-world settings. Teachers create immersion environments in their classrooms by using the target language at the recommended level of 90 percent or more and use authentic materials from the target culture to help students develop their understanding of cultural products, practices, and perspectives.

As California recognizes the importance of developing globally competent students who will be capable of competing in an increasingly multicultural and diverse economic environment, the role of world languages education is taking on greater importance. Initiatives such as California Global 2030 will have a significant effect on how educators envision the structure and content of the varied world languages programs around the state and assure that all students are able to access world languages education and develop multiliteracy and global competence. The WL Standards can help guide teachers and educational leaders to design and implement the most effective world languages educational experience for California's students.

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Text Accessible Descriptions of Graphics for Chapter 4

Figure 4.4: Inverted Pyramid Representing ACTFL Rating Scale

This image illustrates the progression made by language learners as they move along the ranges of proficiency from Novice to Distinguished, as established by the American Council on the Teaching of Foreign Languages (ACTFL).

The image is a six-sided conical inverted pyramid, starting at a point at the bottom of the image and widening progressively to the top of the image.

Along the side of the pyramid are the proficiency ranges and phases which read from bottom to top: Novice Low, Novice Mid, Novice High, Intermediate Low, Intermediate Mid, Intermediate High, Advanced Low, Advanced Mid, Advanced High, Superior, and Distinguished.

On the pyramid, there are solid lines dividing the proficiency ranges (Novice, Intermediate, Advanced, Superior) and then dashed lines within the ranges to further divide each range into the phases (Low, Mid, High). The dashed lines are only shown in Novice, Intermediate, and Advanced ranges because Superior and Distinguished do not have phases.

The separation of the proficiency ranges is further illustrated by color coding: blue for Novice, green for Intermediate, orange for Advanced, yellow for Superior. Return to figure 4.4.

Figure 4.5: Numbering System for the WL Standards

This figure provides three examples of the numbering system for the WL Standards.

The first example is for Communication Standard 1: Interpretive Communication. The example standard is represented as WL.CM1.N. The letters WL indicate that this a World Languages standard. The letters CM in the example represent the category of the standard, with CM standing for Communication. The number 1 next to the category of the standard CM indicates that this is standard 1. Finally, the N at the end represents the proficiency level in the standard, with N indicating the proficiency level is Novice.

The second example is for Cultures Standard 3: Cultural Comparisons. The example standard is represented as WL.CL3.I. The letters WL indicate that this a World Languages standard. The letters CL in the example represent the category of the standard, with CL standing for Cultures. The number 3 next to the category of the standard CL indicates that this is standard 3. Finally, the I at the end represents the proficiency level in the standard, with I indicating the proficiency level is Intermediate.

The third example given is for Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints. The example standard is represented as WL.CN2.A. The letters WL indicate that this a World Languages standard. The letters CN in the example represent the category of the standard, with CN standing for Connections. The number 2 next to the category of the standard CN indicates that this is standard 2. Finally, the A at the end represents the proficiency level in the standard, with A indicating the proficiency level is Advanced. Return to figure 4.5.

CHAPTER 5:
Implementing High-Quality World Languages Instruction

Table of Contents

Chapter Overview

CHAPTER OBJECTIVES

By the end of this chapter, readers should be able to:

☐ Explain how to use Universal Design for Learning (UDL), specifically tiered lessons, to anticipate and plan for the needs of diverse learners (see chapter 2 for a detailed discussion of Multi-Tiered System of Support [MTSS] and UDL)

☐ Explain the process of standards-based unit design (see chapters 6, 7, and 8 for lessons, episodes, and activities to teach the Communication, Cultures, and Connections Standards)

☐ Explain the benefits of using authentic materials in a framework-aligned instructional approach (see chapters 6, 7, and 8 for examples of the use of authentic materials as part of the Communication, Cultures, and Connections Standards)

☐ Explain the benefits of incorporating technology, tools, and resources into world languages instruction

☐ Describe where to begin researching authentic materials for the three modes of communication

☐ Describe important considerations for assessing the value of technology, tools, and programs

Introduction

Research consistently confirms that the most important determinant of student achievement is a classroom teacher who effectively utilizes resources and develops materials to deliver instruction (Hattie 2003). The quality of instruction is fundamentally linked to **Universal Design for Learning (UDL)** where teachers anticipate and plan for the needs of diverse learners as part of a **Multi-Tiered System of Support (MTSS)**. (See chapter 2 for a detailed discussion of MTSS and UDL.) Using UDL, teachers

- systematically familiarize themselves with their students and their backgrounds;
- identify the barriers, preferences, and needs of learners;
- identify clear unit and lesson goals (what students should know and be able to do);
- determine acceptable evidence to gather on student performance;
- design flexible assessments in relation to each goal;
- proceed through a series of **learning plans** and **learning episodes** (sequences of activities educators use to teach and assess performance in each of the

communicative modes—Interpretive, Interpersonal, and Presentational; teachers use learning episodes and plans to focus on student learning, and lesson segments and lesson plans help teachers focus on teaching);

- use formative assessments to inform and guide instruction; and
- develop flexible and engaging instructional methods and materials.

Learning episodes are sequences of activities educators use to teach and assess performance in each of the communicative modes—Interpretive, Interpersonal, and Presentational.

Guidelines of Universal Design for Learning (UDL)

Using the principles of Universal Design for Learning (UDL), teachers provide a wide variety of opportunities for engagement, representation, action, and expression for students with a wide range of abilities, individual needs, backgrounds, communicative competencies, and learning preferences. It is a set of principles for curriculum development that uses multiple means of engagement to provide each and every student varied and flexible opportunities to learn. Guided by UDL, teachers focus on what students learn (content); how they learn it (process and products); and why they learn it (interest and motivation).

Using UDL, the teacher plans and carries out varied approaches to content, process, and products in anticipation of and in response to student differences in readiness, interests, and learning needs. In order to maximize the possibility of student engagement, teachers blend whole-class, small group, and individual instruction in a safe and welcoming environment. By implementing the principles of UDL, teachers can make instruction more student centered while at the same time fostering students' independence and initiative, leading to a **gradual release of responsibility** (**GRR**) where learners take charge of learning and the uses to which their learning is put, as illustrated in figure 5.1. For more information about the lesson design process in world languages, see chapters 6, 7, and 8 of this framework.

FIGURE 5.1: Guidelines for Universal Design for Learning

Provide multiple means of **Engagement** Affective Networks The "WHY" of Learning	Provide multiple means of **Representation** Recognition Networks The "WHAT" of Learning	Provide multiple means of **Action & Expression** Strategic Networks The "HOW" of Learning
Access Provide options for **Recruiting Interest** • Optimize individual choice and autonomy • Optimize relevance, value, and authenticity • Minimize threats and distractions	Provide options for **Perception** • Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information	Provide options for **Physical Action** • Vary the methods for response and navigation • Optimize access to tools and assistive technologies
Build Provide options for **Sustaining Effort & Persistence** • Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback	Provide options for **Language & Symbols** • Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, mathematical notation, and symbols • Promote understanding across languages • Illustrate through multiple media	Provide options for **Expression & Communication** • Use multiple media for communication • Use multiple tools for construction and composition • Build fluencies with graduated levels of support for practice and performance
Internalize Provide options for **Self Regulation** • Promote expectations and beliefs that optimize motivation • Facilitate personal coping skills and strategies • Develop self-assessment and reflection	Provide options for **Comprehension** • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization	Provide options for **Executive Functions** • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress
Goal **Expert learners** who are... **Purposeful & Motivated**	**Resourceful & Knowledgeable**	**Strategic & Goal-Directed**

Source: Universal Design for Learning Guidelines version 2.2 (CAST 2018)

The following two snapshots, 5.1 and 5.2, demonstrate components of UDL. Each snapshot is intentionally different to underscore that there is no one way for teachers to plan. Snapshot 5.1 illustrates the principles of UDL in a **tiered learning plan** from a third-year high school French class. Although each snapshot is focused on a specific language, level or levels of proficiency, age group, and program model, each can be adapted to serve students of other languages, levels of proficiency, age groups, and program models.

Snapshot 5.1: Tiered Learning in a Third-Year High School French Class

Ms. Gautier uses tiered assignments to focus on the same essential skills and understandings for all students but at different levels of complexity, abstractness, and open-endedness. Through these assignments, she develops several pathways for students to arrive at understanding and develop skills based on their interests, readiness, or learning profiles. Ms. Gautier chose the topic of clothing to enhance her students' motivation and ensure success by tailoring tasks to her students' ranges of proficiency.

Topic: Clothing

Language and Level: French III

Prior Knowledge and Skills:

- Ms. Gautier creates motivating scenarios where her students use clothing vocabulary in real world contexts. Some describe in detail, others suggest clothing items to friends and customers, still others persuade, compare and contrast, and encourage.

- The students apply different social registers, as appropriate. Ms. Gautier knows that the control of register is necessary for her students to function in culturally appropriate ways in the real world.

- The students know about the impact of the French fashion industry and are aware of the styles of clothing throughout the Francophone world due to previous study. Ms. Gautier effectively scaffolds instructional activities by identifying target-culture contexts where her students can put to use the knowledge and skills they have developed.

- Ms. Gautier's students know how to use target-culture currencies.

- Ms. Gautier's students are able to research information about the target-cultures' clothing industry using the internet. She capitalizes on the knowledge and skills her students have developed in other coursework and always looks for cross-curricular connections for her students to explore.

Key Understanding: When developing her lessons, Ms. Gautier identifies key enduring understandings and skills that she expects her students to remember long after they finish the course. In this unit, the key enduring understanding is, "Clothing is a form of expression in all cultures." Enduring skills include the functions that each group of students will carry out in their tier of the assignment.

Targeted Standards:

COMMUNICATION: Presentational Communication, WL.CM3I–A; Settings for Communication, WL.CM4I–A

CULTURES: Cultural Products, Practices, and Perspectives, WL.CL2N–A; Cultural Comparisons, WL.CL.3N–A

CONNECTIONS: Connections to Other Disciplines, WL.CN1I–A; Diverse Perspectives and Distinctive Viewpoints, WL.CN2I–A

Background: Ms. Gautier's third-year students of French have studied clothing vocabulary and descriptive adjectives. They can use direct and indirect object pronouns when identifying clothing. They can persuade, encourage, and suggest using imperative (command), conditional, and subjunctive forms of verbs. Her students know about the countries in the Francophone world, are aware of different styles of clothing and the roles of clothing in the cultures where French is spoken, and can relate this information to the concept of cultural diversity. They have engaged in a variety of activities and assessments and have also conducted research on the internet. Knowledgeable of the specific strengths and weaknesses of her students, Ms. Gautier uses Universal Design for Learning (UDL) to plan activities that she knows will enhance their communicative and cultural proficiencies.

When suggesting tiers to students, Ms. Gautier uses her knowledge of their communicative proficiency to determine which assignment is most appropriate, Tier 1 for students functioning within the Low phase of the Intermediate range, Tier 2 for students within the Mid phase of the Intermediate range, and Tier 3 for students within the High phase of the Intermediate range. The table that follows provides specific examples for each of these tiers.

TIER 1 ASSIGNMENT (Very Concrete)	TIER 2 ASSIGNMENT (Somewhat Complex and Concrete)	TIER 3 ASSIGNMENT (Complex and Abstract)
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Ms. Gautier assigns students in her Tier 1 group the role of workers for an agency whose job is to create a mini-catalog and advertisements for a large department store in Paris. Using magazines, drawings, and pictures from the internet, her students create a mini-catalog with 12 clothing items. They decide on theme, age, or gender of the group they will target. Her students describe each item using models from their previous research. They price the item in euros and type the descriptions and neatly arrange the catalog to make it appealing to customers. Finally, Ms. Gautier's students develop an advertisement promoting at least two sale items. She reminds students to be creative in their design, and present both the catalog and advertisement in their role as an employee of the agency. Her students share their campaign with the department store in Paris.	Ms. Gautier assigns students in her Tier 2 group the role of members of the Rules Committee for their sister school in Montréal, Canada. They have been assigned to write a small section of the school handbook that explains the school's dress code. Her students write a brief general statement about the dress policy and include 12 school rules discussing the dos and don'ts of school dress. Her students describe clothes that are acceptable and those that are not. Students in her Tier 2 group submit a typed copy of the descriptions and the dress code for publication in the school handbook. They design a poster with the 12 rules, present it to the class, and share it with their sister school in Montréal.	Ms. Gautier assigns students in her Tier 3 group the role of workers in a business training institute in French-speaking Africa. She asks students to write two scenarios for business students to use as practice when dealing with a variety of customers in a clothing store. For each one, Ms. Gautier's students write a script between a "challenging" client and a vendor. She tells her students that the scripts will be used by business school students to practice appropriate interactions between a challenging client and a vendor. She reminds her students that their conversations should encourage and persuade in culturally appropriate ways. Ms. Gautier's students submit a written copy and dramatize one script, without notes, as a model for the class.

Snapshot 5.2 features sample activities from Ms. Chen's unit for a grade five Mandarin dual immersion program. In this unit, Ms. Chen illustrates Universal Design for Learning, specifically how to link activities in order to develop communicative proficiency, content, and cultural knowledge and skill.

Snapshot 5.2: Mandarin, Grade Five, Dual Immersion Classroom

Ms. Chen's units reflect both Multi-Tiered Systems of Support (MTSS) and Universal Design for Learning (UDL), which will be highlighted in this snapshot with bold text. When designing her units, Ms. Chen specifies the performance range within which her students can function in Mandarin and the standards her unit will address. She identifies an interesting theme, in this case the Chinese view of the importance of physical and mental activity. Ms. Chen uses an essential question or questions to guide instruction and unpacks or adapts Can-Do Statements that her students can use to assess their own progress. Often Can-Do Statements contain more than one function or do not match exactly the tasks that Ms. Chen asks students to carry out. Skillful unpacking of Can-Do Statements is an important part of lesson design. Ms. Chen makes the Can-Do Statements match her unit, rather than matching her unit to the Can-Do Statements. For example, when Ms. Chen searches Can-Do Statements within the Novice range of proficiency, she selects the stem "I can identify" and combines it with "traditional Chinese sports." When she searches within the Intermediate range of proficiency, she selects the stem "I can give reasons why" and combines it with "table tennis has become the national sport of China."

Language and Grade Level Program Type: Mandarin, Grade Five, Dual Immersion

Length of Unit: Five Weeks

Performance Range: Intermediate Mid

Weekly Minutes: 250

Theme: Active Mind, Active Body

Essential Question: How do we stay physically and mentally active?

Standards Addressed: WL.CM1.I, WL.CM2.I, WL.CM3.I, WL.CM4.I, WL.CM5.I, WL.CM6.I, WL.CL1.I, WL.CL2.I, WL.CL3.I, WL.CN1.I, and WL.CN2.I

Note that the variety of levels of proficiency addressed respond to UDL and MTSS.

What students should know and be able to do (Can-Do Statements)

- I can identify popular sports and recreational activities in China (Novice Mid).
- I can identify traditional Chinese sports (Novice Mid).
- I can give reasons why table tennis has become the national sport of China (Intermediate Mid).

- I can tell someone about popular sports in the United States, including how to play these sports (Intermediate Mid).

- I can compare daily workout routines in China and in the United States (Intermediate Mid).

- I can teach someone Wu Bu Quan (Five Step Training Form) (Intermediate Low).

- I can say and do the basic moves of kung fu (Novice Mid).

- I can play Chinese chess or mahjong (Novice Mid).

- I can share the importance of exercising regularly and recommend some simple workout routines (Intermediate Low).

- I can talk about my favorite sports and recreational activities (Intermediate Mid).

- I can compare what teenagers do for recreation in China and in Western countries (Intermediate Mid).

- I can talk about what teenagers typically do during their free time and make suggestions for healthy and active recreation for teenagers (Intermediate Mid).

Interpretive Mode

Ms. Chen uses Integrated Performance Assessments to collect summative performance data that demonstrates her students' knowledge and skill since she knows that this kind of assessment best reflects the types of tasks students will likely perform when using Mandarin in the world beyond the classroom.

Ms. Chen asks students to read an article about what the Chinese typically do for recreation. She tells her students that the Chinese referred to in an article she assigns are too busy during their leisure time. This is a cultural difference that may surprise her students who read the article and respond to factual and higher-order questions (Intermediate Mid).

She provides her students with the following culturally authentic real-world scenario in which they will participate. To celebrate International Health and Wellness Week, May 1 to May 7, the class plans a field trip to visit fifth-grade classrooms at a local Mandarin immersion elementary school to promote physical and mental wellness for young school children. In preparation for their part of the presentation, Ms. Chen provides an article, "The Chinese Are Too Busy During Their Leisure Time" (中国人的休闲时间-太忙) about what people, including teenagers, typically do during their free time in China and in several Western countries. She asks her students to take notes on key information and to compare how teenagers spend their free time in these countries.

Interpersonal Mode

Ms. Chen asks students to exchange opinions about the positive and negative comments mentioned by three individuals interviewed in the article about recreation in China and compare teenagers' leisure lifestyle in China and some Western countries (Intermediate Mid).

She asks her students to read the article, share their notes with their group and compare their thoughts about the interviewees' opinions about what Chinese do for recreation. Ms. Chen asks students to talk about the information in the article that they believe will help school children lead a healthy lifestyle. In the end, Ms. Chen's students share their answers. In this way, Ms. Chen prompts students to participate in critical thinking tasks in order to solve a real-world problem that exists both in China and in the Western world.

作为一名青少年志愿者，乔治希望大人们多关心青少年的休闲生活。如何运用闲暇，从小培养青少年休闲的态度及习惯；如何提升他们的生活愉悦能力，培养活泼健康的个性，乃中国的当务之急。

Translation: As a young volunteer, George wants adults to care more about the leisure lifestyle of teenagers, specifically

- how to use leisure time to cultivate young people's attitudes and habits; and
- how to improve their pleasure and cultivate a lively and healthy personality, which is a top priority in China.

Presentational Mode

Ms. Chen then asks students to present to an audience about the importance of healthy and active recreational activities and suggest ways to lead a healthy and active teenage lifestyle (Intermediate Mid).

Specifically, she asks students to summarize and organize the answers from their group members and write a detailed paragraph to inform school children about the importance of a healthy and active leisure lifestyle. Students are asked to introduce and demonstrate the Five Step Training Form (五步拳), tai chi (太极), xiangqi (象棋), or other traditional Chinese recreational activities during their presentations. Ms. Chen identifies a variety of tasks where her students can demonstrate in culturally appropriate ways the knowledge and skills they have acquired.

Learning Plans and Learning Episodes to Teach and Assess Performance in Each Communicative Mode

Learning Plans	Learning Episodes	Communicative Mode
After reading the part of the article about the benefits of playing table tennis and why it is an ideal sport for children and teenagers, Ms. Chen directs her students to write a journal entry to summarize what they learned about this popular sport in China. 弘扬国球文化 (Chinese table tennis)	Ms. Chen guides her students to practice reading skills and gain cultural knowledge about the benefits of playing table tennis.	Interpretive (Intermediate Mid) and Presentational (Intermediate Mid) modes
Ms. Chen asks students to tell others about a popular sport in the United States. 美国人最喜欢的运动项目(Conduct a web search for "the most popular sports in the United States.") 洛杉矶流行"抛斧头运动 (Conduct a web search for "Ax Throwing: An Edgy New Sport in Los Angeles.")	Ms. Chen's students practice speaking about the rules of playing sports that are popular in the United States.	Presentational Mode (Intermediate Mid)
Ms. Chen's students compare typical exercise spaces and routines in China and the United States. Ms. Chen's students compare typical exercise spaces and routines in China and the United States. To ensure her students have a rich experience, Ms. Chen shows a few video snippets showing elderly Chinese people doing morning exercises in a park (晨练大爷大妈). The students also view an exercise called Wu Bu Quan, also known as Five Step Training Form (五步拳教学), in practice.	Ms. Chen's students learn about popular morning workout routines and habits in China. Ms. Chen's students practice Wu Bu Quan.	Presentational Mode (Intermediate Mid)

Learning Plans	Learning Episodes	Communicative Mode
Ms. Chen's students exchange opinions on the pros and cons of public square/plaza dancing (广场舞) and conduct a web search on "The Benefits of Square/Plaza Dancing" (跳广场舞的八大好处) and "Is Chinese Square/Plaza Dancing Annoying to Residents?" (广场舞真的扰民吗?)	Ms. Chen's students gain knowledge about why Chinese women like to dance in a large group and why it is becoming a popular activity in China. Her students practice giving reasons to justify personal opinions or choices.	Interpersonal Mode (Intermediate Mid) Presentational Mode (Intermediate Mid)
Ms. Chen's students sing the song 中国功夫, by 屠洪刚 and do the kung fu moves in the song. The students conduct a web search on the song "Chinese Kung Fu" (中国功夫).	Ms. Chen's students practice saying the common terms used in kung fu and tai chi and learn the basic moves of kung fu and tai chi.	Presentational (Intermediate Low)

Learning Plans	Learning Episodes	Communicative Mode
Ms. Chen's students play a game of xiangqi (象棋), mahjong (麻将), or Go (围棋). Conduct a web search on mahjong (中国国粹: 麻将; 如何学会打麻将; 基礎麻將教學), Chinese chess (中国象棋历史和入), and Go (棋弈: 象棋和围棋;围棋简史和入门).	Ms. Chen's students learn about the characters of Chinese mahjong and Chinese chess pieces and the rules of play for mahjong, Chinese chess, and Go.	Interpretive Mode (Intermediate Mid) Interpersonal Mode (Intermediate Mid)
Ms. Chen's students identify information mentioned in the article "My Favorite Leisure Time Activity" (我最喜欢的活动). ▪ Her students name the activity or sport. (Novice Mid)* ▪ They identify the benefits of the activity or sport. (Intermediate Low to Mid)* ▪ They tell why individuals like the activity or sport. (Novice High)*	Ms. Chen's students practice reading personal stories (narratives) about sports.	Interpretive Mode (Intermediate Mid) *Note that Ms. Chen's students are often asked to carry out a variety of subtasks at various levels of proficiency as part of a learning episode.

Learning Plans	Learning Episodes	Communicative Mode
After her students read the news article "The Chinese Are Too Busy During Their Leisure Time" (中国人的休闲时间-太忙), they tell a partner whether they agree or disagree with comments made in the article about recreation in China.	Ms. Chen's students gain knowledge about typical Chinese recreation from the point of view of three Westerners and practice giving reasons to justify personal opinions or choices.	Interpretive and Interpersonal modes (Intermediate High)
Ms. Chen's students present the benefits of exercising regularly and provide the audience with some simple workout or stretching suggestions for home and school.	Ms. Chen's students learn about the benefits of a daily workout and names of exercises that can be done at home.	Presentational Mode (Intermediate Mid)

Unit and Lesson Design

Instructional planning is a significant and fundamental element of both teacher effectiveness and of the implementation of optimal teaching practices. An essential part of effective planning is **backward planning,** where teachers specify what learners will know and be able to do. When backward planning, teachers consider the way that students will demonstrate mastery—in other words, teachers determine how they plan to assess students—*before* designing instructional activities. (For additional guidance, see the subsection "Guidelines of Universal Design for Learning.") Using UDL and backward design approaches to planning, teachers first work as architects, then assessors, then curriculum developers, and finally as designers of units, lessons, and activities.

> Using UDL and backward design approaches to planning, teachers first work as architects, then assessors, then curriculum developers, and finally as designers of units, lessons, and activities.

Once teachers identify or develop the assessment they will use to gauge the degree to which students have attained mastery, the process of backward planning continues when teachers specify age- and proficiency-appropriate topics. In general terms, topics appropriate for proficiency ranges include the following:

- Novice – very familiar common daily elements of life
- Intermediate – topics related to self and the immediate environment
- Advanced – factual topics of public interest

Figure 5.2 includes sample topics across the Novice, Intermediate, Advanced, and Superior ranges of proficiency. Superior topics are included since some can be addressed, although not fully, by students functioning within the Advanced range of proficiency. The numbers correspond to specific topics across the four ranges as they are addressed at different levels of proficiency. Each topic becomes progressively more linguistically demanding as the range of proficiency increases. Additional information regarding age- and proficiency-appropriate topics and themes related to the WL Standards can be found in chapters 6, 7, and 8 of this framework.

FIGURE 5.2: Sample Topics Across the Ranges of Proficiency

Novice	Intermediate	Advanced	Superior
Students address very familiar common daily elements of life. Examples include: 1. greetings and introductions 2. family and friends 3. pets 4. home and neighborhood 5. celebrations, holidays, and rites of passage 6. calendar, seasons and weather 7. leisure, hobbies and activities, songs, toys and games, sports 8. vacations and travel, maps, destinations and geography 9. school, classroom, schedules, subjects, numbers, time, directions 10. important dates in the target culture 11. jobs 12. food, meals, restaurants 13. shopping, clothes, colors, and sizes 14. parts of the body, illness 15. technology	Students address topics related to self and the immediate environment. Examples include: 1. social relationships 2. people in the community 3. zoo and farm animals, fables 4. care of the home, interacting with people in the community 5. holiday customs and transition points in life 6. climate 7. cultural and leisure time activities, outdoor and recreational activities, music 8. transportation, lodging, itineraries, geographical features and landmarks 9. curricular and extracurricular interests and events 10. significant historical figures 11. professions and the working world 12. cuisine and recipes 13. clothing and fashion 14. health, medical care 15. technological advances and innovation	Students address factual topics of public interest. Examples include: 1. social norms 2. historical and cultural figures, stereotypes 3. animals and their habitats 4. community issues, current events 5. origins of rites of passage, social and regional customs 6. environmental concerns 7. media, internet, television, radio, film 8. cultural, historic, and geographic aspects of travel 9. curricular and extracurricular subjects 10. significant historical events 11. careers and future plans 12. nutrition, fitness, and health 13. geographically and culturally appropriate clothing 14. cultural differences in health care 15. effects of technology in the modern world	Students address complex factual and abstract topics of public interest. Examples include: 1. societal expectations 2. cultural and literary archetypes 3. endangered species 4. world events, social and political issues 5. belief systems 6. international environmental issues 7. the visual and performing arts 8. the nature of our interdependent world 9. issues in curricular and extracurricular subjects 10. authors and their times 11. transnational careers and economies 12. issues of world hunger and health 13. design, production, and marketing of clothing 14. policy issues in health care 15. the promise and challenge of technology

Similar to the topics identified in figure 5.2 above, testing systems, including those of the American Council on the Teaching of Foreign Languages (ACTFL), the College Board Advanced Placement (AP) Language and Culture programs, the International Baccalaureate (IB) program, and the National Examinations in World Languages (NEWL), address topics throughout the range of performance from Novice through Superior. Figure 5.3 illustrates how the International Baccalaureate program uses themes throughout the kindergarten through grade twelve sequence in the primary years, middle years, and diploma programs. Further discussion of world languages pathways can be found in chapter 3 of this framework.

FIGURE 5.3: International Baccalaureate Themes for Primary Years, Middle Years, and Diploma Programs

Primary Years Program	Middle Years Program	Diploma Program
Who we are	Identities and relationships	Identities
Where we are in place and time	Orientation in space and time	Experiences
How we express ourselves	Personal and cultural expression	Human ingenuity
How the world works	Scientific and technical innovation	Social organization
How we organize ourselves	Globalization and sustainability	Sharing the planet
Sharing the planet	Fairness and development	Sharing the planet

The **Sustainable Development Goals (SDG)**, created by the United Nations in 2015, may also be used within appropriate ranges of proficiency to address cross-curricular instructional efforts and develop students' global competence (see figure 5.4). Traditionally, world languages programs have addressed this content within the Advanced range of proficiency. Creative educators, inspired by the content of this framework and California's World Languages Standards, design lessons on these topics from the first units of instruction. When introducing the goal "Zero Hunger," teachers can present typical meals where the target culture is spoken. When exploring the content of meals in relationship to social class, race, and poverty, students functioning within the Novice range of proficiency can learn both the words for foods and dishes and the prevalence of hunger in different target-culture communities. Further discussion of global competence and lesson design can be found in chapters 2, 6, 7, and 8 of this framework.

FIGURE 5.4: Sustainable Development Goals

[Text accessible version of figure 5.4](#)

Source: United Nations Sustainable Development Goals (United Nations 2019)

Teachers can research and select authentic materials related to the SDG that are age-appropriate and design tasks for students to demonstrate their ability to interpret information as appropriate to their proficiency range and phase. By employing the concept of "adapt the task, not the text," teachers may use the same authentic material with students in a variety of proficiency ranges.

An important guide for teachers who seek to design activities that allow students at different proficiency ranges and phases to demonstrate their understanding in Interpretive Communication (WL.CM1.N/I/A) can be found in appendix D of *Implementing Integrated Performance Assessment*, published by ACTFL (Adair-Hauck, Glisan, and Troyan 2013). Appendix D provides examples of various tasks that include vocabulary recognition, key concept recognition and citing evidence from text, and cultural comparison. Teachers are

guided to select interpretive tasks that are appropriate for students at varying proficiency ranges and phases. By using this guide, teachers can design different tasks that allow them to use the same authentic material with students at different proficiency ranges.

After teachers have identified a topic or series of topics that are appropriate to the learners' age, interests and background, and range of proficiency, teachers design **essential questions** to be posed and addressed by the instructional units, lessons, and episodes they design. Figure 5.5 offers examples of themes, topics, and essential questions that guide the development of instructional activities. For additional discussion of thematic lesson design, please see chapters 6, 7, and 8 of this framework.

Essential questions focus on learner communication (Communication Standards) and address content (Connections Standards) in culturally appropriate ways (Cultures Standards). They are not intended to be answered with finality after a single lesson or within an instructional unit. The aim is to stimulate thought and inquiry and spark more questions.

Essential questions focus on learner communication (Communication Standards) and address content (Connections Standards) in culturally appropriate ways (Cultures Standards). They are not intended to be answered with finality after a single lesson or within an instructional unit. The aim is to stimulate thought and inquiry and spark more questions. Essential questions guide (1) the development of student knowledge of content and culture, (2) the advancement of student communicative proficiency, and (3) critical thinking.

Subject Matter Content and Essential Questions

Language teachers are encouraged to use themes or topics appropriate for Novice, Intermediate, or Advanced levels of communicative proficiency to address Connections Standards 1 and 2. In addition, teachers can develop essential questions that can be answered with memorized words and phrases (Novice), sentences and strings of sentences (Intermediate), and paragraphs and strings of paragraphs (Advanced) that help students address Communication Standards 5 and 6. Teachers can align units horizontally and vertically, within a particular grade or proficiency level and across grade or proficiency levels within the target languages. As they plan and make all these decisions, teachers remain cognizant of the ages and developmental levels of students. Each unit plan specifies the performance ranges within which students demonstrate proficiency (for example, Novice High/Intermediate Low) as well as the days and minutes allocated to study of a theme or topic. Figure 5.5 demonstrates how world languages educators can use themes and topics within the Novice, Intermediate, and Advanced ranges of

proficiency to create essential questions. Further discussion of proficiency ranges can be found in chapters 6, 7, 8, and 9 of this framework.

FIGURE 5.5: Sample Essential Questions

Features	Novice	Intermediate	Advanced
Themes and topics	Technology	Technological advances and innovation	Effects of technology on the modern world
Essential questions	What technologies exist in the United States, in the students' heritage cultures, and in the target cultures? (Learners will understand and produce lists of words or phrases.)	What technological advances occurred in the United States, in the students' heritage cultures, and in the target cultures? (Learners will understand and produce sentences or strings of sentences.)	What are the effects of technology in the United States, in the students' heritage cultures, and in the target cultures? (Learners will understand and produce paragraphs or strings of paragraphs.)

The College Board instructional and assessment frameworks have had a profound impact on world languages education in California and throughout the United States. It is currently the most widely used system to validate the achievement of students in their study of world languages and cultures, and it is accepted by the vast majority of universities when granting advanced placement to student matriculants. For this reason, essential questions developed by the College Board for courses in Advanced Placement Language, Literature, and Culture may be used to guide instruction beginning in the first year. Figure 5.6 features instructional units, contexts, and essential questions. More in-depth discussion of age- and proficiency-appropriate themes and contexts can be found in chapters 6, 7, and 8 of this framework.

FIGURE 5.6: Essential Questions for Courses in Advanced Placement Language, Literature, and Culture

The College Board developed the essential questions in the tables below for courses in Advanced Placement Language, Literature, and Culture.

Advanced Placement Language and Culture

Units	Recommended Contexts	Overarching Essential Questions
Environmental, Political, and Societal Changes	Economic Issues Environmental Issues Philosophical Thought and Religion Population and Demographics Social Welfare and Social Conscience	What environmental, political, and social issues pose challenges to societies throughout the world? What are the origins of those issues? What are possible solutions to those challenges?
How Science and Technology Affect Our Lives	Access to Technology Effects of Technology on Self and Society Health Care and Medicine Innovations, Science, and Ethics Natural Phenomena	How do developments in science and technology affect our lives? What factors have driven innovation and discovery in the fields of science and technology? What role do ethics play in scientific advancement?
Factors That Impact the Quality of Life	Volunteerism, Education, and Careers Entertainment, Travel, and Leisure Lifestyles and Relationships Social Customs and Values	How do societies and individuals define quality of life? How is contemporary life influenced by cultural products, practices, and perspectives? What are the challenges of contemporary life?
The Influence of Language and Culture on Identity	Alienation and Assimilation Heroes and Historical Figures National and Ethnic Identities Personal Beliefs and Personal Interests Self-Image	How are aspects of identity expressed in various situations? How do language and culture influence identity? How does one's identity develop over time?

Units	Recommended Contexts	Overarching Essential Questions
Families in Different Societies	Customs and Values Education Communities Family Structure Global Citizenship and Human Geography Social Networking	What constitutes a family in different societies? How do individuals contribute to the well-being of communities? How do the roles that families and communities assume differ in societies around the world?
Influences of Beauty and Art	Architecture Defining Beauty and Creativity Fashion and Design Language and Literature Visual and Performing Arts	How are perceptions of beauty and creativity established? How do ideals of beauty and aesthetics influence daily life? How do the arts both challenge and reflect cultural perspectives?

Advanced Placement Spanish Literature and Culture

Units	Recommended Contexts	Overarching Essential Questions
Societies in Contact	Assimilation and Marginalization Diversity Imperialism Nationalism and Regionalism Socioeconomic Divisions	In what way do the perspectives of a culture affect the representation of historical events? How do members of a cultural minority resist or assimilate the customs and perspectives of the dominant majority? How do literary works of various historical periods and diverse cultures represent the relationships between sociocultural groups (social classes, ethnic groups, etc.)?

Units	Recommended Contexts	Overarching Essential Questions
Gender	Machismo Patriarchal Systems Sexuality Social Relationships Tradition and Rupture	How does literature reveal changes in perception of men and women? How have sociocultural factors (not) served as instruments of change in the representation of gender? How has the representation of "feminine" (feminine voices, feminine characters) changed throughout literary history?
Time and Space	*Carpe Diem* and *Memento Mori* Individuals and Their Surroundings Linear and Circular Time Nature and Environment Relationships between Time and Space Trajectory and Transformation	How does the literature of different cultures represent time and space? How do authors use time and space to create a variety of emotional states or feelings (e.g., disorientation, nostalgia, remorse)? What is the relationship between the representation of time and space in a literary work?
Interpersonal Relationships	Effective and Ineffective Communication Family Relationships Friendship and Hostility Individuals and the Community Love and Distain Relationships of Power	How do protagonists of a literary work become transformed as a consequence of their relationships with other characters? In what way do individuals contribute to or damage the well-being of families or communities? How does the sociocultural context influence the development of interpersonal relationships?

Units	Recommended Contexts	Overarching Essential Questions
Duality	Being and Literary Creation Constructions of Reality Introspection Public and Private Images Spirituality and Religion	What questions does literature pose about reality and fantasy? How does the sociocultural or historical context influence the expression of identity? What is the meaning of life (for a character, for an author) and how is this related to beliefs or ideas about death?
Literary Creation	Creative Processes Intertextuality Self-Conscious Literature Texts and Their Contexts	What factors motivate authors to create literary works? In what way does intertextuality contribute to the meaning of a literary work? How does the theme of literature in a literary work influence the experience of readers?

Teachers may base unit goals on essential questions. For example, at the Intermediate High/Advanced Low range (see figure 5.5), a goal could be, "Learners will be able to discuss the effects of technology on youth in the United States, on the students' heritage cultures, and in the communities where the target language is spoken."

When planning units of instruction, instructors might design an **Integrated Performance Assessment,** which requires learners to carry out interpretive, interpersonal, and presentational subtasks. These tasks address a variety of authentic materials in culturally authentic, real-world settings. Figure 5.7 illustrates Integrated Performance Assessments from a fourth-year course in Portuguese for nonnative and heritage speakers. Effective practice includes engaging students with a mix of real-world tasks and audiences from both global and local communities and emphasizes interpretive, interpersonal, and presentational communication—underscoring the importance of developing comprehension (focus on input) prior to developing production (focus on output). For additional discussion of assessment in world languages programs, see chapter 10 of this framework.

FIGURE 5.7: Integrated Performance Assessment (IPA) in a Portuguese Unit

Integrated Performance Tasks

The Interpretive Task, Standard WL.CM1.I

In order to assess his students' proficiency in Interpretive Communication when listening, viewing and listening, and reading, Mr. DaCosta plays a radio interview of Portuguese speakers in a remote part of Angola that has just gained access to cell phone service (Intermediate High, the ability to understand main ideas and some supporting details), a television program from Brazil that reports on the effects of the use of personal computing devices supplied to students in a rural school (Intermediate High), and a report on the use of the internet in other parts of the Portuguese-speaking world (Intermediate High).

As a bridge to assessing the Interpersonal Mode, he asks his students to interpret a variety of authentic texts on similar topics in Portugal, Portuguese-speaking Africa, Brazil, and other parts of the Portuguese-speaking world.

The emphasis on the Interpretive Mode of Communication underscores Mr. DaCosta's understanding of the central role that comprehensible input plays in standards-based instruction. In order to communicate effectively in the Interpersonal and Presentational modes, learners use a small amount of the language, content knowledge, and cultural knowledge and skills acquired as input from authentic texts. Even within the Superior range of proficiency, students of Spanish and Portuguese will be able to read and understand *Don Quijote* or *O Tempo e o vento,* but will not be able to produce this type of language when participating in interpersonal and presentational communication. Since learners cannot control the input they receive, Mr. DaCosta realizes that Interpretive Communication must be the communicative mode that students need to develop proficiency in most of all.

The Interpersonal Task, Standard WL.CM.2.I

Although there are a wide variety of interpersonal tasks, Mr. DaCosta uses the academic tasks of discussion to help students, through negotiation of meaning, to acquire more deeply the information they discover when they interact with authentic materials.

The Presentational Task, Standard WL.CM.3.I

By linking interpersonal discussion to discussion that leads to the development of a product, a presentational task, in this case the design of a video presentation for other members of the class (Intermediate Mid to High), Mr. DaCosta continues to support student processing of the authentic texts introduced in the interpretive phase of the Integrated Performance Assessment.

Standards That Support the Development of Communicative Proficiency

Although Mr. DaCosta's main focus of instruction is interpretive, interpersonal, and presentational communication, he considers the need to address the following standards to ensure that the development of learner communicative proficiency is fully addressed.

Settings for Communication, Standard WL.CM.4.I

Mr. DaCosta asks students to post their presentations on the internet and solicit input from youth in the Portuguese-speaking world (Intermediate Mid*).

Some of Mr. DaCosta's students discover that they enjoy the sources of information they uncovered in Portuguese and choose to continue watching television programs, listening to radio programs, or using written source materials (Intermediate High to Advanced Low*).

*Notice that the setting for the interpretive tasks, viewing, listening, and reading, is at a higher level of proficiency than the presentational task (posting their presentations). This highlights the need for higher levels of interpretive proficiency compared to proficiency in interpersonal or presentational communication.

Language Structures in Service of Communication, Standard WL.CM6.I

Some of Mr. DaCosta's students need practice on the forms and uses of past tenses in Portuguese (Intermediate Mid).

Some of Mr. DaCosta's students need practice in understanding paragraph-level discourse and linking their ideas into paragraphs in order to narrate, describe, or explain (Intermediate High to Advanced Low).

Language Comparisons in Service of Communication, Standard WL.CM7.I

Mr. DaCosta's students need assistance in understanding the wide variety of dialects within the Portuguese-speaking world and some need clarification of variants in formal and informal discourse (Intermediate High to Advanced Low).

Culturally Appropriate Interaction, Standard WL.CL1.I

In order to successfully communicate with e-pals about their video presentations, Mr. DaCosta's students need to have acquired cultural knowledge and skills that permit them to interact in culturally appropriate ways. Since they will be discussing video presentations, whose production requires performance within the Intermediate High to Advanced Low ranges of proficiency, they will need to have the ability to function appropriately with this level of content, and in this level of contexts. Some of them have developed these skills and some of them need to learn them (Intermediate High to Advanced Low).

Cultural Products, Practices and Perspectives, Cultural Comparisons, Intercultural Influences, Standards WL.CL.4.I, WL.CL.5.I, WL.CL.6.I

In order to interpret authentic texts, Mr. DaCosta's students are confronted with cultural products, practices, and perspectives from the Portuguese-speaking world, make comparisons with their experiences in the United States and with their heritage cultures, and notice the effects of technology as it moves from one culture to another (Intermediate High to Advanced Low).

Connections to Other Disciplines, Diverse Perspectives and Distinctive Viewpoints, Standards WL.CN1.I, WL.CN2.I

By participating in this instructional unit, Mr. DaCosta's students expand their understanding of the effects of technology and how it is seen by others in a wide variety of Portuguese-speaking communities (Intermediate High to Advanced Low).

Source: Adapted from "Teaching Portuguese to Spanish Speakers" (Zaslow 2010)

When selecting or creating essential questions, instructors consider the ultimate learning targets for their students for communicative, cultural, and intercultural proficiency. As is illustrated in snapshot 5.3, an elementary Arabic unit on the theme "I Am Unique," Ms. Shadid uses the essential question "What makes me unique?" to launch the unit of study for her grade three Arabic FLES class. Snapshot 5.3 also describes the ways that the teacher designs integrated performance tasks and summative performance tasks to provide students with authentic opportunities to communicate their responses to the essential question at the appropriate proficiency range and phase. Snapshot 5.3 includes a comprehensive list of very specific tasks that Ms. Shadid engages students in during their exploration of the essential question "What makes me unique?" and describes how each task reflects one or more of the WL Standards. An in-depth discussion of each of the standards listed can be found in chapters 6, 7, and 8 of this framework.

Snapshot 5.3: An Elementary Arabic Unit – I Am Unique

Ms. Shadid uses the essential question to guide a five-week unit from an elementary school world language program in Arabic. She uses the unit's goals to guide her students to self-assess their ability to carry out the objectives of the unit.

Language and Grade: Arabic, Grade 3, FLES Class

Approximate Length of Unit: Five Weeks

Proficiency Range: Novice Low/Mid

Weekly Minutes: 225

Theme/Topic: I Am Unique

Essential Question: What makes me a unique person?

UNIT OBJECTIVES

Learners will be able to

- introduce themselves stating their name, age, likes and dislikes (colors, food, drinks, toys, cartoon characters, pets) (Novice Mid; WL.CM3.N);
- greet peers, teachers, and parents (Novice Low; WL.CM2.N);
- tell about feelings and provide one or two descriptions of themselves (Novice Mid; WL.CM3.N);
- respond to questions about their names, ages, likes and dislikes (Novice Mid; WL.CM2.N);
- respond to questions about self (Novice Mid; WL.CM2.N);
- use descriptive words to tell about their unique physical and personal characteristics (Novice Mid; WL.CM3.N);
- identify basic information, types of greetings, likes and dislikes, and basic characteristics of children talking about themselves (Novice Mid; WL.CM1.N);
- identify basic information about main characters when reading a story or watching a cartoon (Novice Mid; WL.CM1.N);
- identify the colors, food, and drinks mentioned in a song, cartoon, and story (Novice Mid; WL.CM1.N);
- write names and ages (Novice Low; WL.CM2.N); and
- copy words that represent the things they like, such as colors, foods, and drinks (Novice Mid; WL.CM3.N).

INTEGRATED PERFORMANCE TASKS

Overview:

As a culminating task in this unit, Ms. Shadid identifies a culturally authentic, real-world task for her students to carry out beyond the constraints of the classroom. In this unit, students create an electronic book on the web in which they design pages about themselves to share with their sister school in Jordan.

In order to prepare her students for presentational communication, Ms. Shadid's students first complete a series of interpretive tasks to learn the language, culture, and content contained in the authentic materials. After her students have acquired receptive knowledge and skill, Ms. Shadid designs activities that support her students in using the knowledge and skills that were developed during the interpretive phase in the interpersonal phase of the unit.

Notice that the knowledge and skills developed during interpretive communication are used in the interpersonal phases of the unit and finally are used again when the teacher designs activities to support her students in successfully carrying out the presentational task.

SUMMATIVE PERFORMANCE TASKS

To assess her students' proficiency in Interpretive Communication, Ms. Shadid addresses Communication Standard 1 within the Novice range of proficiency using written, video, and audio sources, reflected in the following goal:

Interpretive Mode

Students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics from authentic texts, using technology, when appropriate, to access information.

Interpretive Task 1	Interpretive Task 2	Interpretive Task 3
Ms. Shadid's students identify the information contained in a "Students of the Week" chart written by students in an Arabic school (Novice Mid; WL.CM1.N).	While viewing video segments of children talking about themselves, Ms. Shadid's students match children with names, family members, and things they like (Novice Mid; WL.CM1.N).	Ms. Shadid's students listen to songs and identify colors, numbers, and descriptive words mentioned in songs (Novice Mid; WL.CM1.N).

To assess her students' proficiency in Interpersonal Communication, Ms. Shadid addresses Communication Standard 2 within the Novice range of proficiency, reflected in the following goal:

Interpersonal Mode

Ms. Shadid's students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed, or written conversations, using technology as appropriate, in order to collaborate and share information, reactions, feelings, and opinions.

Ms. Shadid's students exchange information about themselves and find out what they have in common using video chat with children from their sister school in Jordan (Novice Mid; WL.CM2.N).

To assess her students' proficiency in Presentational Communication, Ms. Shadid addresses Communication Standard 3 within the Novice range of proficiency, reflected in the following goal:

Presentational Mode

Ms. Shadid's students present information, concepts, and ideas on a variety of topics and for multiple purposes, in culturally appropriate ways, adapting to various audiences of listeners, readers, or viewers using the most suitable media and technologies to present and publish.

Ms. Shadid's students create an electronic book on the web in which they design pages about themselves to share with their sister school in Jordan (Novice Mid; WL.CM3.N).

STANDARDS THAT SUPPORT PERFORMANCE IN THE COMMUNICATIVE MODES

Ms. Shadid addresses the communicative standards in each instructional unit. She addresses other standards, as needed, to meet her communicative objectives.

Communication Standard 4 (Sample Evidence)

Ms. Shadid specifies highly predicable common daily settings in which her students will carry out communicative tasks, reflected in the following goal:

Settings for Communication 1

Students use language in highly predictable common daily settings (NOVICE), transactional and some informal settings (INTERMEDIATE), most informal and formal settings (ADVANCED), informal, formal and professional settings, and unfamiliar and problem situations (SUPERIOR) in their communities and in the globalized world.

Ms. Shadid's students use video chat to interact with children from their sister school in Jordan. They publish on a website shared by their school and a sister school in Jordan (WL.CM4.N).

Communication Standard 4 (Sample Evidence)

Ms. Shadid's students recognize language-use opportunities outside the classroom and set goals, reflecting on progress, and use language for enjoyment, enrichment, and advancement, reflected in the following goal:

Settings for Communication 2

Students recognize (NOVICE), participate in (INTERMEDIATE), initiate (ADVANCED), or sustain (SUPERIOR) language-use opportunities outside the classroom and set goals while reflecting on progress, and use language for enjoyment, enrichment, and advancement.

Ms. Shadid's students use the internet to watch children's programs and cartoons and listen to songs that are enjoyable (WL.CM4.N).

Communication Standards 5 and 6 (Sample Evidence)

Ms. Shadid's students use writing systems to communicate, reflected in the following goal:

Language Structures in Service of Communication

Students use structures: sounds, parameters (ASL), writing systems (NOVICE), basic word and sentence formation (INTERMEDIATE), structures for major time frames, text structures for paragraph-level discourse (ADVANCED), all structures and text structures for extended discourse (SUPERIOR) in order to communicate.

Ms. Shadid's students recognize the main features of Arabic letters (Novice; WL.CM5.N, WL.CM6.N).

They recognize how Arabic letters connect in writing either from one side or both sides (Novice; WL.CM5.N, WL.CM6.N).

Communication Standards 5 and 6 (Sample Evidence)

Ms. Shadid's students use learned words and phrases to communicate, reflected in the following goal:

Language Text Types in Service of Communication

Students use language text types: learned words, signs and fingerspelling, and phrases (NOVICE), sentences and strings of sentences (INTERMEDIATE), paragraphs and strings of paragraphs (ADVANCED), or coherent, cohesive multiparagraph texts (SUPERIOR) in order to communicate.

Ms. Shadid's students use learned words and phrases in video chat, and in the creation of the electronic book with their web pages (Novice; WL.CM5.N, WL.CM6.N).

Communication Standard 7 (Sample Evidence)

Ms. Shadid's students compare similarities and differences in the target language and those they know in order to interact with communicative competence, reflected in the following goal:

Language Comparisons in Service of Communication

Students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and those they know in order to interact with communicative competence.

Ms. Shadid's students recognize that Arabic is written from right to left (Novice; WL.CM7.N).

They recognize Arabic sounds that do not exist in English (Novice; WL.CM7.N).

CULTURES AND CONNECTIONS STANDARDS

Cultures Standard 1 (Sample Evidence)

Ms. Shadid's students interact with cultural competence and understanding, reflected in the following goal:

Culturally Appropriate Interaction

Students interact with cultural competence and understanding.

Practice: Ms. Shadid's students recognize differences when greeting adults (a teacher) and peers that reflect respect and gratitude (Novice; WL.CL1.N).

Perspective: Her students recognize why Arabs demonstrate respect and gratitude (Novice; WL.CL1.N).

Practice: They recognize practices, kissing the hand and/or head of parents when greeting them (Novice; WL.CL1.N).

Perspective: They recognize that Arabs respect elders (Novice; WL.CL1.N).

Cultures Standard 2 (Sample Evidence)

Ms. Shadid's students reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them in order to interact with cultural competence reflected in the following goal:

Cultural Products, Practices, and Perspectives

Students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them in order to interact with cultural competence.

Practice: Ms. Shadid's students say "*al-Hamdu lillah*" regardless of how they feel and say "*Subhan Allah*" when they see beautiful things (Novice; WL.CL2.N).

Perspective: Her students recognize that Arabic speakers use these phrases to show that they are grateful to God for giving human beings the Earth and all that it contains (Novice; WL.CL2.N).

Cultures Standard 3 (Sample Evidence)

Ms. Shadid's students reflect on the nature of culture through comparisons of similarities and differences in the target cultures and those they know in order to interact with cultural competence, reflected in the following goal:

Cultural Comparisons

Students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and those they know in order to interact with cultural competence.

Practice: Ms. Shadid's students greet individuals of the same and different genders. For example, men kiss each other as do women as a sign of warmth. Men and women usually do not touch and rarely kiss (Novice; WL.CL3.N).

Practice: Her students recognize typical roles of men and women when they interact (Novice; WL.CL3.N).

Cultures Standard 4 (Sample Evidence)

Ms. Shadid does not address all of the standards in each of her instructional units. The following goal was not addressed:

Intercultural Influences

Students demonstrate understanding and use the target language to investigate how cultures influence each other over time in order to interact with intercultural competence.

This standard is not addressed in the unit.

Connections Standard 1 (Sample Evidence)

Ms. Shadid's students expand their knowledge of other disciplines using the target language, reflected in the following goal:

Connections to Other Disciplines

Students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems in order to function in real-world situations and academic and career-related settings.

Ms. Shadid's students recognize that Arabic is spoken and studied in many countries (Novice; WL.CN1.N).

Connections Standard 2 (Sample Evidence)

Ms. Shadid's students access information and diverse perspectives that are available through the language and its cultures in order to function in real-world situations reflected in the following goal:

Diverse Perspectives and Distinctive Viewpoints

Students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures in order to function in real-world situations and academic and career-related settings.

Ms. Shadid's students learn diverse perspectives from web-based books and from their sister school in Jordan (WL.CN2.N).

They learn diverse perspectives from children's programs, songs, and cartoons that are available online (WL.CN2.N).

Authentic Materials Resources

"Students of the Week" chart; video segments; children's programs, cartoons, and songs on the internet.

Source: The goal statements contained in the unit template were adapted from the *World-Readiness Standards for Learning Languages* (National Standards Collaborative Board 2015) and "Outcomes for Language and Culture Learning" (Zaslow 2016). The unit template was adapted from *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi and Terrill 2017).

Using Authentic Materials

The most efficient way to gain access to language, culture, and content—and the best way to ensure that learners are prepared for real-world, culturally appropriate interaction—is through the use of authentic materials. These are materials that are designed by and for individuals who speak the language and share its cultures and its perspectives on content (Glisan and Donato 2017).

Teachers who implement a framework-aligned instructional approach use authentic materials readily available on the internet and in the local community: menus, calendars, cookbooks, news programs, magazines, maps, and advertisements, among others. For guidance on how to locate and select authentic materials such as these, please refer to the subsection "Technology that Enhances Instruction" later in this chapter.

At the same time, teachers may experience challenges locating and using authentic materials rich in language, culture, and content. Collaboration among teachers in this endeavor is well worth the effort as the use of authentic materials has a powerful effect on student learning.

In order to provide models for culturally appropriate, real-world language use, teachers locate authentic video, audio, or print media that provide access to real-world language and topics (content), as well as products, practices, and perspectives from the target cultures. Teachers can create and strengthen a culture of collaboration with colleagues by sharing resources—including on digital platforms—that support language-specific efforts to identify and classify multiple authentic audio, video, and print media.

Authentic Materials and Interpretive Communication

Recognizing that students may not understand every word in authentic materials, teachers use a wide variety of strategies for making the language, culture, and content comprehensible to their students. (For additional strategies aligned to specific WL Standards, see chapter 6, Teaching the Communication Standards, chapter 7, Teaching the Cultures Standards, and chapter 8, Teaching the Connections Standards.) Since authentic materials can be used with students performing within different ranges of proficiency, teachers design tasks that are appropriate to the specific range of their students' proficiency. They adapt tasks to accommodate student levels of proficiency rather than the texts they use for interpretation. Teachers prepare students for interpretation by interesting them in the theme of the lesson, building on prior knowledge, and previewing key language, culture, and content. Teachers ask students to make predictions, provide nonlinguistic supports to meaning, and work with texts multiple times using different interpretive tasks that focus student attention on language, culture, or content. They break up texts into smaller segments in order to help students skim for main ideas and then scan for supporting details. Teachers use texts with story lines or content that can be divided into logical parts since texts with these characteristics are easier to understand and recall.

Authentic Materials and Interpersonal Communication

Once learners understand the language, culture, and content contained in the authentic materials used during interpretive communication, they need multiple opportunities to practice their interpersonal communication skills in order to prepare to communicate in target-culture communities. To gain proficiency in interpersonal communication, learners practice carrying out real-world tasks in multiple settings, such as making purchases in a variety of venues, asking for directions, or making an appointment. They also practice combining various elements of the language, culture, and content they learned by using authentic materials.

As students gain proficiency using the target language in a variety of culturally authentic settings, teachers integrate language, culture, and content in more demanding simulations or real-world interpersonal tasks.

Authentic Materials and Presentational Communication

Once students have had an opportunity to carry out a number of interpersonal tasks using what they have acquired from authentic materials, they are able to complete real-world presentational tasks with sufficient clarity and accuracy to be successfully understood by target-culture audiences. Presentational tasks can be signed, oral, or written; they can also combine both speech and writing.

When constructing presentational tasks, teachers focus learner attention on culturally appropriate behavior and target-culture audiences. The ability to negotiate meaning and resolve misunderstandings, a characteristic of interpersonal communication, is absent in the presentational mode. In presentational tasks, rubrics are useful to guide the many drafts that may be necessary to produce clear and accurate texts that communicate effectively with the target audiences.

Ms. Mizrachi uses these materials at the end of the second semester of her second-year Hebrew course. She realizes she can use similar tasks with different language classes, so she changes the lesson title to "An Invitation from Paul" and modifies key cultural details in the lesson so that she can also use it at the end of the first semester of her first-year French course. In adapting the original lesson for the French class, she is particularly mindful of Cultures Standards and Communication Standards 5–7 (Structures and Languages Comparisons in Service of Communication).

FIGURE 5.8: Using Authentic Video Texts

The tables below provide suggestions for using authentic video texts in a second-year Hebrew course and a first-year French course. The first of two tables addresses the input phase of a lesson, while the second table addresses the output phase of the lesson.

Lesson title: An Invitation from Itai (Hebrew 2B, Week 30)

Input Phase of Lesson	
Instructional Activity	**Educational Principle**
Ms. Mizrachi uses an authentic video text she found on the internet, created by Itai, an Israeli teenager, and his high school class. He is very proud of his country and has invited Ms. Mizrachi's class to spend several weeks with his class in Israel. Ms. Mizrachi instructs her students to watch the video and decide where they would like to visit. She prompts students to write their responses in Hebrew when they are able and in English when they are not.	Ms. Mizrachi created a real-world task for her students to carry out with the video. Standards: Students gain access to content from other disciplines and view cultural products and practices as they interpret the video.
Ms. Mizrachi asks students to identify the places they would like to visit in Israel. Her students copy the locations that their classmates identify.	Ms. Mizrachi provides the target-language equivalents for words and phrases that students say in English (vocabulary development in context, with a real-world purpose).
Ms. Mizrachi informs her students that they did not understand enough of the video to make a final decision and provides them with a script. Her students underline what they are able to understand.	Listening and reading are different forms of receptive proficiency. For this reason, students who may not understand what they hear may, when they read, be able to more deeply comprehend a text. Ms. Mizrachi provides her students with multiple paths to meaning. When working with an audio or video text (a more difficult task), she often provides a target-language script to deepen understanding.

Instructional Activity	Educational Principle
Ms. Mizrachi's students work in groups with written questions to identify parts of the text that are central to its meaning. She speaks only in Hebrew when helping students establish the facts.	Students at the Novice level of proficiency can understand more language than they can produce. For that reason, Ms. Mizrachi asks questions in Hebrew to which students respond with appropriate phrases they identify in the text.
Ms. Mizrachi creates a true/false quiz on the content of the selection.	Ms. Mizrachi's students read the text a number of times and gain greater comprehension of its meaning in preparation for the quiz.
Ms. Mizrachi plays the video one more time. Her students are amazed how much they understand.	Not only have Ms. Mizrachi's students enhanced their ability to understand the text, they also have learned content from other disciplines and have made sense of the cultural content, practices, and perhaps perspectives present in the video text.
Ms. Mizrachi once again asks students to identify the places they would like to visit in Israel.	Ms. Mizrachi's students respond more fully since they understand more of the video and have had the opportunity to write and say words and phrases.

Output Phase of Lesson	
Instructional Activity	**Educational Principle**
Ms. Mizrachi's students are given a questionnaire in Hebrew on which they indicate their preferences. The questionnaire may include questions such as *Would you like to stay in a kibbutz? Live with a host family? Live at a boarding school?* Ms. Mizrachi's students indicate yes or no on the questionnaire.	Since students will always be able to produce (say or write) less than they will be able to understand, Ms. Mizrachi will have to identify a subset of the material contained in the video to target for productive proficiency. Replacing generic textbook vocabulary with interesting real-world language found in authentic texts will help students enhance their knowledge and proficiency.
Ms. Mizrachi's students circulate throughout the room and ask others about their preferences. They note the names of their classmates and their responses.	Ms. Mizrachi's students are given the opportunity to participate in meaningful and personalized guided practice in preparation for carrying out a real-world task.
Ms. Mizrachi asks her students to divide into groups based on their preferences: spending time in the north, the center, the west, or the south of the country. Students groups produce itineraries (with added input from the internet) to be sent to Itai and his class.	Ms. Mizrachi's students work in groups to accomplish a real-world task, in this case creating an itinerary that will be placed in a message and sent to Itai and his class for their consideration.
Ms. Mizrachi asks her students to imagine they are visiting Itai and the members of his class. The students write email correspondence to their Hebrew school telling about their trip and including pictures found on the internet.	In order to gain control of the linguistic functions, Ms. Mizrachi's students need multiple contexts in which to practice the language they are learning.

Instructional Activity	Educational Principle
Students then write to thank Itai and his class and extend an invitation to them to visit the United States. They produce an electronic video document in which they highlight the community in which they live.	In order to gain real-world proficiency, Ms. Mizrachi's students need to use what they have learned in settings in which they have not practiced.
Depending on the time allocated to this unit, Ms. Mizrachi can select other content to teach or recycle, such as travel, weather, clothing, and food, among other topics.	Recycling and spiraling (teaching content from higher levels of proficiency) are powerful tools that will help strengthen students' fluency in the language and push them to higher levels of performance.

Ms. Mizrachi knows that the use of authentic video texts is a powerful tool since it prepares students to function in the world beyond the classroom. As Advanced Placement (AP) examinations, International Baccalaureate (IB) examinations, and National Examinations in World Languages (NEWL) require culturally appropriate, real-world language use, Ms. Mizrachi builds in this type of proficiency beginning at the Novice range of proficiency on the first day of the first year of instruction.

Ms. Mizrachi uses authentic video texts since she knows that they:

- Provide access to authentic language in the way that it is spoken by real people (regional/social dialects)
- Provide access to the core curriculum (physical/cultural geography, history, art/music, current events)
- Provide a window on cultural products, practices, and perspectives
- Provide opportunities to create real-world productive (speaking, signing, and writing) tasks such as:
  - Identifying preferences (substituting real-world language and content for the generic content in textbooks)
  - Proposing an itinerary
  - Writing email correspondence back home
  - Thanking a host and extending an invitation to visit the United States
- Provide for natural recycling/spiraling of language

Source: Adapted from "The World Language Teacher's Toolbox" (Zaslow 2009)

Technology That Enhances Instruction

As teachers design learning experiences intended to build students' global competence, technology and use of the internet are important tools and lead to students developing skills that contribute to their college and career readiness. The **California Education for a Global Economy (CA Ed.G.E.)** Initiative calls for expansion of language programs at all grade levels across the state and stresses the importance of creating globally competent graduates who possess communicative proficiency and the ability to connect with speakers of the target language in their own community and around the world.

It is important that teachers ensure that any use of instructional technology with students complies with their school or district **acceptable use policy (AUP)** as well as California and federal laws regarding the protection of student information and data. These laws include the Student Online Personal Information Protection Act in California and federal laws such as the Family Educational Rights and Privacy Act (FERPA), the Children's Online Privacy Protection Act (COPPA), and the Children's Internet Protection Act (CIPA). This is equally as important when students are using their own devices.

One particular area where these laws become extremely important is in the use of technology tools that allow students to interact with speakers of the target language around the world. It is essential teachers vet potential platforms where students may interact with target-language speakers to make sure that students are not exposed to inappropriate materials and that students' identities are protected. One way to protect students' identities is to have them post using only their first name or perhaps using a name used in the classroom environment. Students can choose a name from the target culture or come up with a pseudonym for this purpose.

As teachers explore the possible online resources and platforms available to provide students with access to target-culture communities around the world, it is important to consult with district personnel who manage online access in the district about specific platforms and how students will interact with those platforms.

The WL Standards call for language teachers to conduct careful research to identify authentic video, audio, and print media to include in their world languages curricula. They do this using multiple means of engagement in order to give learners access to real-world language, content, and culture (products, practices, and perspectives) in meaningful ways. Additionally, because teachers can seek out authentic materials using technology, they are able to provide students with choice as they interact with the varied media. This allows students to select tools that meet their needs and preferences and to have access to multiple means of action and expression.

Teachers use a variety of technology tools to allow their students to access information, engage in interpersonal communication with speakers of the target language, and publish for authentic audiences. However, it is important to use even greater caution if students' faces—or other identifying features, such as a sports jersey with their school and number—will be visible or their voices will be heard through a recording, as commonly

occurs when students create videos for presentational speaking or signing activities. In these cases, express written permission by the students' guardians is generally required unless the students' work will never be shared beyond the classroom, even if their names are not included in the video.

Technology tools can also help teachers provide multiple means of representation, such as providing students with visible and nonvisible disabilities better access to the curriculum through accommodations and modifications. For example, a student with dysgraphia can use technology to type or may use speech to text, such as on a smartphone when dictating to compose a text message to record a written response.

> Using technology should be a part of the lesson when it is essential to the success of the lesson and in service of language learning.

When considering the best technology for classroom activities, teachers can keep in mind that technology is most effective when it is used to enhance instruction and learning and not because the technology is simply fun or exciting. In other words, using technology should be a part of a lesson when it is essential to the success of the lesson and in service of language learning. Additionally, it is likely true that teachers will need to plan to teach students how to use a new technology and to practice using it. This includes teaching students how to use online dictionaries as a resource for communication or using a presentation or slideshow program or platform to prepare appropriate visuals for Presentational Communication activities.

The integration of technology in the classroom is a continuum, as described in the SAMR model shown in figure 5.9. Teachers should strive to move along the continuum from "enhancement" to "transformation" as they incorporate technology resources in their instruction. For more information about lesson design principles, see chapters 2, 6, 7, and 8 of this framework.

FIGURE 5.9: SAMR Model for Using Technology in Classroom Instruction

THE SAMR MODEL
Dr. Ruben R. Puentedura

S SUBSTITUTION
Technology acts as a direct substitute, with no functional change

A AUGMENTATION
Technology acts as a direct substitute, with functional improvement

M MODIFICATION
Technology allows for significant task redesign

R REDEFINITION
Technology allows for the creation of new tasks, previously inconceivable

ENHANCEMENT

TRANSFORMATION
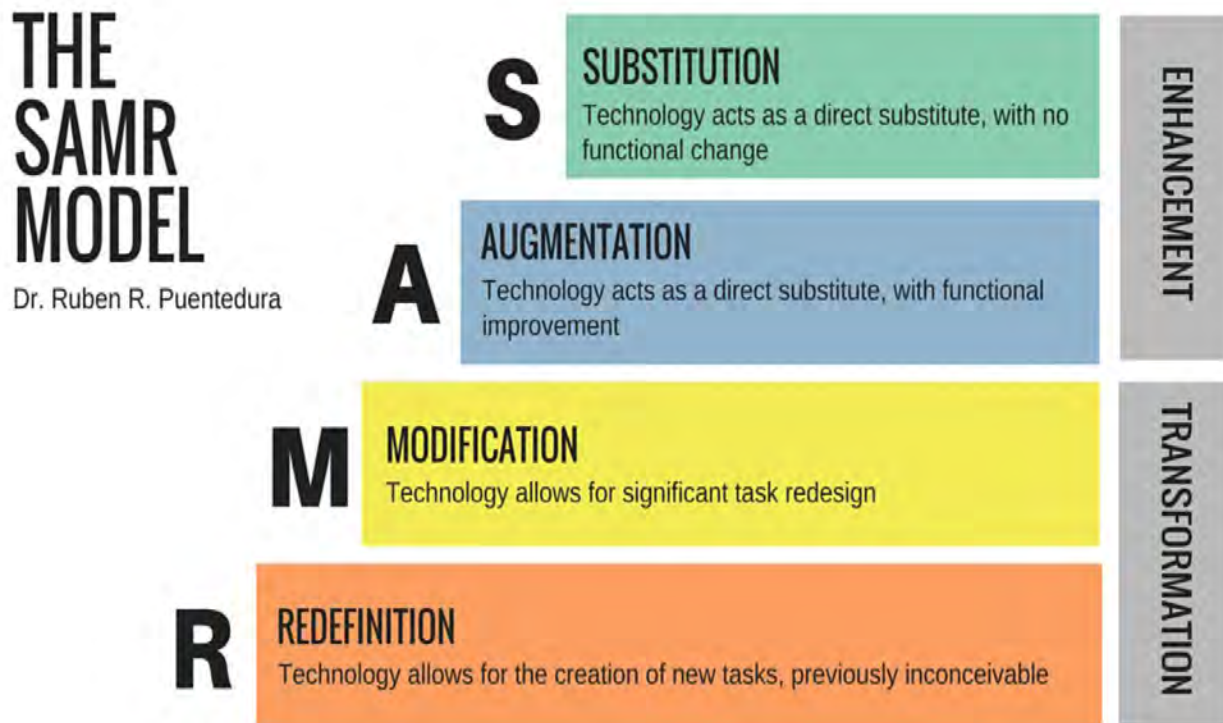
[Text accessible version of figure 5.9](#)

Source: Instructional design/SAMR Model/What is the SAMR Model? (Wikiversity 2018)

As they incorporate technology into the world languages curriculum, it is important for teachers to adjust their practice to move from **substitution** (technology takes the place of a paper and pencil activity) toward **redefinition** (technology allows students to do something they could not have done if it were not available). Figures 5.10, 5.11, and 5.12 include examples of tasks appropriate for different proficiency ranges to apply or demonstrate knowledge in language using technology which show the progression in the SAMR model. More in-depth discussion of proficiency ranges and phases and appropriate activities and tasks in the WL Standards can be found in chapters 6, 7, 8, and 9 of this framework.

FIGURE 5.10: Sample SAMR World Language Activities/Tasks for Novice Learners

NOVICE				
Concept	**Substitution**	**Augmentation**	**Modification**	**Redefinition**
Create a map of people who are supportive of you.	Students use a digital or online drawing tool/ platform to create their map or diagram.	Students add digital photos and other images available online to their map or diagram.	Students use a digital or online presentation tool/platform to create a presentation about the people who are supportive of them.	Students use a video app to record simple biographical information about the people who are supportive of them.
Share basic information about self (age, birthdate, favorite/ least favorite activities).	Students use a document sharing platform to answer questions. If they do not know a word, they may consult an online dictionary.	Students share their document with a partner for peer review. Reviewers use the online reference platform to verify word choice.	Students create a presentation and add images and text to the slides.	Students record a video introducing themselves.

Students in a grade two French Dual Language Immersion (DLI) class (Novice) learn early in the school year how to introduce themselves to another person—by mentioning their name, age, birthdate, and where they live. As a summative activity in that unit, rather than have students stand in front of the class and introduce themselves to their classmates, the teacher asks students to record a video introducing themselves to students in the other grade two DLI class on campus. As they prepare this presentational speaking task, they will learn video production techniques in addition to refining and polishing their message in French. Through the addition of technology, the teacher provides students with a real-world task that they might be called upon to do outside of the classroom setting.

FIGURE 5.11: Sample SAMR World Language Activities/Tasks for Intermediate Learners

INTERMEDIATE				
Concept	**Substitution**	**Augmentation**	**Modification**	**Redefinition**
Write a journal entry in the target language.	Students use a document sharing platform to write a journal entry.	Students and the teacher use an online digital portfolio platform to post and review the journal entry. The teacher provides written or oral feedback to students.	Students use an online audio recording platform or app to record their journal as a podcast and post it in the digital portfolio for review by the teacher.	Students post both their written journal and podcast recording to a digital portfolio or personal or class website.
Give and follow directions using a map.	Students receive an electronic file with written instructions. They then use an online map platform to navigate the directions.	Students participate in an online quiz to see how many people in the class arrived at the correct location.	Students work together to create their own directions/ map activity. They create the directions online as well as their own online quiz.	Students use an online map platform to follow the directions and take the online quiz created by their peers.

In a year 3 Japanese course in high school (Intermediate), students prepare a written journal of their activities during the winter break and post their entries to their folder on a digital educational portfolio platform set up by their teacher. Once they return to school after break, they peer edit three classmates' entries and receive feedback from classmates and the teacher on their own entries. After the peer editing activity, each student records either an audio podcast or a video blog of their activities during the break and posts them to their digital portfolio folder. In this activity, the teacher incorporates technology that reflects personal and professional activities the students may engage in outside of the classroom setting in order to augment and enrich the presentational task that traditionally would occur on paper.

FIGURE 5.12: Sample SAMR World Language Activities/Tasks for Advanced Learners

ADVANCED				
Concept	**Substitution**	**Augmentation**	**Modification**	**Redefinition**
Describe a picture.	After viewing a photograph on a target-culture website, students investigate the details of the story. They use an online brainstorming platform to organize their ideas.	Students write sentences to describe what happened in the picture, including narration and description. They post their sentences to the same online brainstorming platform.	Students write a narration about the picture to post on their blog.	Students use an online storytelling app/platform to create a multimedia presentation narrating and explaining what happened in each image included in the presentation.
Write about past events.	Students who participated in a summer travel abroad program write about their experiences in the target culture in a document sharing platform, using an online dictionary as needed.	Students write and publish a blog post about what they learned about cultural products, practices, and perspectives during their travel abroad program.	Students use an online recording platform to record a podcast in which they narrate their experiences in the target culture during their travel abroad program. They post their podcast on the class website.	Students will use an online storytelling platform or app to create a multimedia presentation of their summer travel abroad program experience. They post the presentation on the website of the travel abroad program as a testimonial for potential future travelers to view.

Source: Adapted from SAMR World Language (EdTech Hub 2020)

During an Advanced Placement (AP) German Language and Culture unit on artists of the twentieth century, students learn to observe images and describe both what they observe and what message they believe the artist was attempting to convey. As a culminating activity, students are asked to create a multimedia presentation in which they select a specific work of art and explain what they observe and how they interpret the artist's message, in slideshow or video form or using another visual digital platform. Once the presentations are complete, students share them with classmates and discuss the results. They then edit as needed to reflect a finished product for a class museum during the school's Open House event, where students will share their work with visitors. This activity provides students with the opportunity to develop their collaboration skills. Additionally, when students use technology to prepare a presentation and then participate in a "poster session" during Open House, they are practicing a skill that they may use in future college or career scenarios.

Another issue that teachers consider is which technology resources are available to them in their school setting and what access their students may have to technology in and outside the classroom setting. It is very important for teachers to preview any technology resource they intend for their students to engage with for appropriateness before the students begin using the resources. Technology access in school settings is increasing, yet the availability of specific tools and connectivity vary. Cost may also be a factor, since many online tools have only limited free versions and may require payment to upgrade to versions with more robust capabilities. Most tools provide useful charts comparing versions that teachers can use to help determine which version is best for their needs.

Some schools and districts are choosing to adopt the use of **learning management systems (LMS)**, such as Blackboard or Canvas, to provide teachers with the ability to create content that is housed on the LMS. This option provides students with the ability to interact with the content, engage in discussion threads, and publish their work. Advantages to using LMS include the support of content in various formats (video, text, audio), access to the materials anytime and from any location, and providing students with the ability to learn collaboratively through the online platform. However, use of LMS requires schools and districts to provide a robust technology infrastructure and train teachers to adapt traditional teaching methods to this online setting. The world languages classroom is a particularly appropriate content area to use LMS since it is frequently easier to access authentic materials through online sources.

For example, a teacher can curate a series of vetted online materials and resources that they intend for their students to consult as they explore content such as traditional foods eaten by the members of a target culture at each meal. By viewing photos and videos, reading blogs or menus, and listening to audio broadcasts, students can engage in comparisons of products, practices, and perspectives related to food and meals that they would not have access to if they could not access the technology through the school's LMS. The internet provides teachers and students with the opportunity to interact with target-language speakers around the world, both in real time and on a time delay— depending on the location of the speakers and the students.

In addition to more traditional applications and web-based platforms, teachers may want to consider using **virtual reality (VR)** and **gamification** as potential resources for classroom activities. Virtual reality is the use of computer technology to create a simulated environment. Platforms and apps that allow participants to view and interact with real-world environments, using VR headsets or viewers, make it possible for teachers to take students on virtual tours of locations where the target language is spoken. Gamification uses gaming elements such as badges, points, levels, and leaderboards within classroom activities. The intent is to allow students to both succeed and fail in a game-like context. This approach has the benefit of tapping into the learner's motivation to progress through challenges and toward achievement goals.

As teachers and schools work to incorporate appropriate technology into learning experiences in the world language classroom, they can seek guidance from documents that provide guidelines for online teaching. One such resource is the *National Standards for Quality Online Teaching* (2011) published by the International Association for K–12 Online Learning (iNACOL). This document offers self-assessment rubrics for teachers as they develop the capacity to include technology tools in their instruction, including how to engage and include learners of all abilities through the use of online learning environments.

> When designing learning experiences that include the use of technology, teachers ensure that they develop students' digital and media literacies by teaching students how to appropriately research information, how to respect copyright laws, how to evaluate the validity of sources, and how to behave appropriately online.

When designing learning experiences that include the use of technology, teachers ensure that they develop students' **digital** and **media literacies** by teaching students how to appropriately research information, how to respect copyright laws, how to evaluate the validity of sources, and how to behave appropriately online. Teachers of Intermediate range students can have their students become market researchers who design and conduct an online survey for a new restaurant regarding changing the menu by adding new international food items. Following the survey, the students then analyze the data and create an online graph that summarizes the survey results. Finally, in a visual and narrative report to the restaurant manager, the students make recommendations for menu changes and additions. They use tools such as presentation or animation software or online tools in order to make their presentation to the restaurant owner.

The following sections outline ideas for how teachers may begin their research into online resources. Suggestions are organized by communicative mode: Interpretive, Interpersonal,

and Presentational. Since online platforms and sources change frequently, it is impossible to create an exhaustive list of specific online resources. Likewise, it is difficult to guarantee that any tools listed will continue to exist in future, so the lists provided are designed to give teachers an idea of where to begin their research. Once teachers identify online resources they wish to use, they should bookmark or download materials in accordance with copyright laws.

Teachers have many options when selecting technology that they and their students are comfortable using. Technology has the potential to support student practice of interpersonal, interpretive, and presentational communication. It also allows students to engage with target cultures through the use of authentic resources.

Some schools are adopting technology-free policies which do not allow students to use technology during the course of the school day. Teachers in **technology-free schools** can still use authentic materials that are available online by printing documents for their students to use in class. For example, an AP Italian teacher identifies an article on an Italian news website which discusses the current statistics related to homelessness in Italy. They then can print a copy of the article for their students to interact with as they engage in cultural comparisons of the homeless crisis in Italy and in the United States. Additionally, although students in a technology-free school setting are not supposed to use devices, teachers can still make use of their devices to project web-based resources for their classes to interact with, such as video clips and websites.

Technology for Interpretive Communication

Teachers of world languages increasingly use online audio and video resources to access authentic content and culture. Online resources empower teachers to guide students to current materials on engaging topics in the target cultures they are studying. Teachers research and identify appropriate online sources and collaborate with other teachers to continually update their curated list of resources.

Part of researching potential sources for online content is ensuring materials are age-appropriate and interesting to students. Because the resources need to adhere to the definition of authentic materials, it is very likely that the language proficiency level will exceed students' proficiency in the target language. Teachers do not need to reject these resources for their students. Rather, the teacher edits the task, not the text.

In other words, teachers use the text from the target-culture online resource, while designing an activity for their students to demonstrate what they are able to understand from the text given their current proficiency range and phase. For example, a teacher of Spanish selects a text from a website that produces current events news for children in Ecuador. The teacher uses the same text for both Novice and Intermediate range students by asking each group to complete different tasks to demonstrate their understanding according to their proficiency range. A Novice learner would be asked to identify key words that they know and also guess meaning from context (memorized words/phrases). In contrast, an Intermediate learner would be asked to explain the overall message of the

text (sentence level). In another example, a teacher may provide the same news article to Novice and Advanced learners. The Novice learners will be asked to identify words in the headline and photo captions, while Advanced learners will be given activities that require them to identify key concepts and summarize the author's message, citing evidence from the text.

The ideas listed below are a starting point to help language teachers begin research for interpretive communication resources. As is true when assessing the quality of all curricular materials, it is important to verify that resources are free of bias and are culturally sensitive, and also meet district policies. Teachers are encouraged to look for online resources from places where the target language is spoken that:

Represent government agencies, including, but not limited to, those that focus on health, nutrition, education, and the environment

- Represent news outlets
- Represent nonprofit organizations
- Focus on specific causes
- Are designed to meet the needs of specific age groups, including, but not limited to, young children and adolescents
- Represent agencies and organizations dedicated to specific fields, industries, sports, or other activities
- Provide opportunities for interaction between members of the target culture (social media platforms)

Technology for Interpersonal Communication

Technology can provide teachers with real-world opportunities to communicate with speakers of the target language, both in real time and asynchronously. For example, a teacher may be able to form a partnership with a class in the target culture located in a similar time zone. This would allow the two classes to communicate **synchronously**, in real time, via a video conferencing platform. On the other hand, a teacher whose class is in a very different time zone from their partner class may need to use technologies such as email or other platforms that allow for **asynchronous communication**—communication that is not happening at the same time in both locations.

For example, a teacher of French 4/AP makes a connection, through the World Wise Schools program, with a volunteer in the Peace Corps serving in Western Africa. The volunteer is working in the local school to teach English to the students, who speak French and local African languages. Due to serious restrictions of internet access in the volunteer's village, it is not feasible for the students and the volunteer to connect in real time via the internet, so the volunteer sends photos of the African school setting and sends letters and journal entries about daily life as well as messages written by the students by traditional mail. To segment the learning for students, the teacher uses an online media curation tool designed for educational purposes to take selected excerpts from the written

messages and intersperse them with photos and maps. Students then use computers to move through the curated lesson and respond in writing and orally using the platform's tools to each stimulus product and to prompts set up by the teacher.

In another example, a Spanish 4 teacher (Intermediate Mid) introduces students to the essential question, "How do educational systems shape individual and collective identities?" Prior to this lesson, students had already learned and practiced vocabulary about the school system in Spain from elementary through university level. On the first day of this activity, the teacher provides students with a short article from a teen magazine in Spain about the ERASMUS program. ERASMUS is an initiative of the European Union that provides students with the opportunity to study or gain work experience in another European country while completing their college degree. The students in the Spanish 4 class read the article in groups, pausing to process and discuss the content in the target language (Interpretive and Interpersonal). The teacher checks student understanding throughout the process.

The next day, students use a free technology tool that facilitates threaded video conversations to record questions in Spanish that they would like to ask someone who is participating in ERASMUS (Presentational speaking). The teacher then sends the link to the threaded video site to a Spanish student studying in a different European country. (Note: The Spanish teacher will have already identified a student in the ERASMUS program who is willing to participate through personal connections with teachers in the target culture.) When the Spanish student's responses are recorded in the threaded video site, the teacher then provides the link to the class with instructions on how they will listen and respond. The students then access the tool, using the link provided, and listen to the reply to their questions and can send follow-up comments or questions (Interpretive and Presentational).

As technology allows students to text or email speakers of the target language asynchronously as well as engage in synchronous communication, teachers make every effort to ensure students' online safety and security with consideration to the AUP of the school or district. Many teachers reach out to colleagues who teach in the target culture to form partnerships between schools to engage in ongoing communication, both written and oral. While technology allows for additional target-language interactions, it is important for teachers to consider the target-culture community resources within the immediate environment. Some resources for target-culture interactions in local communities include businesses, museums, nonprofit organizations, and heritage and community organizations, among others.

There are also a variety of online services that match teachers from classrooms around the world who are interested in exploring a particular topic or engaging in communication in a specific language. Because the nature of online resources is that services and platforms are constantly changing and new resources are developed all the time, teachers will need to continuously update their familiarity of currently available platforms and services. Teachers also research the online platforms that their students are using and make use of them as appropriate. As always, teachers and schools refer to FERPA to protect students' privacy while they engage in online interactions.

Examples of tools to facilitate Interpersonal speaking/signing

- Online communication apps
- Online meeting platforms
- Online video conferencing services

Examples of platforms for Interpersonal written communication

- Educational platforms
- Learning management systems
- Online brainstorming platforms
- Social media platforms

Examples of online services to connect teachers to speakers of other languages

- World Wise Schools: Peace Corps https://www.cde.ca.gov/ci/fl/cf/ch5.asp#link1

Technology for Presentational Communication

One of the pillars of the Common Core State Standards is that students publish their work—oral, visual, and written—and are given opportunities to communicate beyond the classroom setting (CCSS.ELA–Literacy.CCRA.W6: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others). Employing technology tools permits teachers to provide their students with access to real-world presentational communication that is appropriate for their age and proficiency range.

As with interpersonal communication via technology, teachers carefully research platforms and resources to make sure that they are age appropriate, safe, and secure. For example, elementary teachers may have their students use storytelling apps designed for tablets or may record and store their students' work in an age-appropriate digital portfolio that parents can access. Secondary teachers may have their students create blogs that are shared and discussed with partner classrooms from the target culture or may encourage students to post comments on a target-culture online forum.

Examples of platforms for presentational speaking/signing

- YouTube
- Platforms that allow for asynchronous discussion threads to connect students to people who use the target language
- Online recording tools
- Digital portfolio platforms
- Storytelling apps for tablets
- Screen-casting software and websites which allow students to add narration or voice-over to their work
- Technology tools that facilitate threaded video conversations

Examples of platforms for presentational writing

- Google Classroom or Google Sites
- Google Docs and Google Slides
- Digital portfolio platforms
- Blogging sites
- Storytelling apps and platforms

Technology for Assessment

In addition to using technology during instruction and for students to demonstrate their language proficiency, teachers can access technology tools to assist them during formative and summative assessment across the modes of communication. For example, online annotation tools and online video curation platforms allow teachers to guide students through activities using authentic texts and video resources to provide practice with developing interpretive proficiency. Digital storytelling platforms offer audio and video communication tools that students use to demonstrate presentational proficiency. Web-based tools or mobile apps also provide opportunities for students to contribute their ideas by recording an oral response rather than typing, thus providing additional opportunities for students to use their speaking skills and providing information to the teacher for formative and summative assessments for learning episodes. Digital portfolio tools provide a range of teacher-designed tasks with a variety of response types and allow students to curate their work over time in order to document their proficiency in all modes of communication. Because UDL includes identifying the evidence needed to ensure student proficiency, these online tools can assist teachers in monitoring student progress.

A teacher of a grade three Russian dual immersion class can use a digital portfolio platform to have students document their work throughout the school year in order to demonstrate their development along the proficiency continuum. By using a digital portfolio, the teacher is providing students with choice about which media to use for their responses and also which evidence of their work they wish to post. The digital portfolio allows students to post visuals (photo or video) and add audio or written commentary, respond in writing or orally to a teacher-provided prompt, or upload a slideshow file from a presentation into their individual portfolio folder online. The teacher can upload written and oral prompts and create activities for students to respond to by recording their response in an audio or video submission or upload a visual for students to respond to through audio, video, or in writing.

Use of Online Programs

There are a number of online language learning programs designed to offer language learning to people outside of a traditional academic setting. In some cases, schools and universities are turning to these resources to allow them to offer less commonly taught languages. It is essential that teachers and administrators at school and district levels carefully assess the quality of such programs to determine whether they will meet the

needs of their students and provide robust authentic language learning opportunities. As was mentioned earlier, the iNACOL *National Standards for Quality Online Teaching* is a valuable resource to help schools and districts to assess potential online learning programs. Other resources for assessing online programs include Quality Matters (qualitymatters.org), a nonprofit consortium established to measure the quality of these programs and provide pathways for certification.

Online programs may also be used to supplement traditional classroom instruction, such as when teachers incorporate a **flipped** or **blended** classroom. Students access online programs or instructional modules outside of classroom instruction time, generally prior to in-person interaction with their teacher and other students with the ability to review the materials after the lesson activities to reinforce their learning.

Online programs are assessed by potential users based on the same criteria for high-quality traditional classroom language programs. It is crucial that they incorporate the three modes of communication (Interpretive, Interpersonal, and Presentational). Consideration is also given to the potential proficiency ranges and age of the students who will be using the program. Finally, teachers and schools ensure that online programs offer language learning through authentic audio, video, and print media that reflect authentic cultural products, practices, and perspectives.

Using online language programs requires that students and schools have access to reliable technology and internet access, both in class and outside of school. This is an important consideration for schools that may be researching this option for language learning. Schools and districts research and access funding opportunities such as grants and state and national funding initiatives to help them provide resources for students who may not have access outside of school, thereby working to counter the digital divide that many students experience. Additionally, since it may be true that students have mobile access rather than full internet access at home, schools and districts may select online programs offered on mobile platforms.

Examples of online language programs/resources

- Web-based programs accessed on a computer
- Apps available for use on tablets or mobile devices
- Learning management systems (LMS)
- Built-in cameras on computers to allow for interpersonal communication and online proctoring

Distance Learning

Smaller, or remote, schools and districts may be limited in their ability to offer multiple languages to students. Students who attend these schools may have fewer choices or opportunities in language learning available to them. Distance learning may allow students, schools, and districts the ability to expand language learning opportunities, through quality, standards-based, and preferably A–G approved programs.

In addition to the online language programs mentioned above, schools can establish distance learning partnerships with online educational organizations and regional colleges and universities so that their students can access a greater variety of languages to study.

The same criteria used to assess the quality of distance learning programs also apply to online language programs. Similar technology considerations come up as well. Distance learning programs often require synchronous, or real-time, participation by students via online broadcast or web-based meeting platforms, so the schedule may affect the viability of these programs, especially if they take place outside of the school's traditional schedule.

Conclusion

High-quality world languages instruction that provides access to all students occurs through the lens of Universal Design for Learning (UDL). While designing learning episodes, lessons, and units, teachers continuously align to the WL Standards to provide students with engaging, age-appropriate learning episodes designed for their students' proficiency range and phase. Teachers use the process of backward planning to identify age- and range-appropriate themes and content, assessments, and essential questions as they design and implement learning experiences for their students.

The WL Standards call for teachers to make frequent use of authentic materials to connect students to the products, practices, and perspectives of the people who use the target language to communicate. Many authentic materials can be accessed by using technology, and teachers are mindful that this research will require time and frequent review since online sources are often edited or replaced over time. As teachers review and assess each resource, they can use the lens of selecting specific tasks designed to make it possible for their learners to demonstrate understanding at their range and phase of proficiency. By carefully selecting targeted interpretive, interpersonal, and presentational tasks, teachers may be able to use the same authentic material—audio, video, or print media—with learners in different courses who are able to communicate at varying ranges of proficiency.

By incorporating technology tools into their instruction, teachers provide opportunities to learn for all students and help students to develop their capacity to be open to diverse cultural perspectives. As students gain understanding of the products, practices, and perspectives of people from the target culture, they develop their intercultural competence and the ability to consider multiple perspectives and opinions and empathize with others. Technology tools can allow students to learn about and interact with individuals and groups in the target culture, and can also offer students access to learning languages that might not be readily available in their traditional educational setting, thereby opening opportunities and options to all students to explore new languages and cultures and develop their communicative, cultural, and intercultural proficiency and global competence.

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Text Accessible Descriptions of Graphics for Chapter 5

Figure 5.4: Sustainable Development Goals

The image shows 17 squares naming the 17 Sustainable Development Goals that the United Nations Member States adopted in 2015. These goals are:

Goal 1. End poverty in all its forms everywhere.

Goal 2. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.

Goal 3. Ensure healthy lives and promote well-being for all at all ages.

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Goal 5. Achieve gender equality and empower all women and girls.

Goal 6. Ensure availability and sustainable management of water and sanitation for all.

Goal 7. Ensure access to affordable, reliable, sustainable, and modern energy for all.

Goal 8. Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.

Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.

Goal 10. Reduce inequality within and among countries.

Goal 11. Make cities and human settlements inclusive, safe, resilient, and sustainable.

Goal 12. Ensure sustainable consumption and production patterns.

Goal 13. Take urgent action to combat climate change and its impacts.

Goal 14. Conserve and sustainably use the oceans, seas, and marine resources for sustainable development.

Goal 15. Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels.

Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development.

Figure 5.9: SAMR Model for Using Technology in Classroom Instruction

This image depicts the SAMR Model, a framework that categorizes four different degrees of classroom technology integration. The letters *S A M R* stand for substitution, augmentation, modification, and redefinition. In the picture, each of these categories is represented as a step in a staircase.

The rung at the top is *S*, for substitution, described as "Technology acts as a direct substitute, with no functional change."

The second rung is *A*, for augmentation, described as "Technology acts as a direct substitute, with functional improvement."

These first two rungs are grouped together under the heading Enhancement.

The third rung is *M*, for modification, described as "Technology allows for significant task redesign."

The fourth rung is *R*, for redefinition, described as "Technology allows for the creation of new tasks, previously inconceivable."

These last two rungs are grouped together under the heading Transformation.

CHAPTER 6:
Teaching the Communication Standards

Table of Contents

Chapter Overview

CHAPTER OBJECTIVES

By the end of this chapter, readers should be able to:

☐ Explain the three modes of communication and how they differ

☐ Explain the importance of using the target language 90 percent of the time or more during instruction and using authentic materials during interpretive communication

☐ Describe the importance and advantages of engaging students with real-world content and settings as they develop their communication skills

☐ Connect the Communication Standards to the four domains of global competence

☐ Identify ways that students learn to use and compare structures within the communicative context

☐ Apply strategies to engage students in age- and proficiency-range-appropriate, standards-driven, and culturally authentic instruction for teaching the three modes of communication

Introduction

Communication is a complex process that is impacted by the language user's understanding of **content** and **culture**. Using the **backward design** approach to planning, teachers identify the desired results and determine acceptable evidence of learning. Teachers then use **authentic materials** and design learning experiences that incorporate varied instructional strategies. Language teachers provide students with opportunities to practice communicative tasks in the most realistic manner possible. Teachers select age- and proficiency-range-appropriate **communicative functions**, the purpose for communication, as the focus of thoughtfully planned instructional sequences designed to develop student comprehension of and ability to communicate in the target language. For more information about backward design, see chapter 5, Implementing High-Quality World Languages Instruction.

The Modes of Communication

The act of communication is carried out in three modes. **The modes of communication** include the ability to comprehend and interpret messages when viewing, listening, and reading (Interpretive); the ability to communicate spontaneously, collaboratively, and purposefully when viewing and signing, listening and speaking, and reading and writing (Interpersonal); and the ability to communicate messages without negotiating meaning

when speaking, signing, or writing (Presentational). These three modes of communication occur in culturally authentic situations and allow students to access information available often exclusively through authentic materials from the target culture.

The Modes of Communication

INTERPRETIVE   INTERPERSONAL   PRESENTATIONAL
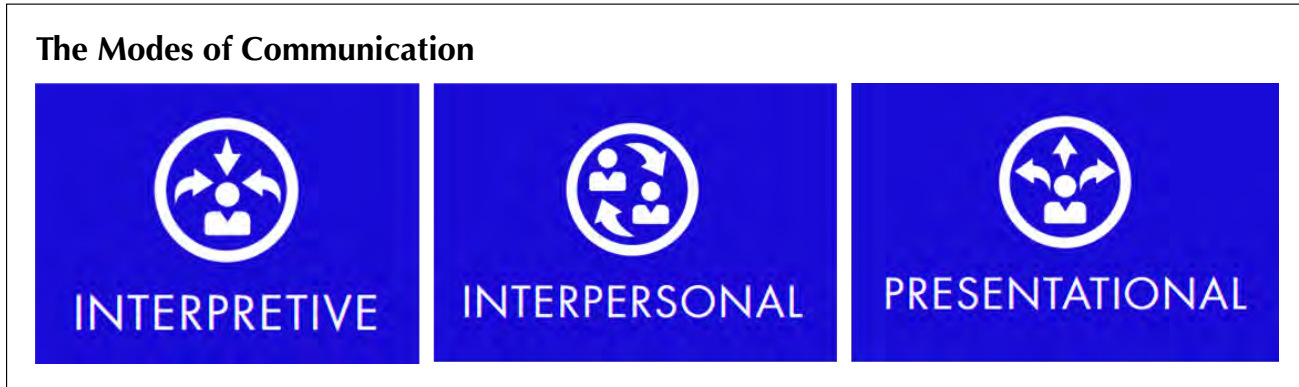
Source: ACTFL

High-Leverage Teaching Practices

In recent years, researchers have identified high-leverage teaching practices (HLTP) in many subject areas. These practices represent what classroom teachers should know and be able to do in order to ensure that students achieve the outcomes specified in content standards. In World Languages, HLTPs can be used to inform planning and guide teachers as they enact research-based instructional practices. The six HLTPs included in figure 6.1 are best suited for the instruction of world languages. These six practices, and more, are explored in depth in *Enacting the Work of Language Instruction: High-Leverage Teaching Practices* (Glisan and Donato 2017). Teachers who enact HLTPs during instruction create a linguistically and culturally rich environment to support students as they develop communicative, cultural, and intercultural proficiency. Such teachers rely on the linguistic and cultural knowledge, strengths, and talents their students bring into the classroom and engage them in asset-based learning experiences.

Figure 6.1 briefly outlines six HLTPs and offers select examples of each. While the HLTPs are designed to be the minimum that novice teachers are able to do in the classroom, it can be helpful for more experienced teachers to review these practices in order to strengthen and expand their practice.

FIGURE 6.1: High-Leverage Teaching Practices (HLTP) and Selected Examples

High-Leverage Teaching Practice 1: Facilitating Target Language Comprehensibility

- Teacher defines new words with examples rather than translation
- Teacher uses vocabulary and structures that students know and builds on them over time
- Teacher uses visuals and concrete objects to support comprehension
- Teacher uses question sequences (yes/no, **forced choice**, open ended)

High-Leverage Teaching Practice 2: Building a Classroom Discourse Community

- When planning, teacher considers specific language and cultural knowledge the students will need in order to be successful when carrying out communicative tasks
- Teacher identifies **contexts** and topics that will motivate learners to talk and exchange ideas
- Teacher engages students in multiple opportunities for target-language communication with teacher and with each other
- Teacher provides students with wait time and scaffolding assistance to encourage participation and reduce anxiety
- During activities, teacher groups students facing one another
- Teacher previews activities, tells students how much time they have to finish, and tells students what they will be expected to do after the activity is over

High-Leverage Teaching Practice 3: Guiding Learners to Interpret and Discuss Authentic Texts

- Teacher guides students through a sequence of **Interpretive** tasks:
  - Introduces text in a way that piques student interest and curiosity
  - Guides students as they skim for main ideas and scan for important ideas
  - Provides time for students to read/listen/view
  - Teaches students to guess and infer meaning from context (pair/group)
  - Teacher guides students through text-based discussion
  - Establishes rules for contributing to discussion
- Teaches students how to take the floor to speak

- ◻ Arranges desks in a circle or facing one another
- ◻ Asks questions to guide or move the discussion forward (provides wait time, ignores language errors, participates as needed to clarify or ask for more information, permits short answers)

Novice learners may identify the theme in the target language, but may need to discuss the main idea in English in order to be able to demonstrate deeper levels of understanding.

High-Leverage Teaching Practice 4: Focusing on Form in a Dialogic Context Through PACE

The teacher uses the following steps to introduce new structures:

- **P**resentation: presents an authentic story in the target language from the target culture
- **A**ttention: draws students' attention to specific structures in the story
- **C**o-construction: teacher and students co-construct explanations of structures and meaning together through discussion
- **E**xtension: students use the structure in new and meaningful contexts (in culturally appropriate activities for all three modes of communication, rather than grammar worksheets)

(For more examples of PACE, see figure 6.6 later in this chapter.)

High-Leverage Teaching Practice 5: Focusing on Cultural Products, Practices, and Perspectives in a Dialogic Context

- Teacher uses images as a springboard to teach cultural perspectives and guide students to generate their own hypotheses and explore cultural perspectives using the IMAGE model
  - ◻ Presents *images* to develop clear understanding of cultural products and practices and guides students to *make* observations about what they see in the images
  - ◻ Teacher guides students as they *analyze* additional information about product and/or practice
  - ◻ Teacher guides students as they *generate* hypotheses about cultural perspectives
  - ◻ Teacher creates or supports opportunities for students to *explore* perspectives and reflect further beyond the classroom

High-Leverage Teaching Practice 6: Providing Oral Corrective Feedback to Improve Learner Performance

- Teacher employs a variety of oral corrective feedback types to improve student performance:
  - Explicit correction
  - Recasting
  - Clarification request
  - Metalinguistic feedback
  - Elicitation
  - Repetition
- Teacher decides when it is appropriate to provide oral corrective feedback, dependent on the objective of the communicative task

(For more examples of oral corrective feedback, see figure 6.13 later in this chapter.)

Source: *Enacting the Work of Language Instruction: High-Leverage Teaching Practices* (Glisan and Donato 2017)

The WL Standards are grounded in the belief that each and every student is capable of learning a language in addition to English and deserves the opportunity to do so. In anticipation of and in response to individual student language needs, world languages teachers use the principles of Universal Design for Learning (UDL) as they plan instruction and enact high-leverage teaching practices in their classrooms. Lessons that incorporate the principles of UDL provide multiple means of:

- Engagement: lessons tap into learners' interests, offer appropriate challenges, and increase motivation
- Representation: lessons give learners various ways (choice) of acquiring information and knowledge
- Action and Expression: lessons provide learners alternatives for demonstrating what they know

For more information about UDL, see chapters 2 and 5 of this framework.

Functions, Settings, and Structures in Service of Communication

Meaningful, effective communication serves multiple **functions** in the real world, occurring in specific **settings** or circumstances which can be recreated in the classroom in simulations to support the learners' acquisition of the target language. Different language **structures** (morphology and syntax among them) need to be taught in line with the specifics of the target language and, most importantly, with focus on communication. For example, languages which distinguish not only natural, but also grammatical, gender

(Spanish and German, among many) pose a particular challenge for native speakers of English. Yet, when taught through communication and for purposes of communication, students acquire the gender specifics of the target language with greater ease.

To support students in developing communicative proficiency, teachers use language functions to guide students' thinking processes. The following is a list of some high-frequency functions (Clementi and Terrill 2017; CDE 2019):

1. Asking and responding to questions

2. Describing people, places, and things

3. Expressing feelings and emotions

4. Expressing preferences and opinions

5. Maintaining a conversation or discussion in person or virtually

6. Telling or retelling stories

7. Summarizing or interpreting authentic oral, signed, or written texts

8. Presenting information orally, by signing, or in writing

A more complete list of language functions can be found in chapter 1 of this framework.

Thinking skills can transfer positively from the **dominant language** (L1) to the target language (L2) to support the development of language skills in the L2 (Cummins 1979; Cummins and Swain 2014; Richards 2006). From the earliest ranges and phases of target-language development, teachers provide multiple opportunities for students to utilize newly learned language in ways that require higher-order thinking skills across all proficiency ranges.

For example, Novice High students of Latin view varied images of ancient Roman tombstone inscriptions. Prior to this activity, they have learned that in ancient Rome, a person's status in society was directly related to factors such as age, gender, and family status. Based on this prior knowledge, the teacher asks the students to make inferences (a higher-order thinking skill) about an individual's position in the family based on their gender and age and respond to a series of targeted questions designed to guide their thinking. They discuss their inferences with their group and then compare their group's results with the rest of the class, citing evidence from their observations.

This chapter provides guidance for the implementation of the WL Standards for Communication. After reviewing the section on the Communication Standards in *World Languages Standards for California Public Schools*, educators will learn more about each communication standard and find instructional strategies that develop learners' communicative proficiency and global competence.

The Communication Standards

Communication is at the heart of language learning and teaching, whether it occurs face-to-face, in writing, using technology, or across centuries through the reading of literature

or viewing of artifacts. As such, the WL Standards begin with Communication. There are seven Standards for Communication. These standards can be grouped into three areas: Modes of Communication, Settings for Communication, and Structures and Language Comparisons in Service of Communication. The graphic and the description that follows it in figure 6.2 provide an overview of how the seven Communication Standards are interrelated.

Communication is at the heart of language learning and teaching, whether it occurs face-to-face, in writing, using technology, or across centuries through the reading of literature or viewing of artifacts.

FIGURE 6.2: **The World Languages Communication Standards**
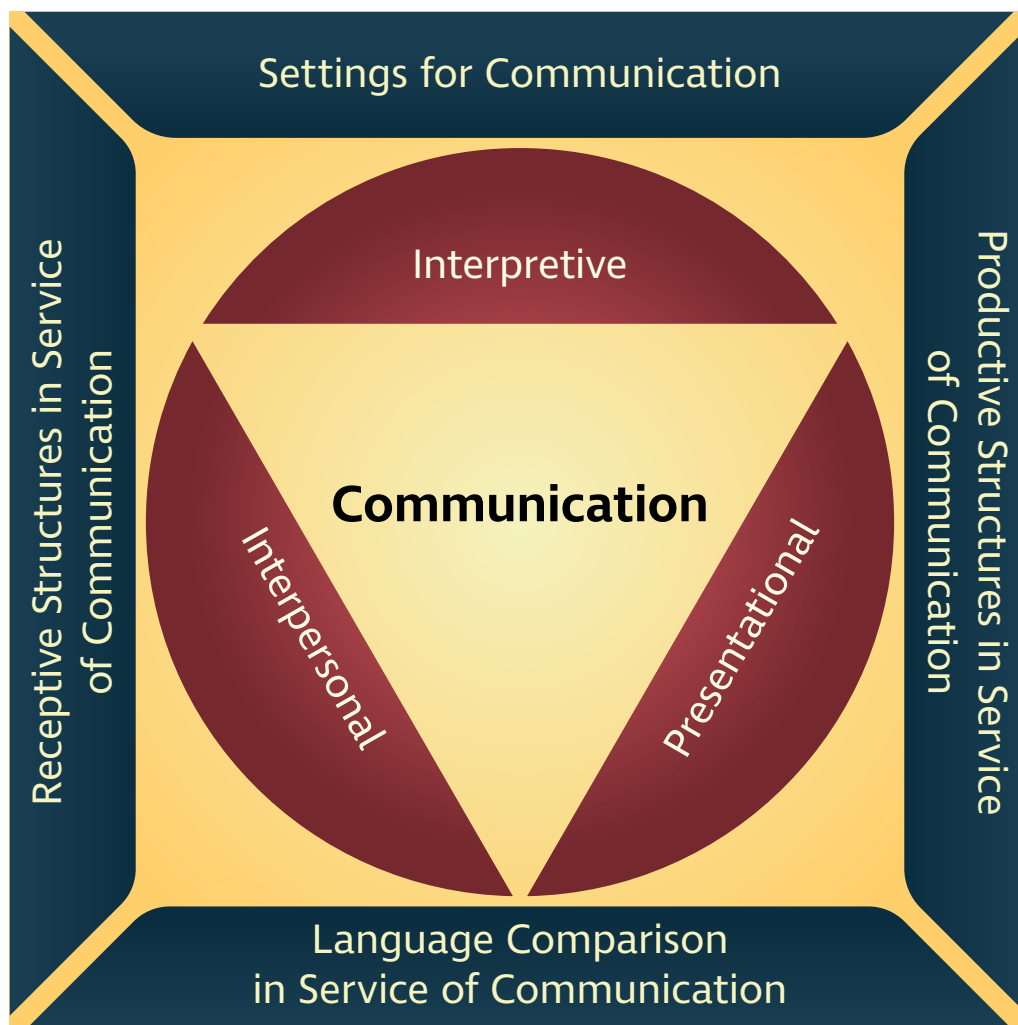
The three modes of communication, Interpretive, Interpersonal, and Presentational, represent the heart of the Communication Standards. These three modes of communication are featured forming a triangle in the center of the graphic above. The Interpretive Mode includes listening, viewing, and reading that take place using knowledge of cultural products, practices, and perspectives. The Interpersonal Mode includes culturally appropriate listening, signing, and speaking; reading and writing; and viewing that take place as a shared activity among language users. The Presentational Mode includes speaking, signing, and writing that take place for an audience of listeners, readers, and viewers in culturally appropriate ways. The circle around the three modes' triangle reflects the integrated nature of the three modes and the student activities for each. The remaining four Communication Standards form a square around the circle, as they all provide context and structure for the three modes of communication. Settings for Communication (at the top) reflect the culturally appropriate, authentic, and real-world context for the three modes of communication. Receptive Structures in Service of Communication (on the left) provide the necessary vocabulary, word forms, and sentence structures for the Interpretive and Interpersonal modes of communication. Productive Structures in Service of Communication (on the right) provide the necessary vocabulary, word forms, and sentence structures for the Interpersonal and Presentational modes of communication. Language Comparisons in Service of Communication (at the bottom) recognize the target language learners' knowledge of one or more other languages as a cultural and linguistic asset in support of communication.

Communication Standard 1: Interpretive Communication

In this section, readers will learn about the characteristics of interpretive communication and gain insight into sources of authentic materials and instructional strategies to make those materials accessible to students at varied ranges of proficiency.

GOAL

- Students demonstrate understanding and interpret and analyze what is heard, read, or viewed on a variety of topics, from authentic texts, using technology, when appropriate, to access information (CDE 2019, 10).

Interpretive communication is a one-way process by which individuals acquire or take in information from authentic materials through listening, viewing, or reading. A key characteristic of interpretive communication is that the learner is not able to interact with the creator of the message in order to negotiate meaning or ask clarifying questions.

Current education research supports the teaching of interpretive communication through authentic materials rich in language, culture and content. (Shrum 2015; Glisan and Donato 2017). When teachers use authentic materials to present content, they facilitate the 90 percent or more target-language ratio recommended by ACTFL. Teachers can also build on students' prior knowledge and gradually add new concepts in context (*i+1*), where "i+1" is a representation of Krashen's Input Hypothesis which states that if learners are at a stage **i**, language acquisition takes place when they are exposed to **comprehensible input** which introduces them to level i+1.

"Research and theory indicate that effective language instruction must provide significant amounts of comprehensible, meaningful, and interesting talk and text in the target language for learners to develop language and cultural proficiency. … [O]ne high-leverage teaching practice that is essential for all foreign language teachers is the use of the target language during instruction in ways that makes meaning clear and does not frustrate or de-motivate students."

— *Enacting the Work of Language Instruction: High-Leverage Teaching Practices* (Glisan and Donato 2017)

In the classroom setting, students acquire Interpretive communication skills when the teacher supports students in understanding the language, culture, and content available in authentic materials. By including authentic materials, teachers introduce students to theme-specific vocabulary in the context of the target culture. Teachers do this by using printed or digital images, videos, song lyrics, advertisements, and other authentic resources. Knowing that students will not understand every word in an authentic material, teachers design instruction to engage the learners in meaning-making activities as described later in this chapter in the extended, multimode snapshots 6.1a–6.1c.

The WL Standards underscore the importance of immersing students in the target language and cultures so students can participate in culturally and communicatively relevant experiences. Rather than having students memorize long vocabulary lists containing target-language words and their English meanings, teachers guide students in meaning making in the target language using a wide variety of strategies to make *input* (language, culture, and content) comprehensible. Making authentic materials comprehensible ensures that students are able to develop communicative proficiency while building content and cultural knowledge. Teachers can use gestures, facial expressions, and other nonverbal cues or language that students have already acquired to make concrete topics within the Novice, Intermediate, and Advanced ranges comprehensible. Interpretive communication is not translation.

Teachers also make use of visuals, props, objects, and other forms of **realia** from the target culture in order to provide visual references for students and to scaffold their learning of the new language concepts through storytelling. Teachers can engage students in acting out vocabulary concepts using gestures or whole-body movement to reinforce the language. Finally, teachers may use vocal emphasis during choral response to focus student attention on new concepts.

Figure 6.3 provides sample strategies language teachers can use to provide comprehensible input. The suggested strategies are applicable at all language proficiency ranges (Novice, Intermediate, Advanced) and phases (Low, Mid, High). Furthermore, the suggested strategies are appropriate for speakers of English, heritage speakers, and native speakers, who are learning the target language.

FIGURE 6.3: Examples of Comprehensible Input Strategies

- Provide context for new vocabulary and material by using props, manipulatives, and visuals.

- Use gestures, body language, and demonstrations to link language with actions. Have students repeat physical movements to reinforce concepts and to demonstrate understanding.

- Use repeated predictable activities and routines to help students feel safe and comfortable. The more they understand the process, the more open they are to learning new material.

- Provide multiple scaffolds by segmenting or breaking the learning into small incremental steps, with the teacher modeling each step before asking students to produce language.

- Provide students with language basics that assist them in participating in activities with the target language. This can be in the form of word walls, sentence starters, and sentence frames posted around the classroom.

- Use **circumlocution** to rephrase or explain the new concept.

While engaging students in comprehensible input activities, language teachers frequently and consistently check for understanding. Teachers use a sequence of yes-or-no, true-or-false, either-or, and short-answer questions as formative assessment or checks for understanding of their students' comprehension before, during, and after the input phase of the lesson. Teachers then respond by adjusting and adapting their instructional choices judiciously to better support their students. Responses teachers can use include prompting students with additional questions that stimulate further analysis or discussion, modeling ways to respond either verbally or with written sentence frames, providing corrections strategically to address misconceptions, offering encouragement to keep students trying, and communicating validation when students make progress toward responding appropriately.

Figure 6.4 outlines a sampling of nonverbal and verbal checks for understanding (CFU) that world languages teachers can use as formative assessment during the comprehensible input phase of a lesson.

FIGURE 6.4: Examples of Checks for Understanding

Examples of Checks for Understanding

Nonverbal

- "Hold ups"
    - Finger(s), thumbs, hand
    - Colored cards
    - Pictures
- Four corners
- Drawings

Act out the concept (movement)

Verbal (oral and/or written)

- Question sequence
- Lineups (Q/A)
- Inside–outside circles (Q/A)
- Mini-whiteboards
- Pair/share
- Cloze passages
- Exit/entrance slip
- Graphic organizers
- Outline of a text
- Annotations to a text
- Dialectical journal

Past practices have included translating texts into English to demonstrate comprehension, but research has shown that translating target-language texts into English by students does not constitute nor support target-language development (Donato 1994; Glisan and Donato 2017; Politzer 1970; Sousa 2011; Swain 2000).

Interpretive communication is not translation.

Instead, to support students in developing their ability to interpret target-language messages, teachers adapt the task to allow students to demonstrate understanding at the appropriate proficiency range, whether by identifying words and phrases in context, identifying key details in a text, or summarizing the main idea of the text. This

interpretation of meaning is done without translation from the target language to English. Students within any range of proficiency are able to demonstrate understanding as long as teachers focus on the appropriate proficiency target for the activity.

Snapshot 6.1a illustrates how a teacher of Arabic supports learners' comprehension of authentic materials in a lesson designed for Novice language learners. The activities provide opportunities for students to learn about products and practices related to food in the Arabic cultures. Through this lesson, the students also acquire additional knowledge about healthy foods and healthy living.

Snapshot 6.1a: Novice Mid Arabic Unit Excerpt on Eating Healthy Meals (Interpretive Mode Activities)

As part of a unit on eating healthy, nutritionally balanced meals, students of Arabic use the internet to visit a website that features a collection of recipes from 22 different Arabic-speaking countries. The students view several recipes of their choice from the collection and scan the recipes in order to identify the ingredients that their teacher has taught them during the comprehensible input phase of the lesson, which took place prior to this activity (Communication and Culture: What people eat and when).

The teacher provides a graphic organizer where students are asked to record the names of main dish and dessert recipes that include specific ingredients—such as lamb, chickpeas, yogurt, or honey—that the students have learned about in a previous lesson. They also record the country where the dish is eaten and whether the ingredients are healthy or not (Connections). In this Novice range interpretive activity, students are asked to identify words or expressions that they understand and are provided with a graphic organizer to scaffold their learning.

World Languages Standards:

WL.CM1.N, WL.CM5.N, WL.CL2.N, WL.CN1.N

Students use the Interpretive mode of communication at multiple points of this thematic unit. In the early stages of a unit, language learners interpret materials that provide new information related to the unit's theme, content, and culture. Learners also engage in interpretive activities and reflect on their learning in the middle or at the end of the unit when working with unfamiliar authentic materials in the target language.

Figure 6.5 describes sample functions through which teachers can engage students in interpretation of authentic materials. Some of these functions are applicable at the three language proficiency ranges (Novice, Intermediate, Advanced), while others apply only at Intermediate and Advanced. For more in-depth discussion of language functions, see chapter 1 of this framework.

FIGURE 6.5: Sample Functions for Interpretive Communication by Proficiency Range

Key: N=Novice | I=Intermediate | A=Advanced | Yes=Applies; No=Does not apply

FUNCTION Students demonstrate understanding by being able to:	N	I	A
Follow oral instructions related to information on the theme	Yes	Yes	Yes
Follow a route on an online interactive map and list discoveries at select locations	Yes	Yes	Yes
Select the correct label from two or three options	Yes	Yes	Yes
Match images to the lyrics of a song (or a place to visit)	Yes	Yes	Yes
Sequence pictures to illustrate a narrative and its plot and provide textual evidence as captions	Yes	Yes	Yes
Identify the main and supporting characters and settings by drawing or finding authentic pictures for each	No	Yes	Yes
Create a character web with elaborate details after reading a story	No	Yes	Yes
In a **dialectical journal**, express understanding of text using quotations and reflections on a given topic	No	No	Yes

Teachers can adapt the activities listed above to a variety of contexts. For example, matching pictures is usually a Novice task. An Intermediate task could include matching a caption or headings to images in a newspaper. An Advanced task may be to illustrate an article with photographs that relate to the main points of the article. Each of these examples relates to adapting tasks to the appropriate proficiency range of the students.

The WL Standards emphasize that when designing student activities for interpretive communication, language teachers carefully consider the situations in which interpretive communication occurs in real-world settings. Teachers begin instruction for interpretive activities by identifying the **situation** and purpose of the actual interpretive **task**. For example, in a unit on leisure and travel in a middle or high school Intermediate class, students may be asked to imagine they are a coordinator in a student exchange program. Students research target-language and target-culture websites and other authentic materials in order to match the interests of three applicants planning to travel to a country where the target language is spoken.

Communication Standard 2: Interpersonal Communication

In this section, readers will learn about the characteristics of interpersonal communication and gain insight into instructional strategies to engage students in interpersonal communication and provide them with support at varied ranges of proficiency.

GOAL

- Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed, or written conversations. They use technology as appropriate, in order to collaborate, to share information, reactions, feelings, and opinions (CDE 2019, 11).

Interpersonal communication is the process by which people exchange information, feelings, and meaning through nonverbal, verbal, and immediately shared written messages, often in a face-to-face or technology-supported setting. Interpersonal communication is a two-way, spontaneous exchange of information. It occurs when participants in the exchange negotiate meaning by asking and answering questions to clarify the message and gain missing information. The following example of this negotiation of meaning and information gap is a dialogue about clothing and colors.

Student A (asks an initial question): *What are you wearing tonight at the party?*

Student B (responds): *A blue dress and a white cardigan.*

Student A (follows with a comment and a clarifying question): *Oh, sounds interesting… What shoes? What color are your shoes?*

In contrast, placing students in pairs and instructing them to ask each other about the color of the clothes they are wearing at that moment (for example, *What color is your skirt?*) eliminates all elements of spontaneous communication since the students are able to see each other and, therefore, there is no information gap that requires communication to resolve.

Information gap (also known as A::B or A/B) activities are those in which two students, partner A and partner B, exchange information on a topic. Each student lacks information and details that the other student has. Through conversation in the target language, just as in real-life interactions, both partners gain more complete understanding of the topic that is relevant to their interests. Surveys, extended interviews, and simulated client/service provider dialogues are some examples of interaction scenarios that language teachers can use for students to practice authentic interpersonal communication. When designing such activities, teachers make sure to include a description of culturally authentic situations in

which students may find themselves using the language in the target culture. Technology makes it possible for students to engage in interpersonal activities with people from the target culture in real time through video conferencing platforms or social media.

Textbook or teacher-crafted dialogues memorized and recited by students are not examples of authentic interpersonal communication because they lack spontaneity and exchange of information. Teachers can instead engage students in an interpersonal activity such as inner–outer circles, in which students are provided the communicative setting. The teacher then has the students stand in two circles facing each other and, when signaled, students take turns participating in simulations where they ask and answer questions. Once the communication is complete, students take a step to the left or right (as determined by the teacher) to switch to a new partner and repeat the exchange. This can be a purely oral activity or students may be asked to record the answers they hear from their partners on a graphic organizer.

Purposeful, research-based teaching reflects a mindful or intentional approach to the design of interpersonal activities. Teachers understand and plan for the reality that these activities are noisy, often involve movement, and can appear to involve less teacher control. Therefore, it is important to take time to explain the objective of the activity to students and also carefully train them in the process involved, so they can focus on the interpersonal communicative experience. Students have the greatest buy-in when they are co-creators of their learning; their engagement increases the purposefulness of the activity and helps them to recognize their role in the learning process.

As discussed in the WL Standards, student activities for interpersonal communication are often based on initial activities involving interpretive communication. Once established in the interpretive activity, the situation for the interpersonal task offers opportunities for students to simulate real-world situations in which people in target-language communities exchange information on a topic. When designing interpersonal activities, teachers can ask themselves the following question: *Under what circumstances and in what situations do individuals in the target culture exchange information on the topic and for what purpose?*

When designing interpersonal activities, teachers can ask themselves the following question: *Under what circumstances and in what situations do individuals in the target culture exchange information on the topic and for what purpose?*

Snapshot 6.1b is a continuation of snapshot 6.1a earlier in this chapter. Snapshot 6.1b illustrates how the students exchange information that they learned in the interpretive task in order to expand their knowledge on the topic and build interpersonal skills. The students also interact in culturally appropriate ways in relation to food in the Arabic world.

The activities in this lesson provide students opportunities to practice specific structures of the Arabic language and continue to acquire more knowledge about healthy food and lifestyles.

Snapshot 6.1b: Novice Mid Arabic Unit Excerpt on Eating Healthy Meals (Interpersonal Mode Activities)

Continuing the unit on healthy food in an Arabic class, students share with other members of the class using the inner and outer circle format.

First, students ask each other the name of the dishes, main and dessert, which they recommend to prepare in class. Students give the name of the dish, tell where it is from, list the ingredients, and tell whether it is healthy or not healthy, listing the ingredients that make it so. Once they have shared all of the recipes they wish to recommend to the other members of the class, the class comes to an agreement on the recipes to prepare.

Students work in teams to prepare dishes that they will share with the class as part of a delicious and healthy *maeda*, a meal to be shared with others. (See snapshot 6.3c.)

World Languages Standards:

WL.CM2.N, WL.CM5.N, WL.CM6.N, WL.CL2.N, WL.CN1.N

Figure 6.6 presents a sample, though not exhaustive, list of varied interpersonal activities that teachers can use to develop students' ability to communicate spontaneously in the target language. Such spontaneous communicative interactions in the classroom are also called collaborative conversations, as they boost students' content knowledge, as well as communicative, cultural, and social skills.

FIGURE 6.6: Sample Interpersonal Activities

Activity	Description
Give one, get one	Students record three ideas from the lesson (vocabulary, concepts, new learning) on individual sticky notes. When instructed, they find a partner in the room, tell them about one of their ideas, and give them their sticky note. They listen to their partner and take their note. Students repeat the activity two more times with two different partners.

Activity	Description
Poster station	After preparing a visual representing the topic of the lesson (what I like/dislike eating, my favorite sports), half of the students stand around the room with their visual while the other half of the students visit the stations and ask the authors questions about their poster, recording what they learn on a graphic organizer. After the designated time, the groups switch and repeat.
Speed meetings Speed appointments	This activity is related to inner/outer circles because students move from partner to partner, but the time spent with each partner may be a bit longer. Students sit facing each other. The teacher can provide students with specific questions to ask/answer, or can ask students to prepare their own questions based on the lesson theme. This activity works better at Intermediate or Advanced proficiency range.
World café	A structured conversational activity with tables/stations around the room with four to five seats at each. Each table has a specific topic to discuss and the teacher may or may not designate a "host" student for each table. After a given time for discussion ends, students select a different table to visit, and repeat for as many rounds as the teacher decides.
Jigsaw	Students in pairs or small groups are each given part of the information needed to complete a task (find a location on a map, choose a gift for a friend, identify someone in class). They share information orally to solve the task.
Finding differences in pictures	The teacher provides pairs of students with pictures A and B, which have relatively small but noticeable differences. Students have to identify the differences without looking at their partner's picture. They ask and answer questions to discover the differences.
Find someone who … Find someone who … and discuss …	The teacher provides a graphic organizer with a variety of descriptions, and students ask classmates if a description describes them. For example: ■ Find someone who likes yogurt. ■ Find someone who ate breakfast this morning. ■ Find someone who dislikes playing soccer. ■ Find someone who has visited …

Giving students multiple opportunities to interpret and express meaning as they ask questions and exchange information in communicative tasks with the teacher and one another can support target-language learning. Teaching students explicitly how to ask questions can support target-language learning and increase confidence in interpersonal activities. In the normal course of classroom interactions between teachers and students, it is natural that students most often answer questions that the teacher asks, so language teachers will want to explicitly build in opportunities for students to take on the role of questioner. Focusing on specific interrogative words and structures supports students' ability to participate purposefully in a spontaneous exchange of information.

Figure 6.7 outlines a variety of activities that teachers can use to engage students in interpersonal communication. Some of these functions are applicable at the three language proficiency ranges (Novice, Intermediate, Advanced), while others apply only at Intermediate and Advanced.

FIGURE 6.7: Sample Functions for Interpersonal Communication by Proficiency Range

Key: N=Novice | I=Intermediate | A=Advanced | Yes=Applies; No=Does not apply

FUNCTION Students exchange information by being able to:	N	I	A
Ask for and give an opinion about likes and dislikes on a topic. ■ **Sample Directions:** Ask a classmate where they want to go and what they want to do when in Tel Aviv this summer.	Yes	Yes	Yes
Ask for and give directions or instructions. ■ **Sample Directions:** Ask a clerk at a Korean market how to prepare the food items you just purchased.	Yes	Yes	Yes
Share and compare individually gathered information in order to solve a problem. ■ **Sample Directions:** In groups of four, decide which recipe you will prepare for a celebration in an Italian-speaking community.	Yes	Yes	Yes
Conduct a survey with follow-up questions in order to make an informed decision. ■ **Sample Directions:** Survey the parents of heritage and native speakers of Vietnamese in your school to identify ways that they wish to support their children's education.	No	Yes	Yes

FUNCTION Students exchange information by being able to:	N	I	A
Conduct interviews in order to discover similarities and differences among individuals. ■ **Sample Directions:** Interview members of the Armenian-speaking community about their winter holiday activities in order to include them on the school calendar.	Yes	Yes	Yes
Formulate a position statement and provide supporting arguments while participating in "take a stance" activities, with group sharing, discussing, and coordinating of arguments. ■ **Sample Directions:** All students consider a statement on a controversial topic. They then take a side. Students move to predesignated areas in the classroom, then express an opinion and provide arguments from multiple perspectives. For situations where there are large numbers on one side of the argument or the other, students are broken into discussion groups of four.	No	Yes	Yes
Role-play based on interpretation of characters from an authentic text. ■ **Sample Directions:** After reading the short story (give title), assume the persona of one character and participate in a group interaction with two other characters from the same story.	No	Yes	Yes

As a progression of the interpretive activity in which students were asked to imagine they were organizing a student exchange program, students maintain the assumed personas of student exchange program coordinators, but this time engage in interpersonal communication. In pairs or small groups of three or four, students use the target language to share the information they gathered individually in the interpretive research activity. The goal is to discuss and exchange ideas in order to match the travel and leisure-time interests of the three clients, in preparation for a formal presentation of an itinerary to the clients.

The teacher points out that, starting with the very first activity, students are preparing to eventually deliver an oral, signed, or written presentation in the target language. When students recognize the progression from interpretive to interpersonal to presentational activities, they come to realize the importance of using the target language throughout the unit. This approach also underscores the importance of sustaining use of the target language 90 percent of the time or more for both teachers and students, because each

subsequent activity uses the target language from the prior activity to practice and perfect communication throughout the communicative modes.

In order to foster students' proficiency, interpersonal communication focuses on both the comprehension and the **comprehensibility** of the message. An important element of comprehensibility, as well as making communication culturally appropriate, is the concept of **register**. Register is the wide variety of language used in specific communicative settings, ranging from very informal to extremely formal. Proficient communicators are able to adjust their language and adapt their message for their audience. For example, in some target cultures, when addressing unfamiliar or older people, it is important to use the formal "you" pronoun in order to demonstrate respect. On the other hand, in the same target cultures, it is inappropriate to use the formal "you" when speaking with close friends or family members. It is important that language learners are exposed to different uses of register throughout their learning experience.

Another contributor to language users' comprehensibility is their ability to use the forms of the target language for the purpose of communication. Teachers of world languages prepare their students to focus mainly on the meaning of the message which the language conveys and secondarily on the linguistic form. This is not to say that grammar is unimportant. Rather, as the WL Standards emphasize, grammar plays a supporting role to the message and its meaning, because grammar and other linguistic structures are tools in service of communication. The section on structures in this chapter discusses in more detail how the components of language (**phonemes**, **morphemes**, **lexemes**, **syntax**, and **context**), along with grammar, semantics, and pragmatics, contribute to meaningful communication. For more information about structures in various languages, see chapter 12 of this framework.

There are a variety of approaches to error correction, and teachers choose the type of error correction that is most appropriate for the goal of the communicative task. For example, if the goal is to encourage risk-taking and communicating a message, teachers do not correct errors, but rather allow students to negotiate meaning. Overt error correction is more appropriate in presentational communication when students are able to revise and refine their oral, signed, or written message. For more specific information about different types of feedback for error correction, see figure 6.12 later in this chapter.

Reader Self-Assessment: Interpersonal Communication
☐ Can you define interpersonal communication?   ☐ Can you identify examples of interpersonal tasks/functions?

Communication Standard 3: Presentational Communication

In this section, readers will learn about the characteristics of presentational communication and gain ideas for designing appropriate tasks to allow students to effectively communicate a message at varied ranges of proficiency.

GOAL

- Students present information, concepts, and ideas on a variety of topics and for multiple purposes, in culturally appropriate ways. They adapt to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish (CDE 2019, 12).

Like interpretive communication, presentational communication is a one-way process. When individuals engage in presentational communication, they speak, sign, or write without the opportunity to engage with their audience for purposes of clarification. Presentational communication is characterized by being rehearsed, revised, and polished, in contrast with interpersonal communication which is spontaneous and unrehearsed.

When designing student activities for presentational communication, language teachers keep in mind potential challenges that might arise in this mode of communication. Students as presenters (speakers, signers, or writers) are often able to conduct extensive editing and revision prior to the act of communication. However, students do not have the benefit of audience feedback while presenting, and they will not have the opportunity to revise or edit the final product once it has been delivered or published. As a result, the learners' success is measured by how well their message is understood and the positive response of the audience of viewers, listeners, or readers.

By using frequent, small-scale presentational activities, teachers create opportunities for students to practice and prepare for what they should know and be able to do on their own in similar situations in the target language and culture. These activities provide multiple opportunities for students to present *throughout* a thematic unit, instead of solely at its end. Presentational activities can be both informal and formal and can serve as formative and summative assessments.

For example, students may be asked to send a friend an email inviting them to do something on the weekend (informal) or may design an invitation for a party or gathering to be sent to a group of people (formal). In contrast, after surveying fellow classmates about their favorite leisure activities, students may prepare a slideshow with graphs of the results, which they use to support a spoken or signed report on the preferences of their classmates. This second example would be a rehearsed presentation with the possibility of peer or teacher review and feedback prior to the actual presentation.

Snapshot 6.1c is a continuation of snapshots 6.1a and 6.1b discussed earlier in this chapter. Snapshot 6.1c illustrates how the students present their knowledge and the experience with healthy Arabic dishes. The students also have opportunities to present in culturally appropriate ways in relation to food in the Arabic world.

Snapshot 6.1c: Novice Mid Arabic Unit Excerpt on Eating Healthy Meals (Presentational Mode Activities)

As the culminating activity on a unit on healthy eating in an Arabic class, students demonstrate how to prepare a recipe that they choose from a website featuring recipes from a variety of Arabic-speaking cultures. In a whole-class format, students share recipes they recommend for preparation, including the names of dishes, their ingredients, and countries of origin, as well as identifying the dishes which are healthy and nonhealthy. In this culminating activity, groups are asked to compete and prepare a healthy *maeda*, a meal to share with others via a video.

As part of their video, the groups identify the names of the dishes, their origin, ingredients, and cooking utensils used to prepare them, and then demonstrate how to make and serve the dishes. The presenters also describe whether the dishes are healthy. Lastly, the groups ask for the votes of the audience.

World Languages Standards:

WL.CM3.N, WL.CM6.N, WL.CL1.N, WL.CL2.N, WL.CN1.N

Culminating presentational activities incorporate content, language, and culturally appropriate products, practices, and perspectives and deliver a coherent and cohesive product. Figure 6.8 includes sample culminating activities, which teachers can use in order to engage students in presentational communication. Some of these functions are applicable at the three language proficiency ranges (Novice, Intermediate, Advanced), while others apply only at Intermediate and Advanced.

FIGURE 6.8: Sample Functions for Presentational Communication by Proficiency Range

Key: N=Novice	I=Intermediate	A=Advanced	Yes=Applies; No=Does not apply

FUNCTION **Students present information by being able to:**	**N**	**I**	**A**
Create posters, brochures, or log or journal entries.	Yes	Yes	Yes
Organize information to prepare personal profiles for educational or employment purposes.	Yes	Yes	Yes
Demonstrate or teach a skill, such as how to prepare a recipe.	Yes	Yes	Yes

FUNCTION Students present information by being able to:	N	I	A
Create children's books, poems, or plays and present to elementary school classes or after school daycare programs.	Yes	Yes	Yes
Design infomercials or blogs.	No	Yes	Yes
Compose messages and post them on social media.	Yes	Yes	Yes
Narrate a story from a select character's point of view.	No	Yes	Yes
Rewrite a story by altering the conflict or ending.	No	Yes	Yes
Create and present a poster session during a class museum event on a topic studied in class (school open house, community cultural event).	Yes	Yes	Yes
Write a review or an article about a movie, book, exhibit, or event and publish on a class website.	No	Yes	Yes
Conduct a panel discussion among a group of characters.	No	Yes	Yes

Reader Self-Assessment: Presentational Communication

☐ Can you define presentational communication?
☐ Can you identify examples of presentational tasks or functions?

INTEGRATING PERFORMANCE IN ALL THREE MODES OF COMMUNICATION

An integrated sequence of student activities from interpretive to interpersonal to presentational communication benefits learners by providing opportunities to revisit and refine understanding of vocabulary and language structures throughout the process. This approach allows the teacher to introduce and recycle a variety of functions for all three modes of communication. The following is a list of some high-frequency functions (Clementi and Terrill 2017; CDE 2019):

1. Asking and responding to questions
2. Describing people, places, and things
3. Expressing feelings and emotions
4. Expressing preferences and opinions
5. Maintaining a conversation or discussion in person or virtually
6. Telling or retelling stories

7. Summarizing or interpreting authentic oral, signed, or written texts

8. Presenting information orally, by signing, or in writing

Sequencing the student activities in the three modes deepens students' understanding of concepts, ideas, subject-specific content, and cultural knowledge. In this way, learners realize that all activities in the WL classroom are interrelated and interdependent and give them the ability to carry out real-world tasks in culturally appropriate ways in the target language.

Figure 6.9 offers an example of an integrated sequence of Intermediate Mid activities for the three modes of communication: Interpretive, Interpersonal, and Presentational. The lesson design ensures that each of the activities builds on the information students learn in the prior activity and offers students multiple opportunities to practice new concepts across the three modes. In addition, students acquire the target-language structures they need in order to communicate on the topics and gain knowledge related to them. For additional information related to integrated performance tasks and assessments, see chapter 10 of this framework.

FIGURE 6.9: Sample Activities Sequencing the Three Modes of Communication

Student Activity for Interpretive Communication	Student Activity for Interpersonal Communication	Student Activity for Presentational Communication
Situation A student exchange program coordinator must match the interests of three clients who will travel on a 10-day trip to a target-language country/city. ■ The first client's interests are … ■ The second client's interests are … ■ The third client's interests are …	**Situation** In teams of three or four, student exchange program coordinators meet to coordinate trips of clients to target-language countries/cities.	**Situation** A student exchange program coordinator plans for the final meeting of clients, days before their trip to the target-language country/city, to present the itineraries they developed.
Task A student exchange program coordinator views at least two websites from the suggested list and at least one from their own search results, marking findings in a teacher-provided chart.	**Task** In order to match the travel and leisure-time interests of all clients, in the target-language student exchange program coordinators ■ share the information they gathered individually; and ■ discuss and exchange ideas.	**Task** Based on individual notes and group discussion, a student exchange program coordinator prepares and prints or orally presents detailed itineraries for clients that reflect individual and shared interests.

Snapshot 6.2 illustrates how a world languages teacher integrates the three modes of communication through a sequence of tasks for Novice High language learners.

Snapshot 6.2: Integrating the Three Modes in a Novice High Language Class

Getting to Know Students from a Sister School in the Target Culture

A teacher of a Novice High language class recently found a sister school in the target culture. The teacher of the sister school class has sent a link to their class website where students have posted a personal profile and self-introduction.

Interpretive task: Students use a teacher-prepared graphic organizer as they visit the class page for the sister school class to read the personal profiles of the students in that class. Students record information such as name, age, what the student likes/dislikes during free time, and other interesting information.

Interpersonal task: Students discuss in small groups (of three to five students) what they learned about the members of the sister school class. Each student introduces one of the members of the sister school class. At the end of the discussion, each student decides which sister school student they would like to pick as their e-pal during communication over the upcoming school year.

Presentational task: Students write a personal profile blog or create a video to introduce themselves to their selected partner in the sister school class. The teacher posts the introductions on their class website.

World Languages Standards:

WL.CM1.N, WL.CM2.N, WL.CM3.N, WL.CM4.N, WL.CM5.N, WL.CM6.N, WL.CL1.N, WL.CL2.N, WL.CN1.N

Snapshot 6.3 illustrates with greater detail how a teacher may design a lesson that integrates the three modes of communication using an **Into-Through-Beyond** literacy strategy to activate students' prior knowledge, provide them with elements of choice as they demonstrate understanding, and introduce new language structures in service of communication. During the "Into" part of the lesson, the activities provide advanced organizers that tap into students' prior knowledge or pique student interest about a concept. Students may review previously learned content, react in a journal, or preview vocabulary, among other activities designed to engage students.

During the "Through" activities, the students encounter the new content and relate it to their work from the "Into" stage. Students may confirm, reject, or modify predictions from the "Into" stage, based on the new knowledge gained from the new material. In this stage students increase their knowledge on the topic, expand their vocabulary, and further develop their grammar. Through the activities of the "Beyond" stage of the lesson, students apply the newly gained content and language knowledge to personal experience. They may engage in role-playing or debates or write essays (modified from Brinton and Holten 1997).

Snapshot 6.3: Integrating the Three Modes of Communication

In a high school Spanish 3 nonnative class, Ms. Avalos' Intermediate Mid students are learning about the stages of life and how perspectives and goals change with time. First, she taps into her students' prior knowledge by having them identify words in a word cloud of about 30 words and combine them into written sentences in their notebooks. For example, the following are some of the strategically selected words in the word cloud: Manolo, *el parque, joven*, Manolito, *intereses, sus ideas, don, compartir*. Examples of student-generated sentences include: *"En el parque el joven compartir sus ideas con don Manolo." "Manolito esta un niño, pero don Manolo no está un joven*." [In the park a young man shares his ideas with don Manolo. Manolito is a boy, but don Manolo is not a youth.] As students read their work aloud, the teacher focuses on the meaning of communicated ideas rather than on correcting language errors. Next, Ms. Avalos piques her students' interest by showing pictures of different parks and the various activities occurring in them.

Now that her students are ready for their interpretive task, Ms. Avalos hands them the poem "*El Parque*," ["The Park"] by Elizabeth Millán. Each stanza is typed in the left-hand side of a T-chart. To the right of each stanza is blank space which the students will use to illustrate the meaning of the stanza. Ms. Avalos reads the first stanza expressively a few times and encourages her students to illustrate the text. Some students interpret the stanza very literally and draw a very factual illustration. Others' work is more abstract—expressing the emotions of the words through colors and shapes. After finishing their individual work with the first stanza, the students collaborate with a partner (interpersonal task) and briefly discuss, in Spanish, their drawings and justify their artistic choices using textual evidence. For example, *"Yo dibujé el niño en el* árbol—*porque el poema dice, 'Allí está el árbol que le gustaba trepar'"* [I drew the boy in the tree because the poem says, "There is the tree he liked to climb"].

Gradually, the students become more independent in their reading, interpreting, and illustrating of each stanza. Next, in groups of five, students take turns and read a stanza each. In a brief discussion, they choose among the illustrations available in their group and decide which illustration depicts each stanza in the most accurate way.

As they discuss the different activities that the protagonist and his companions perform in the park, the students recognize that this poem is about the various stages of life. Next, with guidance from Ms. Avalos, the students recognize how the poet tells about actions in the past (*jugaba, gustaba, eran, quedaban*). Ms. Avalos guides the students to formulate, in simple terms, the rules of past tense formation (discovery of grammar in context).

Ms. Avalos next helps students solidify their learning about the stages of life and the formation and use of the past tense. The students write their own poem or a letter to the 70-year-old version of themselves, incorporating the new vocabulary related to the stages in life and past tense as appropriate (presentational task).

World Languages Standards:

WL.CM1.I, WL.CM2.I, WL.CM3.I, WL.CM4.I, WL.CM5.I, WL.CM6.I, WL.CL1.I, WL.CL2.I, WL.CN1.I

Project-based language learning (PBLL) is helpful in developing curious and independent learners. PBLL activities include all three modes of communication and are highly engaging to students because there is an emphasis on student choice that allows them to determine what they wish to research and what they plan to accomplish as a result. World languages teachers start the instruction with an authentic text (**entry document**) that poses a problem for students to solve. Teachers are encouraged to use the authentic text to create real-world context and culturally appropriate scenarios for students. The students are able to engage in such activities as they can imagine themselves communicating this way at some point, so they are able to understand the practical applications of the lesson. Contextualized activities that involve students in this way have the potential to inform students of the possible circumstances for real-world language use. Just as through practice an athlete develops muscle memory in a physical task, this kind of interpretive activity is designed to help students develop interpretive skills and cultural confidence by interacting with a variety of texts and media. Allowing students to choose how they interact with printed texts and video provides an element of choice, enabling students to complete a real-world task while the teacher acts as a coach to assist them as they encounter issues. In groups of three or four, students engage in problem-solving activities which require interpersonal communication. Finally, students may choose to post messages or videos about their selected topic of study on a variety of social media platforms, which is a real-world presentational task.

Similarly, teachers design a sequence of interpretive, interpersonal, and presentational tasks in an **Integrated Performance Assessment (IPA)**. Integrated Performance Assessment combines interpretive, interpersonal, and presentational communicative tasks related to a common real-world communicative theme and may act as a summative assessment for a unit of study or a grading period. Figure 6.10 illustrates the interrelated nature of the three modes of communication as students use information gained through interpretive tasks to engage in interpersonal discussion and then produce oral, signed, or written presentational communication.

FIGURE 6.10: Connection Between Modes of Communication in Integrated Performance Assessment

ACTFL Integrated Performance Assessment

Interpretive
Students listen to, read, and/or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.

Presentational
Students engage in the presentational mode by sharing their research/ideas/opinions. Sample presentational formats include speeches, drama, radio broadcasts, posters, brochures, essays, websites, etc.

Interpersonal
After receiving feedback students engage in communication about a particular topic that relates to the interpretive text.

Text accessible version of figure 6.10

Source: Clementi and Terrill 2017

For more information about IPA, see chapter 10 of this framework.

The ultimate goal of the Communication Standards is to develop students' proficiency across the ranges—Novice, Intermediate, Advanced, and Superior—in all three modes of communication. And while the three modes of communication have unique and distinct characteristics, they occur in connection with one another. Individual students develop proficiency at a varying pace, so it is vital that teachers employ strategies from UDL to make content accessible to all students and provide all students with opportunities to successfully demonstrate their ability to communicate in all three of the modes. For more information and resources related to UDL, see chapter 2 of this framework.

As illustrated in the snapshots throughout the Communication Standards, world languages teachers who strive to design effective lessons integrate authentic materials in a variety of culturally authentic activities for the three modes of communication in order to simulate authentic real-world communication. The activities build on one another and may contribute to the learners' linguistic, cultural, intellectual, and emotional growth.

Communication Standard 4: Settings for Communication

Settings for communication refers to the contexts and situations, both inside and outside the classroom, where language learners use the target language to communicate. While it is true that the primary setting for communication for language learners will be the classroom environment, teachers can create a real-world environment for their students by developing authentic scenarios and contexts for simulations of culturally appropriate, real-world communication. It is also important to make students aware of opportunities to use the target language outside of the classroom setting and encourage them to do so.

GOALS

- Students use language in:
  - highly predictable common daily settings (Novice);
  - transactional and some informal settings (Intermediate);
  - most informal and formal settings (Advanced);
  - informal, formal, and professional settings, and unfamiliar and problem situations (Superior), in their communities and in the globalized world.

- Students recognize (Novice), participate in (Intermediate), initiate (Advanced), or sustain (Superior) language use opportunities outside the classroom and set goals while reflecting on progress, and use language for enjoyment, enrichment, and advancement (CDE 2019, 13).

Authentic communication occurs within a specific space and time, and it is often a process deeply rooted in a target-language culture's products, practices, and perspectives. While travel to a target culture may not be an option, the use of technology can allow teachers and students to interact virtually in the target language with real people, in real places, and in real time. Web-based interactions provide opportunities for authentic ways to communicate with native speakers in the target-language cultures. District- and site-level technology, when coupled with careful planning by teachers, can provide experiences for learning that take place in specific target-language contexts.

For example, a unit on travel might require students to locate and secure the least expensive manner of transportation from Paris to Cannes. Using technology, students can explore, examine, and compare three different travel options offered by French websites (train, car rental, bus), and compare and contrast the information they have discovered. Some websites offer live chat with an agent and present an exciting opportunity for students to practice the language and culture with native speakers. Many hotels, restaurants, stores, and other service-oriented businesses have online order or purchase options, which is an excellent opportunity for students to interact with authentic materials in the target language and within the context of the target culture. Internet platforms and applications allow for live audiovisual interaction in real time. With the advancement of technology, teachers and students may encounter and use more sophisticated options.

When planning activities for all three modes of communication, teachers consider the settings in which members of the target culture use language. The following questions can be helpful to teachers as they plan learning experiences for their students that simulate as closely as possible the communication of members of the target culture. Teachers can ask themselves: "In what situations would individuals in the target culture do the following?":

- Encounter language in their everyday life (such as reading street signs)
- Search for information that would require them to interpret language (such as looking up movie schedules or ordering a product online)
- Exchange information and negotiate meaning (such as asking for directions to a business)
- Present information on this particular topic (such as writing an email to a coworker or client or recording a how-to video)

The situations and settings identified in student activities simulate those naturally occurring in the target-language cultures. This deliberate practice enhances student progress because it immerses learners in situations that are culturally authentic and rooted in real-life encounters. This practice builds students' linguistic and cultural confidence in the use of the target language beyond the school setting.

Teachers often have local resources available to give students access to settings beyond the classroom to communicate in the target language. The culturally diverse neighborhoods of California provide excellent opportunities for many students to interact with native or heritage speakers of the target language within the context of the target culture. Whether in large urban or small rural areas, language programs and their clubs can organize short trips to target-language countries or communities, while others may choose to establish opportunities for extended target-culture experiences, such as summer school, one-semester, or year-long student exchange programs.

In a Novice Low situation, students of American Sign Language are presented with the kinds of information that is typically brought up and questions that are asked when two signers meet for the first time. This information includes greetings, exchanging names, and asking about one's hearing status, where one learned American Sign Language, and individuals both participants know in the Deaf community. Students then brainstorm vocabulary that might come up in this situation. In watching situations of two people who have just met interacting, students can identify some of the vocabulary that they have brainstormed and learned. When students reach the Novice Mid level, they can start putting the vocabulary together into simple sentences such as: "My name is … " and "I'm hearing." They can also understand these simple phrases when they are put into an authentic setting where they might meet a deaf person.

Connecting Global and Intercultural Communicative Competence to the Communication Standards

In tandem with the development of learners' communicative proficiency, an important element of the WL Standards is the attention given to the development of **intercultural communicative competence (ICC)**. As defined in the NCSSFL–ACTFL Intercultural Can-Do Statements, "Intercultural Communicative Competence (ICC) refers to the ability to interact effectively and appropriately with people from other language and cultural backgrounds. ICC is essential for establishing effective, positive relationships across cultural boundaries, required in a global society" (NCSSFL–ACTFL 2017, 5). As the focus of this chapter is on the Communication Standards, it is important to recognize that communication cannot take place in absence of culture. Individuals who communicate do so with knowledge of cultural products, practices, and perspectives and in culturally appropriate ways. For more in-depth discussion of the Cultures Standards, see chapter 7 of this framework.

Developing both students' linguistic competence and intercultural communicative competence is an essential process leading to developing global citizens. The WL Standards link ICC and global competence across proficiency ranges. To achieve the outcomes of the California WL Standards, students *investigate* cultural concepts, *recognize* various cultural perspectives, and *interact* with members of the target-language community in order to *communicate* ideas effectively and translate these ideas into *action* beyond the classroom. "Investigate the world," "recognize perspectives," "communicate ideas," and "take action" are also the domains for global competence in the Global Competence Framework, developed by the **California Global Education Project (CGEP)**. The Global Competence Framework combines the indicators and benchmarks for the four domains of global competence with the Sustainable Development Goals adopted by the United Nations to guide the work of supporting global education across the state. For more information on CGEP and the global competence indicators and benchmarks, see chapter 7 of this framework or visit the California Department of Education website (https://www.cde.ca.gov/ci/fl/cf/ch6.asp#link1).

Communication Standard 5: Receptive Structures in Service of Communication

Language is a tool for communication. The WL Standards focus on using language to comprehend messages by using **receptive structures**. In this standard, the role of structures such as morphology and syntax is to help learners communicate when listening, reading, or viewing (ASL). Receptive structures make it possible for learners to successfully interpret messages and engage in the receptive aspect of interpersonal communication in order to negotiate meaning.

GOALS

- Students use the following structures to communicate:
    - sounds, **parameters**, and writing systems (Novice);
    - basic word and sentence formation (Intermediate);
    - structures for major time frames and text structures for paragraph-level discourse (Advanced);
    - all structures and text structures for extended discourse (Superior).
- Students use the following language text types to communicate:
    - learned words, **signs** and fingerspelling, and phrases (Novice);
    - sentences and strings of sentences (Intermediate);
    - paragraphs and strings of paragraphs (Advanced);
    - or coherent, cohesive multiparagraph texts (Superior) (CDE 2019, 15).

Language users generally are able to understand messages appropriately (content/culture) using correct rules of grammar (form) for a variety of purposes (use/functions). **Content** refers to the topics understood in a language, including the meanings of words when combined (semantics). **Form** refers to the structure of language. This can include

- the sounds that make up words (phonetics) and the different letter combinations that produce those sounds (graphemics), such as the letter combinations of "F" or "PH" that represent a similar sound;
- the meaningful parts of words, such as an "s" on the end of a word to make it mean "more than one" (morphology, or morph- "form" -ology "the study of");
- the parameters that make a sign in sign languages (handshape, location, movement, palm orientation, or facial expressions) (phonetics, phonemics, morphemics); and
- the grammatical structures and rules for forming sentences, such as subject–verb order in sentences or questions (syntax).

The WL Standards emphasize that **structures**—the multiple components of grammar that learners must control in order to communicate with accuracy—are to be taught in service

of a communicative function or purpose. Therefore, a grammar concept is taught as one of many components of an overall learning and proficiency target, but not as the ultimate goal of a lesson. For example, teachers design a series of input and practice activities to help students learn to manipulate the past tense in order to be able to share their childhood memories. Form follows function.

Use/function refers to the purpose of the communication, including why a particular communication occurs, or **pragmatics**, meaning associated with language in use.

Learners are often able to use receptive structures effectively, if not accurately, in order to successfully understand messages. For example, by recognizing a few temporal modifiers (tomorrow, soon, next week), students infer that the target-language text informs about activities in the future. As students comprehend verb forms in the future tense, they recognize the patterns and, over time, acquire the grammar rules of that tense.

Morphology and **syntax** can impact a learner's receptive language abilities (listening, viewing, and reading). Various language elements may make it easier or more challenging for the learner to extract meaning from texts. These language elements may include

- singular, dual, and plural forms of verbs, nouns, and adjectives;

- tense, mood, voice forms of verbs;

- prefixes, infixes, and suffixes for cases of nouns and adjectives or degrees of adjectives and adverbs; and

- classifiers, topic–comment structures, preposition or postposition, **left**- or **right-branching**, and variations in the formation of phrases, clauses, and sentences.

Teachers employ several instructional approaches as they guide students to acquire language structures:

- **implicit**, when language learners figure out and/or absorb the structures by/ for themselves as they simultaneously practice them through trial and error in communication;

- **explicit**, when the teacher identifies the structures for students and facilitates practice and eventual application in communication; or

- a combination of the two, when the teacher uses authentic materials to guide the students to discover specific grammatical forms and patterns.

For more information about morphology and syntax as it relates to individual languages, see chapter 12 of this framework.

Language teachers carefully select authentic texts (audio, video, and print), rich in language, culture, and content to provide materials for learning. Teachers focus students' attention on vocabulary and language structures found in the text, with the ultimate goal of understanding the communicative message. Effective instruction builds student confidence in their comprehension of language, culture, and content. It enables them to recognize differences in the forms of words or in sentence structure that makes content accessible in new and different ways.

The WL Standards emphasize that structures are acquired in service of communication. The focus on communication leads to an understating that grammar instruction works better within contexts and themes, as opposed to asking students to conjugate a list of verbs or relying on fill-in-the-blank tests as a way to assess students' growth in acquiring the target language. Student-centered and student-driven strategies for discovery of grammar in service of communication may include the following:

The **PACE Model** (Presentation | Attention | Co-construction | Extension)

- Presentation—The teacher presents an authentic text on a familiar topic that provides context for the grammar in the selection. The authentic text includes a major change in grammar usage. For example, in Romance languages learners familiar with travel activities in the present tense interact with authentic materials with known content but in the past tense.

- Attention—The teacher draws students' attention to the verb forms in the materials. Students examine the verb forms and look for patterns.

- Co-construction—Students share discoveries and work with the teacher to formulate, in their own words, the newly discovered grammar rule for forming and using the past tense of verbs, such as, "we must use … and add … in order to show that something happened in the past."

- Extension—Students work with the teacher to test the newly formulated rule. They may discover it in additional texts or start using it when they communicate on familiar topics.

Figure 6.11 illustrates the progression that teachers and students complete using the PACE model. It shows the term behind each letter of the acronym, along with a definition of each step. The chart lists suggestions for what teachers can do at each step of the process.

FIGURE 6.11: PACE Model at a Glance

P	A	C	E
Presentation	**Attention**	**Co-Construction**	**Extension**
Present orally an authentic text that foreshadows the grammar structure in the lesson's focus. Engage students through pictures, total physical response **(TPR)**, and other activities.	Call learners' attention to a particular form in the text that is important to the text's meaning so that the teacher and learners establish a joint focus of attention.	The teacher and learners co-construct an explanation of the form through class discussion and dialogue.	Extending and using the form in a new context related to the theme and/ or cultural content of the authentic materials within the Interpretive, Interpersonal (collaborative), and Presentational (productive) modes of communication.
Teacher does:	**Teacher does:**	**Teacher does:**	**Teacher does:**
■ Select an appropriate authentic text from the target culture with sufficient occurrences of the structure that will be learned ■ Prepare visuals to give context to the authentic text ■ Practice telling the content of the authentic text, not simply reading aloud ■ Present the authentic text to the class, using visuals and including opportunities to ask questions that engage students actively in listening and checking for understanding	■ Draw students' attention to the form or structure being featured in the lesson ■ Underline, highlight, or mark them with different colors ■ Ask students to make observations about structural and functional similarities in the highlighted forms ■ This phase is very short in duration	■ Ask students to find patterns, compare the use of one form with another, or tell what role the form plays in the authentic text ■ Engage students in dialogue through questions and answers ■ Encourage students to make guesses about the role of the form or structure being observed	■ Plan information gap activities, simulations, games, paired interviews, or writing tasks to have students practice the new form or structure ■ The culminating activity may mirror the original text in the "P" phase (teacher-presented poem, students create an original poem)

It is also possible to teach structures through a simulation or real-world situation. For example, a teacher of Arabic or Hebrew can introduce the imperative mood or future tense with recipes. In the lesson, students watch a cooking show in which the host prepares a recipe and describes the process using the command form of verbs. Students work with teacher to isolate the command* or future forms of the verbs and discuss the grammar rules that they follow. [*Some languages use the future tense in recipes.] Students can then view the host preparing another recipe or read an actual recipe and demonstrate their understanding by circling the form of the verb that they hear in a list of possible options.

Edit the Task, Not the Text

The WL Standards emphasize that the learning of grammar/language structures is intended to facilitate communication within the **context** of the theme or topic. Authentic materials provide content, vocabulary, and culture along with authentic use of grammar in context.

For example, songs or advertisements employing the subjunctive mood may be used within the Novice range of proficiency for their content and some vocabulary. Or students can scan a supermarket flyer advertising special deals and identify fruits and vegetables that are on sale during a lesson on healthy eating.

Later, the same authentic materials (supermarket flyer or store advertisement) become a familiar starting point for grammar exploration of the imperative (command) structure ("Buy this cake/car!") within the Intermediate range of proficiency. In this way, language teachers can employ the same authentic text for a variety of language learning purposes at multiple ranges of proficiency by adapting the tasks accordingly: Edit the task—not the text.

Snapshot 6.4 illustrates how world languages teachers engage in a professional discussion about the usage of authentic materials across all proficiency ranges. Additional discussion of the use of authentic materials can be found in chapters 5 and 11 of this framework.

Snapshot 6.4: Collegial Conversation About How to Edit the Task, Not the Text

During a professional learning community (PLC) meeting, world languages teachers discuss how to use authentic materials across the proficiency ranges in their classes. Several teachers, Ms. Burlo, Ms. Ovier, and Mr. Wall, are doubtful that they can use authentic texts or videos with their Novice range students because they believe the texts are "too difficult."

In response, Ms. Dimana and Ms. Krasha, who attended a workshop on Integrated Performance Assessment (IPA), introduce the concept of "edit the task, not the text." They further explain that when introducing an authentic text teachers can successfully use the text in an unedited form if they scaffold and adapt the tasks

according to the learners' range of proficiency. Then Ms. Dimana, Ms. Krasha, and their colleagues brainstorm the types of varied interpretive tasks students can complete in order to demonstrate understanding as appropriate for their range of proficiency. Ms. Dimana and Ms. Krasha suggest that Novice learners can do specific tasks related to word recognition and guessing meaning as is appropriate to their proficiency. Intermediate and Advanced learners can use the same authentic text but perform tasks related to identifying the overall message of the text by citing evidence. For all proficiency ranges, teachers design interpretive activities that include only a few select tasks to allow students to demonstrate understanding.

Figure 6.12 provides a menu of potential interpretive tasks as appropriate for different proficiency ranges. Some of these tasks are applicable at the three language proficiency ranges (Novice, Intermediate, Advanced), while others apply only at Intermediate and Advanced.

FIGURE 6.12: Interpreting Authentic Materials at All Proficiency Ranges

Key: N=Novice | I=Intermediate | A=Advanced | Yes=Applies; No=Does not apply

INTERPRETIVE TASK	N	I	A
Key Word Recognition	Yes	Yes	Yes
Main Ideas	No	Yes	Yes
Supporting Details	No	Yes	Yes
Organizational Features of the Text	No	Yes	Yes
Guessing Meaning from Context	Yes	Yes	Yes
Inferences	No	Yes	Yes
Author's Perspective	No	Yes	Yes
Comparing Cultural Perspectives	Yes	Yes	Yes
Personal Reaction to the Text	Yes	Yes	Yes

Source: Appendix D of *Implementing Integrated Performance Assessment* (Adair-Hauck, Glisan, and Troyan 2013)

For more information about proficiency ranges and appropriate interpretive tasks, see the examples in chapters 9 and 12 of this framework.

Communication Standard 6: Productive Structures in Service of Communication

In addition to teachers developing students' ability to use receptive structures in service of communication (interpretive and receptive interpersonal communication), the WL Standards focus on using language to produce messages by using **productive structures**. In this standard, productive structures make it possible for learners to successfully communicate messages to a variety of audiences and to engage in interpersonal communication that involves negotiation of meaning.

GOALS

- Students use the following structures to communicate:
  - □ sounds, parameters, and writing systems (Novice);
  - □ basic word and sentence formation (Intermediate);
  - □ structures for major time frames and text structures for paragraph-level discourse (Advanced);
  - □ all structures and text structures for extended discourse (Superior).
- Students use the following language text types to communicate:
  - □ learned words, signs and fingerspelling, and phrases (Novice);
  - □ sentences and strings of sentences (Intermediate);
  - □ paragraphs and strings of paragraphs (Advanced);
  - □ or coherent, cohesive multiparagraph texts (Superior).
    (CDE 2019, 15)

A student's ability to understand the structures of the target language is an initial step in the process of becoming able to communicate productively in the target language. With time and practice, students begin to independently and accurately use the structures they acquire in additional interpretive activities and use them productively in interpersonal and presentational communication.

Student accuracy with structure varies across the three modes of communication and depending upon student communicative and cultural background. For example, students of Russian or Mandarin may have acquired the ability to understand structures and text types of the Advanced range in interpretive activities, but in interpersonal and presentational communication they may still struggle with structures within the Intermediate range. Even in the same mode of communication, students may perform within different phases when they are listening, viewing, or reading (Interpretive), or when they are speaking, signing, or writing (Interpersonal and Presentational). For more information related to proficiency ranges and outcomes, see chapters 3 and 9 of this framework.

In order to move learners from the use of structures receptively in service of communication to the use of structures productively, teachers can respond to what

students need to know by providing focused **corrective feedback** to guide their development. This corrective feedback plays a pivotal role in scaffolding to promote continuous target-language growth. Types of feedback are modeled in figure 6.13. The chart shows different types of feedback. Next to each type of feedback are specific actions teachers can take and statements to illustrate how teachers can provide that particular type of feedback.

FIGURE 6.13: Corrective Feedback Types from Enacting the Work of Language Instruction: High-Leverage Teaching Practices

Corrective Feedback Type	Teacher Action	Teacher Says
Explicit Correction	Teacher provides the correct form or indicates that what the learner said was incorrect.	"Oh, you mean … " "You should say … "
Recast	Teacher responds to the learner and rephrases part of the student's statement so as to correct it, but in a more implicit way without directly saying that the form was incorrect.	Student: "I goed to the beach." Teacher: "Oh, you *went* to the beach."
Clarification Request	Teacher indicates that there is a problem in comprehensibility or accuracy or both and that a reformulation is required.	"Excuse me? What do you mean?"
Metalinguistic Feedback	Teacher indicates that there is an error by asking questions about what the student said or providing grammatical metalanguage that points out the nature of the error.	"Are you referring to present or past? You need a past tense verb."
Elicitation	Teacher elicits the correct form by repeating exactly what the learner said up to the point of the error. Teacher could also ask questions to elicit the form.	Student: "I will go to the concert this night." Teacher: "I will go to the concert…" Teacher: "How do we say X in French?"
Repetition	Teacher repeats the learner's incorrect utterance with rising intonation to highlight the error.	Student: "I goed to the gym this morning." Teacher: "I *goed*?"

Source: *Enacting the Work of Language Instruction: High-Leverage Teaching Practices* (Glisan and Donato 2017)

Research suggests that teachers, in the effort to create positive and learner-friendly environments in their classrooms, use **recasts** most frequently and naturally as a form of feedback, yet recasts lead to only 39 percent of **uptake/repair** of the error patterns. On the other hand, the most effective type of feedback is **elicitation**, for it clearly communicates that an error has been made, helps the student locate the error, and usually leads to an attempt of an uptake/repair (Lyster and Ranta 1997; Lyster, Saito, and Sato 2013).

Teachers are aware of the role corrective feedback plays in target-language development as well as the effect that correcting too often can have on a language learner. Teachers make intentional decisions about when to correct errors and when to ignore them. For example, prior to providing oral corrective feedback, the teacher considers contextual factors related to the correction. A teacher may decide to provide oral corrective feedback if the error is the linguistic target of the lesson, if it interferes with the intended meaning of the message, or if it is an error the student makes often. If these contextual factors do not apply, the teacher will likely ignore the error until the time is right. In addition to contextual factors, teachers also consider learner factors related to corrective feedback. For example, the teacher will consider whether the corrective feedback will benefit the student and lead to **uptake**, whether the student seems confused or needs help, and whether the student is interested in corrective feedback or assistance from the teacher. If the answer is no when considering these learner factors, the teacher ignores the error and moves on. To reiterate, overcorrection—even with the best intentions—may result in a student communicating less for fear of correction. The students participate freely—and learn from it—when teachers embrace the concept that in the world languages classroom we strive for communication and that accuracy grows with practice.

Regardless of the type of feedback they employ, teachers focus student correction on a specific language element or usage. For example, some language-specific elements include forms of singular and plural nouns/adjectives/verbs, gender and number agreement, subject–verb agreement, or **declension** forms.

Communication Standard 7: Language Comparisons in Service of Communication

This standard focuses on students making comparisons among the linguistic structures of the languages they know. As they learn a new language, students transfer not only their content knowledge, but also the skills they have developed involving language structures. Teachers can facilitate this process by giving students explicit practice in comparing the target language to their primary language. This approach can help students enhance their proficiency in all the languages they know.

GOAL

- To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know (CDE 2019, 16).

Language learning is supported when students have opportunities to compare and contrast the target language with other languages they know. Teachers encourage students in world languages classes to continually examine elements of English and other languages. They guide students into comparing the two languages through direct activities such as having students complete a T-chart to graphically document samples of linguistic structures in English and the target language. Teachers can also ask students to consider how a structural concept uses a contrasting perspective, such as in French where the concept of "I missed you" (in English) is communicated as "*Tu m'as manqué*" (You were missing for me). When students engage in language comparisons, they develop a greater understanding and appreciation for the target language and English as they discover the means that each uses to express messages, including formal/informal, academic/colloquial, and other varieties.

Following the principle of using the target language 90 percent or more of the time for instruction and interaction, language teachers often employ a number of important linguistic features, including **cognates**, shared intonations (for commands, questions, exclamation), and common gestures and facial expressions (for happiness, sadness, anger) in order to make language more comprehensible and provide scaffolding to help learners control structures or vocabulary. Just as teachers use both implicit and explicit instructional strategies when introducing students to new language structures, teachers may approach language comparisons implicitly or explicitly to guide the students into the exploration and discovery of similarities and differences between the languages they understand. Figure 6.14 includes sample strategies which teachers can use in order to explore similarities and differences in language structures they know or are learning.

FIGURE 6.14: Sample Strategies to Prompt Students to Explore Similarities and Differences Among Languages

- Teachers and students co-create word banks or word walls to post in class.
- Students create lists of thematically organized groupings (body parts, school subjects, family relations).
- Students design word webs to recognize prefixes, roots, infixes, and suffixes.
- Teachers and students generate etymology flow charts together in students' notebooks.
  - Spelling rules, e.g., *accuse < ad + cuso; excuse < ex + cuso* (Latin)
  - Meaning evolution, e.g., *petition < peto = ask, approach, attack* (Latin)
- Students design color-coded dual language picture dictionaries.
- Students practice word order/syntax by developing sentence diagrams (the following examples are translated into English).

> □ Main clause [subject … predicate … direct object …] + subordinate relative clause [relative pronoun (as subject) … predicate …] (European languages)
>
> □ Today GENITIVE dinner TOPIC already eat PERFECTIVE HUMBLE–POLITE–AFFIRMATIVE (Latin or other language using declension)

Comparisons can be made between different languages as well as among regional and dialectic differences within a language. As we do with cultural diversity within a target-language population, linguistic diversity can be identified, honored, and explored through these variations in expression. Heritage and native speakers and their families can often serve as a resource for demonstrating linguistic diversity. Exposure to and analysis of language variation are valuable learning tools, serving to expand students' experience of both the target language and English. For more information about dialects, see chapter 12 of this framework.

Conclusion

The seven Communication Standards are presented separately in this chapter for the purpose of close examination, detailed discussion, and profound understanding. However, the effective implementation of each standard reflects their complementary nature as they are integrated into lesson activities in a manner that promotes and amplifies their synergy and interconnectedness.

The Communication Standards are at the heart of communication in a second language and are intended to be implemented in an integrated manner in the standards-based world languages classroom. Language learners use authentic materials, language structures, and real-world functions within real-world settings in order to communicate effectively in the Interpretive, Interpersonal, and Presentational modes of communication. As is the case in communicative tasks beyond the classroom, learners move continuously among the modes of communication, acquiring information (Interpretive), exchanging information (Interpersonal), and conveying oral, signed, or written messages to a variety of audiences (Presentational). From the very beginning of their language studies and as their confidence grows, language learners assess their target-language communicative and cultural skills and abilities, using formally or informally a series of can-do statements. For more on the NCSSFL–ACTFL Can-Do Statements, see chapters 5, 9, and 10 of this framework.

By explaining a variety of approaches, models, and strategies for implementing all seven Communication Standards, this chapter focuses on helping world languages educators understand how to implement the WL Standards in manners that facilitate student progress toward performance within higher ranges of proficiency and global competence within and beyond the world languages classroom.

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Text Accessible Descriptions of Graphics for Chapter 6

Figure 6.10: Connection Between Modes of Communication in Integrated Performance Assessment

The image shows three components under the heading ACTFL Integrated Performance Assessment. The component that appears at the top is Interpretive, which is described as: "Students listen to, read, and/or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance."

There is an arrow on the left that curves down to point to the second component, Presentational. This second component is described as: "Students engage in the presentational mode by sharing their research/ideas/opinions. Sample presentational formats: speeches, drama, radio broadcasts, posters, brochures, essays, websites, etc."

There is a second arrow on the right, again emanating from the first component, Interpretive. This second arrow curves down to point to the third component, Interpersonal. This third component is described as: "After receiving feedback students engage in communication about a particular topic which relates to the interpretive text."

Finally, there is an arrow with two points that points to both the Presentational and the Interpersonal components. The graphic elements suggest that Interpretive performance can lead to either Presentational or Interpersonal performance. In addition, students' performance can fluctuate between the Presentational and the Interpersonal.

CHAPTER 7:
Teaching the Cultures Standards

Table of Contents

Chapter Overview

CHAPTER OBJECTIVES

By the end of this chapter, readers should be able to do the following:

☐ Explain the relationship between communicative and cultural proficiency

☐ Relate cultural competence to **intercultural communicative competence**, global competence, and global citizenship

☐ Connect the Cultures Standards to the **four domains of global competence**

☐ Provide examples of cultural products, practices, and perspectives, and describe their role in the World Languages classroom

☐ Identify strategies to engage students in age- and range-appropriate, standards-driven, and authentic instruction for developing cultural awareness, making cultural comparisons, practicing culturally appropriate behavior, and building intercultural communication skills in the World Languages classroom

Introduction

This chapter provides guidance for teachers and other educational leaders interested in world languages education and the implementation of California's World Languages Standards (WL Standards) for Cultures. The Cultures Standards in the WL Standards and this framework offer educators tangible suggestions for instructional strategies that develop learners' cultural proficiency, intercultural competence, and global competence.

The Center for Advanced Research on Language Acquisition (CARLA) defines culture as "shared patterns of behaviors and interactions, cognitive constructs, and understanding that are learned by socialization." Furthermore, Cristina De Rossi, an anthropologist at Barnet and Southgate College in London, states that culture "encompasses religion, food, what we wear, how we wear it, our language, marriage, music, what we believe is right or wrong, how we sit at the table, how we greet visitors, how we behave with loved ones, and a million other things" (Zimmermann 2017).

Language is the primary means by which the people of the world participate in social practices and communicate the perspectives of their culture. As such, the Cultures Standards directly link the Communication Standards and the Connections Standards. The WL Standards promote **culture** as the organizing principle for integrating language with other disciplines. The standards call on educators of world languages to integrate the teaching of language with the teaching of culture, and to be mindful that "language and culture are the frameworks through which humans experience, communicate, and understand reality" (Vygotsky 1968).

> "[L]anguage and culture are the frameworks through which humans experience, communicate, and understand reality" (Vygotsky 1968).

Language and culture are intimately connected and one cannot be known without the other (Kramsch 2012; Galloway 1985). The WL Standards affirm this connection and call for language teachers to provide instruction that puts into practice the principle both Kramsch and Galloway articulated. There are three elements of culture—**products**, **practices**, and **perspectives**—which will be defined and identified in Cultures Standard 2. These elements provide the authentic content (what people communicate about), context (settings where people communicate), and models of behavior (appropriate actions, communicative functions) for students to carry out with target-language structures. By simultaneously learning to use the **target language** and learning behaviors that are appropriate in the **target culture**, students are able to effectively participate in the Interpretive, Interpersonal, and Presentational modes of communication.

Elements of Culture

Products = tangible and intangible items

Practices = actions, interactions, behaviors

Perspectives = attitudes, beliefs, values

Interculturality and Communicative Competence in the Cultures Standards

An important element of the WL Standards is developing learners' **intercultural communicative competence** in tandem with their linguistic proficiency. It is impossible for students to achieve the outcomes of the WL Standards without developing intercultural and global competence in their own and the target culture. "The exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both" (National Standards Collaborative Board 2015, 67).

As defined by the NCSSFL–ACTFL Intercultural Can-Do Statements, "Intercultural Communicative Competence refers to the ability to interact effectively and appropriately with people from other language and cultural backgrounds. ICC is essential for establishing effective, positive relationships across cultural boundaries, required in a global society" (NCSSFL–ACTFL 2017, 5). The Cultures Standards are at the heart of effective communication with people of cultures around the world. These standards underscore the fact that effective communication cannot exist without understanding how to interact appropriately within the target-language cultures.

Along with developing students' linguistic proficiency, language teachers seek to develop their students' **global competence**. It is important that California students develop global competence in order to be college, career, and world ready in an increasingly interconnected economy.

According to the American Council on the Teaching of Foreign Language (ACTFL), global competence is the ability to:

1. Communicate in the language of the people with whom one is interacting

2. Interact with awareness, sensitivity, empathy, and knowledge of the perspectives of others

3. Withhold judgment, examining one's own perspectives as similar to or different from the perspectives of people with whom one is interacting

4. Be alert to cultural differences in situations outside of one's culture, including noticing cues indicating miscommunication or causing an inappropriate action or response in a situation

5. Act respectfully according to what is appropriate in the culture and the situation where everyone is not of the same culture or language background, including gestures, expressions, and behaviors

6. Increase knowledge about the products, practices, and perspectives of other cultures

Source: Global Competence Position Statement (ACTFL 2014)

The WL Standards link ICC and global competence across proficiency ranges. To achieve the outcomes of the California WL Standards, students *investigate* cultural concepts, *recognize* various cultural perspectives, *interact* with members of the target-language community to *communicate* ideas effectively, and translate these ideas into *actions* beyond the classroom. "Investigate the World," "Recognize Perspectives," "Communicate Ideas," and "Take Action" also comprise the four domains of global competence illustrated in figure 7.1.

Developed by the Asia Society, these domains are organized in a circular, interconnected graphic. The circle emphasizes that each of the four domains connects to the others in a cyclical manner. Each domain is independently necessary for student understanding of the world and contributes to the development of the competencies within the other domains.

FIGURE 7.1: Four Domains of Global Competence
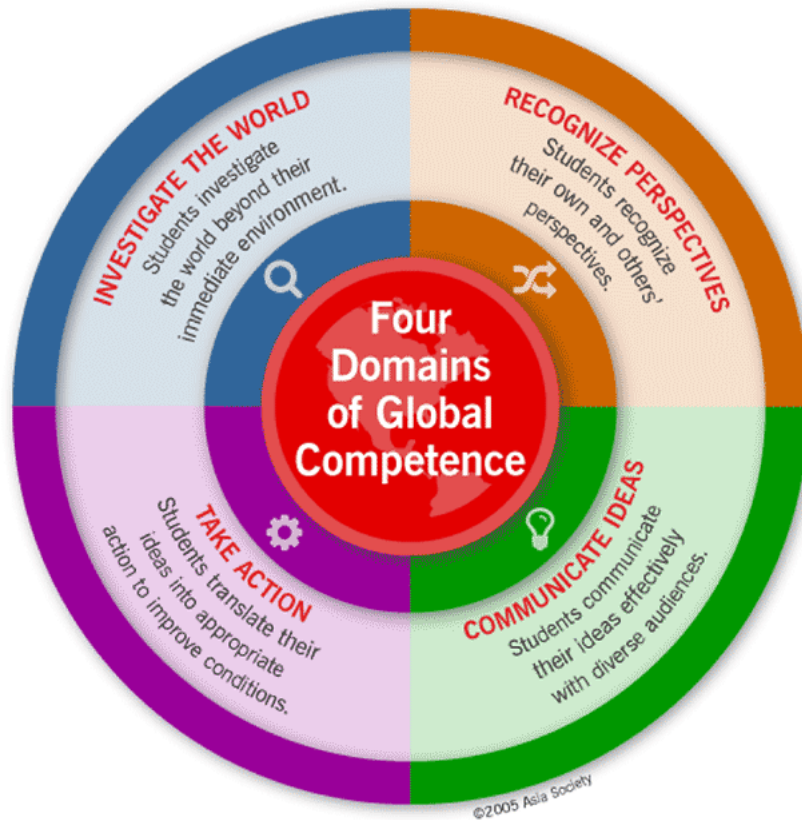
Text accessible version of figure 7.1

Source: Asia Society

The **California Global Education Project (CGEP)** produced a Global Competence Framework that combines the indicators and benchmarks for the four domains of global competence with the Sustainable Development Goals adopted by the United Nations to guide the work of supporting global education across the state. The CGEP Global Competence Framework complements the WL Standards by providing information, resources, and tools that teachers can use to engage students in research and activities to build global citizenship. The tools and resources provided by CGEP offer additional ideas, lenses, and resources for implementing thematic units in world languages.

The CGEP benchmarks are organized into four sections based on the domains of global competence shown in figure 7.1. The CGEP document provides a rubric with indicators ranging from "developing" to "processing" to "practicing" which allows teachers and students to measure their progress in developing global competence in each domain. Within each section of the benchmarks, there are specific actions that learners can take in order to develop global competence. Figure 7.2 enumerates the four domains (benchmarks) and the individual actions (indicators) within each domain. The indicators are student centered as they focus on what students do in order to demonstrate global competence.

FIGURE 7.2: California Global Education Project (CGEP) Global Competence Benchmarks and Indicators

Global Competence Domain	Indicators
Investigate the World	Students: ■ Pose questions to better understand issues and perspectives. ■ Identify and suspend assumptions and judgments. ■ Recognize the value of each person in a global community. ■ Explore the world with curiosity.
Recognize Perspectives	Students: ■ Keep an open mind. ■ Identify their personal perspectives and influences. ■ Examine the perspectives and influences of others. ■ Analyze cultural influences, connections, and contexts. ■ Empathize with others.
Communicate Ideas	Students: ■ Actively listen to others. ■ Consider the audience and communicate appropriately. ■ Share ideas and context with diverse audiences. ■ Engage in civil discourse.
Take Action	Students: ■ Use evidence and values to guide plans. ■ Assess options and consider the potential impact of planned actions. ■ Apply creative thinking and solve problems. ■ Capitalize on available resources and partnerships. ■ Persist through challenges. ■ Act and reflect individually and collaboratively. ■ Act with respect for individual dignity, differences, and human rights. ■ Contribute to a better world.

For more information about global competence, see chapter 9 of this framework, as well as the California Global Education Network (CGEN) on the California Department of Education website, or access the website for the California Global Education Project (CGEP).

As teachers design lessons for their language classes, they can use the global competence benchmarks to guide their work selecting authentic materials from the target culture. World languages educators, whether elementary or secondary, ensure that the curriculum they use is driven by the target cultures. Materials translated from English to teach content in the target language most often do not reflect the target cultures and certainly do not provide language learners with access to cultural elements available only through authentic materials. Students achieve the proficiency outcomes of the Cultures Standards only through consistent access to authentic materials that allow them to investigate the perspectives of the target cultures.

As they design units driven by authentic materials from the target cultures, teachers automatically infuse the language classroom with culture. For example, preparing for an activity on a particular theme, the students can express their opinions and perspectives on a topic in a quick write. Then the teacher selects a variety of texts from different target-culture locations and sets up a station activity during which the students move, in groups of three or four, to one station at a time, reading or viewing the texts, images, or videos at each station. As they complete these interpretive communication activities, the students record information in a graphic organizer that the teacher has designed based on the global benchmarks and indicators in the focus of this lesson.

At each station, the teacher provides variety for differentiation by including images, infographics, charts, and texts with which the students can interact by their own choice. As group members interpret the texts and images at each station, they share among themselves the information they learned from the text or image they selected individually. At the end of the station activity, the teacher asks students to complete a reflection. The students compare their own opinions and perspectives from their quick writes with those expressed in the target-culture documents at their station.

As an additional example, during a unit on environmental concerns around the world, students of French within the Intermediate range explore a variety of authentic texts in magazines and websites. As the students read articles and view other informational texts about environmental issues in a variety of countries in Europe, Africa, and Asia, they use a graphic organizer to identify the primary issue in each location described in the different articles (Interpretive). Then, in small groups, the students discuss the issues they identified and rank them in order of importance. As a group, the students then select one issue for further investigation. Both individually and as a group, the students conduct further research on their selected issue. The group creates a chart highlighting potential solutions as well as the positive and negative sides for each solution (Interpersonal). Finally, the students work as a group to prepare a public service announcement or print media publicity campaign to draw attention to the issue and, if possible, recommend solutions (Presentational).

The previous example illustrates how the development of global competence is grounded in the development of linguistic, communicative, and cultural proficiency. Students use the target language to access information from the target culture and seek to understand the perspectives of the members of the target culture who encounter the issues that the students are learning about.

In addition to a new emphasis on developing students' global competence and intercultural communicative competence, this framework provides guidance to teachers on how to engage students in discovering the similarities and differences between their culture and the target culture. Later in this chapter, the discussion of the IMAGE model suggests that it is one way to guide students in cultural exploration. This is a model that teachers may use to provide students with an active role in exploring cultural products, practices, and perspectives, and then guide students in generating hypotheses about other cultures. The IMAGE model makes students active participants in learning, and places the teacher in the role of a coach in a student-centered classroom.

When it comes to strategies for teaching culture, this framework recommends a variety of research-based and evidence-based approaches. What unifies the suggested approaches is a commitment to using authentic materials and the target language to learn about and investigate the target culture with an emphasis on the products, practices, and perspectives of the cultures of the world.

Teaching the World Languages Cultures Standards

It is important that teachers of world languages follow the principle that culture cannot be separated from communication and culture is naturally embedded in all aspects of the world languages classroom. Figure 7.3 enumerates the four Cultures Standards, each of which is discussed in detail in this chapter.

FIGURE 7.3: The California World Languages Cultures Standards

Cultures Standard 1: Culturally Appropriate Interaction

Cultures Standard 2: Cultural Products, Practices, and Perspectives

Cultures Standard 3: Cultural Comparisons

Cultures Standard 4: Intercultural Influences

Cultures Standard 1: Culturally Appropriate Interaction

In this section, readers will learn about the nature of culturally appropriate interaction and gain insight into how to design learning experiences that allow students to develop understanding of the importance of culturally appropriate behaviors and their connection to linguistic and cultural communication.

GOAL

- Students interact with cultural competence and understanding (CDE 2019, 18).

Cultures Standard 1: Culturally Appropriate Interaction emphasizes that communication is more than simply decoding words and expressions. In addition to knowing the vocabulary and the structures of the target language, it is important that students also develop the capacity to interact in culturally appropriate ways. Understanding cultural behaviors and engaging in culturally appropriate behaviors ensure effective communication.

A major component of culturally appropriate interaction is the ability to use verbal and **nonverbal** communication (involving body language, gestures, and facial expressions), which is culturally determined and culturally specific. This is evident in the cultural variants among different communities that share a language. For example, speakers of Armenian from Lebanon may have a different sense of personal space than French Armenian individuals when participating in interpersonal communication. The French Armenians most probably will maintain a greater physical distance from one another than the Armenians from Lebanon.

In addition to nonverbal communication as an element of culturally appropriate behavior, it is important to teach students about the role of language register (formal vs. informal) in culturally appropriate communication. English uses a **lexicon** rather than formal and informal pronouns to mark register. For example, it would be inappropriate to greet a teacher with "Hi, Dave" rather than with "Good morning, Mr. Gumbiner." Because English does not distinguish between informal and formal pronouns to address individuals, this may be a new concept for some students. In many languages, it is appropriate to use an informal pronoun, for example "*tu*" in French and "*tú*" in Spanish, when speaking to friends or family members. However, when speaking with a stranger or elder, it is appropriate to address them with the formal pronoun, for example "*vous*" in French and "*usted*" in Spanish. There may also be expectations for interpersonal communication in a formal register that require appropriate greetings and leave-takings, or ways to request information or items, which might not be obligatory during more informal interactions. For example, in France, when customers enter a business, they should always greet the employee who is helping them ("*Bonjour, madame*"). In the United States, this is not an expectation, and it does not offend the employees if the customers immediately state what they wish to purchase. In France, however, not greeting the employee would be considered impolite.

Teaching culturally appropriate interactions in Deaf culture requires specific attention. For example, as a part of a unit on introductions, American Sign Language students watch

videos of Deaf and Hard of Hearing individuals interacting. Several videos show both the correct and the incorrect ways to interact in specific situations. These situations include getting one's attention, how to walk through a Deaf conversation, and the appropriate information to include when introducing a friend. Through watching these videos and the discussion afterward, students acquire information about culturally appropriate interactions. After watching videos, students then practice culturally appropriate interactions with their peers to demonstrate their understanding of the acceptable ways to interact in the Deaf community.

In order to demonstrate culturally appropriate behaviors of the target culture, teachers can use contemporary authentic video clips showing interactions among the members of target-culture groups. Video clips are useful because they give teachers and students access to current and significant aspects within the target cultures. For example, students may watch authentic video material on a specific topic multiple times for varying purposes. In the Interpretive mode, students watch with the sound off and record their observations and reactions. Next, the students watch the same video material with the sound on and have an opportunity to revise their initial reactions. Then, in the Interpersonal mode, the students share their observations in small groups of two or three. Lastly, in the Presentational mode, the students give cultural advice to a group of classmates planning a trip to a target-culture region and to a group of exchange students visiting their school from a region of the target culture.

An example of a significant cultural practice is the use of space and physical contact. For instance, in mainstream US Anglo-American culture, when entering a small space like an elevator, culture bearers stand with their arms at their sides facing the door or looking up as they wait to exit. In other cultures where individuals need less personal space among them, they often engage in conversation with both familiar and unfamiliar individuals. In some cultures, individuals make physical contact while speaking. US Anglo-American culture bearers may find this uncomfortable. Vice versa, individuals who need less personal space and make more physical contact may feel uncomfortable when attempting to interact with others who do not share the cultural practice.

In order for students to learn to interact in culturally appropriate ways, teachers plan for students to use their understanding of products, practices, and perspectives from the target culture in order to comprehend the message and further their knowledge of both the target language and the target culture. It is important that teachers help students to develop accurate perceptions and understanding of both target language and target culture.

By providing students access to varied authentic materials from the target culture that illustrate culturally appropriate interaction, students are able to explore the world with curiosity and also begin to identify and suspend assumptions and judgments, as outlined in the global competence indicators and benchmarks. Furthermore, certain aspects of content knowledge, even within the Novice range, can only be acquired through the lens of the target culture. For example, in a dual immersion Korean kindergarten class, students

sort pictures showing people wearing a variety of clothing (for formal and informal activities, such as going to school, playing games, going to work, attending a wedding) from Korea and the United States and sort them in three groups in a Venn diagram: US culture, Korean culture, and both cultures. As they do so, the students begin to develop the ability to keep an open mind and make connections between the similarities and differences of cultural practices in the two cultures. Teachers who make this strategy part of their instructional planning provide students with opportunities to expand their understanding of target cultures.

Snapshot 7.1 illustrates some ways that students develop understanding of cultural behavior by viewing art depicting target-culture behavior. While the examples listed below relate to Latin, other language teachers can make use of video and other media that depict current cultural practices to give students access to the target culture and culturally appropriate interactions.

Snapshot 7.1: Acquiring Content in Latin About Cultural Interaction at the Novice Range

In a Novice Low Latin course, students observe images of ancient Roman art (product), and learn the Latin words for "woman," "man," "girl," and "boy." Directing learners' attention to the clothing of the people portrayed, the teacher helps the students recognize that

- young male and female children are dressed similarly (practice);
- male age is depicted through facial hair (practice); and
- male and female attire differ—men wear *tunica* and *toga* while women wear *tunica*, *stola,* and *palla* (practice).

The fact that Roman women were not allowed to wear togas may guide students into a deeper exploration of topics such as gender roles, military history, and personal freedom (perspective). Later in the school year, when preparing for a make-believe trip to ancient Rome, students give advice to one another about how to select a proper wardrobe.

In another Novice Low Latin lesson, when students of Latin view authentic images of gladiatorial games, they become aware that the meaning of the thumbs-up and thumbs-down gestures had a distinct meaning in the context of ancient Roman life. Upon closer examination of the ancient tradition, students learn that the game sponsor's thumbs-down gesture was actually used to instruct the winning gladiator to drop the sword and spare the losing fighter's life. As a result, in their interactions in the Latin classroom, students no longer use the thumbs-up gesture to signify satisfaction and approval that corresponds to its common meaning in American culture. Instead, the learners of Latin have opportunities to use verbal expressions

of affirmation and praise (*ita, vero, bene,* and *euge*). As their proficiency in Latin develops, students may then incorporate some comparative and superlative forms (*melius, optime*) to their lexicon.

World Languages Standards:

WL.CM1.N, WL.CM5.N, WL.CL1.N, WL.CL2.N, WL.CL3.N, WL.CN1.N

By using authentic materials, teachers design student activities for the Interpretive mode which encourage learners to recognize, examine, and interpret the shapes, colors, textures, flavors, smells, and sounds of the target-culture products. For example, teachers can guide students to watch a video clip from the target culture with the sound off and take note of the facial expressions and gestures of native speakers interacting in the target language as they sample food in a restaurant. After they view the video in silence, students sort images representing the different facial expressions and gestures into positive and negative reaction categories.

The teacher then plays the video clip again, this time with the sound on, and students have an opportunity to revise how they sorted the images. Next, the teacher may conduct a whole-class activity to review the students' selections in order to confirm or revise their choices. Knowing that at a later point they will need this cultural knowledge for their interpersonal and presentational activities, the students pay close attention to these cultural practices in order to deepen their understanding of how native speakers use nonverbal communication in addition to language.

Students are more likely to recognize and accurately interpret the subtle meaning, symbolism, and nuances of the target-culture perspectives when they have regular opportunities to work with authentic materials that depict the appearance, patterns, and organization of target-culture practices, such as the significance of the color of a flower given to someone or the number of flowers in a bouquet. In another lesson, the teacher can use the same video clip with students within a different proficiency range to investigate other aspects of cultural practice and behavior, such as the physical placement of utensils on the eating surface, how food is served, how utensils are used by the diners, or where people are seated.

The Interpersonal and Presentational modes provide students with opportunities to put into action what they have learned about the target-culture products, practices, and perspectives in the Interpretive mode. For example, a casual observer in a Latin classroom may be surprised that in order to indicate approval and agreement, all smile while holding their thumbs down, but students have incorporated this cultural practice into their classroom interactions based on their exploration of authentic materials, as described in snapshot 7.1.

Due to geographic and historic factors, such as colonization or migration, some languages are spoken widely around the world. Examples include Arabic, Armenian, English, French,

Portuguese, Russian, and Spanish. Although the people speaking these languages and their dialects typically understand one another through the shared language, they often differ in the manner of their interactions. For example, despite sharing the same Modern Standard Arabic, Arabic-speaking countries vary in their intricately different cultures. Language teachers are especially aware of the multifaceted nature of target cultures. Therefore, from the very beginning of their target-language studies, it is important to expose learners to and guide them through the exploration of regional differences within the target-language **diaspora** (Story and Walker 2016).

Cultures Standard 2: Cultural Products, Practices, and Perspectives

In this section, readers will gain an understanding of the characteristics of cultural products, practices, and perspectives. They will also gain awareness of varied strategies for developing students' ability to demonstrate understanding of the products, practices, and perspectives of the target culture.

GOAL

- To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them (CDE 2019, 19).

Cultural products are tangible and intangible artifacts, creations, and inventions produced and used by the members of the target culture. Cultural practices are the ways in which the members of the target cultures use the products while interacting among themselves. Together, the cultural products and practices reflect the perspectives of the target culture and its members. In short, while cultural products and practices answer the questions *What is this?* and *How does one use it in the target cultures?* respectively, cultural perspectives reveal the reasons behind the creation and usage of the products. Cultural perspectives answer the question *Why?*

This correlation among the three elements of culture is illustrated in figures 7.4 and 7.5.

The triangle image in figure 7.4 represents the three components of culture—products, practices, and perspectives—and offers a few examples of each.

FIGURE 7.4: The Triangle of Cultural Products, Practices, and Perspectives

[Text accessible version of figure 7.4](#)

Source: (ACTFL 2006)

Figure 7.5 illustrates the relationship among cultural products, practices, and perspectives, and the challenge of identifying and understanding those relationships. As with an iceberg floating in the ocean, the different elements of culture (products, practices, and perspectives) are sometimes challenging to identify. There are elements that are easily visible—generally products and practices—but most perspectives often lie "beneath the surface."

FIGURE 7.5: Cultural Products, Practices, and Perspectives: The Cultural Iceberg Model

THE CULTURAL ICEBERG

SURFACE CULTURE

Food
Flags Festivals
Fashion Holidays Music
Performances Dances Games
Arts & Crafts Literature Language

DEEP CULTURE

Communications Styles and Rules:
Facial Expressions Gestures Eye Contact
Personal Space Touching Body Language
Conversationa Patterns in Different Social Situations
Handling and Displaying of emotion
Tone of Voice

Notions of:
Courtesy and Manners
Friendship Leadership
Cleanliness Modesty
Beauty

Concepts of:
Self Time Past and Future
Fairness and Justice
Roles related to Age, Sex,
Class, Family, etc.

Attitudes toward:
Elders Adolescents Dependents
Rule Expectations Work Authority
Cooperation vs. Competition
Relationships with Animals Age
Sin Death

Approaches to:
Religion Courtship Marriage
Raising Children Decision-Making
Problem Solving

Text accessible version of figure 7.5

Source: Inspired by graphic by Edward Hall.

When teachers and students understand that much of culture is not readily visible, they work to investigate the underlying perspectives reflected in the visible products and practices of the target culture. Figure 7.6 provides samples of thematically organized products and practices, as well as the perspectives that underlie them.

FIGURE 7.6: Samples of Products, Practices, and Perspectives in Thematic Topics

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Cultures (Sample Evidence)

Indicate the relationship between the product, practice, and perspective.

- Product: School
- Practice: Going to school
- Perspective: Importance of school for all young people in (name location)

- Product: Daily class schedule
- Practice: Required vs. elective courses
- Perspective: Purpose of school

- Product: Café
- Practice: Stopping with friends for coffee
- Perspective: It's not the coffee, it's the conversation.

- Product: School year calendar
- Practice: Regular breaks, holidays
- Perspective: Balance

Source: *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi and Terrill 2017)

All products of the target culture have the potential to prompt and facilitate communication in the target language. It is important to provide students with multiple opportunities to investigate the world by engaging with target-culture products and practices that provide varied perspectives of the target culture. Using this approach, teachers create a learning environment that eliminates the perpetuation of stereotypes and generalizations, as noted in the following "Then and Now" excerpt from the WL Standards.

Then	Now
Focus on isolated cultural factoids	**Focus on relationship among products, practices, and perspectives** ■ Students learn the target cultures through the target language. ■ Students learn to function in culturally appropriate ways. ■ Students learn target-culture perspectives that underlie cultural products and practices. ■ Students learn about the effects of intercultural influences.

Source: "Then and Now in the 21st Century Skills Map for World Languages" (Zaslow 2011)

Authentic materials related to the lesson or unit theme make both the target language and the target culture come alive through the vibrancy of cultural products, practices, and perspectives. Teachers are encouraged to seek out authentic materials from a variety of sources, such as websites, print media, stories and poems, blogs and podcasts, and songs and video clips. Age-appropriate authentic materials engage students in discovering the target culture through the artifacts produced by members of the target culture and reveal the intricacies of the target-culture practices and perspectives.

In many heritage- and native-speaker classes, students bring their unique family heirlooms, traditions, practices, and perspectives which need to be incorporated and validated as evidence of the internal diversity of the target culture. For example, in a heritage Hmong class, students can bring regional examples of products, practices, and perspectives during wedding celebrations. Students can identify similarities and differences in clothing, accessories, body language, and facial expressions, among many, and discuss the underlying perspectives.

Ideas for how world languages teachers can integrate authentic materials to develop students' cultural proficiency include:

- Reading stories, books, and magazines from the target culture
- Using target-language maps to find locations
- Selecting entertainment by reading posters or other target-language advertisements
- Reading concert or train schedules in order to plan a vacation itinerary
- Giving fashion advice for clothing after viewing websites of department stores from the target culture
- Creating and critiquing art after going on a virtual museum tour in the target culture

■ Playing target-culture musical instruments and songs

The concrete nature of cultural products makes them easily comprehensible within all ranges of language proficiency. For example, teachers can introduce new concepts to students in a comprehensible manner by using authentic cultural products (school, household, clothing, and sporting objects; food, tools, art, music, films) or replicas (models and images) of such products. Classroom environments that are rich in authentic cultural products pique student interest and support student acquisition of the target language and understanding of the target culture.

> Classroom environments that are rich in authentic cultural products pique student interest and support student acquisition of the target language and understanding of the target culture.

Research suggests that students should use the target language when learning about target-culture products, practices, and perspectives from the earliest days of instruction (Glisan and Donato 2017). Figure 7.7 provides considerations for teachers on how to engage their students in the target cultures. Answering a set of reflective questions, teachers prepare a thoughtful sequence of activities that help their students to acquire specific target-culture components.

FIGURE 7.7: Considerations About the Teaching of Culture

How do I approach culture so that my students don't dismiss the target culture as being "weird"?

Teachers recognize that:

■ Learners may experience or pass through stages of resistance.

■ Students' possible negative reactions are the first stage.

■ Students' natural curiosity must be provoked and capitalized upon.

Therefore, teachers plan for instruction that, over time, assists students in reflecting on, hypothesizing about, and analyzing meanings and beliefs from the point of view of the cultural insider.

What if my students do not have enough target language to discuss cultural topics?

First, language teachers must lay the groundwork for target-language use *by students* from day one. Teachers must *carefully* plan for:

- Comprehensible target-language input
- Collaborative target-language interactions

Next teachers ask themselves:

- Is the lesson appropriate for the level of the class? Are concepts too complex?
- How can the language be made comprehensible to promote interaction about culture?
- What language resources can be provided to promote target-language participation?

Source: (Glisan and Donato 2017, 118)

Completing a reflection on cultural products, practices, and perspectives is a **recommended** practice in the NCSSFL–ACTFL Intercultural Can-Do Statements (2017). As mentioned throughout this framework, teachers and students use the target language as much as possible in the classroom.

Snapshot 7.2 illustrates how a teacher of Russian introduces products and practices in Russian school life and guides the students into contemplating the perspectives.

Snapshot 7.2: Teaching Products, Practices, and Perspectives in Russian School Culture

In Mr. Konstantin Damyanovich's Novice Low/Mid Russian class, the teacher provides the students access to multiple authentic resources, including target-culture products and practices. Through photographs, advertisements, videos, and short articles the students identify the cultural products and practices related to school uniforms: garments specific for boys and girls, for elementary, middle, and high school. The students recognize the practice of wearing the uniform not only at school, but also at all school functions. While watching some video materials, Mr. Damyanovich's students also notice that Russian school children rise when an adult enters the classroom.

Although Mr. Damyanovich's students can discuss the products and practices of the target culture in Russian, they cannot yet discuss in the target language the cultural perspectives that underlie them. This, however, does not prevent the teacher from encouraging students to think about the reasons why Russian school children wear uniforms and stand up when an adult enters the classroom. Mr. Damyanovich provides students with sentence frames, such as "They [wear uniforms] because … "

The teacher can facilitate class discussion in the target language by providing

students with sentence frames ("I think … because … ") or lists of target-language reactions or opinion statements (such as, "That's right!" "I don't think so" or "I wonder"), either as part of a **word wall** or table **placemats** so that students can easily reference them.

Since Novice language learners may not be able to produce the language well enough to make comparisons, it may be appropriate to assign a reflection that can be completed in English outside of the classroom. As an alternative to a target-language discussion for learners of higher proficiency ranges, Novice language students may discuss or write a reflection on the topic, in English, as an online homework assignment outside of the language classroom, perhaps in a discussion with family members.

Mr. Damyanovich recognizes that cultural practices are sometimes less concrete than cultural products. He wants his students to appreciate that cultural practices are often a more complex component of culture. Mr. Damyanovich has decided to show students models of cultural practices that are appropriate for their age and their range—or current abilities in the target language. He plans to use video clips and images and then ask students to respectfully reenact those practices in class. He expects this approach to allow students to demonstrate their readiness to function appropriately in various culturally authentic settings.

World Languages Standards:

WL.CM1.N, WL.CM5.N, WL.CL1.N, WL.CL2.N, WL.CL3.N, WL.CN1.N

Snapshot 7.2 illustrates some ideas for teaching products, practices, and perspectives. Language teachers are encouraged to innovate in their approaches. For example, many Spanish-language cultures use *tocas* or *cachos* (hoof or nutshell shakers) as musical instruments. In class, students may interact with the product by simply observing or touching it. However, if the teacher also shows students a video of musicians from the target culture performing music using shakers and then gives them an opportunity to play the instruments in class, they develop awareness of how the members of the target culture use the product. Additionally, students may design and create their own shaker in order to perform music for an open house event for parents and community members.

Cultural products and practices answer the questions *What is this?* and *How does one use it?* (for cultural products) or *What are they doing?* (for cultural practices). Meanwhile, cultural perspectives focus on the reasons behind the creation and usage of the product or the cultural behavior. Cultural perspectives answer the question *Why?*

For example, Novice High/Intermediate Low students of Arabic and French learn about food and practices related to eating in the Arabic- and French-speaking world. The students also learn about food preparation and how meals are shared in Morocco. Exploring authentic materials online, the students recognize the unique products (cooking

vessels such as tagine; traditional ingredients such as lamb and couscous; and spices such as berbere), and identify the steps in a recipe for the traditional dish of lamb tagine. Next, the students view a video clip about a Moroccan mother preparing a lamb tagine dinner and serving it to her family. Students observe the family practices at dinner: as all family members sit together around a tray, they eat from the tagine placed in the middle, using their hands. The diners use both hands to break small pieces of Moroccan bread then, holding the piece of bread with three right-hand fingers, they dip the sauce and scoop food from the serving dish. Students can then discuss the possible cultural perspectives that are represented by this practice of communal dining.

Teachers can further develop students' cultural proficiency by planning and implementing activities that prompt students to recognize the cultural perspective behind the products and practices they learn about. For instance, the teacher whose students encountered and used some *tocas* or *cachos* (hoof or nutshell shakers) as musical instruments may prompt the students to consider their own practices related to food, such as meat, and their own cultural attitudes and practices related to meat-producing animals. Some questions that the students ask and answer may include: *Who might use the inedible parts of animals or plants to make music?* and *Why do they do it?*

In response to this series of questions, students within different proficiency ranges are able to make different observations and formulate conclusions. Figure 7.8 illustrates cultural reflections that students within differing proficiency ranges may be able to perform using memorized words and phrases (Novice), sentences or strings of sentences (Intermediate), and paragraphs or groups of paragraphs (Advanced). More discussion of text types related to proficiency ranges can be found in chapter 9 of this framework.

FIGURE 7.8: Cultural Reflections on Products, Practices, and Perspectives by Proficiency Range

Novice	Intermediate	Advanced
Students conclude that the people love and respect nature. Students examine their own natural surroundings and waste products (e.g., bottle caps, can rings), then brainstorm on how to recycle, make, and play their own musical instruments.	Students recognize that this community values a self-sustained lifestyle where nothing goes to waste. At this range, students may further explore products from animals and plants and investigate their uses, or compare how the same products are treated in other cultures.	Students explore issues of ecology and conservation reflected in this practice, and investigate the impact environmental factors play in the use of cultural products and their associated practices in the target culture.

While the examples provided in figure 7.8 include reflections by proficiency range, they are provided as samples and not intended to be an exhaustive list. Additionally, students may reflect on similar cultural components across proficiency ranges, but the language functions they use to reflect upon these components will vary depending on age and proficiency range. See chapter 1 of this framework for more in-depth information and resources related to language functions.

Culture comprises a system of values, actions, and assumptions reflected in the activities of specific groups of people (Glisan and Donato 2017). These activities—the products and practices—are intricately interconnected with the target cultures' perspectives. The goal of Cultures Standard 2: Cultural Products, Practices, and Perspectives, is for "students [to] demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them in order to interact with cultural competence" (CDE 2019, 19). For students to achieve the outcomes of this standard at any grade level and within any proficiency range, they must be guided to interpret, reflect upon, and hypothesize about the relationship between what people do and why.

One research-based approach that guides students to explore cultural products, practices, and perspectives in the target language is the IMAGE model. In *Enacting the Work of Language Instruction: High-Leverage Teaching Practices,* Glisan and Donato describe this model as one that "enables teachers to explore the relationship of cultural products and practices to perspectives with their classes in comprehensible target-language interactions" (2017, 115). The IMAGE model represents a student-centered approach to teaching culture since the teacher does not *tell* students what to look for or believe, but rather guides them to generate their own hypotheses and ideas about cultural perspectives.

Figure 7.9 lists the steps in the IMAGE model that teachers can use to guide students in their exploration of cultural perspectives. The chart provides the concepts behind each letter of the acronym, and the sequence of frames provides examples for each step of the IMAGE model.

FIGURE 7.9: The IMAGE Model for Exploring Intercultural Perspectives

- **I**mages and **M**aking observations
- **A**nalyzing additional information
- **G**enerating hypotheses about cultural perspectives
- **E**xploring perspectives and reflecting further

Source: (Glisan and Donato 2017)

Following the IMAGE model, the lesson is taught around a series of images or video clips that depict target-culture products or practices. In step 1, "Images and Making

Observations," the goal is for students to have a clear understanding of the practice or product they observe in the images or video clips presented by the teacher. As these images are presented in the target language, the teacher asks students carefully scaffolded questions in two categories: **fact questions** and **thought questions**. Fact questions are those that ask students to identify what they see in the images presented. Thought questions move students to a deeper level of analysis by asking them to share what they think about their observations and what they still wonder about. As students answer the questions related to what they see and what they think, they begin to make observations about the products and practices they are viewing, stating their opinions, hypotheses, and what they still want or need to know.

> **Classroom Example of Step 1 of the IMAGE Model for the Novice Proficiency Range (I, M)**
>
> In a Novice German classroom, the teacher introduces a unit on school lunches from around the German-speaking world. While providing comprehensible input using "My plate" images, the teacher asks a series of factual questions (*Is this breakfast or lunch? Is this a fruit or a vegetable?*) and open-ended questions (*Is this a healthy plate? Is this a balanced meal? In what country is this food served?*).

In step 2, "Analyzing Additional Information," the goal is for students to begin to think about a cultural perspective embodied by the practice or product presented through analysis of a short text or data.

To help students analyze cultural perspectives, teachers provide an additional source of target-language information, in the form of text or data, that is related to the cultural product or practice evident in the images. This additional source of information is meant to help guide students' thinking about the underlying perspectives of the target culture based on what students have observed in the images. With this focus in mind, the teacher ensures the additional text or data presented and analyzed provides a clear visualization that complements the image analysis in the lesson.

> **Classroom Example of Step 2 of the IMAGE Model for the Novice Proficiency Range (A)**
>
> In the same Novice German class, the teacher introduces an authentic text on the origin of various types of food. The students circle the cognates in the reading and answer text-based questions (*What is this reading about?*). The teacher then introduces a map that illustrates the origins of various types of food around the world. In pairs, students identify some of their favorite foods and recognize from where they came. The teacher guides a whole-class sharing of findings.

In step 3, "Generating Hypotheses About Cultural Perspectives," the goal is for students to use the target language to analyze, reflect, and hypothesize about the products or practices viewed during the preceding steps of the lesson. During steps 1 and 2 of this model, the teacher prepares students to be able to delve deeper into cultural exploration as the lesson progresses. In step 3, pairs or small groups of students think about possible meanings and elaborate on ideas based on what they viewed in steps 1 and 2.

In this step, the teacher shows a few more images depicting the product or demonstrating the practice that is the focus of this lesson. Using a series of three to five carefully formulated open-ended thought questions, the teacher then leads students toward a deeper level of analysis by asking them to share opinions, hypotheses, and ideas related to what they see in the images presented. The teacher may provide sentence frames to help students use the target language to generate ideas and facilitate discussions: "I agree that … " "I think that … "

Classroom Example of Step 3 of the IMAGE Model for the Novice Proficiency Range (G)

In the same Novice German class, the teacher shows more food images and previews specific open-ended questions about cultural perspectives related to what students eat. Sample questions include *What are the reasons for [certain food] to come from a certain area? How does where we live affect what we eat and why?* and *How does the size of our family affect what we eat and why?* The teacher can guide students to use the target language as they hypothesize in pairs or small groups. The teacher can then guide a whole-class discussion on the hypotheses generated in the small-group discussions.

In step 4, "Exploring Perspectives and Reflecting Further," the teacher may ask students what they are still wondering about. In a subsequent lesson, or for homework, students further explore the cultural perspectives from this lesson and reflect on their own and the target cultures.

Classroom Example of Step 4 of the IMAGE Model for the Novice Proficiency Range (E)

Finally, in the same Novice German class, the teacher guides the students to formulate questions for further inquiry and comparison related to the foods their own and German-speaking families eat. For the Novice range, this step may be assigned as homework and completed in English.

Just as student learning progresses, so too should instructional support. Adjusting the pace and questions the teacher prepares to prompt discussions at each of the four steps in the IMAGE model can serve to keep students engaged and making progress as they explore cultural perspectives. Language production at this level will likely have errors, yet maintaining a focus on communication is key. Language teachers expect errors and are careful to not overcorrect students, particularly when they work with prompts students may find challenging. Responsive teaching ensures that support is consistent as students use the target language to investigate, explain, and reflect on cultural perspectives in order to interact with increased cultural competence.

Cultures Standard 3: Cultural Comparisons

In this section, readers will gain an understanding of the characteristics and role of cultural comparisons. They will also gain awareness of varied strategies for developing students' ability to make cultural comparisons between their own culture and the target culture.

GOAL

- To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know (CDE 2019, 20).

Classroom environments that are target language and target culture rich encourage students to compare cultures and their products, practices, and perspectives. As the NCSSFL–ACTFL Intercultural Can-Do Statements (2017) point out, students develop their skills in engaging in culturally appropriate ways when they have sustained opportunities to investigate cultural products, practices, and perspectives in the target culture and their own and then interact with members of the target culture. In the process of investigating the target culture, students have opportunities to recognize, examine, and analyze elements of their own culture and other cultures they may already be familiar with. In some instances, students may find that it is possible that the two cultures exhibit no similarities. Arriving at this realization may in itself become a valuable lesson and may further their appreciation of the target culture.

The NCSSFL–ACTFL Intercultural Can-Do Statements, based on research and many years of positive student learning results, make it clear that having students compare two or more cultures results in deepening their understanding of the target culture and, often, their own as well. Figure 7.10 provides specific guidance teachers can use in planning instruction. This figure presents an excerpt intended to support teachers' efforts to introduce target-language use when discussing culture, in ways that cultivate cultural comparison, and, ultimately, cultural understanding and multicultural competencies.

FIGURE 7.10: Key Considerations for Target-Language Comparison of Cultures

> **How do I approach culture so that students don't dismiss the target culture as being "weird"?**
>
> The teacher recognizes that:
>
> - Learners may experience or pass through stages of resistance.
> - Students' possible negative reactions are the first stage.
> - It is beneficial for students' natural curiosity to be provoked and capitalized upon.
>
> The teacher plans for instruction that, over time, assists students in reflecting on, hypothesizing about, and analyzing meanings and beliefs from the cultural insider's point of view.

Source: (Oberg 1960; West and Donato 1995)

The WL Standards encourage teachers to facilitate culturally competent interactions for students in the target language. Because interacting with cultural products is particularly engaging for students, world languages teachers select content-, language-, and culture-rich authentic materials that represent examples of compelling cultural products, practices, and perspectives in order to give students the opportunity to make comparisons among cultures.

Teachers of world languages can also design activities in which students investigate and examine the similarities and differences between the target-culture products and products from their own cultures. Examples of target-culture products that students can compare include eating utensils, writing materials, books, architecture of the home and community, and furniture. Such comparisons may lead to further discoveries of similarities and differences in the purposeful use of the products. For instance, students of Japanese may compare the use of chopsticks to the use of a fork and knife. Next, students may explain and reflect on the similarities and differences between the perspectives of the target culture and their own perspectives. For heritage and native speakers of the target language, the target-culture elements and their interconnections offer multiple opportunities for a deeper understanding of their cultural roots through detailed exploration, analysis, and reflection. For example, in snapshot 7.3 heritage learners of Chinese compare and reflect on how Chinese New Year dinner is similar to an American Thanksgiving as an opportunity for families to come together.

Snapshot 7.3: Cultural Comparison of Chinese and American Perspectives on Family Relations in a Novice Mid Mandarin Class

In a Novice Mid Mandarin class, the teacher plans a series of activities to help students understand the concept of filial piety, a key concept in Chinese culture.

The teacher first presents authentic material about the Chinese New Year celebration to the students and asks them to identify common practices for the celebration, such as going home to visit parents, buying gifts for parents, cooking and eating New Year's Eve dinner with parents (年夜饭/年夜飯 nián yè fàn), and accompanying parents to new year street fairs (庙会/廟會 miào huì).

The teacher then introduces the idea of filial piety by relating the practices from above to the perspective. The teacher states, "Visiting parents during Chinese New Year is considered an act of filial piety. So is accompanying them to new year street fairs." Next, the teacher presents to the class more practices reflective of filial piety and asks students to identify whether each activity falls into the category of filial piety or not.

A follow-up activity is filling out a comparison chart associating filial piety practices in America and in China. At the end of the learning episode, students respond to reflective questions using critical thinking questions such as: *Is filial piety too old an idea for modern society?* and *Are there any nontraditional activities that should be considered examples of filial piety these days?* Although students are not able to create with language, they are able to agree/disagree, say something is good/not good, and give examples of filial piety using learned words and phrases, all possible within the Novice range of proficiency.

Depending on the students' target-language proficiency range, the teacher may ask students to infer the cultural perspectives reflected in the specific cultural practices shown in video clips. This activity helps students to recognize, practice, acquire, and perform the skills necessary for culturally appropriate interactions. In short, students learn to communicate not only in the target language, but also within the parameters of the target cultures.

World Languages Standards:

WL.CM1.N, WL.CM5.N, WL.CL1.N, WL.CL2.N, WL.CL3.N, WL.CN1.N

An example of how to engage students in cultural comparisons is included in snapshot 7.4. This snapshot details making cultural comparisons among school cultures in the United States and China.

Snapshot 7.4: Creating My Dream School—Comparing Schools in the United States and China

While working on a unit about school, Ms. Zheng-Chao's Novice Mid/ High students of Chinese learn about Chinese schools by examining authentic materials (pictures, infographics, and videos). The students use keywords and short phrases to record their findings in a graphic organizer. Next, in groups of three or four, the students brainstorm the words that describe their dream school. Finally, the students identify similarities and differences among schools in China, their own school in California, and their dream school.

Student Sample—Comparing Schools in the United States and China
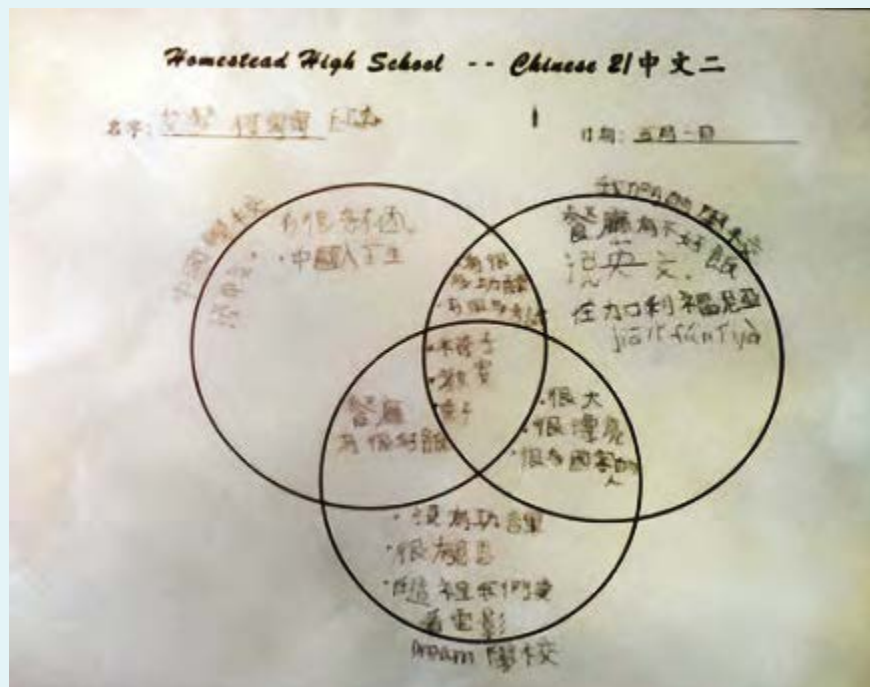
[Text accessible version of Student Sample image in snapshot 7.4](#)

Translation of student sample above:

Features of schools in China (upper left circle):

- speaking Chinese, many school items, students are Chinese
- (similarities with American/our school) has a great deal of homework, has many quizzes and exams
- (similarities with dream school) cafeteria food is delicious

American/our school (upper right circle):

- cafeteria food is different, speaking English, located in California

- ■ (similarities with Chinese school) has a great deal of homework, has many quizzes and exams
- ■ (similarities with dream school) very big, very beautiful, people from many countries

Dream school (lower middle circle):

- ■ no homework, very interesting/engaging, we watch movies
- ■ (similarities with Chinese school) cafeteria food is delicious
- ■ (similarities with American/our school) very big, very beautiful, people from many countries

Similarities among all three schools (cross section in center):

- ■ chairs, classroom, desks

World Languages Standards:

WL.CM1.N, WL.CM2.N, WL.CM3.N, WL.CM5.N, WL.CL1.N, WL.CL2.N, WL.CL3.N, WL.CN1.N

Cultures Standard 4: Intercultural Influences

In this section, readers will gain an understanding of the characteristics and role of intercultural influences. They will also gain awareness of varied strategies for developing students' ability to investigate and recognize how cultures influence one another.

GOAL

- ■ To interact with **intercultural competence**, students demonstrate understanding and use the target language to investigate how cultures influence each other over time (CDE 2019, 21).

Throughout history culture bearers have come into contact with one another around the world, sometimes in less than peaceful ways. Teachers use the Global Competence Framework, referenced earlier in this chapter, to facilitate positive interactions as students encounter cultures different from their own. In this way, the world languages classroom fosters global citizenship as teachers design activities that allow students to investigate the world, recognize different perspectives, communicate ideas, and take action on topics of interest to them.

Research-based practices in language education suggest teachers use a wide variety of authentic materials as they teach new content and guide students toward achievement of the WL Standards (Glisan and Donato 2017). There is no substitute that can provide the context or content for students to develop the ability to effectively communicate in real-world settings in culturally appropriate ways. As noted previously in this chapter, curricular materials translated from English rarely reflect the cultures of the target

language. Authentic materials allow students to explore target-language and target-culture products, practices, and perspectives while also making comparisons between their own language and culture and those of the target language. Through the exploration of the language and culture students encounter in authentic materials, they engage in invaluable opportunities to develop global competence and intercultural communicative competence (see the discussion of global competence earlier in this chapter).

The Cultures Standards are a key element of effective communication with culture bearers around the world. These standards underscore the point that communication is effective when language users understand how to interact appropriately within target-language cultures, and a student's communicative proficiency and cultural competence may not always align. It is possible for a language learner to possess a higher level of cultural competence than language proficiency when the student has more experience with the target culture than with the target language. It is also possible for individuals to exhibit high levels of linguistic proficiency without the ability to carry out tasks in culturally appropriate ways.

An example of the first situation is individuals who have spent time in a country where the target language is spoken but are just beginning to learn the language. A second example includes individuals who have learned to speak, sign, or write without developing the cultural competence they might acquire by interacting in authentic, real-world settings.

Because of the state's extraordinary linguistic diversity and cultural pluralism, students in California have access to vibrant cultural exchanges and experience their influences on a daily basis. The fusion and adaptation of cultural products is often most visible and tangible in areas of food, fashion, music, art, leisure, holiday celebrations, and recreation. This cultural adaptation enriches the exchange of the cultural practices related to the products. This rich interaction enhances the understanding of cultural perspectives among California's diverse groups of students.

Language teachers in major metropolitan regions around the state often have access to target-culture communities residing there and can access their students' cultural backgrounds to engage them in investigating how different cultures interact and ultimately influence one another. In contrast, while language teachers in rural and isolated areas of the state may not have access to as many diverse cultural communities within their geographic region, they can make the diversity of California's world communities accessible to their students through the use of technology, field trips, and travel abroad.

To promote global citizenship, teachers strive to create classroom environments that respect cultural products, practices, and perspectives and encourage students to be open to differences, wherever they encounter them. For example, as part of one of the four domains of global competence, "Investigate the World," a teacher can guide students through a station activity where they read or observe authentic materials related to how different cultures greet. They may use maps to determine whether geography was a factor in developing greeting practices, identifying similar practices in a particular geographic area.

Figure 7.11 suggests ways teachers can engage students in exploring how cultures influence one another and developing intercultural competence, the ability to interact with culture bearers that speak languages they know and other languages, applying the skills they are learning as developing global citizens.

FIGURE 7.11: Sample Functions for Intercultural Influences

In their exploration of multiple cultures, students may:

- Identify cultural borrowings (e.g., yoga practices from India; Christmas tree decorations from Germany; anime from Japan; white wedding dresses from Great Britain; soccer from China, Greece, Rome, or parts of Central America; dragons and acupuncture from China).

- Examine the reasons for such borrowings (e.g., inclusion and an attempt to fit in, through music and fashion; prestige and appeal of socioeconomic status, through housing and personal transportation; oppression and dominance, through invasion and slavery, racism, sexism, and ageism).

- Describe and discuss how products, practices, and perspectives of both/all cultures change upon the encounter and exchange (e.g., new and different ingredients in a recipe that change the taste of a dish; celebration of a holiday twice on different calendars; consumption of tofu, healthy and more expensive than in China in the United States, common and inexpensive in China).

There are two areas of emphasis in Cultures Standard 4. The first focuses on intercultural influences, which occur when cultures borrow from each other when they come into contact. Twenty-first century technologies facilitate this sharing as borders dissolve when individuals collaborate from different locations throughout the world. Intercultural influences are evident in a variety of fields. The products consumed, the music listened to, the fashions worn, and the technologies used—among a myriad of other products and practices—across cultures are a reflection of what is deemed useful, pleasurable, and acceptable; these are perspectives.

To see beyond the limitations of the assumptions derived from one's cultures is the central tool for developing global competence.

The second area of emphasis in Cultures Standard 4 focuses on the skills individuals develop when they interact with others from different cultures. Although it is unlikely for people to acquire the cultures and languages of all humans, people can learn to question the universality or uniqueness of products, practices, and perspectives of their own cultures. To see beyond the limitations of the assumptions derived from one's cultures is the central tool for developing global competence. When an individual's perspectives differ from those of other cultures, there may be a tendency to disparage the products and practices that are different from those that individual is familiar with. The goal of this standard is for students to develop the ability to suspend judgment when they encounter a product or practice, in spite of their own perspective. This is a key indicator of global competence.

> Global competence is the ability to suspend judgment in spite of one's own perspectives.

When introducing students to the products, practices, and perspectives of the target culture, it is important to give students the opportunity to keep an open mind. It is natural for students to believe that practices that are different from theirs are "odd" or "weird." To counteract this, teachers can show students mainstream US Anglo-American cultural practices that other cultures might view as strange. For example:

- In France, it is considered strange to cut lettuce with a knife for a salad. Instead, the lettuce leaves are torn by hand into bite-sized pieces.

- In some European countries, it is typical to eat pizza with a fork and knife and to eat fries not with ketchup, but with mayonnaise.

- In many Asian countries, slurping your noodles and eating with your mouth open are proper table manners.

- In the United Kingdom, when dining, it is considered rude to cut your meat and then move your fork from one hand to the other to eat.

- In many European countries, it is considered impolite to put your elbows on the table when dining.

- In many Asian and Arabic homes, removing shoes at the house entrance is a typical practice.

Examples of how to approach teaching intercultural and global competence are found in figure 7.12.

FIGURE 7.12: Approaches to Teaching Intercultural and Global Competence

Intercultural Competence

- Understand how other cultures use murals to express themselves in public spaces and use that to create your own mural
- See how other cultures use atypical materials to create
- Look at products and practices from other cultures and adapt them for your context
- Learn about an artistic movement within a historical period and use that to create your own piece of visual art
- Explore music from the target culture and your own and create a mash-up

Global Competence

- Recognize that music that may not have harmony is music and not noise
- Appreciate that eating insects can be nutritious, and delicious
- Appreciate that shared living spaces among generations is not a reflection of poverty
- Recognize that property belongs to everybody, there is no personal property
- Value the perspective that love is not a requirement to enter into marriage and a marriage entered into without love often does not result in unhappiness

Conclusion

The Cultures Standards emphasize the importance of developing in students communicative, cultural, intercultural, and global competence. They call for world languages teachers to provide learners with the opportunity to interact with cultural products (what the target culture makes), identify cultural practices (what members of the target culture do), and determine the cultural perspectives (why the members of the target culture make the product or carry out the practice) reflected in the product or practice. The Cultures Standards encourage teachers to engage students in investigating the target culture and their own culture in order to more appropriately and effectively communicate with members of the target culture. As part of their investigation of the target culture, students can be expected to gain awareness of how the interaction of cultures influence both cultures. These insights may then lead to cultural transfer, and, through appropriately structured tasks, increased understanding among cultures.

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Text Accessible Descriptions of Graphics for Chapter 7

Figure 7.1: Four Domains of Global Competence

This image is a circle divided into four main sections. The center of the circle contains the words "Four Domains of Global Competence," with an image behind the words that depicts an outline map of North America and the northern part of South America.

Surrounding the center circle is ring divided into four quadrants. Each quadrant contains a single symbol: a magnifying glass, two arrows intertwined, a light bulb, and a gear wheel. Each symbol is designed to illustrate one of the four domains of global competence.

In the quadrants surrounding the symbols are the titles of the four domains and then a brief explanation of each.

The first quadrant (represented by the magnifying glass) is "Investigate the World: Students investigate the world beyond their immediate environment."

The second quadrant (represented by the intertwined arrows) is "Recognize Perspectives: Students recognize their own and others' perspectives."

The third quadrant (represented by the light bulb) is "Communicate Ideas: Students communicate their ideas effectively with diverse audiences."

The fourth quadrant (represented by the gear wheel) is "Take Action: Students translate their ideas into appropriate action to improve conditions." Return to figure 7.1.

Figure 7.4: The Triangle of Cultural Products, Practices, and Perspectives

The purpose of this image is to illustrate the three components of culture. The image is a large inverted triangle divided into four triangles.

The triangle in the middle contains the word: CULTURE.

The top-left inverted triangle contains the words: products (books, music, games, food, and law).

The top-right inverted triangle contains the words: practices (patterns of social interaction).

The bottom inverted triangle contains the words: perspectives (meanings, attitudes, values, ideas). Return to figure 7.4.

Figure 7.5: Cultural Products, Practices, and Perspectives: The Cultural Iceberg Model

The purpose of this image is to illustrate the visible and invisible elements of culture. It depicts culture as an iceberg floating in water. The tip of the iceberg is significantly smaller than its submerged base.

In the tip of the iceberg are printed the following words, from top to bottom: food, flags, festivals, fashion, holidays, music, performances, dances, games, arts & crafts, literature, language.

In the base of the iceberg are printed the following words, from top to bottom: Communications styles and rules: facial expressions, gestures, eye contact, personal space, touching, body language, conversational patterns in different social situations, handling and displaying of emotion, tone of voice; Notions of: courtesy and manners, friendship, leadership, cleanliness, modesty, beauty; Concepts of: self, time, past and future, fairness and justice, roles related to age, sex, class, family; Attitudes toward: elders, adolescents, dependents, rule, expectations, work, authority, cooperation versus competition, relationships with animals, age, sin, death; Approaches to: religion, courtship, marriage, marriage, raising children, decision-making, problem solving. <u>Return to figure 7.5.</u>

Snapshot 7.4 Image: Student Sample—
Comparing Schools in the United States and China

This image consists of three overlapping circles forming a three-way diagram. Each circle contains a list of words describing schools and school life.

Top-left circle contains words describing traditional schools in China:

- speaking Chinese, many school items, students are Chinese
- (similarities with American/our school) has a great deal of homework, has many quizzes and exams
- (similarities with dream school) cafeteria food is delicious

Top-right circle contains words describing the students' own California school:

- cafeteria food is different, speaking English, located in California
- (similarities with Chinese school) has a great deal of homework, has many quizzes and exams
- (similarities with dream school) very big, very beautiful, people from many countries

Bottom-mid circle contains words describing the students' dream school:

- no homework, very interesting/engaging, we watch movies
- (similarities with Chinese school) cafeteria food is delicious
- (similarities with American/our school) very big, very beautiful, people from many countries

The segment in the middle contains words describing the overlapping features of all three schools.

- chairs, classroom, desks

<u>Return to snapshot 7.4.</u>

CHAPTER 8:
Teaching the Connections Standards

Table of Contents

Chapter Overview

CHAPTER OBJECTIVES

In this chapter, readers will learn about:

☐ Building, reinforcing, and expanding students' knowledge of academic content to develop critical thinking and problem-solving skills in the target language

☐ Using authentic materials to provide students access to information and perspectives available only through the target language and its cultures

☐ Techniques and strategies to employ when teaching the Connections Standards

☐ Supporting literacy development in world languages

Introduction

This chapter provides guidance for teachers and other educational leaders interested in world languages education and the implementation of California's World Languages Standards (WL Standards) for Connections. The *English Language Arts/English Language Development Framework* took an important step forward when it explicitly cited literacy development as the shared responsibility of all educators. Similarly, this framework proposes that building, reinforcing, and expanding content knowledge and diverse perspectives become an interdisciplinary endeavor.

The Connections Standards outline outcomes across the ranges of proficiency. These outcomes are designed so that language learners develop and extend both their content knowledge and their identification of diverse perspectives within the target culture. To increase their understanding of these diverse perspectives, students need multiple opportunities to apply critical thinking and problem-solving skills in the world languages classroom. These opportunities help students to connect the language, culture, and content they are learning to the language, culture(s), and content they already know. The challenge, and the opportunity, for world languages teachers is to guide students to examine their content knowledge through the rich variety of perspectives found around the world.

The WL Standards encourage teachers to guide learners in articulating emotional responses and personal reflections through target-language activities. By providing direction, teachers can support students in developing teamwork, leadership, flexibility, adaptability, diligence, and other skills that will serve them well in academic and work settings. The ultimate results of world languages education—growth of skills, knowledge, wisdom, empathy, and integrity—constitute clear and compelling reasons to study a second (or third) language, preparing students to be lifelong learners as well. The Connections Standards support the work that schools and teachers do to ensure that all students increase academic and cognitive skills, gain content knowledge, and develop their potential and character.

This framework highlights the commitment of the State of California to serving and developing the whole child in each and every learner. The goal is for all students to be healthy, safe, engaged, challenged, and supported for the development of the whole person (CDE 2020b). For further information on this topic, please examine the following documents created by the California Department of Education and the Orange County Office of Education:

> CDE Social and Emotional Learning
> (https://www.cde.ca.gov/ci/fl/cf/ch8.asp#link1)
>
> CDE California One System Serving the Whole Child
> https://www.cde.ca.gov/ci/fl/cf/ch8.asp#link2
>
> Orange County Department of Education California MTSS Framework
> https://www.cde.ca.gov/ci/fl/cf/ch8.asp#link3

Educators will find specific suggestions in this framework for instructional strategies that develop learners' ability to make connections to other disciplines and to the unique perspectives represented within the target culture.

Making Connections to Academic Content

At all grade levels and entry points, world languages teachers employ a language other than English to deliver **content** (such as science, geography, history, mathematics, economics, art, and literature). The target language is therefore a content area in itself as well as the vehicle for accessing and developing age-appropriate, relevant content knowledge in other academic areas. In addition, uniquely among academic subjects, world languages help learners navigate both content and culture.

Making Cultural Connections Through Exploration of Authentic Materials

Within every range and phase of linguistic proficiency, language students also explore culturally appropriate perspectives to interpret the cultures they study, an important component of global competence development. Closer examination of concepts we may think of as universal in any discipline demonstrates that both the concepts and their application can vary with culture. In psychology, for example, what may initially appear to be a universal concept, such as family, can manifest in different ways across and among cultures.

The Connections Standards contribute to developing students' global competence by allowing them to access and evaluate both content and perspectives from the target culture. Through interaction with target-culture products, practices, and perspectives, cultural awareness and proficiency become integral elements of language learning. Interaction with authentic materials engages students in the four domains of global competence: investigating the world, recognizing diverse perspectives, communicating ideas, and taking action—all in the target language. See chapters 2 and 4 of this framework for an in-depth discussion of global competence.

Global Competence

The California Department of Education has brought together a variety of educators to create frameworks, standards, and initiatives that support global competence education. The Council of Chief State School Officers (CCSSO), the Asia Society, and Mansilla and Jackson define global competence as "the capacity and disposition to understand and act on issues of global significance" (Mansilla and Jackson 2011, xiii). In its Global Competence Position Statement, the American Council on the Teaching of Foreign Languages (ACTFL) makes the point that "the ability to communicate with respect and cultural understanding in more than one language" is a key element of global competence (ACTFL 2014).

In the context of world languages, **global competence** is the capacity and disposition to understand and act on issues of global significance in more than one language and culture. Many other California K–12 standards and frameworks emphasize global competence, including those for History–Social Sciences, the Next Generation Science Standards, and those for the Visual and Performing Arts.

Recognizing that global competence is crucial for living and working in the global era of the twenty first century, the CCSSO, in collaboration with the Asia Society Partnership for Global Learning, commissioned a task force to identify the capacities of globally competent students. Figure 8.1 points out that students who are globally competent can:

- **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research

- **Recognize perspectives**, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully

- **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers

- **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively

Globally competent individuals are lifelong learners who understand issues of global significance and have an appreciation for cultural differences, an ability to understand and consider multiple perspectives, use critical and comparative thinking skills as well as problem-solving abilities, and can navigate ambiguity and change (Mortenson 2019). For more information and resources related to global competence, see the CDE website, the California Global Education Project (CGEP), and the Asia Society.

Figure 8.1 represents a graphic organization of the four domains, the icons that symbolize them, and a brief description of each domain's essence.

FIGURE 8.1: The Four Domains of Global Competence
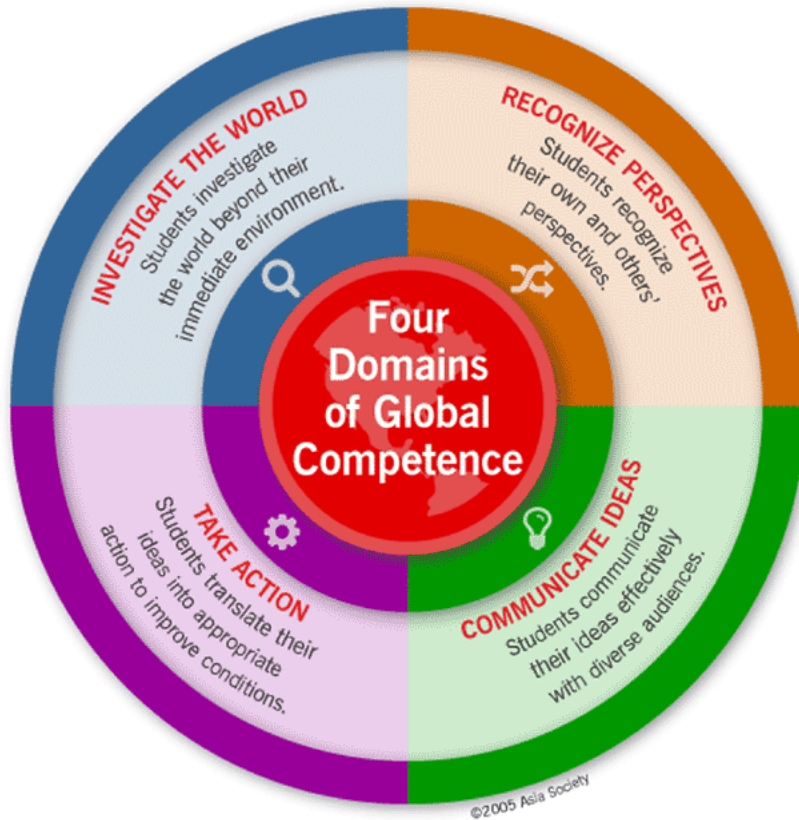
[Text accessible version of figure 8.1](#)

Source: Four Domains of Global Competence (Asia Society 2005)

Global competency can prompt students to investigate issues of global significance and learn to value a variety of perspectives, ideas, and discourse when aligned with the three areas of the standards: Communication, Cultures, and Connections. The world languages classroom provides a unique academic environment needed to develop multiliterate, globally competent students who are well prepared for college and career success.

One way world language teachers may implement the WL Standards, while also supporting the development of global competence, is by organizing thematic units related to the United Nations Sustainable Development Goals (UNSDGs). According to the United Nations, "the **Sustainable Development Goals** are a call for action by all countries—poor, rich, and middle-income—to promote prosperity while protecting the planet. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and address a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection" (United Nations 2020).

As shown in figure 8.2, there are 17 Sustainable Development Goals, and each goal focuses on an issue of global significance. Many of the goals align with Advanced

Placement and International Baccalaureate themes. To bring the Connections Standards and these goals into the classroom, world languages teachers can design thematic units based on a Sustainable Development Goal and facilitate the exploration of the domains of global competence.

Figure 8.2: United Nations Sustainable Development Goals

[Text accessible version of figure 8.2](#)

Source: Sustainable Development Goals (United Nations 2020)

For example, as students explore the thematic goal in the target language, they can investigate the world and recognize diverse perspectives while learning content from a variety of subjects. They use the knowledge they acquire from cross-disciplinary learning to effectively communicate their ideas to diverse audiences. Students then take action on topics of interest to them in order to share their learning, help others to broaden their own perspectives, and improve conditions within their community and around the world.

The WL Standards can be achieved through proficiency in culturally appropriate interactions, a key element of global competence that aligns with the Communication, Cultures, and Connections Standards. Becoming globally competent allows each and every student to appreciate other cultures, consider and value multiple perspectives, work to diminish stereotypes and prejudices, and think deeply about how languages and cultures—their own and others'—work.

The use of authentic materials, created by bearers of the target cultures for speakers of the target language, provides a means for integrating proficiency development in the three areas of the WL Standards: learning the target language (Communication), understanding and functioning in the target culture (Cultures), and integrating the content of other disciplines (Connections). At all ranges of proficiency (Novice, Intermediate, Advanced), learners benefit from sources of academically sound, age- and range-appropriate, and culturally authentic content. Authentic materials can provide students the opportunity to develop deeper insight into the perspectives of the target culture. For example, as learners of Italian read and discuss an article from an Italian travel magazine, they acquire the vocabulary and structures of the language in context through exploring the information and perspectives relevant to a variety of content areas, such as geography, history, art, health, and culinary arts.

> At all ranges of proficiency (Novice, Intermediate, Advanced),
> learners benefit from sources of academically sound,
> age- and range-appropriate, and culturally authentic content.
> Authentic materials can provide students the opportunity
> to develop deeper insight into the perspectives of the
> target culture.

Integrating Language, Content, and Culture

The WL Standards underscore using the target language to acquire subject-specific content knowledge as well as identifying and reflecting on perspectives of the target cultures.

As evident in the "Then and Now" statement excerpted from the WL Standards in figure 8.3, the WL Standards emphasize employing the target language to teach academic content. Figure 8.3 highlights the continuum of instructional practice related to incorporating academic content into the world languages curriculum.

FIGURE 8.3: Then and Now—Target Language and Academic Content

Then	Now
Teaching only the language	**Use of language as the vehicle to teach academic content** ■ Students further their knowledge of content through target-language sources. ■ Students learn target-culture perspectives on content. ■ Students develop information, media, technology, and emotional literacies.

Source: "Then and Now in the 21st Century Skills Map for World Languages" (Zaslow 2011)

With the focus on students' communication in the target language and in real-world situations, language structure is modeled and practiced in context, supporting effective communication and developing proficiency in the Interpretive, Interpersonal, and Presentational modes of the Communication Standards.

For example, in an Intermediate Portuguese class the teacher may model the use of the subjunctive to express possibility and probability to prepare students for an upcoming discussion about an environmental crisis, including proposed solutions and possible or probable outcomes.

Employing **backward planning**, world languages teachers can begin designing units and activities by establishing specific learning objectives in alignment with the WL Standards for Communication, Cultures, and Connections.

Figure 8.4 introduces sample sentence stems teachers may use when creating learning objectives. The figure also includes exemplars to help world languages teachers craft learning objectives for their classes. By using this or a similar strategy to design learning objectives, teachers ensure that curriculum, thematic units, daily lessons, and individual learning episodes and activities are aligned to the WL Standards.

FIGURE 8.4: Sample Learning Objectives for World Languages Instruction

Objectives for:	Sample Stems	Exemplars
Communication (CM.1–7)	Modes of Communication ■ Interpretive: Students can view, listen to, read, and interpret … ■ Interpersonal: Students can exchange information, express preferences, ask and answer questions about … ■ Presentational: Students can plan and present … Structures in service of Communication Structures: Students can use with accuracy the appropriate …	Sample Objectives ■ Students can view a video weather report and circle images of appropriate clothing to wear (Interpretive). ■ Students can catch up with friends by sharing what they did during the weekend (Interpersonal). ■ Students can create a video explaining how to prepare a dish from the target culture (Presentational). ■ Students use the subjunctive (Structures) to express reasons for dietary choices (Interpersonal or Presentational).
Cultures (CL.1–4)	■ Products, Practices, and Perspectives: Students can identify/explain … ■ Interaction: Students can interact in culturally appropriate ways when they …	Sample Objectives ■ Students can recognize (Novice), tell (Intermediate), or explain (Advanced) how New Year celebrations are similar and different in their culture and in the target culture. ■ Students can appropriately greet adults and their peers when they visit in target-culture communities (Novice).

Objectives for:	Sample Stems	Exemplars
Connections (CN.1–2)	■ Knowledge of other subject area disciplines: Students can identify/describe/demonstrate/explain … ■ Knowledge unique to the target language and target culture: Students can access information about (content) in the target language.	Sample Objectives ■ Students can tell (Intermediate) or describe (Advanced) the differences between traditional and modern medical practices in the target cultures. ■ Students can view images (Novice) and read articles about recycling in Germany (Intermediate or Advanced) and recognize that German social norms expect environmental integrity and responsibility, not just obeying the law (Advanced).

In addition to clearly formulated standards-aligned language learning objectives, world languages teachers include a culturally appropriate situation when designing student activities for all three modes of communication. For example, as Intermediate Low students of Japanese learn how to communicate about places in the city, the teacher directs them to explore authentic materials and conduct a series of communicative activities.

> **Situation**: You and your classmates are preparing to visit Tokyo with your partners from our sister school in Osaka.

> **Tasks**: Examine at least one government and one commercial tourist website and identify three places around the city that interest you the most (Interpretive task). In your small group, come to a consensus (Interpersonal task) of three places you want to visit on the trip. Finally, prepare a proposal for your partners at the sister school (Presentational task).

For information on assessing student achievement of the learning objectives, see chapter 10 of this framework.

The California World Languages Connections Standards

World languages teachers and their students are in a unique position to connect to many different content areas and learn about differing perspectives. As a result of their ability to use the target language and navigate target cultures, learners are able to access information and ideas that are specific to the target culture and may only be available to students through their understanding of the target language. Figure 8.5 lists the two Connections Standards, each of which is discussed in detail in this chapter.

FIGURE 8.5: The California World Languages Connections Standards

Connections Standard 1: Connections to Other Disciplines
Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints

Connections Standard 1: Connections to Other Disciplines

In this section, readers will explore the relationship between language and content in the world languages classroom. Teachers will build capacity to develop students' use of the target language to access information and gain knowledge across disciplines. They will identify strategies to both support cross-disciplinary study and develop students' global competence.

Teachers with the opportunity and support to forge collaborative relationships with colleagues across content areas make meaningful connections among academic disciplines that can extend far beyond introducing content-related vocabulary and fundamental concepts. In addition to the greater breadth of material, cross-disciplinary integration can create an environment that encourages deeper learning, and motivates students to draw on their skills and knowledge in multiple areas of the curriculum to engage fully in developing ever greater communicative and cultural proficiency in the target language. At the same time, their opportunities to employ twenty-first century skills such as critical thinking and creativity are enhanced through cross-disciplinary activities and projects.

Cross-disciplinary connections are best served when teachers working in partnership increase their awareness of the content standards and curriculum frameworks supporting student achievement in the content areas they work to integrate.

GOAL

- To function in real-world situations, academic, and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems (CDE 2019, 22).

When language teachers use authentic materials that are linguistically and culturally rich, they are able to engage students in learning content while using the target language to introduce the vocabulary, concepts, appropriate language structures, and cultural

products, practices, and perspectives in context. Culturally authentic materials allow students of all grade levels to acquire content knowledge, exchange ideas, and present information that develops both their linguistic and cultural proficiency.

In content-focused world languages pathways such as elementary and secondary dual language immersion (DLI) programs, teachers use the target language to build, reinforce, and expand academic knowledge across the multiple subjects taught at each grade level. The goal is for students to develop linguistic and cultural proficiency in English and in the target language by means of employing the languages to acquire content knowledge across academic disciplines.

To address all outcomes of the WL Standards, educators teaching in DLI pathways integrate culture throughout instruction, primarily using authentic materials. Addressing cultural as well as linguistic competence is a theme that continues throughout this chapter of the framework, particularly in the section addressing Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints.

In language-focused world languages pathways, such as FLES, FLEX, and traditional secondary world languages classrooms, teachers also use content from all subject areas to develop target-language proficiency. For example, just as native speaking students in China use Mandarin to communicate as they learn literature, history, mathematics, science, or landscaping, among other content, California students of Mandarin language and culture can also connect to content knowledge in Mandarin. Teachers utilize the **text types** (words and phrases for Novice; sentences and strings of sentences for Intermediate; paragraphs and strings of paragraphs for Advanced) and **settings** (common daily, familiar, informal, formal, and unfamiliar) appropriate to their students' range and phase of language proficiency. Prioritizing content and the employment of authentic materials for the acquisition of the target language and culture have been refocusing the instruction of world languages in secondary grades. Previously, there might have been more of a grammar-driven sequencing common in traditional approaches to language learning. The shift the WL Standards call for has a content-based focus, with structure introduced in service to communication. For more information on content- and language-focused approaches, as well as discussion of the various types of world languages programs, see chapter 3 of this framework.

Figure 8.6 demonstrates how world languages teachers can design activities for their students that address both target-language skills and content knowledge from connected disciplines. Some teachers may already have personal expertise or interest in other content areas. Yet all language teachers are encouraged to seek out connections to additional, perhaps less familiar content areas through collaboration with colleagues.

FIGURE 8.6: Sample Activities Connecting to Other Disciplines

Suggestions for Making Connections to Other Disciplines

In the course of a unit focused on the target culture, students may acquire, exchange, and present knowledge from one or more of the following disciplines:

- Human and physical geography
    - identify/discuss the origins of names of cities and other settlements
    - identify/hypothesize about the climate of a specific latitude, longitude, altitude, depth
    - define/infer implications on the economy related to land formations and bodies of water
    - map the target language as spoken around the world and discuss its distribution
    - map distribution of wealth within the regions where the target language is spoken
- Astronomy, climate, and weather
    - identify/explain the scientific reasons for the seasons in the regions where the target language is spoken (when they occur and the severity of weather patterns)
    - identify/explain the scientific reasons for specific weather occurrences and patterns in the regions where the target language is spoken
    - identify/explain the scientific reasons for and discuss the social justice issues related to specific natural disasters in the regions where the target language is spoken
- CTE–Hospitality industry
    - select a place to visit where the target language is spoken and make hotel and restaurant reservations
    - identify personal preferences or discuss health and social mores in relation to leisure activities in the regions where the target language is spoken
- Arts and music
    - identify/describe musical instruments and musical genres/styles unique to the target culture
    - research/discuss major artistic movements and styles from the target culture
    - research and plan a vacation to a city where the target language is spoken and select museums to visit or explore other ways to enjoy the arts

- Anatomy, health, and medicine
  - □ identify/describe body parts, potential injuries, and medical treatment
  - □ identify/discuss expectations in relation to a visit to the hospital in a place where the target language is spoken
  - □ identify/compare/discuss access to health care in the regions where the target language is spoken
  - □ identify/compare/discuss social–emotional health
- Social studies
  - □ research/discuss colonization and issues of language in countries where the target language is spoken
  - □ research/reflect on modern issues of post-colonialism in the regions where the target language is spoken
  - □ research/describe/discuss work conditions and issues of unemployment or underemployment in the regions where the target language is spoken

Figure 8.7 suggests additional examples of ways to develop students' content knowledge through the vehicle of the target language. This list is simply a starting point suggesting a few possible connections with other disciplines. Teachers are encouraged to reach out to colleagues and engage in developing connections to other content areas.

FIGURE 8.7: Examples of Connections to Other Disciplines

- Students explore, recognize, and list their findings about the least expensive water- and winter-sport resorts in a country. They compare the information gathered and design a vacation plan for a family of four on a given budget. (Geography; CTE—Hospitality)

- Students investigate, identify, and record findings about weather patterns in two countries. In a series of discussions, they compare the patterns and discuss what may have caused similarities and differences. Finally, they discuss the impact weather has on people's lives. (Geography; Economics; Science; Environmental Principles and Concepts)

- Students research what indigenous peoples inhabit different areas of a country and map their ethnicity, language(s), and culture(s). In small groups, they share and examine data and create a brief video to explain the socio–economic state of these populations. (History–Social Science; Anthropology)

As teachers design activities appropriate for their students' age and proficiency range, student tasks will vary by text type and settings. To gain guidance on age-appropriate content, secondary world languages teachers are encouraged to consult the content standards and frameworks of other disciplines to discover what their students are learning in their other classes. In this way, world languages teachers can lay the foundation for effective collaboration across disciplines and supporting their colleagues by introducing targeted standards-aligned content from other academic areas.

Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints

In this section, readers examine the ways that cultural perspectives and viewpoints are uniquely accessible to students through the ability to understand and communicate in the target language. Teachers explore strategies to develop student capacity in employing the target language to access information and gain diverse perspectives.

GOAL

- To function in real-world situations in academic and career-related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures (CDE 2019, 23).

Language learners use the target language to identify diverse perspectives within the target culture. As students develop their linguistic, cultural, and global competence, they build capacity to suspend assumptions, consider multiple perspectives and opinions, and empathize with others.

As students develop their linguistic, cultural, and global competence, they build capacity to suspend assumptions, consider multiple perspectives and opinions, and empathize with others.

When language learners experience diverse perspectives through their interaction with authentic materials, they are able to consider the distinctive viewpoints of the people who produced the video, audio, or print texts. As was mentioned in the discussion of Connections Standard 1, by learning to communicate in the target language, students gain access to content that might not otherwise be available to them. The ability to read, listen to, and view authentic materials from the target culture makes it possible for students to enter a different community than their own and begin to view the world from the perspective of people within the target culture.

> "Subject content is the integrative component that melds language learning with the immediate, relevant world of the learner. Culture is the distinctive contribution to the general education of the learner" (Curtain and Dahlberg 2015, 46).

To achieve the communicative outcomes of the WL Standards, teachers address the Cultures and Connections Standards through the use of authentic materials in their instruction. As Curtain and Dahlberg assert in their examination of learning and language: "Subject content is the integrative component that melds language learning with the immediate, relevant world of the learner. Culture is the distinctive contribution to the general education of the learner" (2015, 46). Since subject area and cultural content provide the impetus for communicative intent, world languages teachers plan thematic, standards-based units that infuse culture and language across all subjects taught at their schools. For example, elementary school DLI teachers may complete a subject-area planning web or similar tool to guide their integration of culture and language into a given thematic unit. DLI teachers can supplement and enhance content area curriculum with relevant authentic resources related to the content.

Language teachers are encouraged to use webs and mind maps, as these tools support multiple subject world languages teachers in expanding their thinking around the language, culture, and themes they address. They can then organize material into a variety of meaningful categories for subject-specific, target-language instruction. By integrating authentic materials, teachers also provide students with access to perspectives that may only be available through the target culture.

As emergent global citizens, students work to develop their cultural awareness (of both their own and the target cultures) to identify and practice communicating with cultural appropriateness. Authentic materials provide students with a rich resource of target-culture language and perspectives to explore and evaluate.

The NCSSFL–ACTFL Can-Do Statements for Intercultural Communication address global competence development and are grounded in a dual focus (NCSSFL–ACTFL 2017). The first is to investigate the target culture and one's own culture. The second is to interact with members of the target culture in appropriate ways. When students not only develop the ability to decode the linguistic messages of the target language, but also increase their ability to identify and suspend their own assumptions and judgements as they examine the perspectives of others, they use their communicative competence in tandem with cultural competence—a skill as crucial to communicative success as linguistic proficiency.

The California Global Education Network (CGEN) global competence indicators and benchmarks were designed to provide teachers with clear, observable measures of students' development of global competencies. These benchmarks and indicators are aligned with the four domains of global competence and can be used effectively in

combination with the WL Standards when planning instruction, tasks, and formative assessment. Further discussion of the CGEN global competence indicators and benchmarks can be found in chapter 7 of this framework.

Strategies such as "compare and contrast" can build student capacity to identify differing cultural perspectives. As an example, teachers may ask students to read two articles (or listen to or view audio or video interviews) about an issue related to protecting the environment, one from the target culture and one from a US media source. Students can use a graphic organizer to record information from each article, as well as their own comments, questions, and opinions. This prepares students to engage in small group discussion to identify the main ideas in the articles and the cultural perspectives reflected in each. Students may then go on to present their own perspective on the issue and subsequently conduct a debate or **Socratic seminar**. For more information about how to conduct a Socratic seminar, please search the California Department of Education website at https://www.cde.ca.gov/ci/fl/cf/ch8.asp#link4.

Across all ranges of communicative proficiency, students have the ability to acquire content knowledge, identify perspectives, and differentiate various viewpoints in the target language. Teachers can select authentic materials to engage students in developing content knowledge and cultural awareness simultaneously. Keeping in mind their students' proficiency ranges and what they need to learn, teachers provide age- and range-appropriate tasks and activities that scaffold the use of authentic materials appropriately. This approach supports students' understanding of the content and helps them to differentiate diverse perspectives.

To illustrate this point, a teacher of German may ask Novice students to view an infographic from a German magazine focused on the use of social media by different age groups. The students are asked to identify and record the most significant information displayed by the infographic. They can then discuss their findings and any questions they may have with a partner. Pairs might then collaborate to complete a Venn diagram of social media use by their age group in Germany and social media use by their age group in California.

Investigating the viewpoints of target cultures through the use of authentic materials also helps students clarify and articulate their own cultural perspective. The ability to recognize and consider multiple perspectives is key to the development of global competence. Figure 8.8 provides a few examples of ways that teachers can prepare students to encounter and grow their knowledge about differing viewpoints expressed in the target language and reflected in the target cultures.

FIGURE 8.8: Sample Activities to Engage Students in Learning about Diverse Perspectives and Distinctive Viewpoints

Arabic

Example: As part of a unit focused on traditional Arabic games, Intermediate students of Arabic watch a video and collect information about two different games. In pairs, using the target language, students discuss the object of each game, how many people were playing, where the game was played, how to play the game, and what the rules were. Then, students read an article about games in different countries where Arabic is the dominant language, and are able to tell how, where, when, and by whom the games they read about are played. Students may go on to compare these traditional games with games they play with their friends and family. (Students answer questions orally and in writing to demonstrate comprehension of the text.)

Armenian

Example: In an Advanced Low Armenian class for heritage speakers, the students examine authentic materials in Armenian, such as printed, audio, and video interviews of survivors of the Armenian Genocide of 1915. Students then explore how the experiences of Armenians in exile are depicted in Armenian art, music, and literature.

American Sign Language

Example: Intermediate Low ASL students view a panel of deaf authors discussing the merits and characteristics of several works of Deaf literature. Students then view examples of the literature discussed in video texts. Students analyze the use of space, eye gaze, and nonmanual signals in addition to signs to determine their significance and purpose in visual literature and their reflection of Deaf culture.

Chinese

Example: In an Intermediate High Chinese classroom, students read authentic letters from people who participated in the crews that built the American railroad system in the nineteenth century. Through their reading of the authentic materials, students explore the Chinese immigrant experience against the backdrop of Manifest Destiny.

French

Example: As part of a unit focused on the essential question, "Why do people migrate?" Intermediate students of French read passenger manifests and journals of early colonists in *Nouvelle-France* (later the province of Quebec) and in the Caribbean (Martinique and Guadeloupe), recording information about the characteristics of people who migrated to each colony. With classmates, they discuss the possible reasons for migration to each colony.

As demonstrated in the examples in figure 8.8, teachers may use a variety of sources to identify authentic materials: websites, print and video media, literature, historical documents, art, and curricular resources, among others, from target-language countries. When they design activities to help students differentiate multiple perspectives, they may also incorporate practice with the twenty-first century skills that prepare them for college and career: critical thinking, problem-solving, media literacy, and collaboration.

Conclusion

Instruction that addresses the Connections Standards necessarily incorporates the Communications and Cultures Standards. Each of the 13 WL Standards is an integral part of functioning in real-world settings in culturally appropriate ways. When the standards work in concert, students develop linguistic proficiency, cultural proficiency, and true global competence.

Students who acquire content knowledge and successfully communicate about their learning with others are more likely to become lifelong learners as well as global citizens. Their knowledge and skills prepare them to succeed in the global economy of the twenty-first century.

When they develop proficiency in the target language, experience the target culture, and acquire subject-specific knowledge by connecting with target-culture content, world languages students build the skill set to master the four domains of global competence. They are ready to investigate the world, recognize perspectives, communicate ideas, and take action. They learn to communicate their ideas, build relationships, and negotiate meaning with others in culturally appropriate ways. And they are poised to act in collaboration with others to effect positive change.

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Text Accessible Descriptions of Graphics for Chapter 8

Figure 8.1: The Four Domains of Global Competence

This image is a circle divided into four main sections. The center of the circle contains the words "Four Domains of Global Competence," with an image behind the words that depicts an outline map of North America and the northern part of South America.

Surrounding the center circle is ring divided into four quadrants. Each quadrant contains a single symbol: a magnifying glass, two arrows intertwined, a light bulb, and a gear wheel. Each symbol is designed to illustrate one of the four domains of global competence.

In the quadrants surrounding the symbols are the titles of the four domains and then a brief explanation of each.

The first quadrant (represented by the magnifying glass) is "Investigate the World: Students investigate the world beyond their immediate environment."

The second quadrant (represented by the intertwined arrows) is "Recognize Perspectives: Students recognize their own and others' perspectives."

The third quadrant (represented by the light bulb) is "Communicate Ideas: Students communicate their ideas effectively with diverse audiences."

The fourth quadrant (represented by the gear wheel) is "Take Action: Students translate their ideas into appropriate action to improve conditions." Return to figure 8.1.

Figure 8.2: United Nations Sustainable Development Goals

This figure includes three rows of colored squares; each square represents one of the United Nations Sustainable Development Goals. There are seventeen numbered goals which include, in numerical order, No Poverty, Zero Hunger, Good Health and Well-Being, Quality Education, Gender Equality, Clean Water and Sanitation, Affordable and Clean Energy, Decent Work and Economic Growth, Industry, Innovation, and Infrastructure, Reduced Inequalities, Sustainable Cities and Communities, Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land, Peace, Justice, and Strong Institutions, and Partnerships for the Goals. Return to figure 8.2.

CHAPTER 9:
The Proficiency Ranges in the World Languages Standards

Table of Contents

Chapter Overview

CHAPTER OBJECTIVES

By the end of this chapter, readers should be able to:

☐ Explain the global competence domains as they relate to world language instruction

☐ Describe the ranges and phases of language proficiency

☐ Identify specific scaffolds to support language learners within and across ranges of language proficiency

Introduction

Communicative proficiency in at least one language other than English is of utmost importance in this era of globalization. As society becomes more interconnected, the need for proficiency in more than one language and culture will only continue to grow. Knowing more than one language will aid students in their success within and beyond the classroom.

Based on a variety of studies to date, multilingual people may have an advantage over their monolingual counterparts in cognitive skills, learning, and memory, among others.

Data indicates that multilingual students outperform their monolingual counterparts on state and national assessments (Thomas and Collier 2002). This bilingual advantage has also been evidenced in studies related to cognitive skills such as executive functioning, selective reasoning, and inhibitory control (Carlson and Meltzoff 2008; Bialystok and Viswanathan 2009; Bialystok and Craik 2010), as well as analyses of word learning (Kaushanskaya and Marian 2009; Kaushanskaya 2012) and phonological working memory (Adesope et al. 2010; Bartolotti and Marian 2012). Based on a variety of studies to date, multilingual people may have an advantage over their monolingual counterparts in cognitive skills, learning, and memory, among others.

In the workplace, multilingual employees are in high demand, and this need is projected to grow (ACTFL 2019). Within the world of work, language proficiency of at least an Intermediate Mid range is necessary to function. Proficiency within the Advanced Mid range is necessary to live and work in a country where the target language is spoken (National Standards Collaborative Board 2015). The range of proficiency needed in the workplace increases depending on the subject matter within the career field. For example, the oral proficiency demand of a cashier is far lower than that of a social worker,

an account executive at a bank, or a foreign diplomat. According to research from the American Council on the Teaching of Foreign Languages (ACTFL), "the most common program model for language learning in this country continues to be two years of instruction at the secondary level. This model limits students to performance in the Novice range" (2012a, 12). Since the workplace requires a much higher range of proficiency than that achieved by only two years of language study, an emphasis on well-articulated world languages pathways is necessary. As noted in ACTFL's report titled *Making Languages Our Business*, "in an era when STEM curricula are overshadowing all other subject areas, [world] languages may often be treated as a competing discipline. Instead, it needs to be recognized as a complementary and often interdependent skill that produces the globally competent workforce employers are seeking" (2019, 3), one that can be taught with STEM in a language other than English.

Creating and sustaining long sequences of language-learning pathways provides opportunities for students to develop global competence and a functional range of proficiency for the workplace. One initiative, **Global California 2030**, is a call to action. This state initiative is aimed at equipping students with language skills in order to enable them to appreciate and engage with the rich and diverse communities of the world and prepare them to succeed in the global economy (CDE 2018). The Global California 2030 initiative supports the creation of pathways to multiliteracy that enable students to achieve high ranges of communicative and cultural proficiency, thus developing globally competent Californians.

This chapter explores what students can do in the target language within the ranges and phases of language proficiency reflected in the WL Standards. Sections of this chapter also describe the emphasis in California on connecting **cross-disciplinary concepts** and developing students' **global** and **intercultural communicative competencies**.

Additionally, this chapter serves as a tool for educators to develop understanding of these concepts and put them into practice in curriculum and instruction, and to inform those who plan and support world languages programs at all grade levels throughout the state.

Global Competence for California Public Schools

California's kindergarten through grade twelve (K–12) student population of 6.2 million includes the largest number of immigrant families and English learners in the nation. A Blueprint for Great Schools Version 2.0 outlines "The California Way," which emphasizes a challenging and innovative education for all students that includes multilingualism, multiculturalism, and viewing the world with a global lens extending far beyond our borders. Reaching our goals of

providing a globally connected education to California students starts with the individual. (Tom Torlakson 2016)

Emphasizing the importance of developing globally competent citizens, California has brought together a variety of educators to create frameworks, standards, and initiatives that support global competence education. Global competence is defined by the Council of Chief State School Officers (CCSSO), the Asia Society, and Mansilla and Jackson as "the capacity and disposition to understand and act on issues of global significance" (Mansilla and Jackson 2011, xiii). In its Global Competence Position Statement, ACTFL makes the point that "the ability to communicate with respect and cultural understanding in more than one language" is a key element of global competence (2014).

Within world languages, then, the definition of **global competence** is the capacity and disposition to understand and act on issues of global significance in more than one language and culture. Many other California K–12 standards and frameworks emphasize global competence, including those for History–Social Sciences, the Next Generation Science Standards, and those for the Visual and Performing Arts.

Recognizing that global competence is crucial for living and working in the global era of the twenty-first century, the CCSSO, in collaboration with the Asia Society Partnership for Global Learning, commissioned a task force to identify the capacities of globally competent students. As shown in figure 9.1, this task force determined that students who are globally competent can do the following:

- **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research

- **Recognize perspectives**, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully

- **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers

- **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively

The contents of the bullets above comprise the four domains of global competence. Globally competent individuals are lifelong learners who understand issues of global significance and have an appreciation for cultural differences, have an ability to understand and consider multiple perspectives, use critical and comparative thinking skills as well as problem-solving abilities, and are comfortable with ambiguity and change (Mortenson 2019). For more information and resources related to global competence as shown in figure 9.1, see the CDE website, the California Subject Matter Project, and the Asia Society.

FIGURE 9.1: The Four Domains of Global Competence
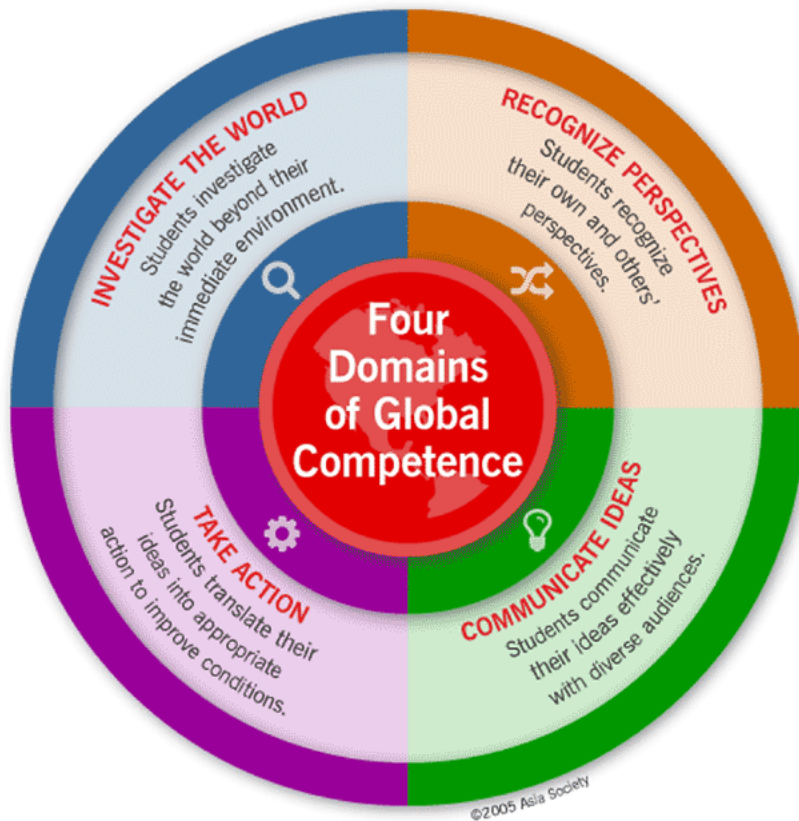
[Text accessible version of figure 9.1](#)

Source: Four Domains of Global Competence (Asia Society 2005)

Global competency can be a natural path to equality, where students investigate issues of global significance and learn to value a variety of perspectives, ideas, and discourse when aligned with the three areas of the standards: Communication, Cultures, and Connections. The world languages classroom provides the unique academic environment needed to develop multiliterate, globally competent students who are well prepared for college and career success.

One way world language teachers may implement the WL Standards, while also supporting the development of global competence, is through organizing thematic units related to the United Nations Sustainable Development Goals (UNSDGs). According to the United Nations, "the **Sustainable Development Goals** are a call for action by all countries—poor, rich, and middle-income—to promote prosperity while protecting the planet. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and address a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection" (United Nations 2020).

Figure 9.2 shows that there are 17 Sustainable Development Goals, and each goal focuses on an issue of global significance. Many of the goals align with Advanced Placement and International Baccalaureate themes. To bring the California WL Standards and these goals into the classroom, world languages teachers design thematic units based on a Sustainable Development Goal and facilitate the exploration of the identified thematic goal (No Poverty, No Hunger, Good Health and Well-Being, and more) through the domains of global competence. Further discussion of the UNSDGs and their uses in world languages education can be found in chapter 5 of this framework.

FIGURE 9.2: United Nations Sustainable Development Goals

[Text accessible version of figure 9.2](#)

Source: Sustainable Development Goals (United Nations 2020)

For example, as students explore the thematic goal in the target language, they investigate the world and recognize diverse perspectives while learning content from a variety of subjects. They use the knowledge they acquire from cross-disciplinary learning to

effectively communicate their ideas to diverse audiences. Students then take action on topics of interest to them in order to share their learning, help others to broaden their own perspectives, and improve conditions within their community and around the world.

The WL Standards cannot be achieved without proficiency in culturally appropriate interactions, a key element of global competence that aligns with the Communication, Cultures, and Connections Standards. Becoming globally competent allows each and every student to appreciate other cultures, consider and value multiple perspectives, work to diminish stereotypes and prejudices, and think deeply about how languages and cultures—their own and others'—work.

Ranges and Phases of Language Proficiency and the CA WL Standards

The WL Standards describe the knowledge and skills students develop in a world languages classroom. In order to support the development of language learners' linguistic, communicative, and cultural competence, teachers rely on their understanding of the **ranges** and **phases** of a continuum of communicative proficiency as a foundation for planning and assessment. The continuum of communicative proficiency, shown in figure 9.3, illustrates the five ranges and the phases within each range. The continuum describes proficiency ranges from "little or no functional ability" to "the use of communicative and cultural skills by a highly articulate, well-educated target-language user." Phases within each range (Low, Mid, and High) are the sublevels within each proficiency range (Novice, Intermediate, Advanced, and Superior).

When teachers are able to identify how well language learners are able to perform within each range and phase, they can plan effective instruction and assessment for their language students. The WL Standards describe the ranges of linguistic and cultural proficiency that may be achieved by students along the continuum of communicative proficiency. Those who teach languages or who plan language programs keep in mind that students may never reach the Advanced or Superior ranges of proficiency in a traditional four-year high school program (9–12 WL Pathway), as it takes many years to attain high levels of proficiency in a second language. For more on proficiency outcomes within various world languages pathways, see chapter 3 of this framework.

FIGURE 9.3: Inverted Pyramid Representing ACTFL Rating Scale
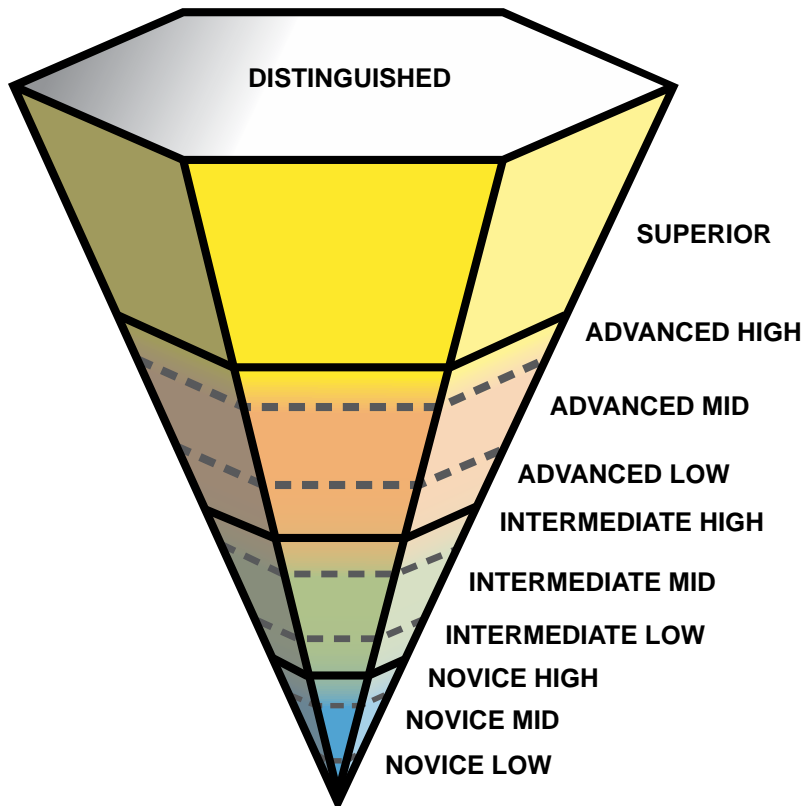
[Text accessible version of figure 9.3](#)

The inverted pyramid shows how, as language learners move from Novice to Distinguished, more is required to move from range to range. For Category I languages (French, Italian, Spanish) using standards-based and framework-aligned practices (see appendix 1 of the California WL Standards), movement from Novice Low to Novice Mid is common within one semester of language study. Movement from Novice to Intermediate often takes two years of study. Some students are able function at Advanced Low after five years of instruction. Those who earn a bachelor's or master's degree in the language may function within the Advanced High or Superior range of proficiency.

As language users develop proficiency, each range and phase includes and builds upon the knowledge and skills of the previous one(s). Students completing a DLI WL pathway from TK/K–12, the longest possible language learning sequence available to them, will generally reach the Advanced Low range of proficiency by the time they graduate from high school. The Superior range is included in the WL Standards since some Superior-level content and functions may be addressed after long sequences of study for heritage or nonheritage learners.

The Proficiency Guidelines developed by ACTFL describe language users in the **Superior** range as those who are able to communicate in the language with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in

formal and informal settings from both concrete and abstract perspectives (ACTFL 2012a). Careers requiring Superior language use include university language professors, lawyers, judges, and court interpreters.

The Proficiency Guidelines developed by ACTFL describe performance within the **Distinguished** range as highly articulate, professionally specialized language use (ACTFL 2012a). Professionals who use Distinguished language include diplomats, negotiators in international business, and intelligence specialists.

The ranges and phases of proficiency shown in figure 9.3 are derived from those created by ACTFL and are based on the language from the assessment manuals developed by the California World Language Project: the *Classroom Oral Competency Interview*, the *Classroom Writing Competency Assessment*, and "The Classroom Receptive Competency Matrix" (California Foreign Language Project 1993; California Foreign Language Project 1996; Zaslow 2002). The WL Standards define language proficiency as the ability to use language for real-world purposes in culturally appropriate ways and outline the text types used within each range of proficiency (CDE 2019, 54).

Figure 9.4 shows that text types are the form of the message produced or received (memorized words and phrases, sentences and strings of sentences, paragraphs and strings of paragraphs, and coherent and cohesive multiparagraph text). When considering figures 9.4 and 9.5, language teachers keep in mind that the ability to carry out tasks within each range and phase of proficiency varies depending on the **language category** of the target language being acquired. Recognizing the text type that language learners produce is key to determining the learners' proficiency range within the standards. See chapter 3 of this framework for more information on language categories.

FIGURE 9.4: Text Types Used within Each Range of Proficiency

Novice Text Types	Intermediate Text Types	Advanced Text Types	Superior Text Types
Learners use learned words and phrases (formulaic language).	Learners use sentences and strings of sentences (created language).	Learners use paragraphs and strings of paragraphs (planned language).	Learners use coherent and cohesive multiparagraph texts (extended language).

Source: California WL Standards (CDE 2019)

Novice language users are able to communicate minimally with formulaic and rote utterances, lists, and phrases. These are language learners who communicate at the "word" level using memorized words, chunks, and phrases.

Intermediate language users are able to create with language. They can initiate, maintain, and bring simple conversations to a close by asking and responding to simple questions.

As distinguished from Novice language users who may use memorized sentences, Intermediate language users understand who did what to whom within sentences and are able to use this knowledge to rearrange pieces and parts of sentences to create "real" sentences rather than the memorized sentences that Novices are unable to manipulate to reflect their individual meaning.

Advanced language users are able to narrate and describe in past, present, and future. They can deal effectively with an unanticipated complication and, as a result, can live in countries where target languages are spoken. Advanced level language users are able to move beyond the use of sentences and strings of sentences and use paragraph-level discourse.

Superior language users are able to discuss topics extensively, support opinions, and hypothesize. They are able to deal with linguistically unfamiliar situations and can communicate in cohesive and coherent multiparagraph texts.

Figure 9.5 provides a brief description of the phases within each range of proficiency, from Novice through Advanced. Phases of proficiency relate to language-learner accuracy in comprehension and production. There are no phases within the Superior range.

FIGURE 9.5: Phases within Each Range of Proficiency

Phase	Description of Phases within Each Range
Low	Learners are *just able* to produce the text-type characteristic of the range. Accuracy in comprehension and production is low.
Mid	Learners produce a wide variety of text types within the range. Accuracy in comprehension and production is high.
High	Learners begin to produce, but not consistently, text types of the subsequent range. Accuracy in comprehension and production is maintained in the current range of proficiency and is low in the subsequent range.

Source: CA WL Standards (CDE 2019)

Time is a critical component of language acquisition. The time it takes to acquire a second language varies depending on the language category of the language being learned and the native language of the learner. Additionally, teachers of world languages consider the role ranges and phases of proficiency play in the selection of instructional materials, the sequencing of learning episodes and activities, and the designing of scaffolds to support student learning. When assessing student progress, it is equally important to recognize that many language learners simultaneously demonstrate various levels of proficiency in different language skills (listening, viewing, speaking, signing, reading, and writing). For

example, a language learner may demonstrate Novice Mid proficiency in reading and Novice Low proficiency in speaking or signing. Additionally, those who teach languages or who plan language programs keep in mind that students may never attain the Advanced or Superior ranges of proficiency in a traditional four-year high school program, as it takes many years to attain high levels of proficiency in a second language. The ranges and phases in figures 9.3 through 9.5 (above) are fully reflected in each of the WL Standards and are discussed at length, as they pertain to each of the standards, throughout the rest of this chapter.

> To support proficiency development within the phases of a range, teachers plan for and design scaffolding to make the target language comprehensible, or able to be understood by language learners.

To support proficiency development within the phases of a range, teachers plan for and design **scaffolding** to make the target language **comprehensible,** or able to be understood by language learners. Scaffolding involves breaking complex tasks into more manageable steps. This supports learning by giving students context, motivation, or a foundation upon which to build new concepts. The level of scaffolding, or ongoing support provided by the teacher, is determined by the proficiency level of the students, the language and culture they are learning, and the content being taught. Scaffolding is needed in the early stages of learning a new and challenging concept so students are not frustrated by a task being too difficult. Scaffolding is not provided solely within low ranges of proficiency. Even within higher ranges, a variety of scaffolds are necessary to support student learning and language acquisition. Examples of nonlinguistic scaffolds include visuals, manipulatives, multiple representations, and organizers (flow charts, timelines, charts or diagrams for comparing and contrasting). Some linguistic scaffolds include the use of clear enunciation, high frequency vocabulary, cognates, syntactical supports (such as rephrasing), and repetition or exaggerated intonation during instruction.

> To support proficiency development across ranges, WL teachers also scaffold materials and tasks to provide students within one range the opportunity to begin making sense of and communicating with text types of the subsequent range.

To support proficiency development across ranges, world languages teachers also scaffold materials and tasks to provide students within one range the opportunity to begin making sense of and communicating with text types of the subsequent range. For example:

- To make materials within the Superior range accessible to Advanced learners and to address some aspects of the Superior range, teachers break down cohesive and coherent multiparagraph texts into paragraph-level discourse.

- To make materials within the Advanced range accessible to Intermediate learners and to address some aspects of the Advanced range, teachers break down paragraph-level discourse into sentence-level discourse.

- To make materials within the Intermediate range accessible to Novice learners and to address some aspects of the Intermediate range, teachers break down sentence-level discourse into words and phrases.

- To make materials within the Novice range accessible to Novice learners and to address some aspects of the Novice range, teachers use nonlinguistic means (visuals, realia, gestures) to make the language comprehensible.

Snapshot 9.1 provides multiple examples of how a teacher of Novice High language learners in an elementary dual language immersion program scaffolds a complex lesson on ecosystems in order to make the language accessible to his students.

Snapshot 9.1: Scaffolding Language Used in Informational Text in Second Grade Portuguese

Mr. Duffy teaches second grade in an elementary Portuguese dual language immersion program. His class consists of a mix of English-only and heritage Portuguese speakers. Proficiency in both languages varies depending on individual student experiences, but students are generally within the Novice High range in Portuguese.

Mr. Duffy is teaching his students about interdependent relationships in ecosystems as part of a unit on the environment. The students have planted different kinds of plants in the school garden. They have read about types of plants found in Portugal and Brazil and the types of insects they attract and made comparisons between those and local flora and fauna (Interpretive Mode, Intermediate/Interpersonal Mode, Novice High. Students are now determining which kinds of insects are beneficial or detrimental to the plants and why, including the role of pollinating insects (Interpretive Mode, Intermediate). The students will talk about the informational texts they read on the topic, the multimedia they viewed, and what they observe in the garden, and record in their journals (Interpersonal/Presentational Mode, Novice High).

Mr. Duffy presents the language used in the informational science texts the class is reading and the language needed to engage in science tasks, such as observing insects in the garden and then discussing the observations or recording them in writing (Interpretive, Intermediate). This language includes domain-specific

vocabulary (e.g., beneficial insects, pollinators, pests), general academic vocabulary (e.g., devour, gather), and adverbials, such as prepositional phrases (e.g., with its proboscis, underneath the leaf, on the stem) (Novice language chunks). Using a document camera, he highlights some of the language patterns in the informational texts students are reading (e.g., most aphids, some aphids, many aphids) (Novice words and phrases), as well as some complex sentences with long noun phrases that may be unfamiliar to students (e.g., "As they feed in dense groups on the stems of plants, aphids transmit diseases. Whereas the caterpillars of most butterflies are harmless, moth caterpillars cause an enormous amount of damage.") (students are able to understand main ideas, Intermediate proficiency). As he highlights, he guides students to highlight as well. He guides the students to unpack the meanings in these phrases and sentences in whole-class formats or in small groups.

Mr. Duffy strategically selects the language from the texts that he will focus on in instruction, and he points out to students that this language is a model for them to draw upon when they write or tell about the insects and the ecosystems that depend on each other. He structures opportunities for the students to practice using the new language questions and answers orally and in writing. For example, he asks them to provide oral descriptions of the characteristics and behavior of the caterpillars and butterflies they have been observing, using their science journals and books they have been using in their groups. To support their descriptions, he asks them to draw a detailed picture of one insect, and he shows them a chart where he has written the word structure in one column and functions in another. The class briefly generates some ways to describe the physical structures of insects (head, thorax, abdomen) and functions of these structures (to sense and eat, to move and fly, to survive or reproduce). He writes the phrases and words students brainstorm on a chart for students to see as they label and discuss their own drawings.

Mr. Duffy asks the students to engage with a partner and first tell the characteristic structures and behavior of the insects and then tell how the insects are beneficial or detrimental to the plants and why, using evidence from their science journals. He prompts them to use a chart with reminders for effectively contributing to conversations (take turns, ask good questions, give good feedback, add important information, build on what one's partner says).

Following their collaborative conversations, Mr. Duffy asks the students to work together to write about what they have learned. He asks them to talk with their partners about what they will write, and he tells them that they must both write the same thing. This requires the students to negotiate and justify their ideas, which Mr. Duffy observes, and supports them in clarifying their thinking.

Content Standards

World Languages Standards:

WL.CM.1.N, WL.CM.2.N, WL.CM.5.N, WL.CM.6.N, WL.CM.7.N; WL.CL.3.N; WL.CN.1.N

CA CCSS for ELA/Literacy:

SL.2.1; L.2.6; W.2.2, W.2.4

Next Generation Science Standards:

2-LS2-2A (Interdependent relationships in ecosystems)

Source: Adapted from the ELA/ELD Framework (CDE 2015)

In snapshot 9.1, Mr. Duffy provides scaffolding for his language learners in numerous ways. He facilitates a discussion around what students observed in their garden, ensuring that he models academic language with the students. He uses a document camera to guide students as they highlight language patterns in the text they are reading. Mr. Duffy guides whole- and small-group discussions of the complex text they are highlighting in order to check for understanding, maintain engagement by providing social interaction, and allow language practice with support. He explicitly identifies for students that this language is a model for them as they write about and discuss ecosystems. He provides opportunities for students to think–write–pair–share by first giving them time to write about their observations of the insects, then discuss those observations with peers, and finally participate with the whole class in labeling the chart. The chart is another scaffold provided by Mr. Duffy, as he uses an image of an insect to model the academic language needed for labeling it. He then ensures that the chart is visible for all and prompts students to use it while they create their own. Mr. Duffy provides scaffolds for the students by planning for pair work and for students to write about their learning. Finally, he circulates to provide any additional support needed as his students work.

Figure 9.6 provides more examples of possible scaffolds for each mode of communication. For more information about the three modes of communication, please see chapter 6 of this framework.

FIGURE 9.6: Examples of Scaffolds for Each Mode of Communication

Interpretive Mode	Interpersonal Mode	Presentational Mode
▪ Guide students to connect to prior knowledge by listing what is known about the text and making predictions. ▪ Build vocabulary knowledge as necessary using images or realia to represent concrete content found in authentic materials. ▪ Preview the organization of the text to form ideas about its content (from title, images, headings). ▪ Use gestures or exaggerated movement when addressing students in the target language. ▪ Read, view, or listen multiple times, possibly with a different purpose each time. ▪ Provide a variety of graphic organizers for understanding and for interpretation and analysis of meaning.	▪ Clarify needed language structures and patterns prior to communication on the topic. ▪ Provide communication **gambits** (words or phrases to facilitate flow)**,** including **sentence frames.** ▪ Allow students to use graphic organizers completed during the Interpretive Mode to aid in communication with others.	▪ Allow students to use resources (graphic organizers, guided notes) completed during the Interpretive and Interpersonal modes to support research or creation of a product. ▪ Provide guidance and break down the steps of the writing process into small chunks (prewriting, drafting, revising, proofreading, and publishing). ▪ Plan time for mini presentations for practice and feedback. ▪ Allow students to present to the teacher. ▪ Structure time for student self-assessment and reflection.

Note: Scaffolds can be used across ranges of proficiency and are adjusted depending on student needs.

Proficiency in Communication, Cultures, and Connections

The WL Standards present the knowledge and skills that all learners should acquire in the study of world languages and cultures within their years in California public schools. Because of the considerable number of languages taught in California schools, the standards are not language specific and were developed to accommodate all languages. They achieve this by describing the various ranges through which learners pass as they become increasingly proficient and literate. The standards are not tied to specific grade levels but rather describe ranges of linguistic and cultural proficiency that may be achieved by elementary, middle, or high school students.

The Communication Standards

- Interpretive Communication
- Interpersonal Communication
- Presentational Communication
- Settings for Communication
- Receptive Structures in Service of Communication
- Productive Structures in Service of Communication
- Language Comparisons in Service of Communication

The Cultures Standards

- Culturally Appropriate Behavior
- Cultural Products, Practices, and Perspectives
- Cultural Comparisons
- Intercultural Influences

The Connections Standards

- Connections to Other Disciplines
- Diverse Perspectives and Distinctive Viewpoints

The remainder of this chapter will explore expectations of what students should know of and be able to do with language and culture across each major range of proficiency. For more information and examples on implementing the standards, see chapters 6, 7, and 8 of this framework.

Communication Standard 1: Interpretive Communication

This section highlights the goals and standards within Communication Standard 1: Interpretive Communication. The section examines what language learners can do with language across the proficiency ranges in the Interpretive Mode of Communication.

GOAL

- Students demonstrate understanding and interpret and analyze what is heard, read, or viewed on a variety of topics, from authentic texts. They use technology, when appropriate, to access information (CDE 2019, 10).

The **Interpretive Mode** of Communication is **receptive**. In the Interpretive Mode, language learners rely on reading, listening, and viewing skills to make sense of what is heard, read, or viewed in the target language. In order to make sense of target-language and target-culture content, this mode requires that language learners

- draw from their prior knowledge of the target language, culture, and content to make sense of the target language;

- use contextual clues to aid in comprehension as they work with a variety of sources of information; and

- make inferences in order to make sense of the linguistic and cultural content they are hearing, reading, or viewing.

The range and phase of language proficiency has a direct influence on what students know and can do when completing tasks in the Interpretive Mode. For example, a unit on healthy lifestyles may include what people eat around the world. Within the Novice range, the teacher may present a series of food images from the target culture(s) and ask students to identify food items and to associate products and practices visible in the food images, learned words, and phrases. In contrast, within the Intermediate range, the teacher may present the same target-culture food images and ask students to explore, in the target language, the underlying cultural perspectives related to food and eating, using sentences and strings of sentences.

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While teachers use many resources as a means of input for the Interpretive Mode, the use of varied and age-appropriate **authentic materials** in the world languages classroom is critical in order to fully and effectively implement the WL Standards. Authentic materials are "instructional resources that were created by native speakers for native speakers of the target language and cultures" (CDE 2019, 41). Examples of authentic materials include target-language newspapers and magazines, advertisements, songs, images, videos, and literature.

Teachers can use the same authentic materials across proficiency levels, *beginning with the Novice range*. When teachers use authentic materials as part of their curriculum, they maintain the interrelated nature of language, culture, and content. This helps ensure that students develop both communicative skills and cultural competence from the beginning of their language studies. In order to use the same authentic material for students within different proficiency ranges, the teacher will need to select the appropriate material for the theme of the unit and then edit the task they ask the language learners to perform, not the text (Shrum and Glisan 2015). When editing the task, teachers first consider what students know and can do with the language and then design age-appropriate tasks within the students' range of proficiency. In this way, a teacher is able to use the same authentic materials with students within various proficiency ranges, planning linguistically and culturally meaningful tasks. For more on instructional design and authentic materials, see chapter 5 of this framework.

Examples of what learners can do with language within each major range of proficiency in the Interpretive Mode of Communication are included in figure 9.7.

FIGURE 9.7: What Learners Can Do in the Interpretive Mode of Communication

Novice	Intermediate	Advanced
■ Follow simple instructions for class routines. ■ Sort scheduled events of a day at a summer camp. ■ Identify question words in a text message. ■ Locate familiar names of places on a map or in an announcement. ■ Write dates from an email message on a calendar. ■ Identify names of classes and their location on a class schedule. ■ Note the time of a meeting request on a calendar. ■ List key information found on someone's profile in social media. ■ Identify the topic of a short story. ■ Follow the directions of a GPS to a familiar location. ■ Respond with gestures to simple questions a guest asks about family. ■ Identify the main emotion described in the lyrics of a song.	■ Follow simple directions for a recipe. ■ Fill in basic questions or statements exchanged during a video conference in an organizer. ■ Follow directions to do a science experiment. ■ Complete a comprehension guide about a sports magazine interview with an Olympic athlete about obstacles they overcame. ■ Laugh at humor in a graphic novel.	■ Compare political candidates based on campaign pamphlets to make a voting decision. ■ Describe the themes expressed in a poem. ■ Sequence the requirements of a detailed account of a service learning opportunity. ■ Follow a TV show. ■ Follow a political story, including background information from the target culture. ■ Describe how characters were affected by the environment in a one-act play.

Notes:

1. Language learners cannot sustain performance within the Superior range of proficiency within the K–12 setting. However, those who complete long, well-articulated sequences of WL study may begin to address abstract and professional topics and some Superior functions within the Superior range.

2. Proficiency and performance are not the same. When performing, students have prepared and, as a result, their profile of strengths and weakness will be higher than that of their proficiency in unrehearsed situations. For more information on performance, please see chapter 10 on assessment of world languages learning.

Figure 9.8 provides a list of some scaffolds teachers using research-based practices may provide as students engage in Interpretive Communication tasks. The support discussed in this figure is essential for target-language comprehension.

FIGURE 9.8: Sample Scaffolds for the Interpretive Mode of Communication

- Guide students to connect to prior knowledge by listing what is known about the text and making predictions.
- Build vocabulary knowledge as necessary using images or realia to represent concrete content found in authentic materials.
- Preview the organization of the text to form ideas about its content (from title, images, and headings).
- Use gestures or exaggerated movement when addressing students in the target language.
- Guide students to read, view, or listen multiple times with a different purpose each time.
- Provide a variety of graphic organizers for understanding and for interpretation and analysis of meaning.

Note: Scaffolds can be used across proficiency ranges and are adjusted based on student needs.

For more information on teaching the Interpretive Mode of Communication, see chapter 6 of this framework.

Communication Standard 2: Interpersonal Communication

This section highlights the goals and standards within Communication Standard 2: Interpersonal Communication. The section examines what language learners can do with language across the proficiency ranges using the Interpersonal Mode of Communication.

GOAL

- Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed, or written conversations. They use technology as appropriate, in order to collaborate, to share information, reactions, feelings, and opinions (CDE 2019, 11).

The Interpersonal Mode of Communication is both **productive and receptive**. In the Interpersonal Mode, language learners rely on listening/viewing, speaking/signing, and reading/writing while **negotiating meaning** with others in the target language.

Examples of what learners can do with language within each major range of proficiency in the Interpersonal Mode of Communication are included in figure 9.9.

FIGURE 9.9: What Learners Can Do in the Interpersonal Mode of Communication

Novice	Intermediate	Advanced
■ Greet others appropriately. ■ Introduce themselves when they meet people. ■ Respond to questions about very basic personal information. ■ Tell others whether or not they understand them. ■ Say what food they like or dislike. ■ Use a photo to tell about their family ■ Describe the physical or personality traits of a character. ■ Ask and answer questions about what kinds of chores are easier or more enjoyable. ■ Text questions and answers about the type of restaurant they would like to visit. ■ Exchange information about what to do for fun. ■ Exchange advice to choose an outfit for an event. ■ Exchange preferences in video games on a gaming site.	■ Share ideas with others about how to celebrate a friend's birthday. ■ Make a hotel reservation by phone. ■ Post a reaction to a friend's social media post about a concert they attended. ■ Participate in a conversation with a partner to identify the information they need to plan a trip. ■ Exchange social media posts about raising money for a cause. ■ Interact to schedule an appointment in a hair salon and say what they need. ■ Exchange opinions on a school policy and give reasons for why it should be changed. ■ Respond to a series of inquiries from a potential employer as part of an application for a job. ■ Exchange ideas on different options after graduation.	■ Describe how and why one behaves in a certain way when visiting a family for dinner in a different culture. ■ Exchange information about changes teenagers experience going from middle to high school. ■ Interact with the hotel staff to complain. ■ Contribute to an online discussion about a current social issue. ■ Discuss current issues related to immigration and outline the current rules for getting citizenship. ■ Discuss with peers about how an experience abroad changed stereotypes about a culture. ■ Interact with an advisor online in the target culture to figure out a necessary change in schedule due to unforeseen circumstances. ■ Debate academic issues affecting their peers. ■ Intervene in an online discussion thread to redirect an argument. ■ Exchange opinions on the pros and cons of universal healthcare.

Notes:

1. Language learners cannot sustain performance within the Superior range of proficiency within the K–12 setting. However, those who complete long, well-articulated sequences of WL study may begin to address abstract and professional topics and some Superior functions within the Superior range.

2. Proficiency and performance are not the same. When performing, students have prepared and, as a result, their profile of strengths and weakness will be higher than that of their proficiency in unrehearsed situations. For more information on performance, please see chapter 10 on assessment of world languages learning.

To enable students to develop higher ranges of proficiency in Interpersonal Communication, teachers use a variety of instructional strategies coupled with scaffolds including, but not limited to, those described in figure 9.10.

FIGURE 9.10: Sample Scaffolds for the Interpersonal Mode of Communication

- Clarify needed language structures and patterns prior to communication on the topic.
- Teach and prompt students to use **circumlocution** when they do not know a word or phrase.
- Provide phrases to open, maintain, and close conversations.
- Provide sentence frames for communication.
- Allow students to use graphic organizers completed during the Interpretive Mode to aid in communication with others.

Note: Scaffolds can be used across proficiency ranges and are adjusted based on student needs.

For more information on teaching the Interpersonal Mode of Communication, see chapter 6 of this framework.

Communication Standard 3: Presentational Communication

This section highlights the goals and standards within Communication Standard 3: Presentational Communication. The section examines what language learners can do with language across the proficiency ranges using the Presentational Mode of Communication.

GOAL

- Students present information, concepts, and ideas on a variety of topics and for multiple purposes, in culturally appropriate ways. They adapt to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish (CDE 2019, 12).

The Presentational Mode of Communication is **productive** yet requires development of and reliance upon communicative proficiency developed through the Interpretive Mode, the receptive skills of listening, viewing, and reading. In the Presentational Mode, language learners rely on **reading and writing skills** for researching and creating their presentation and then on **speaking or signing skills** to present information in the target language and answer any follow up questions verbally, through signing, or in writing, a potentially interpersonal task that frequently follows presentational tasks. Examples of what learners can do with language within each major range of proficiency in the Presentational Mode of Communication are included in figure 9.11.

FIGURE 9.11: What Learners Can Do in the Presentational Mode of Communication

Novice	Intermediate	Advanced
■ State their physical or personality traits on a personal web page. ■ Create and present a simple chart of a few things they like and dislike to create a plan for collective weekend activities. ■ Name some countries on a map when planning a family trip. ■ Share some simple information about animals, foods, or sports using pictures or photos shared with a target-culture e-pal. ■ Identify places where people can go to see art or listen to music. ■ Present an ordered list of favorite and least favorite free time activities on a survey for a summer program in a target-culture community. ■ Tell about a simple routine such as getting lunch in a cafeteria or restaurant for students new to the United States.	■ Tell target-culture friends what they want or need to do on a particular day. ■ Produce a video for a target-culture audience with multistep instructions for completing a process, such as preparing a recipe. ■ Create and present a simple advertisement for a product or service. ■ Tell a simple story about a childhood memory or a recent family trip or event. ■ Present a review of a work of art or song and give specific reasons to support their point of view. ■ Describe how to plan and carry out an event in the United States, such as a party or celebration, to individuals in the target culture.	■ Give a presentation at a target-culture event describing the rise and fall of certain popular or historical trends over time. ■ Write a blog post describing the highlights of a recent trip or excursion. ■ Create and present an infomercial promoting an event, a service, or a celebration. ■ Present a proposal of a detailed itinerary of the social and cultural activities they have planned for a future trip. ■ Write an article or blog describing the influence of an art or music genre over time. ■ Present in detail on a topic that they have read or heard in the news. ■ Present an explanation of how beliefs and values are reflected in their own and the target cultures.

Novice	Intermediate	Advanced
■ Tell about their favorite actor or author on a web page in the target language. ■ Share whom they and people in other cultures consider to be part of the family using a few simple details with members of the target culture.	■ Present an outline to a target-culture committee of their predictions about consequences of an environmental practice. ■ Present comparisons of the roles of family members in their own and target-language cultures to target-culture e-pals. ■ Compare school or learning environments and curricula to share what is valued in their own and other cultures.	■ Write about challenges facing families and communities for an online news source. ■ Present information about environmental, economic, or political issues.

Notes:

1. Language learners cannot sustain performance within the Superior range of proficiency within the K–12 setting. However, those who complete long, well-articulated sequences of WL study may begin to address abstract and professional topics and some Superior functions within the Superior range.

2. Proficiency and performance are not the same. When performing, students have prepared and, as a result, their profile of strengths and weakness will be higher than that of their proficiency in unrehearsed situations. For more information on performance, please see chapter 10 on assessment of world languages learning.

To enable students to develop higher ranges of proficiency in Presentational Communication, teachers use a variety of instructional strategies coupled with scaffolds including, but not limited to, those described in figure 9.12.

FIGURE 9.12: Sample Scaffolds for the Presentational Mode of Communication

- Allow students to use resources (graphic organizers, guided notes) completed during the Interpretive and Interpersonal modes to support research or creation of a presentation.

- Break down the steps of the writing process into small chunks (prewriting, organizing, drafting, revising, proofreading, and publishing).

- Plan opportunities for peer feedback.

- Provide guidance and corrective feedback throughout the writing process.

- Plan for time for mini presentations for practice and feedback.

Note: Scaffolds can be used across proficiency ranges and are adjusted depending on student needs.

For more information on teaching the Presentational Mode of Communication, see chapter 6 of this framework.

Proficiency Benchmarks for the Modes of Communication

Communication is the primary goal of language learning. ACTFL offers many resources to educators as they plan curriculum, instruction, and assessment and share realistic expectations with students, parents, teachers, and other members of the school community. Some of these resources include the *ACTFL Proficiency Guidelines* (2012b), ACTFL Performance Descriptors for Language Learners (2012a), and the NCSSFL–ACTFL Can-Do Statements (NCSSFL–ACTFL 2017).

Figure 9.13, adapted from the NCSSFL–ACTFL Can-Do Statements, provides a general overview of benchmarks for communication addressed throughout the proficiency ranges of the Communication Standards. These benchmarks are organized by the modes of communication and proficiency ranges included in Communication Standards 1–3.

FIGURE 9.13: ACTFL Benchmarks for Interpretive, Interpersonal, and Presentational Communication

Benchmarks for the Interpretive Mode of Communication

Novice	Intermediate	Advanced
I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.	I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.

Benchmarks for the Interpersonal Mode of Communication

Novice	Intermediate	Advanced
I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.

Benchmarks for the Presentational Mode of Communication

Novice	Intermediate	Advanced
I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.	I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames, through spoken, written, or signed language.

Source: Adapted from the NCSSFL–ACTFL Can-Do Statements (NCSSFL–ACTFL 2017)

The NCSSFL–ACTFL Can-Do Statements provide learning targets that both teachers and students use to plan learning, set goals, and monitor progress. These statements serve as a valuable resource for teachers and students.

Summary of Communication Standards 1–3

The goals of Communication Standards 1–3 focus on the development of proficiency in the Interpretive, Interpersonal, and Presentational Modes of Communication. For more information and examples related to implementing Communication Standards 1–3, see chapter 6 of this framework.

> Communication Standards 4–7 support achievement of proficiency in Communication Standards 1–3.

Communication Standards 4–7 support achievement of proficiency in Communication Standards 1–3. These standards identify the settings or contexts for communication, the receptive and productive structures language learners use, and language comparisons, all in service of communication. For information and resources on the implementation of these standards, see chapter 6 of this framework.

Communication Standard 4: Settings for Communication

This section highlights the goals and standards within Communication Standard 4: Settings for Communication. The section examines what language learners can do with language across the proficiency ranges within age- and range-appropriate contexts for communication.

GOALS

- Students use language in
    - highly predictable common daily settings (Novice);
    - transactional and some informal settings (Intermediate);
    - most informal and formal settings (Advanced); and
    - informal, formal, and professional settings, and unfamiliar and problem situations (Superior), in their communities and in the globalized world.
- Students recognize (Novice), participate in (Intermediate), initiate (Advanced), or sustain (Superior) language use opportunities outside the classroom and set goals while reflecting on progress, and use language for enjoyment, enrichment, and advancement (CDE 2019, 13).

Settings for communication provide the context within which students can reasonably be expected to perform the **functions**, or specific communicative tasks, appropriate to each range of proficiency. Settings are situations within which students answer the questions "Where?", "When?", and "With whom?"

Successful language learners, who progress steadily across the language proficiency continuum over time, are those who are provided varied opportunities to interact in real-world, culturally authentic settings in the target language. There are elements of language that are appropriate in some contexts but inappropriate in others. For example, many languages have more than one form of the pronoun "you." In these languages, one form is used to show respect while another is used to address children or peers.

Through varied opportunities to interact in real-world, culturally authentic settings in the target language, students are able to practice culturally appropriate ways of interacting in the target language. In doing so, language learners develop the **sociolinguistic competence**, the ability to express themselves within the social and cultural context of communication**,** that enables them to communicate effectively within and beyond the classroom.

Sample Settings Appropriate within Each Major Range of Proficiency

Sample settings within each major range of language proficiency are included in figure 9.14. In this figure, it is important to note that Novice and Intermediate language users often function within the same settings. The difference between the two is that Novice language users need to have rehearsed the language in order to use it, whereas Intermediate language users can communicate in transactional and some informal settings, adapting the language to the situation. Additionally, the list of settings and content referenced within figure 9.14 is not exhaustive.

FIGURE 9.14: Sample Settings for Communication within Major Proficiency Ranges

Novice (Text types: words and phrases)	Intermediate (Text types: sentences and strings of sentences)	Advanced (Text types: paragraphs and strings of paragraphs)
Functions: Understand and produce lists of words and phrases dealing with the following content within the settings listed below: ■ Classroom setting. *Content: furniture, tools, supplies* ■ Home and neighborhood setting. *Content: family members, rooms of the house, furniture, routines, utensils, articles of clothing, garage, car, places (parks, stores) and people in the neighborhood* ■ School and neighborhood setting. *Content: friends, school subjects, schedules, routines, activities* ■ Restaurant and grocery store setting. *Content: high-frequency ingredients, food items, dishes*	Functions: Ask and answer questions and tell about the following content within the settings listed below: ■ Doctor's office setting. *Content: make general statements and solicit advice related to states of health* ■ Restaurant and kitchen setting. *Content: inquire about food preparation, ingredients, health and safety procedures, dietary restrictions* ■ Leisure time settings. *Content: socialize as they share experiences related to entertainment, sports, games, hobbies* ■ Retail setting. *Content: requesting and giving fashion advice*	Functions: Narrate, describe, explain, present an opinion, or discuss the following content within the settings listed below: ■ Living in the target culture setting. *Content: concrete and factual work- and school-related topics* ■ Business setting. *Content: business transactions that are not complex* ■ Café and other social settings. *Content: basic concepts and issues of politics, social justice, and the environment; habits, customs, traditions*

> Notes:
>
> 1. Language learners cannot sustain performance within the Superior range of proficiency within the K–12 setting. However, those who complete long, well-articulated sequences of WL study may begin to address abstract and professional topics and some Superior functions within the Superior range.
>
> 2. Proficiency and performance are not the same. When performing, students have prepared and, as a result, their profile of strengths and weakness will be higher than that of their proficiency in unrehearsed situations. For more information on performance, please see chapter 10 on assessment of world languages learning.

Note the example of language needed to function across the Novice, Intermediate, and Advanced ranges of proficiency below.

Moving from Novice to Intermediate Proficiency

The fundamental distinction between communicating within the Novice and the Intermediate ranges of proficiency is that Novice learners rely almost entirely on formulas, memorized but unanalyzed chunks of language, whereas Intermediate learners are able to break apart and recombine these formulas in order to create personal messages.

If asked range-appropriate questions, questions which trigger a learned response, Novice learners can, at times, respond with surprising accuracy and fluency. Similarly, if they find themselves in situations closely resembling the situations they rehearsed in class, they are able to use their memorized formulas in order to communicate. Hence, the Novice learner can ask someone's name or tell someone what time it is, provided a situation requiring such an exchange occurs.

Let us suppose that Mary, a student of French who is on a trip in France, wants to take the train from Paris to Chartres. Since she has studied the formulaic language of ticket buying, she is able to go to a window and ask for a ticket to Chartres (the setting fits her language range and text type).

But suppose the clerk tells her that trains for Chartres do not leave from this station. At this point, even if she understands the problem, Mary's formulaic language no longer fits the situation. As a Novice learner, Mary has insufficient understanding of the internal logic of the language and is unable to shift, reassemble, and adapt what she knows into situationally appropriate utterances which would allow her to ask directions to the right train station. In short, Mary does not have sufficient control of grammar and vocabulary to create with the language and to adapt language to unanticipated situations.

By contrast, Intermediate learners do have the ability to create with previously learned formulaic language. What permits them to do so is a growing awareness of the language's underlying structures.

Thus Annette, an Intermediate learner, when faced with the same problem as Mary, can recombine and personalize what she has learned so that in some way, although nervously

and with considerable inaccuracy, she can handle the unexpected complication in her situation.

In order to communicate, Novice learners must make the situation fit the language they have learned. Intermediate learners, on the other hand, are able to make their language fit the situation in which they find themselves.

In other words, in order to communicate, Novice learners must make the situation fit the language they have learned. Intermediate learners, on the other hand, are able to make their language fit the situation in which they find themselves.

An important feature of Intermediate language is that it often sounds much worse than the formulas recited by Novice learners. Because Intermediate learners are struggling to control their messages in light of specific situations, they are apt, at least initially, to make a great many mistakes in both pronunciation and grammar. Teachers are aware that such language, though it is error ridden, still represents a major step forward. It is the beginning of true communication.

Moving from Intermediate to Advanced Proficiency

We have seen that Intermediate learners are distinguished from Novice learners by their ability to create with the language. What, then, characterizes communication within the Advanced range of proficiency? These learners, too, create with language, of course. But their creativity is both broader and deeper than the Intermediate variety.

The best way to understand this difference is to focus on the role the learner can play in a communicative situation. While the creativity of Intermediate communication is essentially reactive and primarily focused on the discrete sentence, the creativity within the Advanced range is essentially proactive and participatory and focused on messages in units of interconnected sentences. In short, Advanced discourse is planned. This ability to plan and participate makes it possible for the Advanced learner to function comfortably as an insider or resident in the target culture, whereas the Intermediate learner, hesitant and awkward, is at best only a tourist.

Annette, our Intermediate language user, has sufficient French to find the right railroad station and make her way to Chartres. But suppose she meets Jean-Pierre, a passenger on the train and someone she would like to get to know better. Her ability to communicate is still restricted by her limited vocabulary and imperfect control of structures. She simply cannot do much more than react to Jean-Pierre's questions or promptings. Annette finds that anticipating and planning what to say is beyond her reach, so she is unable to participate in dialogue more fully. She cannot seem to think ahead in order to string together groups of sentences which convey interrelated thoughts.

But on the same train we also find Carole, an Advanced learner of French. Unlike Annette, Carole is able to engage Jean-Pierre in conversation on a wide variety of topics, including situations she had not anticipated or encountered before. What allows such multifaceted creativity is a more thorough internalization of the discourse system and a broader range of vocabulary. Carole can get to know Jean-Pierre because she has the ability to plan in paragraph-level discourse.

Note that Carole's language is not entirely free from errors. Her accent is not perfect; sometimes she mixes up tenses; sometimes she uses inappropriate vocabulary; sometimes she is simply at a loss for words and has to **circumlocute**. But by the time she arrives in Chartres, she has managed to tell Jean-Pierre about her studies and about the most recent movie she saw. She has, in short, handled, with a significant degree of ease, a wide range of everyday communicative tasks.

In determining whether a student is performing within the Intermediate or Advanced range of proficiency, teachers ask themselves whether learners are able to

- plan ahead in the target language and thus produce messages that constitute oral paragraphs;
- participate rather than merely react to events of the language of others;
- sustain discussion on a single topic over several turns in the conversation, in paragraph-level discourse; and
- indicate, through intonation, pitch, stress, and speed, the relative importance of the various parts of their messages.

Teachers also bear in mind that as learners advance from simple to complex creativity, from the Intermediate to the Advanced range, accuracy declines temporarily. Thus, Advanced Low language users, who are just beginning to communicate in paragraph-level discourse, may commit a fair number of errors as a result of their attempt to connect and articulate ideas. Such errors are the byproduct of enhanced communicative proficiency. Teachers should not be misled into thinking that this complex creativity is inferior to the simple, linear creativity of the Intermediate language user (California Foreign Language Project 1993).

Communication Standards 4: Settings for Communication provides language learners the opportunity to showcase the linguistic and cultural content they learn in different real-world settings. For more information and examples on implementing Communication Standard 4, see chapter 6 of this framework.

Communication Standards 5–7 and Metalinguistic Awareness

Communication Standards 5–7 address receptive and productive structures and language comparisons in service of communication. Prior to exploring the structures and text types students can comprehend and produce and language comparisons they make across proficiency ranges, it is important to focus some attention on language learning.

A natural occurrence among language learners as they make sense of and produce language is focusing conscious attention on their own language use and meaning-making abilities (Donato 1994; Swain and Lapkin 1998; Swain 2000). These interactions are referred to as metalanguage. **Metalanguage** is thinking about and talking about language. Metalanguage is not translation. It is a practice used by language learners, at times guided by language teachers, which aids in the development of metalinguistic awareness, or the extent of language awareness and self-monitoring that students have within a particular proficiency range.

Research has found that metalinguistic awareness supports self-regulation, self-monitoring, intentional learning, and strategic use of language (CDE 2012). Metalanguage among bilinguals includes making cross-language connections and examining similarities and differences in each language. These practices deepen understanding of subject matter, strengthen language competence, and nurture literacy competencies (Beeman and Urow 2012).

Research-based instruction for language learners focuses on critical principles for developing language and cognition in academic contexts (CDE 2012). These principles emphasize

- meaningful interaction;
- the development of metalinguistic awareness in contexts that are intellectually rich and challenging, focused on content, strategically scaffolded, and respectful of the cultural and linguistic knowledge students bring to school; and
- the use of such knowledge as a resource.

These principles help students to develop understanding of the relationship between and within languages. As students achieve the WL Standards, particularly Communication Standards 4–7 and the Connections Standards, they use metalanguage to make sense of the languages they are learning. Understanding these principles helps teachers to support the development of metalinguistic awareness as they make decisions related to communication, language comparisons, and target-language use.

Current research has built upon metalanguage research by suggesting that students learning a second language are not two separate monolinguals with distinct linguistic systems (Otheguy, García, and Reid 2015). According to *Bilingual Education in the 21st Century: A Global Perspective*, bilinguals not only use metalanguage but also use **translanguage** as they make linguistic decisions (García 2009). Translanguage goes beyond more than one linguistic and cultural repertoire. **Translanguaging** is defined as how bilingual people fluidly use their linguistic resources—without regard to named languages—to make meaning and communicate. As language transfer (positive and negative) occurs, bilinguals make purposeful communicative decisions depending on the sociocultural context within which they communicate. Research suggests that during translanguaging, "there is a more complex sociocultural marking of which features to use when and where than for monolinguals, who most often speak with the language

conventions of the society in which they live" (Otheguy, García, and Reid 2015). As noted above in the discussion on metalanguage, teachers with an understanding of these linguistic practices among bilinguals better support the linguistic and cultural development of students as they make decisions related to communication, language comparisons, and target-language use.

Seminal research (Krashen 1981; Long 1983; Swain 1985; Vygotsky 1986) and multiple state and national professional organizations support and advocate for 90 percent input or more in the target language. However, educators ensure opportunities are available for language learners to develop metalinguistic awareness through **metalanguaging** and **translanguaging** practices as they make sense of and produce the languages they learn. With practice, educators can learn to teach almost exclusively in the target language and address metalanguaging and translanguaging in service of communication.

Communication Standard 5: Receptive Structures in Service of Communication

This section highlights the goals and standards within Communication Standard 5: Receptive Structures in Service of Communication. The section examines the language structures and text types students learn to understand across the proficiency ranges.

GOALS

- Students use the following structures to communicate:
    - sounds, parameters, and writing systems (Novice)
    - basic word and sentence formation (Intermediate)
    - structures for major time frames and text structures for paragraph-level discourse (Advanced)
    - all structures and text structures for extended discourse (Superior)
- Students use the following language text types to communicate:
    - learned words, **signs** and fingerspelling, and phrases (Novice)
    - sentences and strings of sentences (Intermediate)
    - paragraphs and strings of paragraphs (Advanced)
    - or coherent, cohesive multiparagraph texts (Superior)
      (CDE 2019, 15)

Within this standard, language learners develop their ability to comprehend **structures** and text types in service of communication. For example, Novice language learners use receptive skills to link sound and meaning and understand very basic grammatical structures at the word or phrase level. Below are examples of what students know and can do within each major range of proficiency in the K–12 language classroom.

Receptive Structures within Each Major Range of Proficiency

When beginning their study of world languages and cultures, learners are able to understand chunks of language that they associate with sounds, signs, and letters. As Novice learners, they do not understand the internal structure of the formulas they use to communicate. Teachers often guide them to notice agreement and word order in authentic texts addressing Intermediate-level receptive skills while they are still performing within the Novice range. Over time, these students begin to understand who did what to whom in sentences and move into the Intermediate range of receptive proficiency. Movement from the Intermediate to the Advanced range of receptive proficiency requires learners to understand agreement within and across clauses in complex sentences in past, present, and future time. Within the Advanced range of proficiency, students interact with authentic texts that often connect main ideas and supporting details in ways very different from those in the languages and cultures with which they are familiar. Samples of receptive structures within each major range of language proficiency are included in figure 9.15.

FIGURE 9.15: Receptive Structures within Each Major Range of Proficiency

Novice	Intermediate	Advanced
Students understand basic spoken, signed, and written messages in authentic texts encoded with sounds and letters. ■ Use knowledge of learned words and phrases (formulas) to understand authentic texts	Students understand basic spoken, signed, and written messages in authentic texts encoded with simple sentence-level structures, including: ■ Subject–verb agreement ■ Noun–adjective–article agreement (as applicable by language) ■ Word order for simple questions and statements ■ Knowledge of sentence-level discourse is used to understand authentic texts	Students understand spoken, signed, and written messages in authentic texts that are encoded with sentence- and paragraph-level structures, including: ■ Subject–verb agreement in past, present, and future time (as applicable by language) ■ Agreement in complex sentences within and across clauses (as applicable by language) ■ Knowledge of paragraph-level discourse is used to understand authentic texts

> Notes:
>
> 1. Language learners cannot sustain performance within the Superior range of proficiency within the K–12 setting. However, those who complete long, well-articulated sequences of WL study may begin to address abstract and professional topics and some Superior functions within the Superior range.
>
> 2. Proficiency and performance are not the same. When performing, students have prepared and, as a result, their profile of strengths and weakness will be higher than that of their proficiency in unrehearsed situations. For more information on performance, please see chapter 10 on assessment of world languages learning.

For more information and examples on implementing Communication Standard 5, see chapter 6 of this framework.

Communication Standard 6: Productive Structures in Service of Communication

This section highlights the goals and standards within Communication Standard 6: Productive Structures in Service of Communication. The section examines the language structures and text types learners can produce across the proficiency ranges.

GOALS

- Students use the following structures to communicate:
  - sounds, parameters, and writing systems (Novice)
  - basic word and sentence formation (Intermediate)
  - structures for major time frames and text structures for paragraph-level discourse (Advanced)
  - all structures and text structures for extended discourse (Superior)
- Students use the following language text types to communicate:
  - learned words, signs and fingerspelling, and phrases (Novice)
  - sentences and strings of sentences (Intermediate)
  - paragraphs and strings of paragraphs (Advanced)
  - coherent, cohesive multiparagraph texts (Superior)
    (CDE 2019, 15)

Within this standard, language learners develop their ability to produce structures and text types in order to communicate in the target language in culturally appropriate ways. It is important to note that language learners use these structures and text types in the service of communication. They do not memorize discrete grammatical features of the language. For example, within any proficiency range students do not need to be taught every conjugation of a verb in order to use that verb for communication. Below are examples of

what students may be able to do within each major range of proficiency within the K–12 language classroom.

Productive Structures within Each Major Range of Proficiency

When beginning their study of world languages and cultures, learners are able to understand chunks of language that they associate with sounds, signs, and letters. With practice, learners use their growing knowledge of the system of sounds, signs, and writing to produce the words and phrases they understand. As learners move into the Intermediate range, they begin to understand the internal structure of the formulas they use to communicate. With practice, and with increasing control of agreement and word order, they are able to produce sentences and strings of sentences in present time. Movement from the Intermediate to the Advanced range of receptive proficiency requires learners to understand agreement within and across clauses in complex sentences in past, present, and future time. Within the Advanced range of proficiency, students interact with authentic texts that often connect main ideas and supporting details in ways very different from those in the languages and cultures with which they are familiar. As learners practice these sentence-level elements and learn to construct paragraphs as they are used in the target language and culture, they begin to communicate within the Advanced range of proficiency. Samples of productive structures within each major range of language proficiency are included in figure 9.16.

FIGURE 9.16: Productive Structures within Each Major Range of Proficiency

Novice	Intermediate	Advanced
Students produce basic spoken, signed, and written messages using knowledge of the system of sounds, signs, or writing. ■ Use knowledge of learned words and phrases (formulas) to communicate	Students produce basic spoken, signed, and written messages using simple sentence-level structures, including: ■ Subject–verb agreement ■ Noun–adjective–article agreement (as applicable by language) ■ Word order for simple questions and statements ■ Knowledge of sentence-level discourse to communicate	Students produce spoken, signed, and written messages using sentence- and paragraph-level structures, including: ■ Subject–verb agreement in past, present, and future time (as applicable by language) ■ Agreement in complex sentences within and across clauses (as applicable by language) ■ Knowledge of paragraph-level discourse to communicate

Notes:

1. Language learners cannot sustain performance within the Superior range of proficiency within the K–12 setting. However, those who complete long, well-articulated sequences of WL study may begin to address abstract and professional topics and some Superior functions within the Superior range.

2. Proficiency and performance are not the same. When performing, students have prepared and, as a result, their profile of strengths and weakness will be higher than that of their proficiency in unrehearsed situations. For more information on performance, please see chapter 10 on assessment of world languages learning.

For more information and examples on implementing Communication Standard 6, see chapter 6 of this framework.

Communication Standard 7: Language Comparisons in Service of Communication

This section highlights the goals and standards within Communication Standard 7: Language Comparisons in Service of Communication. The section examines what students can do as they use the target language to make language comparisons across the proficiency ranges.

GOAL

- To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know (CDE 2019, 16).

Making language comparisons serves multiple significant purposes in language acquisition. Activities that call for students to investigate, explain, and reflect on the nature of language helps students not only to solidify their understanding of the nature of the target language, but also to improve their understanding of their native language—and other languages they may know. Students make language comparisons using knowledge of their first language.

Language Comparisons Within Each Major Range of Proficiency

As they learn a new language, students need to transfer knowledge and use of structures when the languages they know align, as well as learn new patterns when they do not. One way students do this is by making comparisons among the linguistic structures of the languages they know and are learning. Teachers can facilitate this process by giving students overt practice in comparing the target language to their first or other languages, enhancing their proficiency in both languages. Samples of language comparisons students may make within each major range of language proficiency are included in figure 9.17.

FIGURE 9.17: Language Comparisons within Each Major Range of Proficiency

Novice	Intermediate	Advanced
Make accurate comparisons between orthography, phonology, ASL parameters and very basic morphology and/or syntax elements of the target language and the language(s) students already know.	Make accurate comparisons between basic morphology and syntax of the target language and the language(s) students know.	Make accurate comparisons between morphology and syntax of the target language and the language(s) students know in major time frames and in paragraph-level discourse.

Notes:

1. Language learners cannot sustain performance within the Superior range of proficiency within the K–12 setting. However, those who complete long, well-articulated sequences of WL study may begin to address abstract and professional topics and some Superior functions within the Superior range.

2. Proficiency and performance are not the same. When performing, students have prepared and, as a result, their profile of strengths and weakness will be higher than that of their proficiency in unrehearsed situations. For more information on performance, please see chapter 10 on assessment of world languages learning.

For more information and examples related to implementing these standards, see chapter 6, Teaching the Communication Standards.

Major Proficiency Ranges within the Cultures Standards

> Authentic materials are essential to achieve the Cultures Standards. Teaching of the Cultures Standards is done in the target language by editing the task students are asked to complete, not the text.

Research-based practices in language education suggest teachers use a wide variety of authentic materials as they teach new content and guide students toward achievement of the WL Standards (Glisan and Donato 2017). There is no substitute that can provide the context or content for students to develop the ability to effectively communicate in real-world settings in culturally appropriate ways. As noted in chapter 7 of this framework, curricular materials translated from English rarely reflect the culture(s) of the target language. Authentic materials allow students to explore target-language and target-culture

products, practices, and perspectives while also making comparisons between their own language and culture and those of the target language. Through the exploration of the language and culture students encounter in authentic materials, they engage in invaluable opportunities to develop global competence and intercultural communicative competence (see the introduction to this chapter for a discussion on global competence).

As defined in the NCSSFL–ACTFL Can-Do Statements, **intercultural communicative competence (ICC)** refers to the ability to interact effectively and appropriately with people from other language and cultural backgrounds. Intercultural communicative competence is essential for establishing effective, positive relationships across cultural boundaries, required in a global society (2017, 5). The Cultures Standards are at the heart of effective communication with culture bearers around the world.

These standards underscore the point that communication is effective when language users understand how to interact appropriately within target-language culture(s). It is of note that communicative proficiency and cultural competence do not always align. It is possible for a language learner to possess a higher level of cultural competence than language proficiency when the student has more experience with the target culture than with the target language. It is also possible for individuals to exhibit high levels of linguistic proficiency without the ability to carry out tasks in culturally appropriate ways.

An example of the first situation are individuals who have spent time in a country where the target language is spoken but are just beginning to learn the language. A second example includes individuals who have learned to speak, write, or sign without acquiring cultural competence derived from interacting in authentic, real-world settings.

> Opportunities for culturally appropriate interaction include interacting with professionals invited to the classroom, videoconferencing with target-language speakers, emailing pen pals, and creating and sharing products with students in target-language communities and countries where the target language is spoken and the target culture gives meaning to the world.

The focus of Cultures Standard 1 is to provide students with opportunities to develop the ability to function in ways that are appropriate in target-culture communities and to understand the perspectives that give meaning to the products and practices of those communities whether in the United States or beyond its borders. Opportunities for culturally appropriate interaction include interacting with professionals invited to the classroom, videoconferencing with target-language speakers, emailing pen pals, and creating and sharing products with students in target-language communities and countries where the target language is spoken and the target culture gives meaning to the world. Throughout the

four Cultures Standards, the development of language proficiency and cultural competence are intertwined. The ACTFL Proficiency Benchmarks for Intercultural Communication included in the NCSSFL–ACTFL Can-Do Statements (2017), shown in figure 9.18, provide a clear description of what language learners know and are able to do across ranges of proficiency as they develop culturally appropriate communication skills as they investigate the **products**, **practices**, and **perspectives** of the target cultures and interact with others.

FIGURE 9.18: Proficiency Benchmarks for Major Ranges—Intercultural Communication

Investigate: *Investigate Products and Practices to Understand Cultural Perspectives*

Novice	Intermediate	Advanced
In my own and other cultures, I can identify some typical products related to familiar everyday life.	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.	In my own and other cultures, I can explain some diversity among products and practices and how it relates to perspectives. In my own and other cultures, I can suspend judgment while critically examining products, practices, and perspectives.

Interact: *Interact with Others in and from Another Culture*

Novice	Intermediate	Advanced
I can interact at a survival level in some familiar everyday contexts.	I can interact at a functional level in some familiar contexts.	I can interact at a competent level in familiar and some unfamiliar contexts.

Notes:

1. Language learners cannot sustain performance within the Superior range of proficiency within the K–12 setting. However, those who complete long, well-articulated sequences of WL study may begin to address abstract and professional topics and some Superior functions within the Superior range.

2. Proficiency and performance are not the same. When performing, students have prepared and, as a result, their profile of strengths and weakness will be higher than that of their proficiency in unrehearsed situations. For more information on performance, please see chapter 10 on assessment of world languages learning.

Source: NCSSFL–ACTFL Can-Do Statements (NCSSFL–ACTFL 2017)

For more information and examples on implementing the Cultures Standards, see chapter 7 of this framework.

Cultures Standard 1: Culturally Appropriate Interaction

This section highlights the goals and standards within Cultures Standard 1: Culturally Appropriate Interaction. The section examines what students can do as they interact with cultural competence and understanding across the proficiency ranges.

GOAL

- Students interact with cultural competence and understanding (CDE 2019, 18).

As learners use the target language to increase their proficiency in the Cultures Standards, they enhance their ability to interact with members of the target culture in appropriate ways in a variety of real-world settings (CDE 2019, 17). Language learners learn to use the target language while developing cultural competence through interactions with the culture. Achieving Cultures Standard 1: Culturally Appropriate Interaction is a key component for students to become effective target-language communicators with culture bearers throughout the world.

When developing the ability to interact in culturally appropriate ways, students learn and use behaviors that are tied to target-culture settings. Within the Novice range of proficiency, learners use rehearsed behaviors that they recognize in highly predictable common daily settings. Intermediate learners do the same in some informal, transactional, and interpersonal settings. Advanced learners acquire cultural knowledge and proficiency in order to function in most informal and some formal situations. Figure 9.19 includes samples of culturally appropriate interactions within each major range of language proficiency.

FIGURE 9.19: Sample Ranges of Language Proficiency in Cultures Standard 1

Novice	Intermediate	Advanced
Use age-appropriate gestures and expressions in very familiar, common daily settings. • Greet and take leave of someone using polite rehearsed behaviors, taking note of personal space and gender • Use rehearsed behaviors when shopping in a familiar type of store • Use appropriate gestures and expressions when purchasing an entrance ticket to a landmark or historical site	Interact with understanding in a variety of informal, transactional, and interpersonal settings. • Schedule a call or video conference with a peer in the target culture demonstrating awareness of time differences and others' schedules • Show respect when visiting a historical site or place of worship by dressing appropriately, adjusting the volume of voice, and acting with consideration for others • Use some appropriate internet slang or abbreviations to communicate a short message through social media	Interact with cultural competence in most informal and some formal settings. • Adjust personal space and body language when interacting with others in a business, school, or work environment • Evaluate and adjust behaviors when interacting in a formal situation • Interact appropriately at a family event based on cultural norms and family dynamics

Notes:

1. Language learners cannot sustain performance within the Superior range of proficiency within the K–12 setting. However, those who complete long, well-articulated sequences of WL study may begin to address abstract and professional topics and some Superior functions within the Superior range.

2. Proficiency and performance are not the same. When performing, students have prepared and, as a result, their profile of strengths and weakness will be higher than that of their proficiency in unrehearsed situations. For more information on performance, please see chapter 10 on assessment of world languages learning.

For more information and examples on implementing Cultures Standard 1, see chapter 7 of this framework.

Cultures Standard 2: Cultural Products, Practices, and Perspectives

This section highlights the goals and standards within Cultures Standard 2: Cultural Products, Practices, and Perspectives. The section examines what students can do with language and culture as they develop understanding of the products, practices, and perspectives of the target culture across the proficiency ranges.

GOAL

- To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them (CDE 2019, 19).

The study of culture and language are interdependent. When a person learns a new language, they also learn a new culture—both with varying degrees of competence. The *World-Readiness Standards for Learning Languages* notes that "the inherent connections between the culture that is lived and the language that is expressed can only be realized by those who possess knowledge and understanding of both" (National Standards Collaborative Board 2015, 67). As figure 9.20 shows, it is through investigation of the products and practices of the target-language culture that an understanding of cultural perspectives is developed. Furthermore, the figure depicts the intertwined nature of cultural products and practices and their underlying cultural perspectives. This figure is useful to all educators since it is adaptable for any grade level, any language, or any proficiency range.

FIGURE 9.20: Cultures Framework
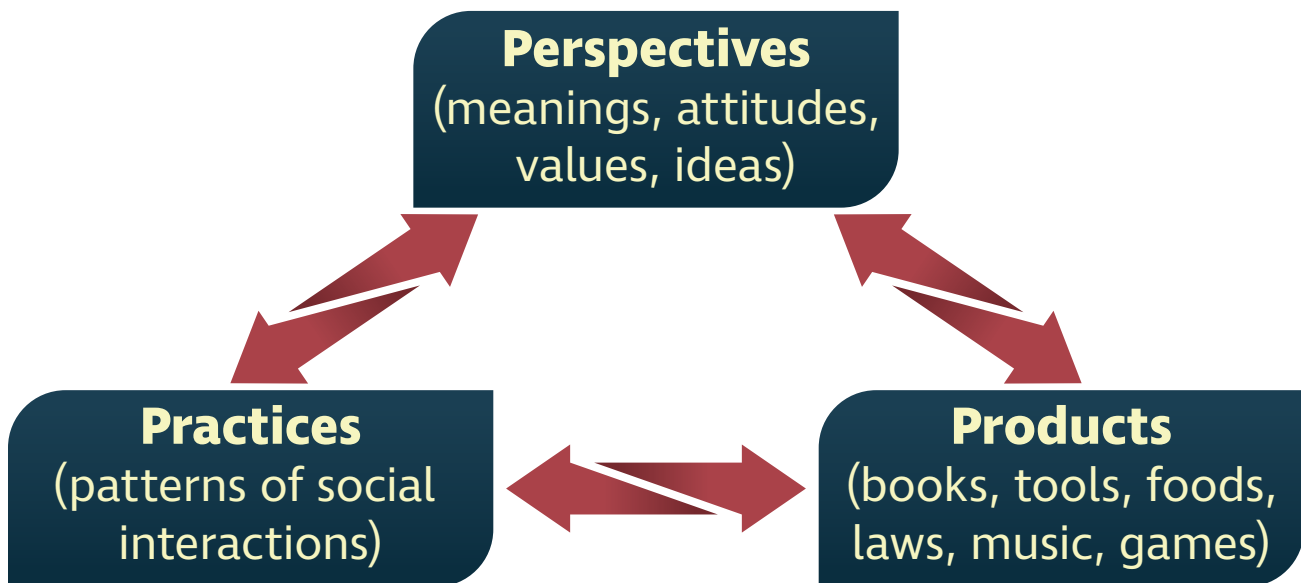
Text accessible version of figure 9.20

Source: *World-Readiness Standards for Learning Languages* (National Standards Collaborative Board 2015)

Figure 9.21 provides samples of what students can do with language as they explore cultural products, practices, and perspectives across the major language proficiency ranges for Cultures Standard 2.

FIGURE 9.21: Sample Ranges of Language Proficiency in Cultures Standard 2

Novice	Intermediate	Advanced
■ List locations to buy something (products and practices) and how culture affects where people shop (perspectives). ■ Experience target-culture social practices such as greetings, introductions, leave-taking, and thanking people (practice). ■ Sort familiar landmarks and monuments (products) according to what they represent to people in the target culture (perspectives). ■ Recognize how people count and measure (practices) in the target culture and their own (perspectives). ■ Interpret simple schedules (products) and make inferences about how people in the target culture and their own think about time (practices and perspectives).	■ Experience attitudes toward informality and formality in relationships (perspectives) and how they affect behavior and language in the target culture and their own (practices). ■ Explore how and why (perspectives) houses, buildings, and towns (products and practices) affect target-culture lifestyles. ■ Investigate school environments and curricula (products and practices) to determine what is valued in the target culture and their own culture (perspectives). ■ Recognize the roles of family members in the target culture and compare with their own culture (practices and perspectives). ■ Analyze how food is organized on a food plate or food pyramid in the target culture (products and practices) and compare this to their own culture, based on factors such as geography, economy, or attitudes toward health (perspectives).	■ Explain how the role of personal space and topics of conversation (perspectives) influence social interaction (practices). ■ Discuss the cultural influences (perspectives) on the design of houses, buildings, and towns in the target culture (products and practices). ■ Compare the degree to which the target culture and their own culture support the family and family values (practices and perspectives). ■ Analyze how target-culture beliefs and values are reflected (perspectives) in, ceremonies and certificates (products and practices). ■ Explain the attitudes toward meals, health, and fitness in the target culture and their own (perspectives) and about how this affects the way people live (products and practices).

Notes:

1. Language learners cannot sustain performance within the Superior range of proficiency within the K–12 setting. However, those who complete long, well-articulated sequences of WL study may begin to address abstract and professional topics and some Superior functions within the Superior range.

2. Proficiency and performance are not the same. When performing, students have prepared and, as a result, their profile of strengths and weakness will be higher than that of their proficiency in unrehearsed situations. For more information on performance, please see chapter 10 on assessment of world languages learning.

For more information and examples on implementing Cultures Standard 2, see chapter 7 of this framework.

Cultures Standard 3: Cultural Comparisons

This section highlights the goals and standards within Cultures Standard 3: Cultural Comparisons. The section examines what students can do with language and culture as they compare similarities and differences between the target culture and their own in order to interact with cultural competence across the proficiency ranges.

GOAL

- To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know (CDE 2019, 20).

By engaging in the study of their own languages and cultures and those of the target language, students participate, in the target language, in the investigation of cultural similarities and differences in order to develop the ability to function with cultural and intercultural competence. Figure 9.22 provides samples of culturally appropriate investigations and reflections students may complete across the major language proficiency ranges for Cultures Standard 3.

FIGURE 9.22: Sample Ranges of Language Proficiency in Cultures Standard 3

Novice	Intermediate	Advanced
- List some traditional products that are globalized, such as fast food, jeans, or social media. - Name similar or different artists and musicians and their styles or contributions. - Infer perspectives comparing the length of the workday, school schedule, or mealtimes.	- State similarities and differences among traditional practices that are globalized, such as fast food, jeans, or social media. - Tell about similarities and differences among artists and musicians and their styles and contributions. - Ask about products, practices, and perspectives related to the length of the workday, school schedule, or mealtimes.	- Discuss how and why traditional products are globalized, such as fast food, jeans, or social media. - Describe the styles and contributions of artists and musicians. - Explain how and why traditional practices are globalized, including the length of the school day, workday, or mealtimes.

Notes:

1. Language learners cannot sustain performance within the Superior range of proficiency within the K–12 setting. However, those who complete long, well-articulated sequences of WL study may begin to address abstract and professional topics and some Superior functions within the Superior range.

2. Proficiency and performance are not the same. When performing, students have prepared and, as a result, their profile of strengths and weakness will be higher than that of their proficiency in unrehearsed situations. For more information on performance, please see chapter 10 on assessment of world languages learning.

For more information and examples on implementing Cultures Standard 3, see chapter 7 of this framework.

Cultures Standard 4: Intercultural Influences

This section highlights the goals and standards within Cultures Standard 4: Intercultural Influences. The section examines what students can do with language and culture as they explore how cultures influence each other over time in order to interact with cultural competence across the proficiency ranges.

GOAL

- To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence each other over time (CDE 2019, 21).

Cultures Standard 4 requires students to investigate how cultures influence each other when they come in contact. Cultures may influence one another through contact including, but not limited to, music, dance, food, language, and art. Within this standard, students investigate changes that happen when cultures come in contact with one another. Students also examine how these changes influence products, practices, and perspectives within the target culture and their own culture. By doing so, students develop a deeper understanding of both cultures and develop the knowledge and skills to interact with intercultural competence. The range of proficiency of the language learner influences understanding and use of the target language with this standard. Figure 9.23 offers samples of target-language use across the major language proficiency ranges for Cultures Standard 4 as students investigate how cultures influence each other when they come in contact.

FIGURE 9.23: Sample of Major Ranges of Language Proficiency in Cultures Standard 4

Novice	Intermediate	Advanced
■ Identify holidays or celebrations that are borrowed, such as Mardi Gras, Carnival, or Cinco de Mayo. ■ List linguistic borrowing, such as hibachi, baguette, or rodeo.	■ Investigate and tell why holidays or celebrations are shared among cultures. ■ Tell why linguistic borrowings take place.	■ Research and analyze how holidays or celebrations change when cultures come into contact. ■ Discuss and describe how linguistic borrowings change language when cultures come into contact.

Notes:

1. Language learners cannot sustain performance within the Superior range of proficiency within the K–12 setting. However, those who complete long, well-articulated sequences of WL study may begin to address abstract and professional topics and some Superior functions within the Superior range.

2. Proficiency and performance are not the same. When performing, students have prepared and, as a result, their profile of strengths and weakness will be higher than that of their proficiency in unrehearsed situations. For more information on performance, please see chapter 10 on assessment of world languages learning.

For more information and examples on implementing Cultures Standard 4, see chapter 7 of this framework.

Major Proficiency Ranges within the Connections Standards

The Connections Standards underscore the value of teaching elements of the core curriculum through the target language. In some world language pathways, the content drives the language (**content driven**, see chapter 3 for more information) and in other pathways the language drives the content (**language driven**, see chapter 3 for more information). As they access, build, reinforce, and expand their knowledge of other disciplines and target-culture perspectives within these disciplines, world languages learners develop communicative skills, cultural competence, and disciplinary literacy in the target language. Learning to function in real-world, academic, and career-related settings provides opportunities for students to develop global competence and intercultural communicative competence across proficiency ranges.

Connections Standard 1: Connections to Other Disciplines

This section highlights the goals and standards within Connections Standard 1: Connections to Other Disciplines. The section examines what students can do in the language as they learn to function in real-world, academic, and career-related settings through connections to other disciplines across the proficiency ranges.

GOAL

- To function in real-world situations and academic and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems (CDE 2019, 22).

Connections Standard 1 incorporates academic subjects into language learning. It is in this standard where world languages teachers guide students to build, reinforce, and expand their knowledge of other disciplines. Some of these disciplines include English–Language Arts, Science, and Mathematics, to name a few. This connection is clearly made

using the modes of communication and the language skills of listening, viewing, speaking, signing, reading, and writing. Using these language skills in the applicable modes of communication also develops literacy skills in English and in the target language.

Language learners build, reinforce, and expand their knowledge of other disciplines while learning to use the language of those disciplines in the target language. This allows students to develop content knowledge and academic vocabulary. Now more than ever, California state-adopted academic content standards require teachers to integrate other subjects using a cross-disciplinary approach to teaching and learning. This emphasis on cross-disciplinary teaching promotes global competence and critical thinking and problem-solving skills across subjects and grade levels, particularly at the secondary level.

Additionally, as learners incorporate knowledge of other disciplines in the target language, teachers have the duty to provide opportunities to stretch student perspective on matters of social justice. This may look different in individual learning communities; however, students should explore contemporary challenges in the context of how another culture responds to those challenges, for example, quality education, gender equality, and climate action, among others. Figure 9.24 includes sample connections to other disciplines across major proficiency ranges.

FIGURE 9.24: Sample Connections to Other Disciplines across Major Proficiency Ranges

Novice	Intermediate	Advanced
▪ Compare daily class schedules in the US and target cultures (English Language Arts, History–Social Studies). ▪ Survey classmates then tally and share survey results with members of the target culture (Mathematics, Science). ▪ Convert temperature or currency (Mathematics, Science). ▪ Identify elements of a healthy lifestyle (Health, Physical Education).	▪ Ask and answer questions about career and college opportunities for high school graduates in the target culture (English Language Arts). ▪ Participate in volunteer and service-learning opportunities in target-culture communities (History–Social Studies, Civics/Government). ▪ Investigate and report on the rights of children from target-language sources (History–Social Science).	▪ Describe specific career plans, required skills and education, and interviewing in target-culture communities (History–Social Science). ▪ Explore environmental problems and propose solutions (Science). ▪ Create and justify a budget for a study-abroad experience in the target culture (Mathematics, Economics).

Notes:

1. Language learners cannot sustain performance within the Superior range of proficiency within the K–12 setting. However, those who complete long, well-articulated sequences of WL study may begin to address abstract and professional topics and some Superior functions within the Superior range.

2. Proficiency and performance are not the same. When performing, students have prepared and, as a result, their profile of strengths and weakness will be higher than that of their proficiency in unrehearsed situations. For more information on performance, please see chapter 10 on assessment of world languages learning.

For more information and examples on implementing Connections Standard 1, see chapter 8 of this framework.

Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints

This section highlights the goals and standards within Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints. The perspectives students encounter are found in authentic materials and are necessary for students to function in the target language in real-world situations and in both academic and career-related settings.

GOAL

- To function in real-world situations in academic and career-related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures (CDE 2019, 23).

The goal of Connections Standard 2 is for students to effectively function in real-world situations and in both academic and career-related settings. Students explore authentic materials and reflect on diverse perspectives found within target-language and target-culture materials. Students' ability to access and evaluate this information within different settings or contexts varies depending upon the range of their language proficiency. Figure 9.25 includes samples of how students may explore and reflect upon diverse perspectives and distinctive viewpoints across major proficiency ranges.

FIGURE 9.25: Sample Diverse Perspectives and Distinctive Viewpoints across Major Proficiency Ranges

Novice	Intermediate	Advanced
■ Recognize unique features of target-culture school schedules and the underlying perspectives. ■ Make simple comparisons among foods, dishes, and the resources within the geographical region. ■ Categorize traditional sports and the items needed to practice them in the target culture and their own.	■ Research and report on approaches to daily life specific to the target cultures. ■ Tell about the characteristics of visual and performing arts unique to the target culture.	■ Discuss perspectives on changes to family structure and their impact on family. ■ Research sustainable practices in agriculture in the target culture and how these affect food supply. ■ Complete simple analyses of challenges unique to the target culture, such as immigration, their causes, and possible solutions.

Notes:

1. Language learners cannot sustain the Superior range of proficiency within the K–12 setting. However, those who complete long, well-articulated sequences of WL study may begin to address abstract and professional topics and some Superior functions within the range.

2. Proficiency and performance are not the same. When performing, students have prepared and, as a result, their profile of strengths and weakness will be higher than that of their proficiency in unrehearsed situations. For more information on performance, please see chapter 10 on assessment of world languages learning.

For more information and examples on implementing Connections Standard 2, see chapter 8 of this framework.

Conclusion

This chapter describes what students are able to do with language as they develop across the ranges of proficiency within the WL Standards. While the standards are deconstructed in the chapter for ease of presentation, teachers integrate these and other standards in the world languages classroom. In doing so, they ensure that students learn to both communicate in a language other than English and interact in culturally appropriate ways in real-world and academic settings to achieve the outcomes of the WL Standards.

World languages programs are poised to connect California's students to the languages and cultures of the world. These programs do this through long, well-articulated sequences of language pathways that over time allow students opportunities to develop communicative proficiency as well as cultural and intercultural competence, thus enabling them to become globally competent citizens.

California is a leader, a trailblazer, yet it is but one participant on a global stage. As Erich Fromm wrote, we must feel "at home in the world," seeing ourselves not merely as members of nations, but as citizens of global efforts (2009). This perspective starts with the students of this state. California is so richly diverse, and this diversity brings with it opportunities for students to realize that they can make unique, creative, and important contributions to their world. They are citizens with the passion and the duty to effect change in their communities and, by extension, the world.

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Text Accessible Descriptions of Graphics for Chapter 9

Figure 9.1: The Four Domains of Global Competence

This image is a circle divided into four main sections. The center of the circle contains the words "Four Domains of Global Competence," with an image behind the words that depicts an outline map of North America and the northern part of South America.

Surrounding the center circle is ring divided into four quadrants. Each quadrant contains a single symbol: a magnifying glass, two arrows intertwined, a light bulb, and a gear wheel. Each symbol is designed to illustrate one of the four domains of global competence.

In the quadrants surrounding the symbols are the titles of the four domains and then a brief explanation of each.

The first quadrant (represented by the magnifying glass) is "Investigate the World: Students investigate the world beyond their immediate environment."

The second quadrant (represented by the intertwined arrows) is "Recognize Perspectives: Students recognize their own and others' perspectives."

The third quadrant (represented by the light bulb) is "Communicate Ideas: Students communicate their ideas effectively with diverse audiences."

The fourth quadrant (represented by the gear wheel) is "Take Action: Students translate their ideas into appropriate action to improve conditions." Return to figure 9.1.

Figure 9.2: United Nations Sustainable Development Goals

This figure includes three rows of colored squares; each square represents one of the United Nations Sustainable Development Goals. There are seventeen numbered goals which include, in numerical order, No Poverty, Zero Hunger, Good Health and Well-Being, Quality Education, Gender Equality, Clean Water and Sanitation, Affordable and Clean Energy, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, Reduced Inequalities, Sustainable Cities and Communities, Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land, Peace, Justice, and Strong Institutions, and Partnerships for the Goals. Return to figure 9.2.

Figure 9.3: Inverted Pyramid Representing ACTFL Rating Scale

This image illustrates the progression made by language learners as they move along the ranges of proficiency from Novice to Distinguished, as established by the American Council on the Teaching of Foreign Languages (ACTFL).

The image is a six-sided conical inverted pyramid, starting at a point at the bottom of the image and widening progressively to the top of the image.

Along the side of the pyramid are the proficiency ranges and phases which read from bottom to top: Novice Low, Novice Mid, Novice High, Intermediate Low, Intermediate Mid, Intermediate High, Advanced Low, Advanced Mid, Advanced High, Superior, and Distinguished.

On the pyramid, there are solid lines dividing the proficiency ranges (Novice, Intermediate, Advanced, and Superior) and then dashed lines within the ranges to further divide each range into the phases (Low, Mid, High). The dashed lines are only shown in Novice, Intermediate, and Advanced ranges because Superior and Distinguished do not have phases.

The separation of the proficiency ranges is further illustrated by color coding: blue for Novice, green for Intermediate, orange for Advanced, yellow for Superior. Return to figure 9.3.

Figure 9.20: Cultures Framework

This figure is made up of three boxes distributed in a triangle with Perspectives on the top, Practices in the lower left-hand quarter, and Products in the lower right-hand quarter. They are linked with bidirectional arrows. The figure depicts the relationship among the elements of culture. Cultural perspectives are meanings, attitudes, values, and ideas. Cultural perspectives are manifested in cultural practices—patterns of social interaction—and cultural products which include both concrete and abstract items such as books, tools, foods, laws, music, and games. Return to figure 9.20.

Table of Contents

Chapter Overview

CHAPTER OBJECTIVES

By the end of this chapter, readers should be able to:

☐ Describe the appropriate use of **meaningful and personalized form checks** and **measures of proficiency** in **formative**, **interim**, and **summative** assessments, including assessments of prior knowledge and skill

☐ Demonstrate understanding of the appropriate use of assessments with all students, including students with visible and nonvisible disabilities and students in need of differentiated support

☐ Determine the quality of instruction as reflected in student outcomes

Introduction

Effective standards-based assessment is central to determining the quality of instruction and, ultimately, the success of California's K–12 effort to prepare educated, multilingual, and multicultural graduates. Effective teaching and assessment practices include

- developing and delivering instruction and assessments as part of **Universal Design for Learning (UDL)** and backward planning (for additional information on UDL, see chapter 2);

- engaging students in the setting of goals, maximizing motivation and buy-in, and supporting learning rather than focusing on passing an assessment;

- specifying objectives for what students should *know* and be able to *do* in the target language within a particular range of proficiency and communicating those objectives to students;

- gathering assessment data and using the data to adjust instruction and evaluate student performance; and

- providing feedback, grading student work as appropriate, reflecting on outcomes, and celebrating growth and student success.

What teachers assess will continue to be the most significant variable guiding student effort (Ames and Archer 1988; Dweck 1999, 2006). If assessment is well aligned with standards-based learning outcomes, this combination will deliver optimal results for California's world languages programs (Herman 2010).

Assessing Students with Visible and Nonvisible Disabilities and Students in Need of Differentiated Support

When implementing UDL (see chapter 2 for a fuller discussion of UDL), teachers provide students—who may have a wide range of abilities, special needs, challenges, language skills, and learning preferences—with multiple means of engagement, representation, action, and expression in anticipation of their needs and preferences. These teachers see UDL as a set of principles for curriculum development and assessment that gives all students equal opportunities to learn and demonstrate their learning. Universal Design for Learning provides a path for teachers to focus on the "what" of learning (content); the "how" of learning (process and products); and the "why" of learning (interest and motivation). Teachers remove barriers to learning by focusing on the most important elements of content and providing individualized and compatible ways for demonstrating knowledge and skill. They ensure that products and processes do not discourage students but rather interest and encourage them, thereby maximizing performance on assessment tasks.

A differentiated classroom serves the needs of each and every student. In a differentiated classroom, the teacher plans and carries out varied approaches to **content** (what students learn), **process** (how students learn and demonstrate their learning), and **products** (how students demonstrate their learning) in anticipation of and response to student differences in readiness, interest, and needs. Differentiated instruction, like **differentiated assessment**, provides multiple approaches to content, process, and products. Teachers may refer to appendix 2: Ways Students May Access the World Languages Standards in California's WL Standards, specifically the guidance highlighted in the research-based practices of the "Then and Now" section to identify practices to meet the needs of each and every student.

Content refers to learner acquisition of knowledge and skill. It is what students must know and be able to do as the result of instruction. Content may be differentiated in assessments by focusing on the most relevant and essential elements of the learning episode, lesson, or unit. Identifying essential content to be learned often ensures that each student is able to accomplish the assessment task and earn a passing grade. For some students, too much content, delivered and assessed at too fast a pace, may prevent them from succeeding. Teachers ensure success by purposefully designing assessments for the variety of students in the classroom.

Process is the "how" of assessment. It refers to the ways students demonstrate their knowledge and skills. To modify process, teachers provide a variety of supports in their assessments. For instance, teachers can reduce the amount of material to be tested in one session. They also use matching or fill-in activities; graphic organizers; sentence starters and frames; and **cloze** activities to help students demonstrate content or cultural knowledge in a language-reduced performance. Additionally, teachers ask students enrolled in a course that addresses content at the advanced level of proficiency—and who may benefit from differentiation—to narrate, describe, and explain with topics within the Intermediate range. For example, students can describe (Advanced function) the process of

recycling on campus (Intermediate content) rather than describing (Advanced function) the components of a campaign to reduce the environmental footprint on campus (Advanced content). This adjustment can reduce the cognitive demands on the student by focusing on the communicative standards. With appropriate accommodations or modifications, teachers analyze the task to assess and separate it into its component parts, assessing each component independently to ensure learner success.

Of course, the assessment of form and meaning in an integrated assessment will always be the ultimate goal to determine learner ability to communicate in world languages. It is important to consider that the amount, pace, and complexity of tasks often prevent all students from demonstrating their knowledge and skill. For example, if learners are asked to take and support a position with precision and detail (high level of complexity) in response to a wide variety of opinions from a series of authentic texts (large amount of content) within a 45-minute class period (fast pace), even at the highest levels of proficiency, learners will be challenged to perform optimally.

All students may be better able to succeed when assessed

- with smaller amounts of material;
- with individual rather than a complex mix of standards;
- at a later date;
- in speech rather than in writing;
- through listening rather than reading;
- by selecting answers rather than producing them; or
- with a variety of supports to ensure that the assessment is focused on a limited number of standards.

This approach to assessment maximizes the performance of each and every student and leads to students' ability to effectively carry out increasingly more complex and demanding communicative tasks that are present in the world beyond the classroom.

Products are the ways in which students demonstrate their knowledge and skills. Both **Hess's Cognitive Rigor Matrix** (see chapter 4) and **Webb's Depth of Knowledge (DOK)** chart (see chapter 4) can be applied to the differentiation of products, providing greater variety in how students show what they know and can do. Communicative functions from Bloom's Taxonomy, illustrated in figure 10.1, and Gardner's Framework for Multiple Intelligences, shown in figure 10.2, may be used to design multiple means of expression within various ranges of student proficiency. Student strengths and preferences should be considered, but all components of both figures are central to instruction that maximizes student growth and learning. For more information about communicative functions, see chapters 1 and 4 of this framework.

FIGURE 10.1: Bloom's Taxonomy

Remembering

When remembering, students recall learned materials within the Novice, Intermediate, and Advanced ranges of proficiency. Sample instructional strategies/functions and range-appropriate tasks are provided below.

Definition	Instructional Strategies/Functions	Range-Appropriate Tasks
Students recall learned materials.	**Novice** *recognize*, gesture, show, duplicate, highlight, draw, identify, locate, select, match, collect, tabulate, repeat, record, label, name, list **Intermediate** ask/answer questions, state, *tell*, relate, quote **Advanced** outline, narrate, *describe*, explain	**Novice** Learners *recognize* products and practices of the target culture. **Intermediate** Learners *tell* how to participate in a target-culture activity. **Advanced** Learners *describe* a target-culture perspective.

Understanding

When understanding, students grasp the meaning of learned materials within the Novice, Intermediate, and Advanced ranges of proficiency. Sample instructional strategies/functions and range-appropriate tasks are provided below.

Definition	Instructional Strategies/Functions	Range-Appropriate Tasks
Students grasp meaning of learned materials.	**Novice** show symbol/gesture, identify, confirm, select example, associate, locate, match, *classify*, order, group, estimate **Intermediate** interpret, restate, rewrite, report, define, predict, *give an example*, extend, change, paraphrase, illustrate, express, outline **Advanced** edit, *summarize*, explain, compare, distinguish, give an opinion, defend, infer, generalize, discuss, transform	**Novice** Learners *classify* target-culture greetings as formal or informal. **Intermediate** Learners *give an example* of a problem in a target-culture school. **Advanced** Learners *summarize* an article on recreation in the target culture.

Applying

When applying, students use learned materials in new situations within the Novice, Intermediate, and Advanced ranges of proficiency. Sample instructional strategies/ functions and range-appropriate tasks are provided below.

Definition	Instructional Strategies/Functions	Range-Appropriate Tasks
Students use learned materials in new situations.	**Novice** show, sketch, record, choose, complete, *use*, build, operate, calculate, demonstrate, dramatize, simulate, perform **Intermediate** interview, examine, report, *teach*, illustrate, modify **Advanced** *compile data*, solve, employ, implement, adapt, experiment	**Novice** Learners *use* a target-culture product in an appropriate way. **Intermediate** Learners *teach* a song to classmates. **Advanced** Learners *compile data* from three textual sources on important figures from the target culture.

Analyzing

When analyzing, students see relationships among parts of learned materials within the Novice, Intermediate, and Advanced ranges of proficiency. Sample instructional strategies/ functions and range-appropriate tasks are provided below.

Definition	Instructional Strategies/Functions	Range-Appropriate Tasks
Students see relationships among parts of learned materials.	**Novice** examine, inspect, order, connect, diagram, outline, *sort*, categorize, organize **Intermediate** *question*, investigate, combine, separate, discriminate, attribute, generalize **Advanced** research, compare, contrast, differentiate, distinguish, deconstruct, *discuss*, debate	**Novice** Learners *sort* pictures that represent products and practices the target cultures, cultures of the United States, or both cultures. **Intermediate** Learners *question* target-culture bearers about their preferences for leisure-time activities. **Advanced** Learners *discuss* the content of a target-culture film.

Evaluating

When evaluating, students judge learned materials and support their opinions within the Novice, Intermediate, and Advanced ranges of proficiency. Sample instructional strategies/ functions and range-appropriate tasks are provided below.

Definition	Instructional Strategies/Functions	Range-Appropriate Tasks
Students judge learned materials and support their opinions.	**Novice** detect, measure, prioritize, decide, *rate*, value **Intermediate** check, test, assess, consider, appraise, *recommend* **Advanced** critique, experiment, judge, justify, support, conclude, *convince*	**Novice** Learners *rate* activities in a target-culture community in terms of individual preferences. **Intermediate** Learners *recommend* a restaurant from a target-culture community. **Advanced** Learners *convince* classmates to participate in a cultural event in a target-culture community.

Creating

When creating, students use learned materials to invent something new within the Novice, Intermediate, and Advanced ranges of proficiency. Sample instructional strategies/functions and range-appropriate tasks are provided below.

Definition	Instructional Strategies/Functions	Range-Appropriate Tasks
Students use learned materials to invent something new.	**Novice** arrange, rearrange, substitute, design, *construct*, plan, produce, invent, build, modify, extend, improve **Intermediate** compile, formulate, *propose*, develop, predict **Advanced** hypothesize, *elaborate*, integrate	**Novice** Learners *construct* a model of a target-language product, adapting it for use in the United States. **Intermediate** Learners *propose* a service project in a target-culture community. **Advanced** Learners *elaborate* on a plan to enhance a service project in a target-culture community.

Gardner's framework characterizes intelligence as multiple and includes linguistic, logical mathematical, spatial, bodily kinesthetic, musical, interpersonal, intrapersonal, and naturist (related to the physical world) intelligences. The idea of multiple intelligences validates each student whose strengths, areas for growth, and interests are multiple. World languages educators may choose to use Gardner's framework to differentiate assessments according to these student characteristics. Figure 10.2 outlines possible communicative functions that align with Gardner's Framework for Multiple Intelligences. For more discussion of communicative functions, see chapters 1 and 4 of this framework.

FIGURE 10.2: Gardner's Framework for Multiple Intelligences

Intelligence	Students Learn Best By …	Range-Appropriate Tasks
Linguistic	Listening/viewing, reading, speaking/signing, writing	Learners use the language to communicate in culturally appropriate ways.
Logical–Mathematical	Calculating, quantifying, critical thinking	Learners use mathematics to characterize and solve problems in target-culture communities.
Spatial	Visualizing, sketching, drawing, creating art	Learners include target-culture motifs in their works of art.
Bodily–Kinesthetic	Dancing, building models, doing hands-on activity	Learners teach others target-culture dances.
Musical	Using background music, finding illustrative music, chanting, singing	Learners learn target-culture songs.
Interpersonal	Working with others	Learners work with members of the target culture in appropriate ways.
Intrapersonal	Relating to personal feelings or inner experiences	Learners relate to members of the target culture in appropriate ways.
Naturalist–Physical World	Observing, classifying, appreciating, experiencing	Learners identify similarities and differences among the natural world of the target culture, the United States, and the heritage/native culture.

Students learn and perform better when their interests, learning profiles, and level of readiness have been recognized. In order to respond to learners' diverse interests, teachers can align the key understandings of the assessment with topics that intrigue students and give choices of products or tasks, including student-designed options. Students are often able to design tasks highly tailored to their needs and to the best ways that they can demonstrate their knowledge and skill. In this way, teachers offer several pathways

for students to demonstrate their understanding and skill by addressing the content for all students, but at different levels of complexity, abstractness, and open-endedness. See chapter 5, snapshot 5.1 for examples of a tiered approach to lesson design that reflects these principles.

Pre-assessments are useful in designing materials that are highly tailored to student needs. Pre-assessments are short, quick tasks used to inform teachers about student prior knowledge or current skill level. They may be formal or informal and can be used to establish learning goals and strategies to engage students within a unit of instruction. Pre-assessments are generally not scored nor entered into a grade book. They may include **KWL charts**, quick writes, surveys, entry/exit tickets, graphic organizers, think-pair–share exercises, questions and answers, yes/no cards, and short, multiple-choice quizzes.

Achievement, Prochievement, Performance, and Proficiency

When evaluating students, it is important to distinguish between the settings in which students demonstrate knowledge and skills. The ends of the continuum are **achievement** and **proficiency**, the former most often requiring responses with little context in classroom settings, the latter requiring real-world communication in settings for which they have not prepared. **Prochievement** and **performance** are intermediate points—prochievement where achievement tasks are put into real-world contexts and performance where students practice real-world communication in known settings.

Achievement is characterized as successful learning in a given discipline. Generally, student achievement is demonstrated on standardized assessments such as the SAT World Languages Subject Tests. Achievement tests typically assess decontextualized, discrete items often in multiple-choice or fill-in-the-blank formats.

When learners of world languages have been asked to demonstrate their achievement in traditional ways, students have typically responded by memorizing vocabulary and grammar. While they may perform well on achievement tests, they may still lack the skills necessary to communicate effectively in the target language. This is due to the fact that the acquisition of knowledge and the ability to use that knowledge differ. In the language classroom, achievement tests may be useful to educators and students when focusing on discrete elements of content in order to assess readiness to move toward performance and proficiency outcomes. See figure 10.5 for further discussion of the use of contextualized tests of achievement.

When teachers assess what students are able to do in the target language based on the instruction they have received, they are assessing student performance. Proficiency may be distinguished from performance in that it is not tied to instruction. Proficiency is assessed in real-world situations in spontaneous interactions and nonrehearsed contexts and in culturally appropriate ways. Prochievement (**pro**ficiency + a**chievement**) includes features of both proficiency and achievement and enables students to demonstrate their achievement of course content and functional language skills within a given proficiency range.

PERFORMANCE VERSUS PROFICIENCY

Performance: According to the *ACTFL Performance Descriptors for Language Learners*, "Performance is the ability to use language that has been learned and practiced in an instructional setting ... within familiar contexts and content areas" (2012a, 4). Performance assessments are included in many state assessments administered in the California K–12 setting. For world languages, performance assessments require students to use the knowledge and skills learned in instructional settings to communicate effectively in specific modes and proficiency ranges. The California WL Standards and this framework derive guidance for assessment from the instruments developed by the American Council on the Teaching of Foreign Languages (ACTFL).

With the publication of the ACTFL Proficiency Guidelines, *ACTFL Performance Descriptors for Language Learners*, and *World-Readiness Standards for Learning Languages*, world languages educators have been provided tools needed to assess students' progress toward developing communicative proficiency and standards-based competencies in target languages.

The ACTFL Proficiency Guidelines describe what language learners are able to do when reading, writing, speaking, signing, and listening across the proficiency ranges of Novice, Intermediate, Advanced, Superior, and Distinguished. The *ACTFL Performance Descriptors for Language Learners* describes how learners use language across the major proficiency ranges in all modes of communication and specific language domains. Adair-Hauck, Glisan, and Troyan underscore the value of these tools to the profession:

The ACTFL Proficiency Guidelines have provided the field with a common yardstick for assessing functional proficiency in real-world situations in spontaneous and nonrehearsed contexts, while the *ACTFL Performance Descriptors for Language Learners* provide a roadmap for teaching and learning and assist teachers in setting expectations at the summative assessment level (2013, 2).

While the strategies for teaching and assessing for performance or proficiency are very similar, there are some noticeable differences. The *ACTFL Performance Descriptors for Language Learners* defines proficiency as "the ability to use language in real-world situations in a spontaneous interaction and nonrehearsed context and in a manner acceptable and appropriate to native speakers of the language" (ACTFL 2012a). Specifically, performance is based on rehearsal and instruction and proficiency is independent of both. In figure 10.3 below, the ACTFL performance descriptors clearly outline the distinct differences between performance and proficiency assessments in world languages education. For more in-depth discussion of proficiency ranges and phases, see chapter 9 of this framework.

FIGURE 10.3: Assessing Performance vs. Assessing Proficiency: How are these assessments different?

Assessing Performance	Assessing Proficiency
Based on Instruction: Describes what the language learner can demonstrate based on what was learned in a classroom setting. **Practiced:** Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed in a classroom setting, but which are applied to other tasks within familiar contexts. **Familiar Content and Context:** Content is based on what was learned, practiced, or rehearsed in a classroom setting, all within a context similar but not identical to how it was learned. **Demonstrated Performance:** To be assessed within a range, students demonstrate the ability to carry out communicative tasks in those contexts and content areas that have been learned and practiced, typically in classroom settings.	**Independent of Specific Instruction or Curriculum:** Describes what the language user can do regardless of where, when, or how the language was acquired. **Spontaneous:** Tasks are carried out in nonrehearsed situations. **Broad Content and Context:** Context and content are those that are appropriate for the given range of proficiency. **Sustained Performance across All the Tasks and Contexts for the Range:** To have performance validated within a specific range, students consistently carry out communicative tasks that meet the criteria for performance in the range.

Source: Adapted from *ACTFL Performance Descriptors for Language Learners* (2012a)

Proficiency measures a language learners' ability to produce and comprehend language in **unfamiliar or novel contexts**, maintain culturally appropriate interactions, and navigate complicated situations or settings regardless of how, when, or where the language was acquired. Proficiency assessments provide language users the opportunity to demonstrate sufficient evidence of meeting criteria within specific proficiency ranges of the ACTFL Proficiency Guidelines. In developing proficiency assessments, teachers give thought to how they can scaffold students' skills so that they can function in novel, unrehearsed, and culturally authentic settings (proficiency).

Figure 10.4, Performance vs. Proficiency, provides the visual distinction between performance (in the schoolhouse) and proficiency (in the real world). The schoolhouse image represents what learners can do as a result of instruction. The Eiffel Tower image represents what language learners can do when using unrehearsed, spontaneous language with people who do not know what the language learner has studied. For more discussion of proficiency ranges and phases, see chapter 9 of this framework.

FIGURE 10.4: Performance vs. Proficiency

Performance	**Proficiency**
Based on instruction; familiar content	Independent of instruction; broad content

[Text accessible version of figure 10.4](#)

Source: *The Keys to Planning for Learning* (Clementi and Terrill 2017)

When assessing achievement, prochievement, performance, and proficiency, educators are advised to keep in mind the purpose of a particular assessment and how results should be interpreted. This awareness is crucial to planning for instruction and for supporting both informed decision-making and accurate evaluation of student progress along the proficiency continuum.

ASSESSMENT OF ACHIEVEMENT, PERFORMANCE, AND PROFICIENCY

Many valid and reliable assessments of student achievement, performance, and proficiency are available for use by districts, schools, and teachers (Shohamy 2001). Teachers may use these assessments or design their own to measure both student achievement (what students have learned, such as vocabulary for places in the city, plural markers, verb endings, writing characters) and student performance (what students can do, such as participate in simulations where they make purchases in culturally appropriate ways in a variety of locations) as a result of instruction in a course, unit, lesson, or lesson episode. They may also wish to measure student proficiency (what learners are able to do independent of a course of study). Finally, teachers may wish to use these and other data points to determine the effectiveness of their instructional programs.

Form checks, with explicit focus on formal aspects of language (such as learning vocabulary, controlling grammatical structures, and pronouncing words accurately), are common measures of achievement in world languages programs. Often, these form

checks do not require learners to demonstrate an understanding of the text. Figure 10.5 illustrates how learners may not be required to demonstrate understanding of meaning if they understand the mechanical process of form, as shown by their ability to accurately manipulate the nonsense words in the activity.

FIGURE 10.5: Assessing Control of Form Only

Write the correct past tense form of the verb in parentheses.

Julie (tulase) at the clock. Oh no, she was late! She quickly (kamy) her room and (bik) what she was going to say to her boss.

Speakers of English can easily generate the forms *tulased*, *kamied,* and *bikked*, nonsense words used to emphasize the ability to produce correct grammatical forms without knowing the meaning of the text or of the verbs.

Contextualized form checks, those that require learners to understand the meaning of a text and control grammar, such as the past tense, are effectively used to assess the development of student accuracy, although they are not good measures of the ability to use language in real-world settings. When designing a form check, teachers should be certain to require that learners not only control the forms but also understand the text, including the verbs, as is shown in figure 10.6.

FIGURE 10.6: Assessing Control of Form in Context

Complete the story by selecting and using the past tense of one of the verbs below.

VERBS: to look, to plan, to tidy

Julie … at the clock. Oh no, she was late! She quickly … her room and … what she was going to say to her boss.

Although this example is contextualized, it is not set in a real-world context. To enhance the quality of the assessment, a teacher may choose to provide learners with a scenario in which to function. In a simple scenario, learners can practice telling a supervisor why they were late. The use of past tense forms is required to carry out this culturally appropriate task.

INTEGRATED PERFORMANCE ASSESSMENT

Teachers might consider using an **Integrated Performance Assessment (IPA)**—a summative assessment that requires learners to perform a sequence of Interpretive, Interpersonal, and Presentational subtasks in order to demonstrate their ability to use what they have learned in a culturally appropriate, real-world setting.

Figure 10.7 contains an IPA designed to assess the learning of language, culture, and content in an elementary school fourth-grade English language development (ELD) lesson on birthdays and gift giving. Examples are provided in English to ensure understanding and to underscore similarities in approach in programs that develop English language proficiency for nonnative speakers and those that develop proficiency in languages other than English. For more in-depth discussion of the modes of communication illustrated in figure 10.7, see chapter 6 of this framework.

FIGURE 10.7: Integrated Performance Assessment

Prompt for an Integrated Performance Assessment

Think back on the gifts you have given people on different occasions. Some of them were probably appreciated. But others possibly were not. Perhaps the receiver did not really understand the gift. Perhaps they just did not like it for some reason. Post an entry on the classroom blog that you share with your native English-speaking classmates.

In the entry, tell about a "misunderstood" gift that you gave someone. Tell what you gave, what you did to buy/make it and why you chose/created it. Then tell how the receiver acted and explain why you think they acted that way. Ask your native-speaking English classmates what they think about your entry (**Presentational Communication, writing**).

After reading your classmates' posts (**Interpretive Communication**), be prepared to share with the class what you learned in a short oral presentation (**Presentational Communication, speaking**).

The teacher and other students will likely ask questions. You do not need to prepare for questions, just expect to talk with them about your experience and learning (**Interpersonal Communication, listening and speaking**).

Notice that this assessment asks the student to *integrate* four communicative subtasks.

- Produce a text for a target-language and target-culture audience (Presentational Communication, writing, Intermediate High to Advanced Low; WL.CM3.I/A)

- Interpret posts from native English-speaking classmates (Interpretive Communication, reading, Intermediate High to Advanced Low; WL.CM1.I/A)

- Present the results of learning to the class (Presentational Communication, speaking, Intermediate Mid to High; WL.CM3.I/A)

- Be prepared to interact with classmates and the teacher about the experience and learning (Interpersonal Communication, listening and speaking, Intermediate Mid to High; WL.CM2.I)

It is likely that misunderstandings of the type exemplified in figure 10.7 are connected to a lack of cultural knowledge. The first segment of the integrated performance task specifies a real-world situation, giving gifts, by focusing on cultural products, practices, and perspectives that may not be shared among the cultures of the students in the class, nor align with the cultures of the United States. Although during the lesson students learned about gift giving in the United States and shared products, practices, and perspectives from their cultures, they have not had the opportunity to interact with native English speakers or share their learning with a target-culture audience.

The data derived from integrated performance tasks like the one described above presents teachers with valuable information. First, the data provides the teacher the opportunity to evaluate student performance in a culturally authentic, real-world setting. Second, the data offers the teacher insight into the cultural knowledge and understanding students possess. These insights can then be used for further instructional planning. For more information on IPAs, see *Implementing Integrated Performance Assessment* (Adair-Hauck, Glisan, and Troyan 2013).

Similar to Integrated Performance Assessments, **project-based language learning (PBLL)** has students demonstrate the ability to carry out tasks in a world language as a result of classroom instruction. This approach is another way to demonstrate achievement of the WL Standards by building an authentic product or products over time.

In PBLL, students participate in an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice twenty-first century skills, such as collaboration, communication, and critical thinking, and create high-quality, authentic products and presentations. While carrying out a project, students gain deeper understanding of the concepts and standards at the heart of the project and build vital workplace skills and lifelong habits of learning.

Projects can allow students to address community issues, explore careers, interact with adult mentors, use technology, and present their work to audiences beyond the classroom, and can motivate students who find traditional activities less interesting. Some teachers use PBLL extensively as the primary structure to organize the curriculum. Others use PBLL occasionally during a school year. Projects vary in length, from several days to several weeks or even a semester.

Snapshot 10.1 features a project that addresses all of the WL Standards as well as technological literacy, as described in the ACTFL and P21 21st Century Skills Map for World Languages. In order to best implement PBLL, schools, students, and teachers have access to technology and the internet. For more information about the Framework for 21st Century Learning, see chapter 1 of this framework.

Snapshot 10.1: Project-Based Learning:
An American Student in France

Feature	Description
Name of Project	*Un lycéen américain en France* (An American High School Student in France) Duration: 6–8 weeks Semester: Spring
Class(es)	3rd Year French, Grades 11, 12
Cross-curricular Link(s)	Mr. Doehla's students study social sciences, linguistics, and literature: character analysis, literacy skills, technology literacy, in French.
Project	Mr. Doehla's French 3 students, high school juniors and seniors, work in groups of four playing the role of producers from a movie production studio seeking to depict the lives of teens in a French lycée (the French equivalent of an American high school) who are helping an American exchange student integrate into their school and community. The students write a script for a movie, then create a film in which they play the characters from a set of short stories, *Le Petit Nicolas*, as if they were teens in a French lycée. The *Le Petit Nicolas* stories are told in a first-person narrative from the point of view of an 8–10-year-old boy, at school, at home, and with friends. The group develops a scenario in which the characters they have chosen interact, according to their personalities, within the new context. Students choose a mid-sized city in France as the setting for their movie, and create a product to highlight the setting of their film, such as a poster or storyboard.

Feature	Description
Entry Event	Mr. Doehla's students receive a letter from Studio Canal+ inviting the movie producers to create a script and movie. His students read the letter in French and discuss in their small groups what they know and need to know, using a graphic organizer and sticky notes. They post their notes on a project wall in the "know" and "need to know" columns, and as the class learns what they need to know, they move the sticky notes to the "know" column.
Essential Question(s)	Mr. Doehla establishes essential questions (also called driving questions) from the outset of the unit to guide the work students do. The project shows how Nicolas and his friends help an American exchange student in their lycée integrate into their community and to French culture in general.
	How can friends help American exchange students in their lycée integrate into their community and to French culture?
Standards Addressed	Interpretive, Interpersonal, and Presentational Communication, WL.CM1.I, WL.CM2.I, WL.CM3.I
	Settings for Communication, WL.CM4.I
	Receptive and Productive Structures in Service of Communication, WL.CM5.I, WL.CM6.I
	Language Comparisons in Service of Communication, WL.CM7.I
	Culturally Appropriate Interaction, WL.CL1.I
	Cultural Products, Practices, and Perspectives, WL.CL2.I
	Cultural Comparisons, WL.CL3.I
	Intercultural Influences, WL.CL4.I
	Connections to Other Disciplines, WL.CN1.I
	Diverse Perspectives and Distinctive Viewpoints, WL.CN2.I
Language Proficiency Targets	Intermediate Mid to High

Feature	Description
Communicative Modes Addressed	Mr. Doehla's students participate in group work (Interpersonal Communication, oral). The actors produce their lines in the film (Presentational Communication, oral) and participate in a talk show (Interpersonal Communication, oral).
	Mr. Doehla's students view the film *Le Petit Nicolas* (Interpretive Communication). They read the stories about Le Petit Nicolas and study primary sources to research the city where the events take place (Interpretive Communication, written).
	Mr. Doehla's students produce narration and dialog in the film (Presentational Communication, oral and written) and produce a poster or storyboard and a city report (Presentational Communication, written).
Language Forms	Mr. Doehla aligns the selection of language to be learned by his students with what they need to engage fully in the project (Receptive and Productive Structures, Language Comparisons in Service of Communication).
Vocabulary (Bricks)	Mr. Doehla describes vocabulary as bricks. For this project his students will need to learn or review vocabulary for school, home, and community and for social interaction. They will need to review or acquire colloquial vocabulary and slang, transition, and filler words (Connections to Other Disciplines).
Grammatical Structures (Mortar)	Mr. Doehla refers to grammar as the mortar for the vocabulary in projects he assigns. For this unit, his students will need to produce compound and complex sentences, the forms and some uses of the subjunctive, and conditional sentences with imperfect/conditional forms (Receptive and Productive Structures, Language Comparisons in Service of Communication).

Feature	Description
Language Objectives	Mr. Doehla's students write a movie script and create a film focusing on similarities and differences between American and French teen culture, within and beyond the school setting (Connections) using compound and complex sentences and strings of sentences. They demonstrate the ability to communicate in oral and written language, using dialogue and narration and sharing opinion statements based on personal reflection (Structures in Service of Communication).
Cultural Objectives	Mr. Doehla and his students identify the cultural content that they need to demonstrate they have acquired. The students compare and contrast the lives of an American and a French teen with respect to everyday life at home and in school, extra-curricular interests, and social register (Culturally Appropriate Interaction, Cultural Products, Practices and Perspectives, Cultural Comparisons, Intercultural Influences).
21st Century Skills	Mr. Doehla's students work in teams of four, establish a contract, and manage the project (**Collaboration**). His students develop and present both written and oral products in the target language (Presentational Communication). The students demonstrate their ability to apply, analyze, evaluate, and synthesize (**Critical Thinking**), when they participate in cultural inquiry, comparing and contrasting French and American cultures (the Cultures Standards). Mr. Doehla's students create a movie script and a movie, demonstrating understanding of the form of a movie script (narration and dialog **text-types** in French style) and create a film with appropriate visual and audio effects for their product (**Creativity and Innovation**). Students use Google Docs, video and audio equipment, and software for editing the video and for producing the film (**Use of Technology**).

Feature	Description
Common Core Standards	In this project, Mr. Doehla's students do a great deal of close reading of both fictional short stories and nonfiction texts when they investigate the cities where their films take place. Although the language of focus is French, the same reading and writing strategies CCSS Literacy Standards address apply across languages (R 1–10; W 3–10). (Read informational, cultural, and literary texts; Read for main ideas and supporting details; Use knowledge and ideas from reading in speaking and writing.) (Write for a variety of purposes and audiences; Write, revise, edit, and rewrite; Use technology to research, produce, publish, and collaborate with others; Write a variety of texts.) CCSS ELA Standards addressed in addition to those identified above: SL 1, 2, 4–6; Language (but for French) 1–6

Scaffolding, Collaboration, and Grouping

Scaffolding Activities	Mr. Doehla provides his students with sentence frames that they use to generate subjunctive forms, conditional sentences, visual depictions of syntax, and graphic organizers (Receptive and Productive Structures, Language Comparisons in Service of Communication).
Collaboration	Mr. Doehla supports his students with Google tools as they write their movies and create a film with various media and software applications. These collaborative activities ensure the language practice necessary to accomplish the tasks.
Grouping	Mr. Doehla groups his students heterogeneously by proficiency level, gender, socioeconomic status, and achievement phase (High, Mid, or Low).

Resources Needed

People and Facilities	Mr. Doehla works with his students to identify people and facilities they will need to produce their films.
Equipment and Technology	Mr. Doehla works with his students to be sure that they have the laptops, video cameras, video or audio editing software, microphones, interactive whiteboards, speakers, and Google Doc access they need.
Materials	Mr. Doehla provides his students with paper for rough drafts and storyboards.
Community Resources	Mr. Doehla and his students invite an audience that includes community members from the Alliance Française.

Assessments

Formative	Mr. Doehla uses journals, learning logs on blogs, wikis with photos, preliminary plans, outlines, prototypes, rough drafts, practice presentations, notes, and concept maps (storyboards) for the movie.
Summative	Mr. Doehla uses oral assessments with rubrics for their movie and talk show participation; written assessments with rubrics for the movie scripts, journal entries, letters, emails, and notes; rubrics to assess technology; rubrics for peer evaluation; and rubrics for self-evaluation and teacher evaluation.
Reflection	Mr. Doehla supports his students' reflection with journals, learning logs on wikis and blogs, whole-class discussions, posting of movie critiques on Edmodo and YouTube, and responses to e-pals.

Student Work

Group product(s)

1. Mr. Doehla's students produce a movie script (Presentational Communication, writing), posted on a digital portfolio and on Edmodo.

2. His students produce movies (Presentational Communication, speaking) posted on YouTube and on Edmodo. Members of the Alliance Française are invited to attend a showing of the films.

As movie producers, Mr. Doehla's students have written a script and made a film based on the characters from *Le Petit Nicolas,* set in a twenty-first century French

lycée. In the film, they addressed how their own lives are similar and different. The characters in the film help an American exchange student integrate into their school and community.

As a follow-up activity, Mr. Doehla's students prepare to play the roles of characters in the movie they produced, only this time they are being interviewed on a talk show.

Feature	Description
Individual Product(s):	1. Mr. Doehla's students participate in a talk show (Interpersonal Communication, oral), which is recorded and posted on Edmodo and on YouTube. ■ Mr. Doehla asks his students to play the role of one of the characters from their movie in a spontaneous conversation on a talk show. 2. Mr. Doehla's students produce a journal entry (Presentational Communication, written) that they post on Edmodo and in their digital portfolios. ■ Mr. Doehla asks his students write a journal entry from the point of view of one of the characters in the movie. 3. Mr. Doehla's students write an email in response to a prompt (Presentational Communication, written) that they post on Edmodo and in their digital portfolios. ■ In response to a prompt, Mr. Doehla asks his students to write an email from one character in the movie to another character, one year after the sequence of events in the storyline.
Presentation	Mr. Doehla provides for an audience including members of the class and school community and members of the target-culture community from the Alliance Française and French speakers on the web.

Formative, Interim, and Summative Assessments

Educators assess their students formatively during instruction in order to receive immediate feedback on the quality of learning and teaching. They assess learners at interim points within a course, after larger instructional segments including daily and weekly lessons, units, quarters, semesters, or even a complete year within a multiyear program. Educators use this data to both inform instruction (formatively) and assess the quality of learning and teaching (summatively) at the end of a larger segment of instruction.

> Formative assessments are assessments *for* learning that allow teachers to make changes in real time while learning is underway. They are used to bridge gaps and enhance the acquisition of knowledge and development of skills.

> Interim or benchmark assessments are assessments *for* and *of* learning, often administered at midpoints in a course of instruction, which share qualities of both formative and summative assessments as they inform instruction and indicate achievement in progress.

> Summative assessments are assessments *of* learning that provide information on student achievement after learning occurs, usually at the end of a lesson, a unit, a course, or a series of courses.

Valid and **reliable** assessments can identify gaps in student learning. Assessments *for* learning, **formative assessments,** allow teachers to make changes in real time while learning is underway. They are used to bridge gaps and enhance the acquisition of knowledge and development of skills (Allal 2010; Black and Wiliam 1998; Bell and Cowie 2001; Heritage 2010; Shepard 2000, 2005). Formative assessment data is shared and is used for goal setting with students and to inform strategies for intervention. Assessments *of* learning, **summative assessments**, provide information on student achievement after learning occurs, usually at the end of a lesson, a unit, a course, or a series of courses (Harlen and Crick 2002).

> **Validity** refers to whether the test measures what it is designed to measure.

> **Reliability** is the degree to which an assessment tool produces stable and consistent results.

All types of assessments provide teachers, students, parents, and others interested in the achievement of California's language learners with valuable information on learner

progress and can inform professional learning conversations that help teachers enhance classroom learning for current and future students. Standardized, nationally recognized, and technically sound assessments, developed by experts, may be used to validate the informal assessments created by teachers and confirm observations about the performance of subgroups within a class, a course, a school, or a school district. If designed well, all assessments can be learning experiences for students, not just measures of what they know and are able to do. Teachers may unpack and adapt the NCSSFL–ACTFL Can-Do Statements to identify desired outcomes for assessment in the communicative modes within each range and phase of proficiency specified in the WL Standards or derive their own learning outcomes from California's world languages goal statements or specific standards.

Formative Assessment

Formative assessment is a process teachers and students use during instruction that provides feedback to adjust ongoing teaching decisions and actions, as well as learning approaches (Linquanti 2014). This process is intended to assist learning and is often referred to assessment *for* learning. Crucially, formative assessment occurs in real time— during instruction. This allows teachers to assess where a student is in a cycle of learning, determine the next step for that student, and support student progress while learning is underway. Well supported by research evidence, formative assessment improves learning in time to achieve intended instructional outcomes. Key features of formative assessment include the following (Linquanti 2014):

1. **Clear lesson-learning goals and criteria for success** so students understand what they need to know and be able to do

2. **Gathering evidence of learning** during lessons to assess student achievement in relation to goals

3. **A pedagogical response to evidence, including descriptive feedback**, that supports learning by helping students answer: Where am I going? Where am I now? What are my next steps?

4. **Peer- and self-assessment** to strengthen students' learning, efficacy, confidence, and autonomy

5. **A collaborative classroom culture** where students and teachers are partners in learning

The formative assessment cycle may be short, even minute by minute, to provide continuous feedback to learners and to inform instruction. Assessments may include **Interpretive** (listening, viewing, reading), **Interpersonal** (viewing/signing, listening/ speaking, writing/reading, all requiring interaction), or **Presentational** (speaking, signing, writing) **learning episodes** (sequences of activities followed by formative assessment). Traditional approaches—thumbs up, holding up five fingers, target-culture-appropriate hand signals, and whiteboards—and more recent technologies—clickers, mobile devices, tablets, and laptops—that solicit immediate responses from students can be powerful ways

to gather formative assessment data to use when examining the effects of instruction on learning. Formative assessments often occur informally during and after instruction and always occur formally at the end of learning episodes.

Interim Assessment

Medium cycles of assessment, referred to as **interim** or **benchmark assessments**, are administered less frequently, often after a unit of instruction or quarterly. They are often assessments *for* and *of* learning, sharing qualities of both formative and summative assessments as they indicate progress in achievement and inform instruction.

Snapshot 10.2 features interim or benchmark assessments for a Korean language and culture program and reflects the growth of student performance in a secondary Korean program. For more information about the unique linguistic features of Korean, see chapter 12 of this framework.

Snapshot 10.2: Interim or Benchmark Assessments for a Korean Language and Culture Program

Week 6, Korean 1A	Week 6, Korean 2A	Week 6, Korean 3A
The students in Ms. Yoo's first-year Korean class interact with students in a first-year Korean for Korean speaker's class. The interaction of the first- year students is recorded as a six-week benchmark assessment. Subsequent interim assessments are written. The first assessment is not in writing since students have not yet learned the entire Korean **syllabary**. Ms. Yoo explains to her students that in this activity it is their first day of school as exchange students in Korea. At the end of the day, students at the school approach her students and say hello (Culturally Authentic Setting for Communication). She has her students greet the Korean students in a culturally appropriate way, ask questions about the school's schedules and teachers, and exchange personal information to	The students in Ms. Yoo's second-year Korean class correspond with individuals in their sister school in Korea. Ms. Yoo explains to her students that they have just been introduced to e-pals in Korea (Culturally Authentic Setting for Communication). They write an email to introduce themselves and to tell about the first day of the new school year. Ms. Yoo asks her students to be sure to greet their e-pal in a culturally appropriate way and to write about their school and themselves. She reminds her students to express their preferences about school, subjects, and teachers and briefly tell why they prefer certain things in culturally appropriate ways. She asks that they do not forget to ask about their e-pal's personal and school life in Korea (Presentational Assessment task).	The students in Ms. Yoo's third-year Korean class returned from a summer trip sponsored by a school-based Korean parents' association. Ms. Yoo asks them to write an email to the association expressing their gratitude, telling what they did and what they liked about the trip. They also describe challenges that made part of their trip uncomfortable, such as having a busy schedule, adjusting to store hours, bargaining, expensive prices of items at certain shops, or using transportation (Culturally Authentic Setting for Communication). She reminds her students to be sure to include relevant personal experiences and make polite suggestions to improve the tour (Presentational Assessment task).

Week 6, Korean 1A	Week 6, Korean 2A	Week 6, Korean 3A
keep in touch with the Korean students and to ask for them for help later. Ms. Yoo asks her students to be sure to express preferences about their school subjects and teachers and briefly tell the reason for their preferences in culturally appropriate ways (Interpersonal Assessment task).	(continued)	(continued)

Summative Assessment

Although some reteaching of material is possible when gaps are identified at the end of an instructional unit or school term, teachers most often address gaps within an activity, episode, or lesson. Long assessment cycles, summative cycles, assessment *of* learning often provides data on student performance without the possibility for reteaching within the school year. As a local option, schools or districts may choose to use summative assessments for placement purposes. Standardized assessments include the **SAT Subject Tests in Languages**, **Advanced Placement** exams, **International Baccalaureate** assessments and exams, and the **National Examinations in World Languages**.

Snapshot 10.3 features a summative assessment for a ninth grade Mandarin dual immersion program and combines a variety of related Interpretive, Interpersonal, and Presentational tasks and the element of choice in a culturally authentic, real-world setting. For more in-depth discussion of the modes of communication in this snapshot, see chapter 6 of this framework.

Snapshot 10.3: Celebrating Asian Heritage Month in the Community

Real-World Setting

In the celebration of Asian Heritage Month, Mr. Yang and his class are planning and organizing a cultural day for a nursing home in a Chinese community as a class service project. The theme of their presentations is the city of Dunhuang. Mr. Yang's class has done some online research on this topic to help them plan for a meeting with their group.

Interpretive Task

Mr. Yang's class found an interesting article about the traditional Chinese arts preserved in the Mogao Caves, or Caves of the Thousand Buddhas, in Dunhuang. Mr. Yang has his class read the article and summarize the key information to share with their group.

Presentational Task Followed by an Interpersonal Task

Mr. Yang asks his students to share their summary and notes with their group (Presentational Communication). After the discussion, his students decide which kind of art they want to replicate or present for the cultural day. Mr. Yang's students provide feedback on everyone's ideas (Interpersonal Communication).

Emphasis on Cultural Products, Practices, and Perspectives and Cultural Perspectives on Content

Mr. Yang has his students choose among the following Presentational tasks:

- Introduce the landmarks along the Silk Road and in Dunhuang via technology, such as Google Earth creation tools

- Replicate a mural

- Give a presentation on several murals or the murals in a cave they like

- Introduce traditional Chinese musical instruments and Dunhuang music

- Give a presentation on traditional Chinese fashion

- Design traditional fashion in Dunhuang style

- Build a small-scale replica of the Mogao cave temples to allow people who are unable to visit the caves themselves to see Buddhist art from the fourth to the fourteenth centuries

- Create a Dunhuang-style dance routine

Interpersonal Task

As a class, Mr. Yang's students discuss and decide on what to include in the program.

Presentational Task

Based on the discussions in the previous activity, Mr. Yang's class generates and designs a complete program for a cultural day presentation.

In pairs or groups, Mr. Yang has his students write a detailed introduction for their part of the presentation to be included in the program.

Rehearsal Day: Each group presents their product according to the program created by the class.

Assessment Strategies and Tools

The graphics in figure 10.8 show the relationships among different kinds of assessments and outline the steps teachers can take when they carry out backward planning for learning, starting with assessment (backward planning) and can-do statements. Next, the figure depicts diagnostic assessments, pre-assessments, and formative assessments embedded in instruction. The figure also shows where self-assessment, teacher feedback loops, interim and summative assessments, and teacher and student reflection fit into the broader assessment system.

FIGURE 10.8: Strategic Assessment System
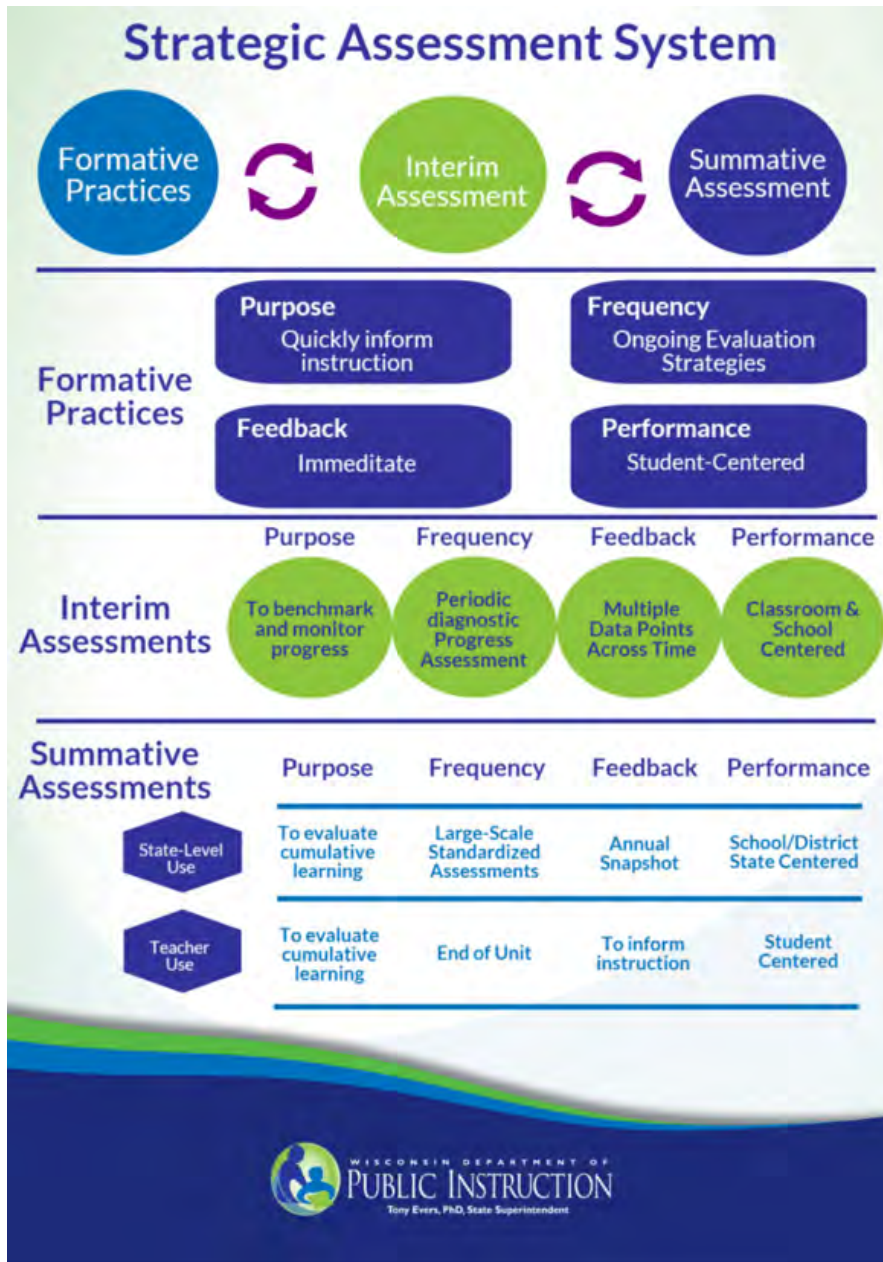
[Text accessible version of figure 10.8](#)

Source: (Wisconsin Department of Public Instruction 2020)

Note: Arrows indicate that data from formative practices, interim assessments, and summative assessments provide information that is useful in all phases of the assessment cycle. The arrows show that data from summative assessments may be used to refine formative practices. At the same time, data from formative practices can be used to modify and enhance interim assessments, and data from interim assessments can be used when modifying and enhancing summative assessments.

The concepts related to formative practices, interim assessment, and summative assessment shown graphically in the image in figure 10.9 are further illustrated in the following charts. These charts provide definitions and examples of each type of assessment, including rationale for each assessment and processes for teachers and students.

Formative Learning Assessment	Formative Diagnostic Assessment	Benchmark/Interim Assessment	Summative Assessment
What is it? Formative learning is the process of teaching students how to set goals for their learning, to identify their growth toward those goals, to evaluate the quality of their work, and to identify strategies to improve.	**What is it?** Formative diagnostic assessment is a process of questioning, testing, or demonstration used to identify how a student is learning, where their strengths and weaknesses lie, and potential strategies to improve that learning. It focuses on individual growth.	**What is it?** Benchmark or interim assessment is a comparison of student understanding or performance against a set of uniform standards within the same school year. It may contain hybrid elements of formative and summative assessments, or a summative test of a smaller section of content, like a unit or semester.	**What is it?** Summative assessment is a comparison of the performance of a student or group of students against a set of uniform standards.
Who is being measured? Individual students are measuring themselves against their learning goals, prior work, other students' work, and/or an objective standard or rubric.	**Who is being measured?** Individual students. The way they answer gives insight into their learning process and how to support it.	**Who is being measured?** Individual students or classes.	**Who is being measured?** The educational environment: teachers, curricula, education systems, programs, etc.

Formative Learning Assessment	Formative Diagnostic Assessment	Benchmark/Interim Assessment	Summative Assessment
How often? Ongoing: It may be used to manage a particular long-term project or be included in everyday lessons. Feedback is immediate or very rapid.	**How often?** Ongoing: Often as part of a cycle of instruction and feedback over time. Results are immediate or very rapid.	**How often?** Intermittent: Often at the end of a quarter or semester, or a midpoint of a curricular unit. Results are generally received in enough time to affect instruction in the same school year.	**How often?** Point in time: Often at the end of a curricular unit or course, or annually at the same time each school year.
For what purpose? To help students identify and internalize their learning goals, reflect on their own understanding, evaluate the quality of their work in relation to their own or objective goals, and identify strategies to improve their work and understanding.	**For what purpose?** To diagnose problems in students' understanding or gaps in skills, and to help teachers decide next steps in instruction.	**For what purpose?** To help educators or administrators track students' academic trajectory toward long-term goals. Depending on the timing of assessment feedback, this may be used more to inform instruction or to evaluate the quality of the learning environment.	**For what purpose?** To give an overall description of students' status and evaluate the effectiveness of the educational environment. Large-scale summative assessment is designed to be brief and uniform, so there is often limited information to diagnose specific problems for students.

Formative Learning Assessment	Formative Diagnostic Assessment	Benchmark/Interim Assessment	Summative Assessment
What strategies are used? Self-evaluation and metacognition, analyzing work of varying qualities, developing one's own rubric or learning progressions, writing laboratory or other reflective journals, peer review, etc.	**What strategies are used?** Rubrics and written or oral test questions and observation protocols designed to identify specific problem areas or misconceptions in learning the concept or performing the skill.	**What strategies are used?** Often a condensed form of an annual summative assessment, such as a shorter-term paper or test. It may be developed by the teacher or school, bought commercially, or used as part of a larger state assessment system.	**What strategies are used?** Summative assessments are standardized to make comparisons among students, classes, or schools. This could be a single pool of test questions or a common rubric for judging a project.

Source: "Types of Assessments: A Head-to-Head Comparison" (Sparks 2015)

Sources of evidence for use in formative, interim, and summative assessments may be classified as what learners do, say, make, write, or sign or when they demonstrate their ability to understand and produce language (Griffin 2007). Questions form the core of most assessments focusing on what students know and are able to do with the language and culture they are learning (Bailey and Heritage 2008). Observations of interaction in pairs, in groups, with native speakers, face to face, and using video and audio recordings can be used to assess culturally appropriate behavior. Examination of the use of products, effective demonstration of practices, understanding of cultural perspectives, and the acquisition of distinctive viewpoints on other disciplines provide data on growth in cultural knowledge and skills. Measures of Interpretive, Interpersonal, and Presentational performance or proficiency can further contribute to understanding of learner achievement (Harlen 2007).

Instructional tasks can guide the creation of a variety of student products, projects, and presentations (Harlen 2007; Poppers 2011; Ruiz-Primo and Furtak 2004), which can form content for individual, pair, and group reflections on learning. Teachers may wish to collect samples of student learning in digital or traditional portfolios documenting learner growth, mastery of standards or goals, or evidence of high achievement (Arter and Spandel 1992; Venn 2000). Since students choose samples to be included, teachers may suggest considering the inclusion of learning goals, student–teacher and student–student conference notes, and images of products, audio, and videos, along with written samples

and reflections on why selections were made, what they represent, and what they show about learning (Arter and Spandel 1992; Chappuis et al. 2012).

Teachers can create rubrics for components of the portfolio with students and with colleagues as a way to ensure these rubrics are meaningful to students and consistent among teachers at a school site or district. Rubrics that reflect a **growth mindset** have clear expectations and language that is accessible to students, parents, and other members of the school community. They promote higher performance levels, particularly when students see assessments as part of the learning process, include self-assessment, are set in real-world contexts, and are purposeful. To ensure access to a range of students' performances, teachers can make available examples that reflect various stages of achievement for students to examine. Rubrics used to measure communicative proficiency focus on what students can do with the target language rather than what they are unable to do (see figure 10.10). These same rubrics may be used to measure performance, focusing on knowledge and communicative skills in settings where the knowledge and skills have been put to use. When using proficiency scales to measure performance, educators need to be aware that the results reflect higher and more accurate levels of achievement.

Assessment practices encourage students to take ownership of learning. Student involvement in the setting of goals, self-managing, building of rubrics, and reflection on learning is crucial if learning is to be deep and focus is on continuous improvement rather than passing an assessment (Ames Archer 1988; Crooks 1988; Dweck 1999, 2006; Harlen and James 1997). Students often take ownership of their learning during the formative assessment process through self-assessment and feedback.

Feedback, a primary element of the formative assessment process, is multisourced, from oneself, from classmates, from teachers, and from native speakers. Years of research have found that feedback has a strong influence on learning (Black and Wiliam 1998; Crooks 1988; Hattie and Timperley 2007; Hattie 2009, 2012), and some research points to feedback that may have a negative effect (Kluger and DeNisi 1996; Hattie and Timperley 2007). Educators are encouraged to use corrective feedback that is tied to enhanced learning among students.

Corrective feedback is based on learning objectives and specifies what students have done well and how they can enhance their knowledge and increase their performance. It is explicit, targets a cognitive rather than emotional reaction, and focuses on communication first, then on form. This kind of feedback encourages taking risks and making developmental mistakes, and guides students toward taking the next step toward higher levels of achievement (Bangert-Drowns et al. 1991; Wiliam 2011).

Students play an instrumental role in enhancing their learning based on corrective feedback. In fact, their participation in the assessment process through self-assessment has been found to have a significant impact on achievement (Hattie 2012). When students are involved in self-assessment, teachers instruct them on how to use resources to participate in self-reflection as part of the formative assessment process.

One example of how students can participate in self-assessment is through the use of can-do statements in simple rubrics. Teachers may choose to provide can-do statements as they begin a unit so students have clear examples of the communicative proficiencies and cultural competencies they will develop during the unit. Teachers guide students throughout the unit to assess how close they are to meeting the outcomes specified in the can-do statements and to identify ways to improve. More complex rubrics designed to assess progress in each mode of communication are resources students can use for self-assessment. An example of one such rubric is provided in figure 10.9.

FIGURE 10.9: Interpretive Mode Rubric—A Continuum of Performance

LITERAL COMPREHENSION

CRITERIA	Exceeds Expectations Accomplished Comprehension	Meets Expectations Strong Comprehension	Meets Expectations Minimal Comprehension	Does Not Meet Expectations Limited Comprehension
Word recognition	Identifies all key words appropriately within the context of the text.	Identifies most key words appropriately within the context of the text.	Identifies some of the key words appropriately within the context of the text.	Identifies few key words appropriately within the context of the text.
Identifying main ideas	Identifies complete main idea(s) of the text.	Identifies key parts of the main idea(s) of the text.	Identifies some of the main idea(s) of the text.	Identifies some ideas from the text but not main ideas.
Identification of supporting details	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies most supporting details in the text and provides information from the text to explain these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies most supporting details but is unable to provide information from the text to explain these details.	Identifies few supporting details in the text and is unable to provide information from the text to explain these details.

INTERPRETIVE COMPREHENSION

CRITERIA	Exceeds Expectations Accomplished Comprehension	Meets Expectations Strong Comprehension	Meets Expectations Minimal Comprehension	Does Not Meet Expectations Limited Comprehension
Identification of organizational features	Identifies the organizational feature(s) of the text and provides an appropriate explanation.	Identifies the organizational feature(s) of the text; explanation misses some key points.	Identifies part of the organizational feature(s) of the text; explanation misses key points. Or identifies the organizational feature(s) but explanation is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Inferring meaning from context	Infers meaning of unfamiliar words and phrases in the text.	Infers meaning of most unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of some unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Infers meaning of few unfamiliar words and phrases. Or inferences are largely inaccurate or lacking.
Inferences (reading/ listening/ viewing between the lines)	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a mostly complete and/ or mostly plausible manner.	Makes some plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/ or not plausible.
Author's perspective	Identifies cultural perspectives/ norms accurately. Provides a detailed explanation of links between cultural products, practices, and perspectives.	Identifies most cultural perspectives/ norms accurately. Connects cultural products/ practices to perspectives.	Identifies some cultural perspectives/ norms accurately. Provides a minimal connection of cultural products/ practices to perspectives.	Identification of cultural perspectives/ norms is mostly superficial or lacking. And/or connection of cultural products/ practices to perspectives is superficial or lacking.

Source: Adapted from *Implementing Integrated Performance Assessment* (Adair-Hauck, Glisan, and Troyan 2013)

As noted in the book *Implementing Integrated Performance Assessment*, "the Interpretive Rubric is designed to show the continuum of performance for both literal and interpretive comprehension for language learners regardless of [proficiency range]" (Adair-Hauck, Glisan, and Troyan 2013, 127). For more information and resources related to rubrics for world languages, see *Implementing Integrated Performance Assessment*, the websites for the Ohio Department of Education (WL Model Curriculum), and ACTFL.

Oral Corrective Feedback

In a language-learning environment, extensive focus on error correction can undermine second language performance and reduce motivation among learners (Glisan and Donato 2017). Learners do prefer to receive feedback rather than have errors ignored by their teachers (Brown 2009; Schulz 1996). With this in mind, world languages teachers consider critical contextual factors when deciding to provide oral corrective feedback to support meaning making.

Figure 10.10 highlights the research on providing oral corrective feedback and aligns with guidance to focus on meaning first and to recognize that control of form is a slow process that requires contextualized practice in real-world settings. For more information about the modes of communication, see chapter 6 of this framework.

FIGURE 10.10: Providing Oral Corrective Feedback to Improve Learner Interpersonal Communication

Contextual Factors

- Does the error interfere with the learner's intended meaning?
- Is the error the linguistic target of the lesson (made during focus-on-form lesson)?
- Is the error one that is being made frequently by many learners in the class?

If yes, consider Learner Factors

- Would the learner benefit from receiving **corrective feedback** (CF) (be able to perform with assistance in their **zone of proximal development** [ZPD])?
- Is the individual learner open to receiving CF?
- Does the learner appear to be confused and in need of CF to make meaning clear or prevent misunderstanding?
- Does the learner appear to want CF assistance from the teacher?

If no, ignore the error.

Forms of Feedback Focused on Meaning

Clarification request: Teacher indicates that there is a problem in comprehensibility or accuracy or both and that a reformulation is required:

> *Excuse me? What do you mean?* (for students who are able to correct their utterance when attention is drawn to form).
>
> **Recasts:** Teacher responds to the learner and rephrases part of the student's utterance so as to correct it, but in a more implicit way, without directly saying the form was incorrect: *Student: "I'm *interesting to see the movie." Teacher: "Oh, you're interested in seeing the movie."* (for students who need more input to generate a correct form).
>
> **Elicitation:** Teacher elicits the correct form by repeating exactly what the learner said up to the point of the error. The teacher could also ask questions to elicit the form. *Student: "I will go to the concert this night." Teacher: "I will go to the concert … " Teacher: "How do we say X in French?"*

Source: Enacting the Work of Language Instruction (Glisan and Donato 2017)

Assessment of Communicative Proficiency and Grading

When one assesses communicative proficiency, the emphasis is on how well learners can understand or produce language in unrehearsed situations. To determine grades, educators must compare the results to what can be expected of learners of specific categories of languages at a particular moment in time. Although it is likely that speakers of Spanish will acquire Italian in less time than monolingual English speakers, to be fair to all students, teachers must base reasonable expectations for learning on the time it takes for monolingual English speakers to acquire the language. Likewise, when assessing performance or prochievement, teachers will compare student ability to communicate in settings for which they have rehearsed in light of the outcomes achievable by monolingual English speakers.

Please refer to *Grading for Equity* (Feldman 2019), *The Keys to Assessing Language Performance* (Sandrock 2010), and the Ohio Department of Education website (WL Model Curriculum) to inform discussions of how to convert assessment data for grading purposes and for considerations for reflection on data to enhance teaching and learning.

Targets for Student Proficiency

The amount of time it takes to learn another language and its cultures is linked to the linguistic and cultural differences among the languages and cultures students already know. The particular language and cultures that learners study, coupled with their **communicative proficiency** when they enter a program, determine the amount of time required to perform within a particular range of proficiency. Most often teachers assess student performance rather than communicative proficiency. For that reason, learner scores may reflect higher levels of communicative competence, including accuracy, since students have prepared and practiced for the performance assessment. Categories of languages have been established based on the time it takes for native speakers of English to develop proficiency in target languages and cultures. For students who speak English only, Arabic, Japanese, Korean, and Mandarin (Category IV languages) take considerably

longer to acquire than French, Italian, Portuguese, or Spanish (Category I languages). For students who speak Hebrew acquiring Arabic takes substantially less time than for English-only speakers, due to the similarities between these two Semitic languages. American Sign Language, Classical Greek, Latin, and Native American languages have not been assigned by the Foreign Service Institute (FSI) to language categories (FSI 2020).

Figure 10.11 outlines the various languages included in each of the language categories defined by the FSI. For more discussion of language categories, see chapter 3 of this framework.

FIGURE 10.11: Categories of Languages Based on the Time It Takes for Native Speakers of English to Develop Proficiency in Target Languages and Cultures

Category I: Languages closely related to English

Danish, Dutch, French, Italian, Norwegian, Portuguese, Romanian, Spanish, Swedish

Category II: Languages with linguistic and/or cultural differences from English

German, Haitian Creole, Indonesian, Malay, Swahili

Category III: Languages with significant linguistic and/or cultural differences from English (Note: This list is not exhaustive.)

Armenian, Bengali, Bulgarian, Burmese, Czech, Dari, Farsi, Filipino, Finnish, Hebrew, Hindi, Hmong, *Hungarian, Khmer, Lao, Pashto, Polish, Punjabi, Russian, Serbian, Tamil, *Thai, Turkish, Urdu, *Vietnamese, Xhosa, Zulu

Category IV: Languages with the most significant linguistic and/or cultural differences from English

Arabic, Cantonese, Mandarin, *Japanese, Korean

*Languages preceded by asterisks take more time for native English speakers to learn than other languages in the same category.

Teachers, students, parents, administrators, and others interested in the progress of learners within California's language programs may use the ranges of proficiency guidance in appendix 1 to identify reasonable expectations for student performance after each year of language study. Additionally, it may be used for placement, articulation, and development of new programs.

Note that a year of study does not correspond to performance within a particular range of proficiency. While students may perform within the Novice range during their first year learning a language, they may not perform within the Intermediate range in their second year of study, particularly in Category II, III, and IV languages. It is certainly the case that they will not perform within the Advanced range, even in a Category I language, during

their third year of study. For additional information related to world languages pathways, see chapter 3 of this framework.

Proficiency Profiles for Heritage Speakers

As is noted in chapter 3 of this framework in the section titled "Heritage Language Instruction," speakers and signers of heritage languages demonstrate quite varied proficiency profiles depending on the contact they have had with the heritage language and its cultures. Some guidance can be provided on heritage speakers or signers, although proficiency targets need to be tailored to the profiles of subgroups of students in each classroom.

When listening or viewing, heritage speakers or signers can understand the main ideas and most supporting details on informal topics. Often, they have difficulty comprehending in formal situations.

Proficiency Profile: Advanced-level tasks, Intermediate-level content

Proficiency Target: Intermediate High/Advanced Low

The reading ability of heritage speakers is substantially below their performance in listening since written language is processed with more stumbling and hesitation.

Proficiency Profile: Intermediate-level tasks, Intermediate-level content

Proficiency Target: Intermediate High

When speaking or signing on informal topics, heritage language users can ask and answer questions as well as narrate, describe, and explain. In speech or signing, heritage speakers communicate in strings of sentences rather than well-developed paragraphs.

Proficiency Profile: Advanced-level tasks, Intermediate-level content and text types

Proficiency Target: Intermediate High/Advanced Low

The writing proficiency of heritage speakers is similar to their proficiency in speech, although limited control of the spelling system makes early messages less intelligible.

Proficiency Profile: Advanced-level tasks, Intermediate-level content and text types, Novice-level accuracy

Proficiency Target: Intermediate High

Snapshots 10.4 and 10.5 feature benchmarks from two points along a continuum of a program in Spanish for heritage speakers and highlight teaching and assessing Advanced-level tasks (narration, description, explanation) with Intermediate-level content

(the informal world) and text types (strings of sentences). For more discussion of the proficiency demonstrated by heritage speakers, see chapter 3 of this framework.

Snapshot 10.4: Assessment for Spanish for Heritage Speakers 1B, First 10 Weeks

Spanish for Heritage Speakers 1B, first 10 weeks

Standards-Aligned Outcomes

At the beginning of each instructional unit, Mr. Rivera reminds students of the goals for the course. His students learn to

- function in informal (Intermediate) and some formal (Advanced) settings;
- understand the main ideas and most supporting details in informal, factual (Intermediate), and some formal (Advanced) texts (oral/written);
- produce paragraph-level discourse: narration, description, explanation, and discussion (Advanced functions);
- deal with topics related to the interpersonal (Intermediate) and external environment (Advanced content);
- comprehend and produce oral and written paragraphs (Advanced) and strings of sentences (Intermediate); and
- comprehend and be understood by nonsympathetic native speakers when using formal language (Advanced accuracy).

Unit Outcomes

In this specific unit, Mr. Rivera's students are able to

- explain the links that exist among the important people in their lives and the physical effects that positive and negative relationships have on their health (knowledge);
- list the rules governing the placement of written accents (structure); and
- explain how they plan to enhance their relationships with others and use art, music, spirit/mindfulness/meditation, and household pets to enhance their physical and emotional health (communication, vocabulary).

Exploratory Activities

Mr. Rivera's students identify the important people in their lives, tell why these people are important to them, and describe how they maintain positive relationships with loved ones.

They tell how love is demonstrated among the important people in their lives, describe the problems that sometimes emerge when interacting with loved ones, explain how problems are resolved, and try to determine how love among these people can heal.

Listening and Reading

Mr. Rivera's students are provided with a listening guide on the podcast "Links that Heal." After listening to the audio **text**, student groups reconstruct the content of the selection. Students use another color ink to make corrections, modifications, and notes based on the class discussion. Mr. Rivera's students read the text of "Links that Heal" and use context to determine the meaning of unknown vocabulary. They work in groups to respond to higher-order prompts. Individual students revise their responses based on class discussion.

Analysis/Discovery of Structure—Meaningful and Personalized Guided Practice

1. Mr. Rivera uses words from the reading to present stress rules and their implications for the use of written accents. Students group words into those that end in a vowel, *n* or *s* and those that end in a consonant (not including *n* and *s*) and discover that the first set of words are stressed on the next to last syllable, the second on the last syllable. Words do not follow these rules receive a written accent on the syllable that is stressed.

2. They read a form-focused selection on family relationships that uses monosyllabic words that are distinguished only by their accent. Student groups use context to determine their meaning. The following sentence exemplifies the activity: *Para **mí**, es importante llevarme bien con **mi** familia*. (For **me**, it's important to get along with **my** family.)

3. Mr. Rivera's students read a form-focused dialogue on living apart from family members and use the data on the accentuation of question and exclamatory words to generate rules for their use. The following sentence exemplifies the activity: *¡**Qué** bueno **que** tienes familia aquí en EE.UU.!* (**How** great it is **that** you have family in the US!)

4. The students read a form-focused selection on cultural differences among families and use the data to generate accentuation rules for strong and weak vowels when they appear together. The activity has students focus on the spelling of the words in addition to focusing on their meaning. The following exchange exemplifies the activity:

   - Person 1:*No entiendo por qué **todavía** te preocupas tanto.* (I don't understand why you still worry so much.)

   - **¡Qué va! Sabes que no lo puedo evitar.** ***Actúo*** *como la madre que soy.* (Yeah, right! You know that I can't avoid it. I act like the mother that I am.)

Integrative Application and Extension

Mr. Rivera's students create a **sociogram** that includes the important people in their lives. Circles represent people; squares represent animals; triangles represent nonhuman entities. Broken polygons represent those people or animals that are no longer alive or in the lives of students. The student circle occupies the center of the sociogram. Lines link the student circle to other circles. Broken lines are used to indicate non-blood relationships such as friends, solid lines for blood relationships. Distances indicate how close the student feels to others. Students make a legend with colors that indicate personality traits. Students color in the circle according to the traits that others possess. Students color the outside of the circle with colors that correspond to traits that are visible to the world. They color the inside of the circle with colors that correspond to traits that are not frequently apparent to others. After students complete their sociograms, they study them in order to write a reflective entry on what they have learned about the people (and the animals and other entities, such as God) in their lives. They are to consider the people, the animals, and other entities (number, blood/non-blood related), their traits (similar/different), and their distance from the student.

Mr. Rivera and his students create the following assessment to determine the quality of their sociogram and their reflection on its contents.

Subject Area: World Languages

Grade Level: 9–12

Assessment: Spanish for Spanish Speakers 1B, first 10 weeks

Score	Description
Advanced Score 4	The student sociogram includes all of the elements described in the prompt.
	The student explanation is well developed in simple paragraphs.
	The student's use of vocabulary and structure is well suited to the communication of ideas.
Proficient Score 3	The student sociogram includes most of the elements described in the prompt.
	The student demonstrates ability to link ideas in strings of sentences in order to explain.
	The student's use of vocabulary and structure supports the communication of ideas.

Score	Description
Partially Proficient Score 2	The student sociogram includes some of the elements described in the prompt.
	The student organizes ideas thematically; however, ideas are not linked together.
	The student's use of vocabulary and structure is sufficient to communicate ideas.
Not Proficient Score 1	The student sociogram includes few of the elements described in the prompt.
	The student response is limited to sentences/sentence pairs.
	The student lacks the vocabulary and structure necessary to communicate ideas.

Source: Adapted from "Teaching Spanish to Spanish Speakers" (Zaslow 2004)

Snapshot 10.5: Assessment for Spanish for Heritage Speakers 2B, First 10 Weeks

Spanish for Heritage Speakers 2B, first 10 weeks

Standards-Aligned Outcomes

At the beginning of each instructional unit, Mr. Monroe reminds students of the goals for the course. His students learn to

- function in formal settings (Advanced);
- understand the main ideas and supporting details in formal (Advanced) texts (oral/written);
- produce language beyond the paragraph: narration, description, explanation, discussion, and supported opinion (Advanced);
- deal with topics related to the external environment (Advanced);
- comprehend and produce oral/written paragraphs and essays (Advanced); and
- comprehend and be understood by nonsympathetic native speakers when using formal language (Advanced).

Unit Outcomes

In this specific unit, his students are able to

- describe the effects of the environment on youth in the Puerto Rican community of New York (knowledge);
- list features of the Puerto Rican dialect and compare it with the dialect of other Spanish-speaking communities and identify prepositions that typically accompany common verbs (structure); and
- describe the effects of the environment on the behavior of individuals (communication, vocabulary).

Exploratory Activities

Mr. Monroe's students are asked to describe their pastimes, tell whether they prefer competitive or noncompetitive activities, discuss the advantages of winning and the disadvantages of losing, discuss the role luck plays in winning, and discuss differences between typical men's and women's, Hispanic and Anglo-American pastimes. Student groups are asked to identify the objects that can be found in a pool hall (referencing a drawing provided by Mr. Monroe) and to discuss the kind of people that can be found there during the day. Students are given the nicknames of the characters of the story "*Campeones*" (Champions) who all frequent pool halls and are asked to determine their characteristics from their nicknames. Students are

asked to tell whether they have nicknames, to describe the circumstances in which their names are used, and to provide their opinion about the practice of giving and using nicknames. Students use different colored ink to make corrections, add missing information, change their responses, and make notes based on class discussion of an audio recording of the short story.

Listening and Reading

Mr. Monroe's students listen to information about the author of the short story and complete a chart that requires the following information: author's place of birth, career, adulthood, and themes reflected in his work and in particular in the story students will read. Students use class discussion to make corrections to the chart. They are provided with a listening guide on the plot of the story. They listen to the story read by the author and work in groups to respond to the prompts. Students use different colored ink to make corrections, add missing information, change their responses, and make notes based on class discussion of the listening selection. While reading, Mr. Monroe's students use context to determine the meaning of unknown vocabulary found in the selection. They respond to higher-order prompts related to the content of the reading and rewrite their responses based on class discussion.

Analysis/Discovery of Grammar—Meaningful and Personalized Guided Practice

1. Mr. Monroe' s students are provided with a list of phrases taken from "*Campeones*." Groups analyze the characteristics of Puerto Rican Spanish and compare it with that of other Spanish-speaking groups.

2. Later, the students are given a summary of the plot of "*Campeones*" cast in sentences with prepositions missing. Student groups determine their level of knowledge of prepositions that accompany common verbs by completing the activity. Mr. Monroe leads students in recognizing the generalizations that are possible with these and other verbs.

Integrative Application and Extension

Mr. Monroe's students integrate the knowledge and skill they have acquired in the unit, apply it in a specific situation, and often find that what they produce goes beyond the particular requirements of the task. In this unit, Mr. Monroe's students produce a case study where they describe how the behavior of a person is affected by the environment. They describe the person before they came in contact with the environment, tell how the behavior of the person changed, identify the environmental conditions that contributed to the change, describe the individual's current circumstances, and conclude with lessons that can be derived from the case.

Mr. Monroe and his students created the following assessment to determine the quality of their case study and their reflection on its content.

Subject Area: World Languages

Grade Level: 9–12

Assessment: Spanish for Spanish Speakers 2B, first 10 weeks

Score	Description
Advanced Score 4	The student responds to all topics included in the prompt. The student description, explanation, and narration is well developed. The student's use of vocabulary and structure is well suited to the communication of ideas.
Proficient Score 3	The student responds to most topics included in the prompt. The student demonstrates ability to link ideas in strings of sentences in order to describe, explain, and narrate. The student's use of vocabulary and structure supports the communication of ideas.
Partially Proficient Score 2	The student responds to some topics included in the prompt. The student organizes ideas thematically; however, ideas are not linked together. The student's use of vocabulary and structure is sufficient to communicate ideas.
Not Proficient Score 1	The student responds to few topics included in the prompts. The student response is limited to sentences/sentence pairs. The student lacks the vocabulary and structure necessary to communicate ideas.

Source: Adapted from "Teaching Spanish to Spanish Speakers" (Zaslow 2004)

Using language in real-world settings and in culturally appropriate ways may interest students, since they are able to see their proficiency put to use in the world beyond the classroom. In figure 10.12, sample tasks are given to assess student performance within the Novice, Intermediate, Advanced, and Superior ranges of proficiency, focusing on the skills of listening/viewing, speaking/signing, and reading and writing. The Superior range of proficiency is included to identify some tasks that may be partially addressed by heritage speakers who complete a long sequence of courses in the K–12 setting.

FIGURE 10.12: Sample Tasks to Assess Students Across Proficiency Ranges

Novice

Language users are able to identify memorized words and phrases or signs in a weather report and dress appropriately (Novice, listening/viewing; WL.CM1.N).

Language users are able to list their family members when questioned about family (Novice, speaking/signing; WL.CM3.N).

Language users are able to identify memorized words and phrases in a supermarket advertisement in preparation for shopping (Novice, reading; WL.CM1.N).

Language users are able to list the articles of clothing to be cleaned in a note left to hotel staff (Novice, writing; WL.CM3.N).

Intermediate

Language users are able to determine the overall meaning of a phone/signed-video message and identify some supporting details when making note of its content (Intermediate, listening/viewing; WL.CM1.I).

Language users are able to ask and answer questions dealing with simple personal information when presented to a friend of a target-culture host (Intermediate, speaking/signing; WL.CM2.I).

Language users are able to determine the overall meaning of a letter or email and identify some supporting details in order to plan a response (Intermediate, reading; WL.CM1.I).

Language users are able to ask and answer questions in an informal request to a government agency for a visa extension (Intermediate, writing; WL.CM2.I).

Advanced

Language users are able to understand the main ideas and most supporting details of a television interview with a famous actor while participating in a leisure activity representative of the target culture (Advanced, listening/viewing; WL.CM1.A).

Language users are able to report the theft of personal valuables to a target-culture law enforcement agency (Advanced, speaking/signing; WL.CM2.A, WL.CM3.A).

Language users are able to understand the main ideas and most supporting details of a newspaper report that is having an impact on the individuals with which they are interacting (Advanced, reading; WL.CM1.A).

Language users are able to write a short letter to a sponsoring agency describing their stay in the host country and explaining the benefits they derived from their visit (Advanced, writing; WL.CM3.A).

Superior

Language users are able to understand the ideas and most supporting details of a panel discussion dealing with the platforms of various political candidates while at a formal target-culture gathering (Superior, listening/viewing; WL.CM1.S).

Language users are able to orally present and support an opinion about a stand taken by the United States that will negatively affect individuals of the target culture (Superior, speaking/signing; WL.CM3.S).

Language users are able to understand the ideas and most supporting details of a variety of target-culture literary texts recommended to them by a member of the target culture (Superior, reading; WL.CM1.S).

Language users are able to write a response to a target-culture editorial in which they discuss in detail and with precision a differing point of view (Superior, writing; WL.CM3.S).

Source: "Framework-Aligned Instruction" (Zaslow 2002b)

Receptive Proficiency Measures

Receptive proficiency assessments can be used with learners of ASL to measure their ability to understand signed language. Teachers wishing to use this model may consider that references to listening and reading proficiency refer equally to proficiency in viewing.

When assessing **receptive proficiency** (listening, viewing, reading), teachers may consider using a radio show, magazine format, or television show in an ASL context. Teachers make sure students are aware that they are not expected to understand all of the parts of a radio or television (ASL) show or all of the articles in a magazine. As in the oral interview, teachers sequence the tasks and texts to provide a warm-up, level checks (tasks that determine what students can do with the language—students' range of proficiency), probes (tasks that determine the limits of students' proficiency—students' linguistic

ceiling), and a wind-down. In order to determine a rating, students have to demonstrate multiple times their ability to perform within the Novice, Intermediate, or Advanced ranges.

Figure 10.13 identifies the range of abilities within Communication Standard 1 and can be used when creating an assessment to measure receptive proficiency. For more in-depth discussion of the Communication Standards, see chapter 6 of this framework.

FIGURE 10.13: Standards Assessed with Tests of Listening/Viewing and Reading Proficiency

CM1.N (Novice) Demonstrates understanding of the general meaning and some basic information on very familiar common daily topics by recognizing memorized words, phrases, and simple sentences in authentic texts that are spoken, written, or signed.

CM1.I (Intermediate) Demonstrates understanding of the main idea and some details on some informal topics related to self and the immediate environment in sentences and strings of sentences in authentic texts that are spoken, written, or signed.

CM1.A (Advanced) Demonstrates understanding of the main idea and supporting details in major time frames on most informal and formal topics of general public interest in authentic texts using paragraph-level discourse that is spoken, written, or signed.

Figure 10.14 features a rubric that may be used to assess performance in listening and viewing when participating in an assessment of interpretive communication focusing on text types. For more information about text types, see chapter 6 of this framework.

FIGURE 10.14: Rubric for Assessing Interpretive Listening, Reading, or Viewing (American Sign Language), Focus on Text Types

Phase	Novice Text Types	Intermediate Text Types	Advanced Text Types
[Range Description]	Learners functioning within the Novice range of proficiency can identify memorized words, phrases, and sentences (formulas) in unfamiliar texts within highly predictable common daily settings.	Learners functioning within the Intermediate range of proficiency can understand the overall meaning, key ideas, and some supporting details (sentence-level relationships) in texts related to self and the immediate environment within some informal and transactional settings.	Learners functioning within the Advanced range of proficiency can understand the main ideas and most supporting details (paragraph-level relationships) in texts on concrete and factual topics of public interest within most informal and some formal settings related to the external environment.
High Phase	most texts are understood	most texts are understood	most texts are understood
Mid Phase	many texts are understood	many texts are understood	many texts are understood
Low Phase	some texts are understood	some texts are understood	some texts are understood

Source: "The Classroom Receptive Competency Matrix" (Zaslow 2002a)

Snapshot 10.6 features a rubric used by students in a third-year and fourth-year Advanced Placement Japanese Language and Culture Program for a unit on volunteering. As students participate in the activities of the unit, they provide feedback to each other using a rubric that focuses on different aspects of interpersonal communication. For more information about proficiency ranges, see chapter 9 of this framework.

Snapshot 10.6: Advanced Placement Japanese Language and Culture Program—Volunteering

Target Language and Course

Ms. Nakamura teaches a combined class of third-year Japanese and Advanced Placement Japanese Language and Culture.

Age/Grade Level

The students are between ages sixteen and eighteen and in grades ten through twelve.

Targeted Proficiency Range/Phase

Ms. Nakamura targets the Intermediate Mid range of proficiency for her Advanced Placement Japanese students and the Intermediate Low range of proficiency for her third-year students.

Theme

Ms. Nakamura and her students selected volunteer and charity work as the theme for the instructional unit.

Targeted Standards

World Languages Standards Communication Standard 2: Interpersonal Communication (Intermediate, WL.CM2.I). Participate in real-word, spoken, written, or signed (ASL) conversations related to self and the immediate environment, creating sentences and strings of sentences to ask and answer a variety of questions in transactional and some informal settings.

Essential Questions

Ms. Nakamura and her students created the following essential questions to guide their studies:

- What volunteering opportunities are available in your community?
- What is the significance of volunteering?
- What outcomes can result from volunteering? Be specific.
- What difficulties or challenges are involved in volunteering? Be specific.
- What volunteer/charity organizations will you support in the future? Why?

Summative Assessment of the Unit

Ms. Nakamura has her students participate in group discussions. She assigns group members randomly, forming groups of 3 or 4 students. Using visuals and notes they prepared, students exchange information about the volunteer/charity work they would like to perform and give the reasons they support specific causes. Students are expected to ask and answer a variety of questions, provide details, and make comments to expand the discussion.

Prior to Discussion and Practice

Earlier in the unit, Ms. Nakamura's students

- practice reading flyers and websites, and listening to or viewing video clips of online news relating to volunteering in Japan;
- learn teacher-selected and self-chosen vocabulary relating to volunteering using Quizlet and a graphic organizer, vocabulary map; and
- select a volunteer/charity organization they would like to support locally or globally.

Preparing for Discussion

会話（かいわ）テーブルの準備（じゅんび）

- **Step 1:** Ms. Nakamura has her students research and find a volunteer/charity organization in the local region or in the world that they would like to support. She reminds them that they must be able to give specific reasons why they support the organization and its cause/activities.

- **Step 2:** The students prepare paper visuals representing the cause, purpose, or mission of the organization and examples of volunteer/charity activities they provide. They use hand-drawn pictures or printouts of clip art, graphics, or other visuals with or without Japanese words. Ms. Nakamura reminds her students that they may not use their phone during the discussion.

- **Step 3:** Using the visuals they prepared, Ms. Nakamura's students share information about the organization they chose and the reasons why they support its cause and work. She reminds them that the more variety of specific information they share, the more of what they produce is aligned to the elements of the rubric. She places students in groups of three or four and has them ask questions, share information, and learn about different types of volunteer and charity opportunities.

Discussion Performance Rubric for AP Japanese Students
AP 日本語

/40点 (40 points)	Exceeds Expectations 40–36	Meets Expectations– Strong 35–32	Meets Expectations– Minimal 31–28	Practices and shows improved skills during the study session 27 and below
#1 **内容** **Content** **Task Completion/ Content of the Discussion**	Completes tasks by providing details and elaborating on statements. Actively participates in discussion.	Completes tasks by providing some details and giving specific reasons to support one's statement. Actively participates in discussion.	Completes tasks by providing basic information and giving specific reasons to support one's statements. Sometimes initiates discussion but mainly is reactive.	Completes a part of tasks by providing limited amount of information or reasons to support one's statements. Occasionally initiates discussion but participation in discussion is limited.
#2 **いろいろな言葉と文** **Language** **Effective use of learned vocabulary and structures** **A variety of vocabulary and structures** **Complexity of sentences used**	Uses a variety of recently learned vocabulary and structures to effectively communicate messages. Uses strings of sentences, transition words such as "for example" and "however," connected sentences such as "(statement 1) but (statement 2)," and complex sentences such as "(reason) + (statement)."	Uses a variety of recently learned vocabulary and structures to effectively communicate messages. Uses strings of sentences, appropriate transition words such as "for example" and "however," and some connected sentences such as "(statement 1) but (statement 2)."	Uses some recently learned vocabulary and structures to communicate messages in a basic way. Uses simple sentences most of the time and some strings of sentences with or without transition words such as "for example" and "however."	Uses very few or no recently learned vocabulary and structures to communicate messages. Uses very few simple sentences and some memorized phrases.
#3 分かりやすさ **Comprehensibility** **How easily can others understand you?**	Easy to understand. Clear. Comprehensible.	Most of the time easy to understand except for a few unclear parts.	Overall comprehensible. Sometimes not easy to understand or not clear.	Frequently not easy to understand or not clear.
#4 会話力 **Communication Strategies**	Presents one's idea in a convincing manner. Converses with ease and confidence. Asks a variety of questions. Clarifies meaning by restating, paraphrasing, and giving examples. Uses Aizuchi effectively.	Asks a variety of questions. Clarifies meaning by restating the words/ sentences and giving examples. Uses Aizuchi effectively.	Responds to questions. Asks questions, but is primarily reactive. Uses some Aizuchi such as "soo desu ka" and "naruhodo" to maintain the flow of conversation.	Responds to basic questions with few exceptions. Asks a few simple questions but is primarily reactive.

The table below shows the lesson in which students practice using a discussion rubric focusing on one domain at a time prior to using all four domains together for peer feedback, self-assessment, reflection, and goal setting.

Student Use of Rubrics by Domains

Lesson Flow (over 2 days or more)	Lesson Focus	Procedures
Discussion Practice 1	Domain #1 of the rubric Task Completion and Content of the Discussion	1) Ms. Nakamura guides students to focus on domain #1 performance descriptors across four columns of the rubric to give feedback on each other's performance in the discussion. 2) The students sit in groups of four (A, B, C, D). Within a set time limit (2 minutes), students A and B participate in a discussion using the visuals and some notes. Students C and D quietly observe and listen to the discussion, paying attention to domain #1 of the rubric. 3) After the timer goes off, students C and D give feedback to students A and B on domain #1 performance goals. 4) Students C and D begin their discussion. Students A and B observe and listen to the discussion and give feedback to their classmates. 5) Ms. Nakamura guides student to form new groups using a carrousel grouping strategy. Students repeat steps 1–4 in their new groups.
Discussion Practice 2	Domain #2 of the rubric Language (Use of Vocabulary and Structures/ Sentences)	Ms. Nakamura's students repeat steps 1–4 focusing on domain #2 performance descriptors.

Lesson Flow (over 2 days or more)	Lesson Focus	Procedures
Discussion Practice 3	Domain #3 of the rubric Comprehensibility	Ms. Nakamura's students repeat steps 1–4 focusing on domain #3 performance descriptors.
Discussion Practice 4	Domain #4 of the rubric Communication Strategies	Ms. Nakamura's students repeat steps 1–4 focusing on domain #4 performance descriptors.

Productive Proficiency Measures

ONE-ON-ONE ASSESSMENTS OF ORAL PROFICIENCY

In order to effectively determine the **oral proficiency level** of learners in their classrooms using an interview protocol that focuses on linguistic text types with a duration between five and seven minutes (more if students are performing within the Advanced range of proficiency), teachers employ techniques to bring students to **communicative breakdown** (the inability to continue to successfully carry out tasks in the language) without causing **psychological breakdown** (discouragement that results in poor performance or unwillingness to continue participating in the interview). The recommended ratio of opportunities to demonstrate communicative proficiency to linguistic breakdown is 90:10. To keep students engaged and producing language, teachers ensure that the ten percent focused on communicative breakdown is distributed in segments of a few seconds each throughout the interview.

The structure of an interpersonal assessment of oral proficiency can be used with learners of American Sign Language (ASL). Teachers wishing to use this model may consider that references to oral proficiency refer equally to proficiency in signing.

As an assessment tool, this process maintains a low **affective filter**. This is accomplished during the first, second, and final phases of the interview. The interview begins with a **warm-up** (30 to 40 seconds), the purpose of which is to put students at ease, exchange greetings and other pleasantries, and request basic personal information. Questions for this phase of the interview are at the Novice level of proficiency; they are easy to answer and designed to reinforce students' feeling of competence. The second phase of the interview is designed to determine what learners can do with the language. This is their **communicative floor**. Based on student responses, the teacher checks to determine the range of student proficiency within the Novice, Intermediate, or Advanced ranges. The teacher samples a number of topics within the Novice range (memorized words, phrases, and simple sentences on very familiar common daily topics), within the Intermediate range (sentences and strings of sentences on transactional and informal topics related to self and the immediate environment), or within the Advanced range (paragraphs and strings of paragraphs on topics of public interest in major time frames) to determine what learners can do with the language and their linguistic floor (two minutes, more if students perform within the Advanced range proficiency).

See samples of oral proficiency interviews on the webpage of the American Council on the Teaching of Foreign Languages (ACTFL).

Once the floor has been established, the teacher probes to determine the learner's **communicative ceiling**, or what they are currently unable to do with the language. Multiple probes will likely be necessary to reliably establish a communicative ceiling. The teacher develops skill to move quickly between communicative breakdown, the learners' ceiling, and their floor in order to reduce the likelihood of psychological breakdown, which may result in the inability to secure a **ratable sample**, one that demonstrates what students can and cannot do across a wide range of tasks (two to three minutes).

The interview ends with a **wind-down,** where the interviewer speaks more, exchanges pleasantries, and focuses interviewees on plans immediately following the conclusion of the interview. This last phase is designed to move students back to their comfort zone and level of competence. Naturally, an interview within the Novice/Intermediate ranges of proficiency may be quite short since only words, phrases, or sentences are used when communicating (30 seconds). Interviews within the Intermediate/Advanced ranges take substantial time and planning since paragraphs and strings of paragraphs are used in the interview.

The **California World Language Project** provides training in oral/signed proficiency assessment in short interviews that focus on language text types, including the *Classroom Oral Competency Interview*, the *Classroom Writing Competency Assessment*, and "The Classroom Receptive Competency Matrix" (California Foreign Language Project 1993; California Foreign Language Project 1996; Zaslow 2002a).

Figure 10.15 shows the ranges of proficiency within Communication Standard 2 and are examples of what can be assessed in a one-on-one oral proficiency interview. For more information about proficiency ranges, see chapter 9 of this framework.

FIGURE 10.15: Standards Assessed with One-On-One Oral Proficiency Interviews

CM2.N (Novice) Participates in real-world, spoken, written, or **signed** conversations on very familiar topics, using memorized words, phrases, simple sentences, and questions in highly predictable common daily settings.

CM2.I (Intermediate) Participates in real-world, spoken, written, or signed conversations related to self and the immediate environment, creating sentences and strings of sentences to ask and answer a variety of questions in transactional and some informal settings.

CM2.A (Advanced) Participates in real-world, spoken, written, or signed conversations and discussions in major time frames on topics of general public interest using connected sentences and paragraph-level discourse in most informal and formal settings.

Figure 10.16 features a rubric that may be used to assess performance in speaking and signing when participating in an assessment of interpersonal communication focusing on text types. A more in-depth discussion of interpersonal communication can be found in chapter 6 of this framework.

FIGURE 10.16: Rubric for Assessing Interpersonal Oral or Signed Communication, Focus on Text Types

HIGH PHASE

Novice Text Types	Intermediate Text Types	Advanced Text Types
Language Sample Lists of words and formulaic expressions are recombined to address informal and transactional tasks related to self and the immediate environment. Some creativity is in evidence. **Acceptability** Quantity of formulaic language is increasing; quantity of created language is small. Quality of formulaic language is intelligible if rehearsed; created language is difficult to understand.	**Language Sample** Many sentence types are in evidence. Ideas begin to flow across sentences (planned language) permitting concrete/factual tasks related to the external environment to be addressed. **Acceptability** Quantity of created language is increasing; quantity of planned language is limited. Quality of created language increasing and is intelligible to a sympathetic native speaker; planned language is difficult to understand.	Note: Advanced High proficiency is beyond what this assessment measures.

MID PHASE

Novice Text Types	Intermediate Text Types	Advanced Text Types
Language Sample Lists of varied groups of words and formulaic expressions are strung together permitting tasks dealing with basic elements of immediate daily life to be addressed more completely. **Acceptability** Quantity of formulaic language is increasing. Quality of formulaic language is intelligible if rehearsed.	**Language Sample** Various sentence types are in evidence (created language) permitting informal and transactional tasks related to self and the immediate environment to be addressed more adequately. **Acceptability** Quantity of sentence types is more varied. Quality of created language increasing and is intelligible if rehearsed.	**Language Sample** A variety of concrete/factual tasks related to the external environment can be addressed with various types of planned language. **Acceptability** Quantity and variety of planned language is increasing. Quality of planned language increasing and is intelligible to a nonsympathetic native speaker.

LOW PHASE

Novice Text Types	Intermediate Text Types	Advanced Text Types
Language Sample Lists of words and formulaic expressions are used to address tasks dealing with basic elements of immediate daily life. **Acceptability** Quantity of formulaic language is increasing. Quality of formulaic language is intelligible if rehearsed.	**Language Sample** Formulaic expressions are broken apart and recombined (created language) permitting informal and transactional tasks related to self and the immediate environment to be addressed more completely. **Acceptability** Quantity of formulaic language decreases as the quantity of created language increases to more than half. Quality of formulaic language is intelligible if rehearsed; created language is intelligible to a sympathetic native speaker.	**Language Sample** Created expressions are joined together in a plan (planned language) permitting more concrete/factual tasks related to the external environment to be addressed. **Acceptability** Quantity of created language decreases as the quantity of created language increases to more than half. Quality of created and planned language is intelligible to a nonsympathetic native speaker.

Snapshot 10.7 features the specifications for an examination in interpersonal and presentational speaking that meets one of the requirements for students who wish to earn California's State Seal of Biliteracy. This examination was created by staff of the Occidental College site of the California World Language Project in collaboration with the Los Angeles Unified School District. The final version was modified by the district after input from teaching staff.

Snapshot 10.7: **Examination of Interpersonal and Presentational Speaking for California's Seal of Biliteracy**

Introduction

This Examination of Interpersonal and Presentational Speaking for California's Seal of Biliteracy was developed according to criteria provided by the California Department of Education. It brings together procedures used by teachers as summative assessments of interpersonal and presentational speaking in Advanced Placement (AP) and International Baccalaureate (IB) standard level (SL) courses. The examination provides an opportunity to earn California's Seal of Biliteracy for seniors who are enrolled in AP or IB SL world language courses but have not yet taken the end-of-the-year examination and for students in their fourth year of study of world languages where an AP or IB SL program is not available. The names of students who qualify for California's State Seal of Biliteracy by virtue of this examination must be forwarded to the district office by March 1 of each year.

Preparation for the Examination

Teachers identify students who, by virtue of passing this Examination of Interpersonal and Presentational Speaking for California's Seal of Biliteracy, will be eligible for the state's Seal of Biliteracy. These students will be seniors who have successfully demonstrated literacy in English, have a grade point average of 3.0 or higher in a world language other than English, and will successfully complete a fourth-year (language other than English [LOTE], Level 4+) course.

Prior to the examination, teachers describe the tasks that students will be required to carry out: (1) preparing a maximum of five bullet points to guide a two-minute recorded presentation on a photograph that reflects AP/IB topics aligned with those in the California World Languages Standards, (2) describing the photograph, (b) explaining how it reflects the topic, (c) discussing how it relates to the target culture (Presentational Speaking task), (3) contributing two minutes to a conversation, asking and answering questions about the content of their presentation (Interpersonal Speaking task).

Teachers review the table to be certain that the instructional program addresses the 15 areas that may be the subject of photographs used in the examination. Appropriate topics for Category I and II languages are within the Advanced range of proficiency, those for Category III and IV languages are within the Intermediate range.

Languages Taught in the District

Category I: French, Italian, Spanish

Category II: German

Category III: Russian

Category IV: Arabic, Japanese, Korean, Mandarin

Languages not assigned to a category by the Foreign Service Institute: ASL

See figure 10.12 for more information on language categories.

Topics Assessed in the Examination

Novice	Intermediate (to be assessed for Category III and IV languages)	Advanced (to be assessed for Category I and II languages and ASL)	Superior
a. Greetings and introductions	a. Social relationships	a. Social norms	a. Societal expectations
b. Family and friends	b. People in the community	b. Historical and cultural figures, stereotypes	b. Cultural and literary archetypes
c. Pets	c. Zoo and farm animals, fables	c. Animals and their habitats	c. Endangered species
d. Home and neighborhood	d. Care of the home, interacting with people in the community	d. Community issues, current events	d. World events, social and political issues
e. Celebrations, holidays, and rites of passage	e. Holiday customs and transition points in life	e. Origins of rites of passage, social and regional customs	e. Belief systems

Novice	Intermediate (to be assessed for Category III and IV languages)	Advanced (to be assessed for Category I and II languages and ASL)	Superior
f. Calendar, seasons, and weather	f. Climate	f. Environmental concerns	f. International environmental issues
g. Leisure, hobbies and activities, songs, toys and games, sports	g. Cultural and leisure-time activities, outdoor and recreational activities, music	g. Media, internet, television, radio, film	g. The visual and performing arts
h. Vacations and travel, maps, destinations, and geography	h. Transportation, lodging, itineraries, geographic features and landmarks	h. Cultural, historical, and geographic aspects of travel	h. The nature of an interdependent world
i. School, classroom, schedules, subjects, numbers, time, directions	i. Curricular and extracurricular interests and events	i. Curricular and extracurricular subjects	i. Issues in curricular and extracurricular subjects
j. Important dates in the target culture	j. Significant historical figures	j. Significant historical events	j. Authors and their times
k. Jobs	k. Professions and the working world	k. Careers and future plans	k. Transnational careers and economies
l. Food, meals, restaurants, recipes	l. Cuisine and recipes	l. Nutrition, fitness, and health	l. Issues of world hunger and health
m. Shopping, clothes, colors, and sizes	m. Clothing and fashion	m. Geographically and culturally appropriate clothing	m. Design, production, and marketing of clothing

Novice	Intermediate (to be assessed for Category III and IV languages)	Advanced (to be assessed for Category I and II languages and ASL)	Superior
n. Parts of the body, illness	n. Health, medical care	n. Cultural differences in health care	n. Policy issues in health care
o. Technology	o. Technological advances and innovation	o. Effects of technology on the modern world	o. The promise and challenge of technology

Prior to the opening of the testing window, the district will provide teachers with a series of photographs to be used to test students.

Teachers review the rubric for **Presentational** and **Interpersonal Communication** prior to administering the examination and view the sample video to see an example in English with English language learners. Educators may consult their local site of the **California World Language Project** for access to the sample video.

Administering the Examination

Teachers provide students with a photograph labeled at the top *in the target language* with an appropriate topic aligned with the World Languages Standards.

They give students **one minute** to view the photograph and organize their thoughts. Teachers have students write a maximum of five bullet points on an index card to use in their presentations.

Clothing and Fashion

Text accessible version of clothing and fashion example photo

Teachers allow the students **two minutes** to record (1) a description of the picture, (2) an explanation of how it reflects the topic aligned with California's World Languages Standards, and (3) a discussion of how it relates to the target culture.

After two minutes of presentation, teachers ask students who were assessed with the same picture to come to the front of the class and initiate a conversation with them. They make sure to have each of the students produce **two minutes of contributions** to the group conversation and both **ask and answer** questions.

Teachers may wish to use the following sequence and provide for

- a warm-up, to put students at ease;
- a communicative floor, to establish what students are able to communicate about with facility;
- a communicative ceiling, to establish the limits of students' communicative proficiency; and
- a wind-down, to return students to a comfortable communicative level.

Teachers may wish to use questions like those that follow:

Warm-up

• What do you see in the photo?

Floor check

• How is this photo different from what exists in the United States?

Ceiling checks (Teachers use simpler follow-up questions if the student is unable to accomplish the ceiling task. They continue to establish a communicative floor or ask for more details or explanation if the student is able to accomplish the ceiling task, continuing to establish a communicative ceiling.

• Can you talk about something similar in another culture or in your culture?

• What are positive aspects of the topic?

• What are negative aspects of the topic?

• If you lived in … how would you … ?

• If you were involved in this situation, what would you do?

• What recommendations do you have for … ?

• Does the government have a responsibility to … ?

Wind-down

• Can you add something to what your classmate(s) said?

- Do you agree or disagree with your classmate(s)?
- Do you have questions for your classmate(s)?

Teachers know that each photograph will elicit different language and will require different questions. Questions are designed to stimulate conversation and expand discussion of topics the students addressed in their presentations.

Assessing the Examination

Rubric for Presentational Communication

3	**Advanced**
	The student delivers **a presentation** in a culturally appropriate way on a topic of general public interest *using simple paragraphs in major time frames, as appropriate*, through spoken or signed language. The presentation can be understood without difficulty by speakers *unaccustomed* to dealing with nonnative speakers.
2	**Intermediate**
	The student makes **a simple presentation** in a culturally appropriate way on an informal topic related to self and the immediate environment *using sentences and strings of sentences* through spoken or signed language. The presentation can be understood by speakers *accustomed* to dealing with nonnative speakers.
1	**Novice**
	The student **presents information** in a culturally appropriate way on a very familiar common daily topic *using memorized words, phrases, and simple sentences* through spoken or signed (ASL) language. The presentation *may be difficult to understand even for speakers accustomed* to dealing with nonnative speakers.

Source: Adapted from *World Languages Standards for California Public Schools* (CDE 2019)

Students of Category I and II languages must earn a score of 3 to qualify for California's State Seal of Biliteracy. Students of Category III and IV languages must earn a score of 2 to qualify for California's State Seal of Biliteracy.

Rubric for Interpersonal Communication

3 **Advanced**

Participates in a real-world, spoken or signed (ASL) *conversation and discussion in major time frames, as appropriate,* on a topic of general public interest *using connected sentences and paragraphs*. Participant contributions can be understood without difficulty by speakers *unaccustomed* to dealing with nonnative speakers.

2 **Intermediate**

Participates in a real-world, spoken or signed (ASL) *conversation* related to self and the immediate environment, *creating sentences and strings of sentences to ask and answer a variety of questions*. Participant contributions can be understood by speakers *accustomed* to dealing with nonnative speakers.

1 **Novice**

Participates in a real-world, spoken or signed (ASL) *conversation* on a very familiar topic, *using memorized words, phrases, and simple sentences and questions*. Participant contributions *may be difficult to understand even for speakers accustomed* to dealing with nonnative speakers.

Source: Adapted from *World Languages Standards for California Public Schools* (CDE 2019)

Students of Category I and II languages must earn a score of 3 to qualify for California's State Seal of Biliteracy. Students of Category III and IV languages must earn a score of 2 to qualify for California's State Seal of Biliteracy.

Writing Proficiency Assessment

> Writing Proficiency Assessments can be used with learners of ASL to measure learner ability to carry out presentational tasks. Teachers wishing to use this model may consider that references to writing proficiency refer equally to proficiency in signing.

While in an assessment of oral proficiency, teachers establish a communicative floor and ceiling in one administration, in an assessment of **writing proficiency** students will need to perform a number of floor tasks (showing what the learner can do proficiently) and attempt ceiling tasks (demonstrating what the learner cannot yet do with the language) in multiple administrations in order to establish a valid and reliable rating. Prompts may target the Novice/Intermediate ranges, the Intermediate/Advanced ranges, or all three ranges—Novice, Intermediate, and Advanced. However proficiency tests are constructed, students need to know that tests are designed to show what learners can and cannot do with the language, and that lack of optimal performance on a ceiling task does not indicate lack of achievement.

Snapshot 10.8 describes a three-part examination that illustrates how these approaches can be used to assess students' writing proficiency focusing on text types. For more information about text types related to proficiency ranges, see chapters 6 and 9 of this framework.

Snapshot 10.8: Writing Proficiency Assessment in Action

Student Prompt:

You are running for president of a student association for Vietnamese speakers (real-world, culturally appropriate setting). Write a campaign speech in which you tell about your qualifications (floor task, Novice, WL.CM3.N, WL.CM6.N, WL.CL1.N, WL.CL4.N, WL.CN2.N). Indicate the changes you plan to make to ensure that your association represents the needs of the student members and their families (ceiling task, Intermediate, WL.CM3.I, WL.CM4.I, WL.CM6.I, WL.CL1.I, WL.CL4.I, WL.CN2.I). Describe how you intend to make these changes and why they are necessary (ceiling task, Advanced, WL.CM3.A, WL.CM6.A, WL.CL1.A, WL.CL4.A, WL.CN2.A).

Notice how the assessment specifies

- a real-world, age-appropriate, culturally authentic situation;

- a floor task where students list their qualifications, using memorized words and phrases;

- a ceiling task where students tell about the changes they plan to make to address cultural and cross-cultural issues, using sentences and strings of sentences; and

- an additional ceiling task where students explain how they intend to make the changes and why they are necessary, using paragraph-level discourse.

When administering assessments of students' writing proficiency, teachers make sure students are aware that they may only be able to complete the first, second, or third subtask. Figure 10.17 features the Presentational Communication Standards that may be used to determine what students have achieved in the Presentational Mode of Communication. For more in-depth discussion of the Presentational Communication Standard, see chapter 6 of this framework.

FIGURE 10.17: Standards Assessed with Tests of Presentational Proficiency

CM3.N (Novice) Presents information in culturally appropriate ways on very familiar common daily topics using memorized words, phrases, and simple sentences through spoken, written, or signed language using the most suitable media and technologies to present and publish.

CM3.I (Intermediate) Makes simple presentations in culturally appropriate ways on transactional and informal topics related to self and the immediate environment using sentences and strings of sentences through spoken, written, or signed language using the most suitable media and technologies to present and publish.

CM3.A (Advanced) Delivers presentations in culturally appropriate ways on topics of general public interest using paragraph-level discourse in major time frames through spoken, written, or signed language using the most suitable media and technologies to present and publish.

Figure 10.18 features a rubric that may be used to assess performance in writing and in presentational signing when participating in an assessment of presentational communication focusing on text types. For more information about presentational communication, see chapter 6 of this framework.

FIGURE 10.18: Rubric for Assessing Presentational Written or Signed Communication, Focus on Text Types

Phase	Novice Text Types	Intermediate Text Types	Advanced Text Types
High Phase	**Language sample** Lists of words and formulaic expressions are recombined to address informal or transactional tasks related to self and the immediate environment. Some creativity is in evidence. **Acceptability** Quantity of formulaic language is increasing, of created language is small. Quality of formulaic language is intelligible if rehearsed, of created language is difficult to understand.	**Language sample** Many sentence types are in evidence. Ideas begin to flow across sentences (planned language) permitting concrete and factual tasks related to the external environment to be addressed. **Acceptability** Quantity of created language is increasing, of planned language is limited. Quality of created language is increasing and is intelligible to a sympathetic native speaker, planned language is difficult to understand.	Note: Advanced High proficiency is beyond what this assessment measures.

Phase	Novice Text Types	Intermediate Text Types	Advanced Text Types
Mid Phase	**Language sample** Lists of varied groups of words and formulaic expressions are strung together permitting tasks dealing with basic elements of immediate daily life to be addressed more completely. **Acceptability** Quantity of formulaic language is increasing, is intelligible if rehearsed. Quality of formulaic language is increasing, is intelligible if rehearsed.	**Language sample** Various sentence types are in evidence (created language) permitting informal and transactional tasks related to self and the immediate environment to be addressed more adequately. **Acceptability** Quantity of sentence types is more varied. Quality of created language is increasing and intelligible to a sympathetic native speaker.	**Language sample** A variety of concrete and factual tasks related to the external environment can be addressed with various types of planned language. **Acceptability** Quantity of planned language is increasing. Quality of planned language is increasing, is intelligible to a nonsympathetic native speaker.
Low Phase	**Language sample** Lists of related words and formulaic expressions are used to address tasks dealing with basic elements of immediate daily life. **Acceptability** Quantity of formulaic language is limited. Quality of formulaic language is limited, is intelligible if rehearsed.	**Language sample** Formulaic expressions are broken apart and recombined (created language) permitting informal and transactional tasks related to self and the immediate environment to be addressed. **Acceptability** Quantity of formulaic language is decreasing, of created language is more than half. Quality of formulaic language is intelligible if rehearsed, of created language is intelligible to a sympathetic native speaker.	**Language sample** Created expressions are joined together in a plan (planned language) permitting concrete and factual tasks related to the external environment to be addressed. **Acceptability** Quantity of created language decreasing, of planned language more than half. Quality of created and planned language is intelligible to a nonsympathetic native speaker.

Conclusion

Effective assessment of each and every student and the results of instructional practice require a great deal of investment on the part of educators, and it is well worth the effort. Effective assessment leads to multiple means of expression and optimal instructional practices and motivates students to exert effort in areas that lead to high levels of achievement. With unprecedented encouragement from the State of California and support from local, state, and national networks, world languages educators have the potential to transform their practice and prepare students to successfully interact in a wide variety of multilingual and multicultural settings within the United States and around the globe.

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Text Accessible Descriptions of Graphics for Chapter 10

Figure 10.4: Performance vs. Proficiency

Figure 10.4: Performance vs. Proficiency, features two images side by side on the same line. The first is a schoolhouse which is used to depict performance, the ability to demonstrate knowledge and skills in an educational setting. The second image is the Eiffel Tower, which is used to depict proficiency—the ability to use knowledge and skill beyond the school setting. Return to figure 10.4.

Figure 10.8: Strategic Assessment System

Figure 10.8 depicts a strategic assessment system that includes formative practices, interim assessment, and summative assessment as three circles on a line with bidirectional arrows indicating the connection between them. Under this line are three sections. The first focuses on Formative Practices and contains four ovals with the text: purpose, frequency, feedback, and performance. The section that follows below contains four circles on a line that present the same content for Interim Assessments. The final section is a table that features the same categories focusing on State-Level Use above and Teacher-Use below. The purpose of formative assessment is to quickly inform instruction. Feedback is immediate, frequency is ongoing, and performance is student centered. The purpose of interim assessments is to benchmark and monitor progress. Feedback represents multiple data points across time. Frequency includes the periodic use of diagnostic progress assessments. Performance is classroom and school centered. Summative assessments may be for teacher or state-level use. The purpose of state level assessments is to evaluate cumulative learning. Their frequency includes annual, large-scale, standardized assessments. Feedback is an annual snapshot that focuses on school, district, and state-centered performance. The purpose of teacher summative assessments is given at the end of an instructional unit to evaluate cumulative learning. Feedback informs instruction. Performance is student centered. Return to figure 10.8.

Clothing and Fashion

This image is an example of a photo students are given on the topic of clothing and fashion as part of the LAUSD Seal of Biliteracy assessment. The photo depicts full figure models on a runway. Return to clothing and fashion example.

Table of Contents

Chapter Overview

A Vision to Transform California's World Languages Programs

Implementing growth and change is a journey with multiple rewards and challenges. The process can be invigorating, particularly when it leads to improved teaching and learning and a deepened commitment to common goals that result in powerful transformations in classrooms and in the lives of California students. For world languages educators, this means the development of a multilingual, multicultural, and multiliterate student body that is able to interact at home and abroad in culturally appropriate ways and work collaboratively to enhance the world in which we live.

California's World Languages Standards (WL Standards) place front and center a vision in which learners put to use not only their content knowledge, but also their communicative, cultural, **intercultural**, **and global skills** in real-world, academic, and career-related endeavors. The document features the **Interpretive**, **Interpersonal**, and **Presentational Modes of Communication** and those that support communication, the standards focusing on **structure** and **text types**, **culture**, and **connections** to other disciplines. Implementation of the content of the standards and the guidance of this framework can strengthen student performance, likely increasing student eligibility for California's **Seal of Biliteracy**.

Instructional leaders increasingly refer to the goals of the *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners* to design world languages programs that welcome and serve all students. The foundational premise of the roadmap is that all English learners develop multiliteracy by learning English and enhancing proficiency in their native languages. As manifested in the Global California 2030 initiative, California places emphasis on developing high levels of proficiency in multiple languages and cultures for all students. For more information about the *California English Learner Roadmap* and its role in providing access to all learners, see chapter 2, Access and Equity for California's World Languages Students.

The four core principles of the *California English Learner Roadmap* are appropriate for all of California's students, including those enrolled in a world languages pathway.

Principle #1: Assets-Oriented and Needs-Responsive Schools

Preschools and schools are responsive to different EL strengths, needs, and identities and support the social–emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle #2: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle #3: System Conditions That Support Effectiveness

Each level of the school system (state, county, district, school, preschool) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle #4: Alignment and Articulation within and across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, languages, literacy, and knowledge students need for college and career readiness and participation in a global, diverse, multilingual, twenty-first century world.

From the CDE English Learner Roadmap Self-Reflection Rubric available at https://www.cde.ca.gov/ci/fl/cf/ch11.asp#link1.

STANDARDS FOR THE TEACHING PROFESSION

The California Standards for the Teaching Profession (CSTP), the WL Standards, this framework, and the Quality Professional Learning Standards (QPLS) may be used along with the principles of the *California English Learner Roadmap* to guide professional learning for world language educators. The California Standards for the Teaching Profession are used by teachers throughout their careers and by administrators as they

evaluate the effectiveness of instruction, to enhance learning in California classrooms. They include:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Students for Learning
- Developing as a Professional Educator

Optimal professional learning for world languages educators is aligned with California's Quality Professional Learning Standards that identify characteristics of professional learning that are most likely to support educators in building individual and collective capacity to meet professional, school, and student performance expectations.

Seven interdependent standards support quality professional learning that is

- rooted in student and educator needs demonstrated through data;
- focused on content and pedagogy;
- designed to ensure equitable outcomes;
- structured to be ongoing, intensive, and embedded in practice;
- collaborative with an emphasis on shared accountability;
- supported by adequate resources; and
- coherent and aligned with other standards, policies, and programs.

By utilizing the QPLS, educators, policymakers, education officials, and other interested parties share a common understanding of the features of high-quality professional learning and how best to support it. The following self-assessment tool may be used to assess the features of a school or district's professional learning program. Users provide responses of (A)lways, (F)requently, (S)ometimes, or (N)ever to each of the questions in the self-assessment tool. Users may wish to include evidence to support their response to each question. Users who uncover responses of (S)ometimes or (N)ever examine school and district practices to determine next steps in order to enhance the school or district's professional learning program.

Self-Assessment Tool	Next Steps
1. Is the professional learning rooted in student and educator needs demonstrated through data?	[blank]
2. Is the professional learning focused on content and pedagogy?	[blank]
3. Is the professional learning designed to ensure equitable outcomes for students? for participants?	[blank]
4. Is the professional learning designed and structured to be ongoing, intensive, and embedded in practice?	[blank]
5. Is the professional learning collaborative with an emphasis on shared accountability?	[blank]
6. Is the professional learning supported by adequate resources?	[blank]
7. Is the professional learning coherent and aligned with other standards, policies, and programs?	[blank]

With thoughtful and purposeful planning of world languages programs in transitional kindergarten through grade twelve, multilingual, multicultural, and multiliterate students have the potential to graduate from California schools highly proficient in English, in a heritage or native language if they have one, and in an additional world language. With continued study at the university level, students may attain advanced or superior ranges of proficiency in three or more languages, as described in figure 11.2. Further information related to proficiency ranges can be found in chapter 9, The Proficiency Ranges in the World Languages Standards.

Figure 11.1 features California's WL Standards and WL Framework, which incorporate the five goals, also known as the 5 C's, of the American Council on the Teaching of Foreign Languages (ACTFL) standards into three curricular strands—Communication, Cultures, and Connections. Educators familiar with ACTFL's standards will recognize what this redistribution accomplishes: As a result of integrating the Communities goal into California's Communication strand, California's WL Standards and WL Framework emphasize the communicative importance of the settings where learners need to interact in target-language communities at home and around the world. Now that the Language Comparisons goal is part of the Communication strand, the Communication Standards emphasize how students use receptive and productive structures and language comparisons in service of communication. While the approach to teaching and learning world languages remains aligned with ACTFL's standards, the Communities and Language Comparisons goals have been distributed strategically in California's WL Standards and WL Framework in order to emphasize real-world communication in the world languages classroom.

FIGURE 11.1: Overview of the World Languages Standards

Products, Practices, Perspectives, Settings

CATEGORY I — Functions
CONNECTIONS
CATEGORY II — Connect
Interpretive
Presentational
Communication
Perspectives
Viewpoints
Interpersonal
Structures
CATEGORY III
CULTURES
Text-Types
CATEGORY IV

CA
SUPERIOR
ADVANCED
INTERMEDIATE
NOVICE
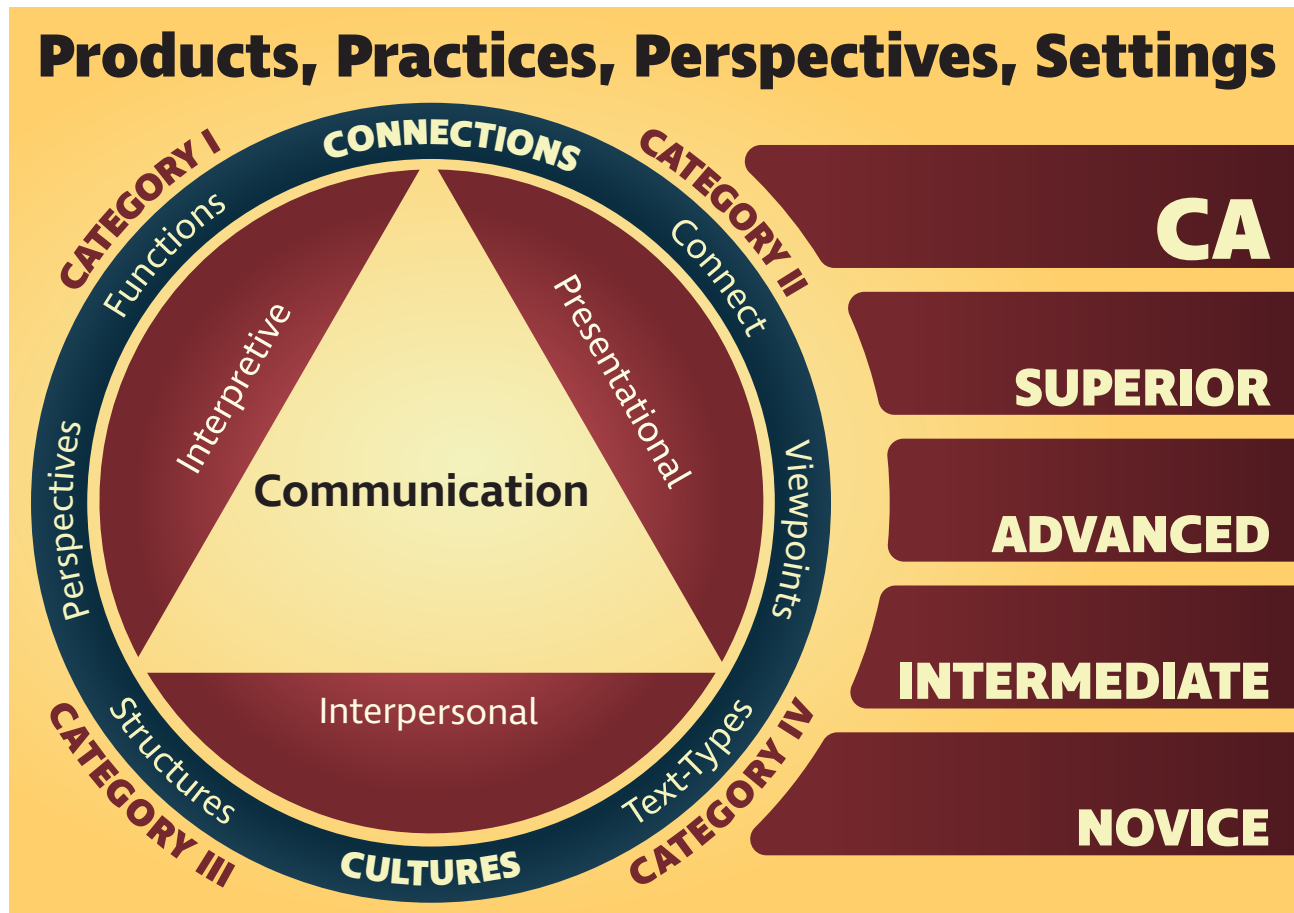
The Communication Standards figure prominently in the center of the image, and are manifested in three modes of communication: Interpretive, Interpersonal, and Presentational. The Interpretive mode includes listening, viewing, and reading that take place using knowledge of cultural products, practices, and perspectives. The Interpersonal mode includes culturally appropriate listening and speaking, reading and writing, and viewing and signing (American Sign Language [ASL]) that take place as a shared activity among language users. The Presentational mode includes speaking, signing, and writing that take place for an audience of listeners, readers, and viewers in culturally appropriate ways. Communicative functions include Interpretive, Interpersonal, and Presentational tasks that language users carry out as they communicate. Communicative structures are elements of the language system (phonology/parameters in ASL, morphology, syntax) that are necessary to understand and produce language. Communicative text types include a wide variety of formulas, sentences, paragraphs, and multiparagraph communications.

The Cultures Standards underscore the need for language users to interact appropriately to communicate successfully. Culturally appropriate language use requires an understanding of the relationships between the products and practices of cultures and their underlying perspectives. While acquiring knowledge of products, practices, and perspectives of the

target cultures, learners engage in comparisons of similarities and differences among their cultures and the target cultures and explore intercultural influences when they come into contact with multilingual and multicultural communities. The Cultures Standards provide context to the Communication Standards, since real-world communication takes place in communicative settings that are culturally authentic.

The Connections Standards highlight that language users address a variety of topics or content areas that are appropriate to their age and range of proficiency. As language learners interact with content, they increase their knowledge of numerous areas of the curriculum and make connections across K–12 areas of study. As students develop their ability to communicate in the target language and cultures, they are able to more fully address topics that increase in complexity and learn how target-culture bearers understand and address discipline-specific and cross-disciplinary concepts from a wide variety of perspectives and viewpoints.

Categories of languages and ranges of proficiency focus attention on the time it takes for English speakers to develop proficiency in a language and its cultures and on the nature of performance that students carry out with the language and cultures they are learning. Category II languages require twice as much time to develop similar levels of proficiency as Category I languages. Category III languages require three times as much time. Category IV languages require four times as much time. Learners performing within the Novice range of proficiency are able to use learned words and phrases. Intermediate learners use sentences and strings of sentences. Advanced learners use paragraphs and strings of paragraphs. Learners performing within the Superior range of proficiency use coherent and cohesive multiparagraph oral or written texts.

Figure 11.2 collects all the goals for rich and rigorous programs in California's WL Standards. To realize this vision, professional development efforts should support student proficiencies reflected in each of the goals from which the standards at the Novice, Intermediate, Advanced, and Superior levels of proficiency are derived.

FIGURE 11.2: Goals for California's World Languages Programs

Interpretive Communication

Students demonstrate understanding of and interpret and analyze what is heard, read, or viewed on a variety of topics from authentic texts, using technology, when appropriate, to access information.

Interpersonal Communication

Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed (ASL), or written conversations, using technology (including assistive and adaptive technologies) as appropriate in order to collaborate to share information, reactions, feelings, and opinions.

Presentational Communication

Students present information, concepts, and ideas to inform, narrate, explain, and persuade, on a variety of topics and for multiple purposes, in culturally appropriate ways, adapting to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish.

Settings for Communication

Students use language in highly predictable common daily settings (Novice), transactional and some informal settings (Intermediate), most informal and formal settings (Advanced), informal, formal, and professional settings and unfamiliar and problem situations (Superior), in their communities and in the globalized world.

Students recognize (Novice), participate in (Intermediate), initiate (Advanced), or sustain (Superior) language-use opportunities outside the classroom and set goals, reflecting on progress and using language for enjoyment, enrichment, and advancement.

Receptive and Productive Structures in Service of Communication

Students use structures: sounds, parameters (ASL), writing systems (Novice), basic word and sentence formation (Intermediate), structures for major time frames, text structures for paragraph-level discourse (Advanced), all structures (Superior), and text structures for extended discourse, in order to communicate.

Students use language text types: learned words, signs and fingerspelling (ASL), and phrases (Novice), sentences and strings of sentences (Intermediate), paragraphs and strings of paragraphs (Advanced), or coherent, cohesive multi-paragraph texts (Superior) in order to communicate.

Language Comparisons in Service of Communication

Students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and those they know in order to interact with communicative competence.

Culturally Appropriate Interaction

Students interact with cultural competence and understanding.

Cultural Products, Practices, and Perspectives

Students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them in order to interact with cultural competence.

Cultural Comparisons

Students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and those they know in order to interact with cultural competence.

Intercultural Influences

Students demonstrate understanding and use the target language to investigate how cultures influence each other over time in order to interact with intercultural competence.

Connections to Other Disciplines

Students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems in order to function in real-world situations and academic and career-related settings.

Diverse Perspectives and Distinctive Viewpoints

Students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures in order to function in real-world situations and academic and career-related settings.

In order for professional development efforts to enhance student communicative proficiency, educators are advised to maintain a focus on the three modes of communication:

- The **Interpretive Mode**, where educators make the language, culture, and content available to teach from authentic materials comprehensible to learners

- The **Interpersonal Mode**, where educators support students as they deepen their understanding of the language, culture, and content contained in authentic materials as they interact with each other in culturally appropriate ways, negotiating meaning

- The **Presentational Mode**, where educators support their students in using the language, culture, and content contained in authentic materials to communicate in culturally appropriate ways to an audience of viewers, listeners, or readers

Professional development specialists can address **structures** including **text types**, **culture**, and **connections** to other disciplines as they address the communicative modes, recognizing the following:

- The ability to understand and produce **structures** and **text types** (learned formulas, sentences, paragraphs) is necessary to carry out tasks within the Interpretive, Interpersonal, and Presentational modes of communication.

- The ability to understand the **products**, **practices**, and **perspectives** of a target culture and to function in culturally appropriate ways is necessary to participate successfully in Interpretive, Interpersonal, and Presentational communication.

- The ability to understand academic and nonacademic content, particularly the distinctive viewpoints of a target-culture community, is necessary to understand and communicate messages within the Interpretive, Interpersonal, and Presentational modes.

In figure 11.3, teachers at a Los Angeles K–12 charter school work together to reflect on their progress from the previous year and set goals for the following year in light of the World Languages Standards and schoolwide priorities. At start-up elementary and middle school programs, elementary students have yet to matriculate into the middle school, and middle school students have not yet begun to arrive at the high school. The K–5 program is an **International Baccalaureate (IB)** Primary Years Program that provides weekly instruction in Mandarin and Spanish.

When students reach the sixth grade, they continue studying either Mandarin or Spanish. Upon entering the ninth grade, students may continue their study of Mandarin or Spanish or begin the study of an additional language. When they ultimately arrive at the high school the appropriate staff then designs programs to meet the needs of students who will have studied either Mandarin or Spanish for five to eight years. Currently the courses offered at the high school include IB Middle Years and Diploma programs in Arabic, French, Korean, Mandarin, and Spanish. Additionally, they offer courses for speakers of Arabic, Korean, and Spanish. Of the 4,600 students enrolled at the high school, 250 are expected to enter the school from the K–6 charter school. An additional 900 students are expected to enter from traditional middle schools and without previous enrollment in language study.

FIGURE 11.3: Professional Collaboration in a K–12 Charter School

Accomplishments

- The members of the elementary, middle, and high school world languages department celebrated changes in the **guaranteed curriculum** (what all students need to know and be able to do) aligned to the World Languages Standards and linked to increased student performance within specific language programs (ASL, Arabic, French, Korean, Mandarin, and Spanish) and across languages.

- All members of the department administered common benchmarks, reviewed the results in language-specific and course-specific teams, shared the successes and challenges with other members of the department, and uploaded the results into the school's data system.

- Instructors teaching primary, middle years, and high school IB courses delivered the first year of elementary and middle years IB instruction. These teachers are making substantial progress understanding IB programs and the needs of IB students, particularly regarding articulation across grades spans in primary, middle, and high school/diploma programs.

- Department members have had more opportunities to share best practices. In addition, collaboration among department members outside of the time reserved for professional learning increased.

- Teachers in all programs spent time looking at data in light of IB outcomes and discussed strengths and needs in language-specific offerings.

- The department continues professional learning that focuses on

    □ the 2019 World Languages Standards, particularly the emphasis on structure in service of communication and the development of cultural, intercultural, and global competence;

    □ shifts in instructional approaches, including a schoolwide Multi-Tiered System of Support and Universal Design for Learning and how the latter aligns with the "Then and Now" section of "Ways Students May Access the World Languages Standards" (WL Standards, appendix 2; CDE 2019), in order to achieve the outcomes specified in the standards; and

    □ ways the World Languages Standards support biliteracy, multilingual education, and the *California Common Core State Standards*.

Ongoing Areas of Emphasis

- Instructors of IB classes are still unsure about how to optimally deliver the program. Teachers of non-IB courses are unclear on how their courses can effectively support IB outcomes. Department members are interested in the overlap among the outcomes assessed in IB, **Advanced Placement (AP)**, and the National Examinations in World Languages (NEWL).

- All department members need continuing support in aligning their courses with outcomes in the World Languages Standards and aligning their practices with those described in the "Then and Now" section of appendix 2 of the standards, "Ways Students May Access the World Languages Standards."

Proposed Actions to Enhance Performance

- Department members plan to examine individual student, language-specific, course-specific, and departmental data when they collaborate in order to identify successes, program challenges, and needs. They have decided to develop rubrics for the three modes of communication that can be used to measure growth between administrations of benchmark assessments.

- Department members plan to continue to collaborate on the alignment of goals and objectives with IB, AP, and NEWL outcomes and with the outcomes specified in the 2019 World Languages Standards.

- During weekly collaboration, members plan to share best practices for utilizing authentic audio, video, and written texts to deliver academic content from the core curriculum, impart cultural knowledge, and develop communicative, cultural, intercultural, and global competency.

- Members plan to continue to pursue strategies for differentiating instruction within their programs and for challenging students to think critically.

During the 2019–20 school year the department has made great progress in outlining the topics that will guide their professional collaboration. First, members situated their work within schoolwide efforts to strengthen Multi-Tiered Systems of Supports and Universal and Design for Learning. Additionally, members examined data within and across courses and grade spans in light of IB and AP outcomes in order to assess the quality of the program against standardized norms for performance. Finally, members identified a subset of standards and standards-aligned teaching practices captured in the "Then and Now" section of appendix 2 of the WL Standards, "Ways Students May Access the World Languages Standards." Specifically, they have decided to work on ways to ensure that focus on structure contributes to the quality of culturally appropriate communication and that connections focus on global competencies.

Changes Needed to Achieve the Vision Described in the World Languages Standards

Much of the guidance in this framework focuses on what educators may need to prepare for at their sites when

- increasing numbers of students begin the study of world languages in the elementary grades;

- students choose to continue their study of a heritage or native language other than English, if they have one; and

- students pursue the study of an additional third language in the upper grades.

In order to enact the vision described in the WL Standards of high levels of student literacy and communicative, cultural, intercultural, and global proficiencies in a wide variety of world languages, school administrators may choose to employ teachers who are bilingual and able to teach both heritage and nonheritage languages in demand in school communities beginning as early as transitional kindergarten and continuing uninterrupted through grade twelve.

As world languages pathways are expanded at elementary schools, school administrators may involve teachers in determining the amount of time to dedicate to areas of the core curriculum and elements of the curriculum that can be taught using authentic materials in the target language. Teachers may need more resources and support to facilitate comprehensible communication exclusively (or almost exclusively) in the target language to teach language through academic content, including linguistically and culturally authentic content. Publishers develop instructional materials using authentic resources that reflect the perspectives of the target culture and support the development of cultural, intercultural, and global competency. The professional learning that takes place at county

offices, districts, and school sites can result in teachers learning to teach target culture perspectives through the content they teach in order to develop cultural, intercultural, and global competency in students.

Depending on the world languages pathways they offer and the students they serve, administrators at middle and high schools can develop programs in a variety of world languages. For instance, they can include course sequences that start at higher proficiency ranges and plan for certain subject areas to be taught in the target language. To accomplish this, leadership at school districts can partner with county offices of education and local universities to design and support pipelines for teacher preparation for Single Subject Teaching Credentials as well as Bilingual Authorizations, in a variety of languages.

Teachers and administrators in schools and districts may choose to create, adapt, design, administer, and interpret new kinds of formative, interim, and summative assessments for entry to and exit from a variety of instructional models and sequences. They may use these assessments to monitor progress and design learning supports and interventions to address student needs. Additionally, they may use these assessments to place students in courses to further develop their communicative and cultural competencies. When bilingual educators are not available, the leadership of schools and districts may choose to employ **co-teaching** approaches. Using co-teaching ensures the development of students' literacy and communicative and cultural proficiency throughout the K–12 sequence. Finally, leaders of schools and districts may choose to lead all staff in their examination of beliefs around the value of multilingual and multicultural education and about heritage language speakers and their families. This examination ensures that educators approach all students with a positive disposition that values the cultural resources and linguistic assets students bring to the classroom.

Educators at schools and districts are encouraged to explore resources available through state initiatives, networks, and programs, to incorporate their content into their professional development plans, including the Bilingual Teacher Professional Development Program (BTPDP), California Education for a Global Economy Initiative (CA Ed.G.E.), *California English Learner Roadmap*, California Global Education Network, and global competence indicators and benchmarks developed by the California Global Education Project (CGEP).

Section Summary

- Hire K–12 teachers of high demand heritage and nonheritage languages.

- Determine the areas of the core curriculum to teach in a language other than English at secondary grade levels.

- Develop courses for students at higher levels of proficiency in middle and high schools, particularly for those completing a dual language immersion pathway in the elementary grades.

- Provide ongoing professional development in order to ensure the capacity of teaching staff to deliver the wide variety of programs required by Global California 2030.

- Develop tests for entry to, transition between, and exit from a variety of programs.

- Ensure articulation across grade levels in immersion and nonimmersion programs as programs expand across grade levels.

- Consider the use of co-teaching when bilingual educators are not available.

- Provide professional learning opportunities for staff to examine beliefs about multilingualism and multicultural education and for teachers in dual language immersion programs to identify content area curriculum designed in a manner that provides access to cultural perspectives.

- Provide time for teachers to collaborate with colleagues in other disciplines to plan cross-curricular units and lessons.

Effective School Learning Communities

This chapter puts forth a vision of a school as a community in which all adults are engaged in the ongoing cycle of learning, reflecting on, and improving their own practice (Little 2006; Ermeling and Gallimore 2013; Garmston and Zimmerman 2013; Learning Forward 2020). This vision recognizes the importance of accessing external resources and available long-term professional development supports, including opportunities for study abroad and for local implementation of school improvement plans.

Effective school-based learning communities mirror the type of learning that the WL Standards envision for California classrooms by motivating and engaging teachers' efforts, integrating their learning, respecting their knowledge and capabilities, and building their capacity to adapt research-based teaching practices. As students grapple with complex topics, persist through difficulties, and set their own goals for learning, so do their teachers and their teacher leaders. The safe and nurturing, yet rigorous conditions needed to support the development of children and adolescents are also needed to support teachers and teacher leaders. The same kinds of active engagement with critical thinking and problem solving found in successful K–12 classrooms is effective in professional learning. Effective professional learning sessions include collaborative discussions about intellectually stimulating and relevant topics. They use rigorous and appropriate materials and establish respect for diversity of cultures, languages, and perspectives.

Teacher stress, burnout, and both physical and emotional exhaustion have been widely studied (Atmaca et al. 2020; Elder et al. 2014; Stoeber and Rennert 2008; Mearns and Cain 2003; Van Der Doef and Maes 2002; Burke, Greenglass, and Schwarzer 1996). These adverse physical and psychological states coupled with teacher shortages, attrition, and low enrollment in teacher preparation programs serve as a call to action for the education of California students. There is an urgent need to focus energy on the health and well-

being of teachers so that they can effectively meet the needs of students. The Integrative Leadership for Educators model of professional learning (CWAE 2019) provides teachers with foundational content knowledge, experience, and tools to better prepare students to become self-actualized global citizens equipped to meet the challenges of a rapidly changing world and contribute to the progress of their community and society.

> There is an urgent need for educator wellness so that educators can be effective with students.

The Integrative Leadership for Educators model begins by cultivating the optimal mind/brain state, which is the foundation for mental clarity, centeredness, and alertness. When the mind and brain are calm, teachers have enhanced intrapersonal skills, and strengthened content and pedagogical knowledge, creativity, critical thinking, and resilience. Teachers become more introspective, more self-aware, and better able to plan for effective instruction. Teachers have stronger interpersonal skills such as empathy, compassion, and the ability to collaborate and resolve conflict. Teachers can move from an inner state of calm, self-understanding, and ability to relate with others, to an outer state of skill use that leads to effectiveness. Teachers can then make effective decisions regarding curriculum and instruction, assessment of learning, and methods of teaching. When the teachers take care of themselves, they are able to meet the needs of the whole child and help students develop into globally resilient citizens. For more information on the Integrative Leadership for Educators model, access the Center for Wellness and Achievement in Education at https://www.cde.ca.gov/ci/fl/cf/ch11.asp#link2.

Figure 11.4 highlights the links between attention to self, where educators cultivate an optimal mind/brain state and self-awareness, which is where intrapersonal skills develop. Knowledge of self serves as the foundation for the development of interpersonal skills, which equip educators to lead in their own lives and in the lives of others. Current and accessible research, including "Contemplative Experience in Context" (Lifshitz 2016) and "Toward a Science of Internal Experience" (Polito and Connors 2016), supports this model of leadership for educators.

FIGURE 11.4: Integrative Leadership

Source: Integrative Leadership (CWAE 2019)

Another key factor in developing effective school learning communities is implementation. Research identifies implementation as the "missing link" in the successful translation of evidence-based theories and models to practice derived from external learning, often through high-quality professional development experiences (Fixsen and Blase 2009; Fogarty and Pete 2017). It is not enough to select advanced standards, high-quality instructional materials, and effective instructional practices; to become increasingly successful, school communities can establish and integrate multiple program components and sustain effective instructional practices, social–emotional learning, and culturally relevant instruction in order to ensure high-quality teaching and learning experiences for all students (Camangian 2015). (For additional information, access the CDE Social and Emotional Learning web page at https://www.cde.ca.gov/ci/fl/cf/ch11. asp#link3.) School administrators play a crucial role in attending to the stages and components of implementation while also fostering a collaborative culture that equally honors and engages students, educational professionals, parents, guardians, families, and community members. Through the guidance provided in this framework, the State of

California joins counties, districts, and schools sharing the local responsibility for world language educator professional development, including opportunities for world language educators to visit and observe in classrooms that model optimal instructional practices.

> Through the guidance provided in this framework, the State of California joins counties, districts, and schools sharing in the local responsibility for world language educator professional development, including opportunities for world language educators to visit and observe in classrooms that model optimal instructional practices.

Leadership in a collaborative and learning culture is distributed and shared; it is not limited to administrators, and, in fact, promotes teacher leadership as a powerful means of establishing a healthy school culture. Responsibility for student success is held in common and transcends departmental and grade-level boundaries (Garmston and Zimmerman 2013; Kruse and Louis 2009). Distributed leadership is closely connected to professional learning and includes professional collaborations, coaching, and data driven decision-making, as well as opportunities for teachers to share their expertise.

When implementing new standards, educators at districts and schools can assess their current status and identify what should be instituted for the initiative to be successful. These educators mobilize to plan, initiate, and implement programs, deploying the required resources to obtain materials, seek out long-term, external professional development, provide for on-site professional learning, and create instructional and assessment supports to build capacity and ensure sustainability for shifts in instruction.

Section Summary

- Engage all adults in the ongoing cycle of learning, reflecting on, and improving practice.
- Access external resources for long-term professional development.
- Create learning opportunities for educators that mirror those envisioned in the World Languages Standards.
- Attend to the stages and components of implementation.
- Utilize models of collaborative leadership.
- Assess current status and identify what should be instituted.

Figure 11.5 provides fundamental considerations for individuals and organizations who engage in the professional development of world language educators and support schools and districts. Those engaged in developing effective programs align aspects of their work with the discussion of content, pedagogy, dispositions, planning, assessment, leadership, and collaboration outlined in figure 11.5. Further discussion of designing and implementing high-quality world languages pathways can be found in chapter 5, Implementing High-Quality World Languages Instruction.

FIGURE 11.5: Support for Effective World Languages Instruction

What follows is a brief discussion of the fundamental considerations that support effective world language teaching and learning.

Content

> School and district leaders ensure that world language educators are familiar with the WL Standards and the guidance in this framework, that they attain and maintain proficiency in the target language and its cultures, and that they understand the nature of communication and cultural authenticity of real-world settings. To fully implement the WL Standards, teachers of world languages underscore the role of structure in supporting student ability to carry out Interpretive, Interpersonal, and Presentational tasks, culturally appropriate interaction, interculturality, and global competencies. They also support cross-curricular instruction where educators connect discipline-specific learning to real-world language use, incorporate culturally appropriate perspectives on content, and provide opportunities for students to explore culturally diverse perspectives of users of target languages.

Pedagogy

> School and district leaders ensure the inclusion of equitable participation structures, culturally and linguistically responsive approaches, and strategies to address social–emotional development in the practice of world language educators. They encourage world language educators to support culturally appropriate Interpretive, Interpersonal, and Presentational communication. This includes teaching students to interact with cultural, intercultural, and global competence as they build, reinforce, and expand knowledge of other disciplines. Instructional leaders can demonstrate for teachers how to use the target language to develop critical thinking and solve problems as well as how to access and evaluate information and diverse perspectives. Some of these perspectives may be readily or only available through the target language and its cultures. The benefit of this approach is that students are likely to strengthen their abilities to function in real-world situations, academic contexts, and career-related settings.

Dispositions

School and district leaders encourage positive attitudes regarding change, ongoing professional learning and reflection, planning, and high expectations among world language educators. School and district leaders support equity and focus on student capabilities; they also underscore the value of multilingual and multicultural education, of heritage language speakers and their families, and of the cultural resources and linguistic assets students bring to the classroom.

Planning

School and district leaders provide support to their world language educators so that they can select and use authentic materials. Naturally, they also support teachers as they develop curriculum, assessments, and standards-based and framework-aligned units, lessons, learning episodes, and activities with technology, as appropriate. Finally, they ensure that teachers differentiate plans in anticipation of student interests, abilities, and learning profiles.

Assessment

School and district leaders encourage students to use formative, interim, and summative assessments and rubrics similar to those that are used throughout the school. They ensure that world language educators are able to design proficiency measures, **contextualized form checks**, and **Integrated Performance Assessments** to place students, determine levels of achievement for entry to and exit from programs, inform instruction, and identify areas for differentiation. See chapter 10, Assessing the Learning of World Languages, for more information on assessment.

Leadership

School and district leaders communicate effectively and provide appropriate structures for the kind of organization, facilitation, and advocacy that has been proven to enhance the learning and teaching environment in schools.

Collaboration

In department, language, and course-alike groups and professional organizations—as well as in collaboration with colleagues in other subject areas—school and district leaders ensure that staff members collaborate to plan units, lessons, learning episodes, and activities. Teachers can also create common assessments and benchmarks, reflect on results of assessment to inform instruction, and arrange for peer observation and coaching.

> School leaders and teachers can begin by identifying their individual and collective strengths and then identify a limited number of areas for future learning and collaboration. The aim is not to overwhelm individuals or systems, but to focus on the next best steps for each person, group, school, or district.

While it may be fairly straightforward to identify existing resources and systems, it may be challenging to determine their effectiveness with new standards. School leaders and teachers can begin by identifying their individual and collective strengths and then identify a limited number of areas for future learning and collaboration. The aim is not to overwhelm individuals or systems, but to focus on the next best steps for each person, group, school, or district. It is likely that teachers have a wide variety of assets and learning needs, and effective professional learning can be tailored appropriately. When pursuing new initiatives, educators can identify their needs and focus on the most important first steps. Following this, school leaders can identify sources for long-term professional development, assess the quality of the sources, and determine the relevance of offerings to schools and individual educators' goals.

Optimal Professional Development and Learning

Over time, professional learning has taken many forms—outside of the school as college courses, conferences, and workshops. Inside the school, the most notable opportunities include

- collaborative planning and assessment;
- classroom observations;
- rounds* and shadowing;
- coaching;
- co-teaching;
- lesson study;
- reflection on lessons;
- action research**;
- online learning; and
- travel abroad.

    *Groups of observers visit classrooms to view teaching and learning.

    **Action research seeks change through the simultaneous process of taking action and doing research which are linked together by critical reflection.

The following self-assessment tool may be used to assess the features of a school or district's professional learning program. Have users provide responses of (A)lways, (F)requently, (S)ometimes, or (N)ever to each of the questions in the self-assessment tool. Users may wish to include evidence to support their response to each question. Users who uncover responses of (S)ometimes or (N)ever examine school and district practices to determine next steps in order to enhance the school or district's professional learning program.

Self-Assessment Tool	Action Plan
Does professional learning provide for collaborative planning and assessment?	[blank]
Does professional learning provide for classroom observations?	[blank]
Does professional learning provide for rounds and shadowing?	[blank]
Does professional learning provide for coaching?	[blank]
Does professional learning provide for co-teaching?	[blank]
Does professional learning provide for lesson study?	[blank]
Does professional learning provide for reflection on recorded lessons?	[blank]
Does professional learning provide for action research?	[blank]
Does professional learning provide for online learning?	[blank]
Does professional learning provide for travel abroad?	[blank]

Instructional Coaching

The two models presented below represent the most common approaches to coaching used in the United States. **International Coaching Federation (ICF)** utilizes personal and professional coaches in the private sector and **Cognitive Coaching** is used most frequently in public schools.

The ICF defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential (Goldvarg, Mathews, and Perel 2018). Although models vary, the following principles underscore modern personal and organizational coaching:

1. Clients are resourceful.

2. Clients and coaches are equals.

3. Coaches are responsible for structuring a coaching conversation, clients for bringing the content for exploration.

4. Clients set the agendas for coaching.

5. Coaching addresses the whole person: thinking, feeling, intuiting, present, past, and future.

6. Coaching is about trust, active listening, powerful questions, awareness, progress, accountability, and celebration.

In Vignette 11.1, Mr. Beck was recently transferred to a comprehensive high school in a northern California school district to serve in the role of department chair. He has received training as a personal and organizational coach and has been asked by his supervisor to work with a group of five teachers (Brown and Grant 2010). This team of teachers is responsible for delivering the third-year Spanish curriculum to students. Their common goal is to deliver a **guaranteed curriculum** using **high-leverage practices** while **differentiating content, process, and products** in response to individual student needs and accountability measures (Adams 2016). Despite having this ambitious goal, the teachers recognize that in practice these elements are mostly absent, except they do practice **horizontal and vertical articulation**. They also consistently administer common written assessments. Through discussion, they have become aware that there is currently little horizontal or vertical movement between courses and that the common written assessments they use are, unfortunately, poorly constructed. As a result, they have come to realize that these common written assessments have made it difficult for them to effectively assess strengths and weaknesses in student performance.

Vignette 11.1: **An Evidence-Based Approach to Group Coaching in Organizations**

Prior to the first session, Mr. Beck clarified his role as coach and explained the GROUP model (Brown and Grant 2010, 39) that he proposed to use during the weekly working sessions. He stated that the team members are the experts (he had not taught Spanish 3 in 15 years), and that he would be structuring interactions to help members (1) clarify their collective and individual goals, (2) gain awareness of current conditions, (3) explore and prioritize options, (4) develop individual and group plans, and (5) measure outcomes against criteria that they would develop. He asked that the team members sign a coaching agreement to demonstrate their assent.

Group members articulated a common goal: to deliver a **guaranteed curriculum** that offers substantial opportunity for teacher choice, while at the same time prepares students for common formative and summative assessments. They agreed to complete a curriculum map for each instructional unit as the first outcome for coaching. The map would highlight best practices and address the common content of a guaranteed curriculum.

Creating the Coaching Agreement

During the 20 hours of this segment of their work together, the focus of coaching continued to be the production of curriculum maps to guide instruction. Although the nonnegotiable element of coaching remained front and center, Mr. Beck did provide the clients with complete freedom to identify three features:

1. What they wished to accomplish in the session

Sometimes participants were interested in looking for materials to support the different modes of communication; sometimes they wanted to share best practices or means for differentiation.

2. Measures for success

Clients used the maps they were developing to modify or completely change their formative and summative assessments.

3. The importance of addressing particular topics in a specific session; what needed to be resolved in order for clients to achieve what they wanted in the session

Clients had the flexibility to determine what the focus of each session might be. For instance, the clients wanted to try out rubrics that measured growth, and they wanted to use them with samples from previous years.

Creating Trust and Intimacy

Maintaining a relationship of trust and intimacy was a central focus of attention during the coaching sessions. In each session, Mr. Beck made sure that all clients had the opportunity to participate fully in the dialogue, and he complemented the effort and work in genuine ways. As clients began to feel more comfortable, the anxious client began to interrupt less, and less vocal clients began to speak more. Throughout this part of the engagement, Mr. Beck continued to gently challenge interruptions and reinforce participation, resulting in increases in productive behavior as time passed. By allowing an anxious client to vent, recognizing their feelings while reorienting them to the task at hand, and, of course, encouraging positive contributions, they became more participatory and less combative.

Coaching Presence

During all of the sessions, Mr. Beck paid a great deal of attention to shifts in energy since clients are not yet comfortable directly confronting each other. There is a lot of unspoken history that, if addressed with emotion, could derail progress. His coaching with this group used the work as a transitional object (the focus of the attention of coaching) and allowed clients to build rapport with and trust in the process and the group while accomplishing shared goals (Beck 2012). Mr. Beck also paid a great deal of attention to what was not said and exhibited curiosity about individual clients'

reactions in order to improve group dynamics. This approach ultimately helped build the capacity for the group to operate optimally on their own. They started using language such as, "*I get the sense that you are not happy with this decision. Is that true? If it is, can you share what you would like to see?*" When clients offered responses that did not align with Mr. Beck's hypotheses, he consistently accepted the client's assertions, even when he believed that an individual was reticent to share an opinion. At this point in team development, comfort was more important than the discomfort from challenge (Dryden 2011).

Sessions often changed direction based on the needs that the clients articulated. For example, in a single session the clients might shift from working on the curriculum template to sharing best practices or learning about episodic instruction. Mr. Beck always ended sessions by focusing on what had been accomplished and asking about next steps, tasks to be accomplished between sessions, or what was learned. Often he led the discussion so the clients connected to the work products, sometimes focusing on group dynamics, and he always returned to the unrefined goals the clients first identified. This approach had the effect of reducing tension and increasing the output of the group.

Active Listening

Mr. Beck's active listening was guided by what he knew about each of the clients from the initial debriefing conversation with their supervisor and from the information he gained as he worked with his clients in a variety of settings. This helped him tailor his inquiry to what would move them forward, focusing on their use of language (tone of voice, pace of speech), body language, behaviors, perceptions, assumptions, thoughts, and feelings. In his interactions with his clients, Mr. Beck made sure to ask personal questions that would not lead them to disengage from the group or reduce their trust in him (Dryden 2011). His challenges were gentle and focused exclusively on enhancing group dynamics so that the group would be able to work independently.

Powerful Questioning

Although some of his questions focused on group dynamics, most were directed toward the work product. His questions were about thinking, intended to move the clients beyond their current pedagogies; the questions did not prompt the clients to focus much on their selves or on situations. Instead, many of his questions focused on outcomes and highlighted the current state of the product linked to the work that produced it. Mr. Beck demonstrated a great deal of skill in asking nonleading, clear, direct, open-ended questions, one at a time, and at a pace that ensured there was opportunity for thinking.

Direct Communication

Mr. Beck shared his observations, thoughts, and feelings clearly and concisely with the whole group and with individual group members with the goal of forward movement, but without attachment to being right, and in ways that reflected the group's or individual's current stage of understanding. Comments mostly focused on the work product and the pedagogy that supports optimal outcomes, and sometimes on group dynamics. He was careful not to open up discussions about what colleagues thought about others and themselves during these sessions, since he hoped to bring about more trust and an acceptable work product without derailing the enhancements to dynamics of the work group. As time progressed, Mr. Beck organized both individual and team tasks, which permitted him to interact one-on-one with group members. In this way, he was able to challenge more directly and more privately individual thoughts and feelings and tailor his coaching to the specific needs of group members.

Creating Awareness

Creating awareness was mostly academic. It focused on the identification of essential content of a guaranteed curriculum; high-leverage teaching practices through which to deliver the content; and strategies for differentiation of content, process, and product to make learning accessible for all students. Some awareness focused on group dynamics—specifically, how tensions were reduced and how successful work products were produced. Further, some limiting beliefs were challenged. Members realized that they could work effectively together, produce something of value, enhance their individual instructional programs, and, most importantly, be imperfect. As the group progressed to the transition phase of this part of the coaching engagement (Hauser 2014), clients felt better about the other members of the group, better about working together, and more capable of working together in the future.

Designing Actions, Planning and Goal Setting, and Managing Progress and Accountability

In each of the sessions, Mr. Beck focused the clients' attention on the progress they were making toward the goals they had established. As time passed, individual clients were more motivated to complete work in between sessions and to continue collaborating one-on-one or in small working subgroups. In many cases, particularly in the beginning, Mr. Beck served as a support mechanism and resource provider, sometimes as a sounding board for individuals and small groups when they encountered obstacles and as they became more able to work independently. Measures of accountability were built into the curriculum maps. First there were words on the page. Then there was linking of authentic materials, activities, assessments, and technologies to Interpretive Communication. Next the process proceeded for Interpersonal and Presentational Communication; for practice with

vocabulary, linguistic structures, cultural products, practices, and perspectives; and with connections to high school curriculum. Members added materials, worked together to adapt and develop activities, and proactively introduced other work products. After twenty hours of coaching, the consensus was positive on group dynamics and on the group product. It was almost a celebration! Mr. Beck was happy to report that this coaching engagement was successful. The group trusted him to structure interactions that would reduce tensions and support the development of an acceptable work product. There were substantial positive changes in group dynamics. Members were willing to practice meditation techniques to reduce stress and negative thinking and to envision and bring about success among themselves and other members of the group (Zaslow 2020). They were happy to accomplish their goal, learned that they could work together, saw that the work enhanced their practice, and began to feel comfortable working both independently and with other members of the group.

Source: Adapted from "Coaching with Groups and Teams in Educational Contexts" (Zaslow 2019b)

Cognitive Coaching, a widely used research-based model in education, includes many of the components of the ICF coaching model described earlier in this chapter. Rooted in a clinical approach to improving practice, Cognitive Coaching is defined by the Thinking Collaborative as coaching that capitalizes upon and enhances teachers' cognitive processes in order to support the complex intellectual process of teaching and produce self-directed individuals. This model focuses on helping teachers improve instructional effectiveness by becoming more reflective on their practices. It supports teachers' existing strengths while expanding their previously unexplored capacities. The ultimate goal of Cognitive Coaching is teacher autonomy—the ability to self-monitor, self-analyze, and self-evaluate.

Cognitive Coaching includes three phases: a pre-observation discussion, an observation of teaching, and a post-observation debrief and reflection.

- The pre-observation discussion focuses on four basic questions: (1) What are the teacher's objectives? (2) How will the teacher know when they have achieved the objectives? (3) What is the teacher's plan? and (4) On what other aspects of teaching does the teacher want information?

- The observation of teaching is unobtrusive. The observer merely records data observed during the lesson which demonstrates the objectives and evidence identified by the teacher during the pre-observation discussion. This is not an evaluative observation. Rather, it is an opportunity for an observer to provide information from the observation of teaching that the teacher can use for reflection and professional growth.

■ The post-observation discussion focuses on guiding the teacher to reflect upon the lesson in order to become a more self-directed learner. The coach asks the teacher a variety of probing questions to promote teacher reflection and guide teacher planning for growth.

For additional resources on the provision of coaching and other professional learning support, see appendix 2: Resources for Professional Learning.

CYCLICAL MODELS FOR REFLECTION AND PROFESSIONAL GROWTH

Educators throughout California are often trained to use cyclical models for reflection and professional growth during teacher preparation and induction programs. The cyclical model is used to support the continuous process of lifelong learning as a professional educator. Schools and districts make local decisions as to the models they choose. Some may use the Plan–Do–Study–Act cycle while others may use the reflective teaching cycle (Smith 2001). The value of using a cyclical model for reflection on planning, teaching, and assessing is to improve teacher practices with the ultimate goal of positively impacting student outcomes.

ENACTING HIGH-LEVERAGE TEACHING PRACTICES USING A CYCLICAL APPROACH AND COGNITIVE COACHING

The Cognitive Coaching model can be used for professional growth in world languages by using a reflective cycle as part of coaching teachers in the implementation of high-leverage teaching practices in their classrooms. Figure 11.6 provides a visual example of the cyclical model for enacting high-leverage teaching practices in world languages. More information about high-leverage teaching practices in world languages can be found in chapters 5, 6, 7, and 8 of this framework.

FIGURE 11.6: Cyclical Model for Enacting High-Leverage Teaching Practices
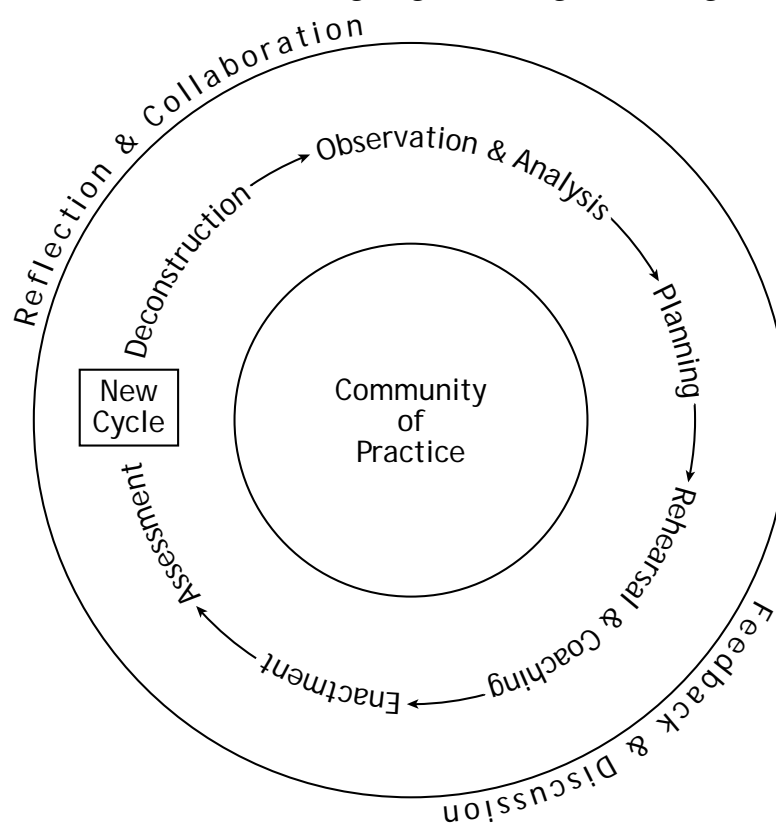
[Text accessible version of figure 11.6](#)

Source: *Enacting the Work of Language Instruction* (Glisan and Donato 2017)

Using the cyclical model for enacting high-leverage teaching practices (HLTP), teachers follow a series of steps to learn to enact these practices effectively in a world languages classroom. Educators serving in coaching roles may also play an instrumental part throughout the entire process.

First, teachers deconstruct a high-leverage teaching practice. By doing so, they are able to identify the subtle steps to enact the practice that are not always visible through classroom observation.

Once teachers have developed an understanding of the HLTP, they analyze the enactment of the practice with students. This analysis may be based on a variety of observable points and guided by specific questions. HLTP rubrics and **external mediation tools (EMTs)**, resources that provide step-by-step support for planning instruction using an HLTP, can be helpful for this analysis.

After observation and analysis, teachers then plan with great care how they will enact the specific HLTP with their students. They may use HLTP rubrics as well as EMTs to guide this step of the enactment cycle.

Following planning using HLTP rubrics and EMTs, teachers rehearse the HLTP and seek coaching as needed. Teachers can use HLTP rubrics and EMTs to coach themselves or may reach out to colleagues and mentors to arrange coaching.

The final step in the enactment cycle for HLTPs comprises ongoing reflection and self-assessment. The rubrics and EMTs may also be used to reflect on the enactment of the HLTP to continuously improve teaching practice and language learning outcomes. Figure 11.7 outlines the steps in the enactment cycle and elements of those steps for beginning teachers, in-service teachers, and instructional leaders supporting them. More discussion of HLTP can be found in chapters 6, 7, and 8 of this framework.

FIGURE 11.7: Enactment Cycle for High-Leverage Teaching Practices

Phase	Beginning Teachers	In-Service Teachers
Deconstruction	▪ Analyze transcripts of lessons or video-recorded lessons as part of an induction course ▪ Use rubrics to analyze enactment of practice in lessons taught or demonstrations	▪ Read literature about HLTP ▪ Work in collaboration with colleagues ▪ Attend professional development to learn about HLTP and how to deconstruct it
Observation and Analysis	▪ Observe and analyze at a school site, in own classroom and those of others ▪ View video-recorded lessons in an induction course ▪ Participate in **learning walks***	▪ Observe and analyze at a school site, in own classroom and those of others ▪ Participate in individual prearranged observations ▪ Participate in learning walks
Planning	Use mediation tools for guidance: ▪ With peers in induction ▪ With a mentor teacher during co-planning	Use mediation tools for guidance: ▪ In individual planning ▪ With colleagues at a school site ▪ In professional development with colleagues

Phase	Beginning Teachers	In-Service Teachers
Rehearsal and Coaching	Use HLTP rubrics for coaching and reflection: ■ In an induction course ■ When coached by a mentor teacher	Use HLTP rubrics for peer coaching and individual reflection: ■ At a school site when coached by a colleague ■ At a school site when coached by a world languages mentor or teacher on special assignment (TOSA) ■ During professional development when coached by a facilitator
Enactment	Use HLTP rubrics for peer feedback: ■ At a school site ■ During an induction course via mini lessons	Use HLTP rubrics for peer feedback: ■ At a school site
Ongoing Reflection and Self-Assessment	Use HLTP rubrics for coaching and reflection: ■ In an induction course ■ When being coached by a mentor teacher	Use HLTP rubrics for peer coaching and individual reflection: ■ At a school site ■ As part of school site professional development

*A learning walk is a brief classroom visit utilizing a research-based tool that provides principals and teachers opportunities to reflect on what students are learning.

Source: Adapted from *Enacting the Work of Language Instruction* (Glisan and Donato 2017)

Professional learning can be formal or informal. Yet the goal remains the improvement of student learning and achievement.

Darling-Hammond and others (Darling-Hammond et al. 2009) note that effective professional learning is

■ intensive, ongoing, and connected to practice;

■ focused on the teaching and learning of academic content;

■ connected to other school initiatives; and

■ builds strong working relationships among teachers.

The following self-assessment tool may be used to assess the features of a school or district's professional learning program. Users provide responses of (A)lways, (F)requently, (S)ometimes, or (N)ever to each of the questions in the self-assessment tool. Users may wish to include evidence to support their response to each question. Users who uncover responses of (S)ometimes or (N)ever examine school and district practices to determine next steps in order to enhance the school or district's professional learning program.

Self-Assessment Tool	Action Plan
1. Is the professional learning intensive, ongoing, and connected to practice?	[blank]
2. Is the professional learning focused on the teaching and learning of academic content?	[blank]
3. Is the professional learning connected to other school initiatives?	[blank]
4. Is the professional learning designed to build strong working relationships among teachers?	[blank]

Professional learning can be particularly susceptible to budget fluctuations. In their 2010 review of practices relative to professional learning, Wei, Darling-Hammond, and Adamson found that teachers in the United States receive far less professional development, mentoring, and planning time than teachers in the world's high-achieving nations. "When such fluctuations occur, schools and districts can prioritize teaching and learning and maintain their investment in professional development" (Wei, Darling-Hammond, and Adamson 2010).

Fogarty and Pete (2010) name seven protocols for professional learning that are consistent with theories of adult learning that focus on independence, autonomy, and relevance to a specific setting (Knowles 1973). The recommendation, then, is that school and district leadership consider the criteria captured in figure 11.8. when assessing the value of professional development, or professional development programs.

FIGURE 11.8: Features of Optimal Professional Development

Fogarty and Pete (2010) describe an optimal program as follows:

1. Sustained Professional Learning: "It's Not Going Away."

   ■ Adult learners are self-directed learners who often prefer to have options that allow them to take charge of their own learning paths. This approach to learning calls for a sustained, long-term implementation plan.

2. Job-Embedded Professional Learning: "Help When I Need It."

   ■ The rate of success for the implementation of new initiatives increases

considerably when support is consistently visible, available, and accessible. Support teams (peer coaches, lead teachers, and others) have clearly articulated responsibilities and are available on-site.

3. Collegial Professional Learning: "Someone to Talk To."

    - Adult learners prefer to work with their peers. For success, teams develop and agree to protocols for working as a team and goals to direct the work. This also means that schools honor collaboration and prioritize the time and support for teams to become effective.

4. Interactive Professional Learning: "It's Not a 'Sit and Get.'"

    - Adult learners prefer active, engaged, hands-on learning—not theoretical or hypothetical learning. This interactive approach leads to learners having a stronger sense of ownership of the practices they are implementing and the result of their implementation.

5. Integrative Professional Learning: "Different Strokes for Different Folks."

    - Adult learners want it all. Focus groups have confirmed over the years that adult learners want face-to-face, web-based, and collegial kinds of learning opportunities embedded in the professional learning. Diverse and varied methods of learning are as necessary for the wide and diverse population of adult learners as they are with the wide and diverse population of young learners.

6. Practical Professional Learning: "I Can Use This."

    - Adult learners prefer to spend their time on activities—including learning—that are directly relevant to their job. When they see that the new practices they are implementing have led them to doing their work more effectively, they are more willing to let go of the old practices.

7. Results-Oriented Professional Learning: "The Data Tell Us So."

    - To maintain the implementation of research-based, teacher-tested, proven best practices, adult learners need to know that the results of their work will be measured. That means that any initiative needs to be data driven so that the adult learner can measure the progress and achievement that results from their implementation of new practices.

The following self-assessment tool may be used to assess the features of a school or district's professional learning program. Users provide responses of (A)lways, (F)requently, (S)ometimes, or (N)ever to each of the questions in the self-assessment tool. Users may wish to include evidence to support their response to each question. Users who uncover responses of (S)ometimes or (N)ever examine school and district practices to determine next steps in order to enhance the school or district's professional learning program.

Self-Assessment Tool	Action Plan
1. Is the professional learning sustained?	[blank]
2. Is the professional learning job embedded?	[blank]
3. Is the professional learning collegial?	[blank]
4. Is the professional learning interactive?	[blank]
5. Is the professional learning integrative?	[blank]
6. Is the professional learning practical?	[blank]
7. Is the professional learning results oriented?	[blank]

Professional Development Providers in California

A variety of individuals and organizations can provide and facilitate professional learning, including

- school leaders;
- school districts;
- county offices of education;
- California Subject Matter Projects;
- local colleges and universities;
- technical assistance agencies;
- the California Department of Education;
- local, state, and national professional organizations for world languages education;
- independent consultants; and, most importantly,
- teachers themselves.

The leadership in schools and districts likely draws from a variety of internal and external sources to provide professional learning for teachers. Those in leadership roles recognize that providing opportunities for professional collaboration and coaching is important to the long-term success of their programs.

Participating in ongoing professional development programs is the responsibility of all teachers of world languages.

Educators continually maintain and increase their knowledge of the world languages they teach, of the target cultures, of culture-specific perspectives on academic content, and of standards-based teaching practices. To support teachers, school administrators and representatives of state and national world language interests actively encourage long-term professional development. The support from institutions of higher education and other institutions whose representatives have expertise in world languages and cultures and world languages education can help make high-quality learning environments available to all world language teachers. These resources include, most notably, the long-term professional development the **California World Language Project (CWLP)** provides with online offerings and through local sites throughout the state. Additional organizations also offer short-term programs. These include the **American Council on the Teaching of Foreign Languages (ACTFL)** and its regional and language-specific affiliates; the **California Language Teachers' Association (CLTA)** with its local affiliates; the **National Association for Bilingual Education (NABE)** and its affiliate, the **California Association for Bilingual Education (CABE)**; the **Association of Two-Way and Dual Language Education (ATDLE)**; and both the **National Association of District Supervisors of Foreign Languages (NADSFL)** and the **National Council of State Supervisors for Languages (NCSSFL)** that offer support for district and state supervisors.

Long-term professional development programs in world languages are routinely subject to external assessment to ensure that they achieve the goal of enhancing the knowledge and skills of teachers. Teachers are encouraged to share the benefits of long-term professional development, as appropriate, with their colleagues in local in-service training programs and through teacher networks. Teachers' leadership and participation in local, regional, and national professional organizations that support students' learning and achievement are hallmarks of teacher professionalism.

In snapshot 11.1, the members of the leadership team of the Los Angeles site of the California World Language Project describe a well-developed program to support world languages educators in their service area.

Snapshot 11.1: Professional Learning for California World Languages Educators

The Los Angeles site of the California World Language Project (CWLP) has provided professional learning opportunities for educators in their service area since 1995. Recent changes in contextual variables have led the site to (1) forge new relationships with increasing numbers of traditional and charter schools and districts, (2) develop teacher leadership in less commonly taught strategic languages, (3) assist new teachers whose generic methodology courses do not prepare them to teach world languages and cultures, (4) expand language-specific offerings, and (5) collaborate with experienced colleagues to maximize opportunities for teaching and learning language, culture, and content among students with diverse academic preparation and learning styles. The site has identified high levels of participation from teachers in schools that serve large numbers of students with low levels of literacy skills and an increase in service to teachers of less commonly taught strategic languages. The site continues to serve teachers of a wide variety of languages, most often in teams from the same school.

Absent a statewide assessment system for students of world languages and cultures, California programs currently focus on achieving performance outcomes specified in the ACTFL Proficiency Guidelines and College Board outcomes as measured by Advanced Placement (AP), International Baccalaureate (IB), and National Examinations in World Languages (NEWL).

The AP curriculum frameworks, as well as documents adopted by the California State Board of Education, including the World Languages Standards, this framework, and the *California Common Core State Standards*, encourage the use of Universal Design for Learning: multiple means of engagement, representation, action, and expression in anticipation of and in response to learner needs; backward planning of rigorous, focused, and relevant content; and equitable learning opportunities that promote college readiness and career success beginning in the first year of study. The frameworks for assessment and instruction, aligned completely with the national and California standards, outline effective, research-based strategies that ensure student engagement in the curriculum.

This CWLP site provides opportunities for professional learning to enhance instructional practices that support student proficiency and academic literacy when they interact with a wide variety of informational and literary texts. Backward planning, the use of IB, AP, and pre-AP essential questions, and the delivery of multiple authentic texts rich in language, culture, and content that are linked to real-world outcomes develop teachers' capacity to engage students in rigorous academic work, achieve standards-based outcomes, and ensure college and career readiness.

In programs for teachers new to the profession, the site emphasizes classroom

management strategies and underscores issues that arise in applying culturally responsive, equitable, and content-specific instructional practices for all students, particularly English learners and students with low skills in reading and writing. These issues include strategies that foster inclusion, engage the reluctant learner, ensure participation by all students, track student progress, and provide a focused and cognitively engaging learning environment.

In programs for teachers of English learners and high-needs heritage speakers delivered in languages other than English, the *California English Language Development Standards*, the *English Language Arts/English Language Development Framework for California Public Schools*, and the *California English Learner Roadmap* are employed to develop transferable literacy skills, academic literacies, and core content and Common Core outcomes in culturally relevant ways.

In line with research-based practices on leadership and professional learning, site programs are designed to build collaborative communities that develop, sustain, and enhance teacher leadership first in classrooms, then at school sites, and finally within professional language teaching networks. By recruiting new teachers each year and engaging those who return over multiple years, site programs offer opportunities for teachers to reflect on practice, share experiences, solve problems, and develop relationships that form the foundation of an effective community in which to grow and foster the growth of others.

As participants identify and develop technology-enhanced, standards-based resources, tools, and materials and increase their competency in delivering them by research-based, culturally responsive, equitable practices, they are provided opportunities to analyze the contexts in which they work, to learn and apply a variety of effective and learner-relevant pedagogies, and to share their successes and challenges with their colleagues.

Effective professional development for teachers of world languages reflects current research on world language and culture education. For more information on CWLP and Occidental College World Language Project (OCWLP), access https://www.cde.ca.gov/ci/fl/cf/ch11.asp#link4.

Source: Adapted from "Application for Continued Funding for Sites of the California Subject Matter Project" (Zaslow 2019a)

OPTIMAL INSTRUCTIONAL PRACTICES

The instructional practices captured in figure 11.9, are derived from appendix 2, "Ways Students May Access the World Languages Standards," of the WL Standards, the *World-Readiness Standards for Learning Languages*, and the **Teacher Effectiveness for Language Learning (TELL)** model. Figure 11.9 highlights areas of teacher and student behavior that are linked to high levels of communicative and cultural proficiency, clustered under planning, instruction, differentiation, and assessment. Professional development providers and those invested in effective world languages programs use the information in the figure when identifying areas for standards-based professional development.

FIGURE 11.9: Areas of Focus for Standards-Based Professional Learning

Planning

Teachers learn to:

1. Design essential questions and specify enduring understandings and skills to guide the selection of themes and subthemes

2. Design culturally authentic performance tasks and Integrated Performance Assessments in the target language for units and courses

3. Design performance tasks to develop skills measured in benchmarks and final examinations

4. Design assessments (such as contextualized form checks, measures, and integrated performance tasks and assessments) to inform and adjust instruction

5. Develop units and lessons with authentic materials that are rich in language, culture, and content

6. Design activities that lead to autonomy and flexibility in unrehearsed situations and create a learner-driven class (a classroom setting in which learners can direct their own learning, create optimal routines for interaction, and drive classroom learning with the teacher as a facilitator)

Teachers support students in:

7. Assessing, planning, and directing their own learning

Instruction

Teachers learn to:

1. Use technology to locate and teach authentic texts rich in language, culture, and content

2. Use authentic materials for instruction that are rich in language, culture, and content

3. Use materials from the textbook only when they develop appropriate knowledge and skills

4. Use the target language almost exclusively

5. Use the target language to make language, culture, and content comprehensible using multiple modalities for learning

6. Teach grammar as a tool for communication

Teachers support students in:

7. Learning to use the target language in real-world settings in culturally appropriate ways

8. Interpreting authentic (informative, cultural, literary) visuals, audio, video, and written and signed texts (ASL)

9. Communicating spontaneously in culturally authentic, real-world settings

10. Making a variety of presentations for target-culture audiences in culturally appropriate ways

11. Engaging in individual, pair, small-group, and whole-group activities

12. Using the target language to learn content, think critically, and solve problems

13. Learning the target cultures through the target language

14. Using the target language beyond the classroom

15. Learning target-culture perspectives that underlie cultural products and practices

16. Learning about the effects of intercultural influences

17. Using technology to access and select content, research, collaborate, cite evidence, revise, edit, and publish in the target language

18. Using technology to communicate in the target language, supported with digital media and visual displays

19. Furthering knowledge of content through the target language and its resources

20. Learning target-culture perspectives on content

21. Developing information, media, technology, and emotional literacies

22. Participating in language-use opportunities with target-language users in the school

23. Participating in target-language-use opportunities in local and global communities

24. Showing evidence of becoming lifelong learners

Differentiation

Teachers learn to:

1. Differentiate based on student learning profiles, readiness, and interests

2. Differentiate content, process, and products to optimize opportunities for success

3. Differentiate for disengaged students, special needs students, accelerated students, students with disabilities, and heritage and native speakers

Teachers support students in:

4. Choosing activities based on learning profiles, readiness, and interests

Assessment

Teachers learn to:

1. Use or design proficiency measures to generate a profile of student strengths and weaknesses

2. Design assessments that require demonstration of proficiency in target-language communication, culture, and content

3. Differentiate content, process, and products in assessments to optimize opportunities for success

4. Use criteria and create rubrics that focus on communication, culture, and content

Teachers support students in:

5. Participating in self-assessment using teacher, class, and self-generated criteria and rubrics

6. Self-directing when demonstrating knowledge and proficiency

Considerations for Evaluating and Reflecting on Practices Related to World Languages Programs

Many different groups in the education community play a role in evaluating the effectiveness of world languages pathways and programs. The following section is intended to define and outline the contributions that various members of the school community can make to the desired outcomes of high-quality programs. These members include

- instructional leaders;
- teachers;
- policymakers, including governing board members and district leadership;
- parents, guardians, and families;
- students; and
- community partners and organizations.

High-quality world languages pathways that are well articulated from kindergarten through grade 12 can realistically produce nonnative students who demonstrate, as a minimum, Intermediate High proficiency, according to the ACTFL scale.

High-quality programs develop this level of student proficiency by doing the following:

- Offering uninterrupted, continuous long sequences of study, beginning in the early grades

- Integrating curriculum, assessment, and instruction to achieve performance goals that align with the World Languages Standards

- Establishing language performance targets for various points aligned to the range of proficiency

- Collecting a combination of internal and external performance evidence at regular intervals

- Systematically reviewing assessment evidence to inform and adjust the instructional program from day to day and year to year

- Ensuring that there are opportunities, where applicable, for heritage learners to maintain and expand their range of proficiencies, including opportunities for travel abroad

- Incorporating into professional development ongoing professional dialogue and reflective practice that focus on student learning

Instructional Leaders

Instructional leaders are responsible for coordinating the development and implementation of an articulated curriculum. They provide resources, monitor the quality of language instruction, determine the duration and frequency of instruction, and ensure that a variety of evidence of student work is used to assess the quality of instructional programs. Moreover, they understand that their decisions affect student achievement and that the direct support of instructional leaders is critical to the existence of a high-quality program. In some districts, these responsibilities may rest solely with the principal; in other districts, these responsibilities may be distributed among or shared by district-level personnel (such as curriculum directors, subject-matter supervisors, coordinators, or TOSAs) and by school-based staff (such as assistant principals, department chairs, and lead teachers). Instructional leaders may use the questions and essential practices referenced above for coaching and those included in figure 11.10 to guide how they support teachers as well as to reflect on their role.

FIGURE 11.10: Reflection Tool for Instructional Leaders

Self-Assessment Questions for Instructional Leaders

- What does research say about the impact of variables such as program model, duration, frequency, and instructional practices on learner outcomes in language learning?

- How will I ensure that professional development is reflected in student learning?

- What constitutes evidence of high-quality language instruction and student achievement?

Self-Assessment Evidence for Instructional Leaders

Essential Practices:

- Instructional leaders make decisions that respect the integrity of the discipline.

- Instructional leaders ensure that human and material resources are in place to support the development of curriculum, assessment, and instruction that is congruent with state standards.

- Instructional leaders make decisions about scheduling that acknowledge research findings in second language acquisition.

- Instructional leaders ensure that curriculum documents align with state standards.

- Instructional leaders ensure that there are highly qualified teachers in all classrooms.

- Instructional leaders choose to use research-based observation protocols and teacher evaluation reports.

- Instructional leaders strive to provide high-quality, content-specific professional development for teachers, including the provision of coaching and mentoring.

- Instructional leaders foster professional dialogue among teachers, counselors, and administrators within and across schools.

- Instructional leaders use student performance data that results in continuous student progress from level to level, year to year, and school to school. Instructional leaders gather enrollment and performance data that ensures that students sustain language study as long as possible.

Recommended Practices:

- Instructional leaders strive to attend school and community events pertaining to the language program.

- Instructional leaders make public statements that are supportive of language programs.

- Instructional leaders maintain active partnerships with other constituencies to support language learning, including travel abroad.

Teachers

The curriculum used at schools and districts determines what students will know, understand, and be able to do. Teachers, with the support of other interested parties, ensure that students acquire the knowledge, skills, and tools to meet established curricular expectations. With this in mind, teachers use multiple sources of evidence of student learning to continually inform, shape, and improve instruction. Teachers may use the questions and essential practices referenced above in the discussion of HLTPs and in figure 11.11 to guide reflection on their role.

FIGURE 11.11: Reflection Tool for Teachers

Self-Assessment Questions for Teachers

- What does effective world language instruction look like?
- How will I know whether my students are improving their communicative skills?
- How will I know whether my students are improving their cultural, intercultural, and global competencies?
- How can I use evidence of student learning to make informed decisions that improve student performance?
- How can I stay current in my practice by connecting with colleagues locally and online through professional organizations, special interest groups, and social media groups?

Self-Assessment Evidence for Teachers

Planning Guidelines:

- Units and lessons align with district curriculum and state standards.
- Units and lessons follow Universal Design for Learning.
- Units, lessons, and learning episodes incorporate high-leverage teaching practices.
- Units, lessons, and learning episodes address social–emotional learning.
- Cultural, intercultural, and global competence is developed in every unit or lesson.
- Diverse learner characteristics are considered in instructional planning.
- Lesson plans include multiple resources, such as authentic documents, technology-delivered resources, commercial publications, and textbooks, as appropriate.

Instructional Practices:

- Teachers use information that they collect during instruction to inform and adjust immediate and long-term instructional decisions.
- Teachers and students communicate purposefully and meaningfully as listeners, speakers, readers, writers, and viewers.
- Lessons contain multiple means of engagement, representation, and expression.
- There is more student activity than teacher activity in most lessons.
- Student activity includes student-to-student interactions as well as teacher-to-student interactions.
- Students work independently, in pairs, and in small groups.
- Teachers use the target language at least 90 percent of the time.

- Students use a variety of strategies to communicate in the target language.
- The learning environment is positive and supportive, encouraging students to take risks as language learners.
- Teachers provide students with opportunities to perform in the three modes of communication in real-world settings or simulations.
- Teachers have a repertoire of error correction strategies and know when and how to use them appropriately.
- All students are guided to use all levels of thinking.
- The physical environment, including displays of student work, is instructional, motivational, and informative.

Assessment Practices:

- Teachers use a diverse body of evidence, collected over time, to determine whether students have met expectations at the level of the curriculum, unit, lesson, and learning episode.
- Teachers use systematic review and analysis of student performance to guide instructional decisions.
- Teachers and students use self-assessments to reflect routinely on the teaching and learning process.

Governing Boards and District Administrators

Governing boards and district administrators enact measures that enable well-articulated language programs and provide consistent support. They understand that their decisions regarding financial, human, and material resources have a direct impact on the probability that a program will achieve its stated goals. Governing boards and district administrators may use the questions and essential practices in figure 11.12 to guide reflection on their role.

FIGURE 11.12: Reflection Tool for Governing Boards and District Administrators

Self-Assessment Questions for Governing Boards and District Administrators

- How can I provide leadership by working collaboratively with constituents to support world languages programs?
- How do my decisions affect student achievement in world languages?
- How will I ensure that instructional leaders are providing the materials, professional development, and support necessary to ensure high-quality world language programs?
- How do I provide the resources and funding necessary for high-quality world languages programs?

- How do I ensure consistent support of world languages programs over time?
- How do I ensure quality and consistency in professional development opportunities for educators to ensure high-quality instruction for students?
- How can I ensure that the materials used in the classroom are aligned to the standards for teaching world languages?

Self-Assessment Evidence for Governing Boards and District Administrators

Essential Practices:

- Policies are in place that enable well-articulated world languages programs.
- There is adequate financial support to support high-quality world languages programs.

Recommended Practices:

- Consortia of public and private entities exist that support world languages learning.
- Attendance and participation at public events pertaining to world languages programs is evident.
- Make public statements that are supportive of the learning of world languages and of opportunities for travel abroad.

Parents, Guardians, and Families

While a well-articulated world languages pathway can exist without the involvement of parents, guardians, family members, and the community, they play a critical role in ensuring that high-quality world languages pathways are implemented and maintained in schools. Parents, guardians, and family members may use the questions and essential practices in figure 11.13 to guide reflection on their role.

FIGURE 11.13: Reflection Tool for Parents, Guardians, and Families

Self-Assessment Questions for Parents, Guardians, and Families

- How will learning world languages benefit my student now and in the future?
- How will I know that my student is learning to use world languages beyond the classroom?
- How will I know that my student is learning to interact successfully with people with other cultural knowledge and skills?
- How will I be able to help my student at home and become involved in my student's education on campus?

Parents, guardians, and families may use the following self-assessment tool to reflect on what they can do to support their local language program(s). Users provide responses of (A)lways, (F)requently, (S)ometimes, or (N)ever to each of the questions in the self-

assessment tool. Users may wish to include evidence to support their response to each question. Users who uncover responses of (S)ometimes or (N)ever may further consider their practices to determine next steps in order to enhance the school or district's world languages program(s).

Self-Assessment Evidence for Parents, Guardians, and Families	
Reflection Tool	**Action Plan**
As a parent/family member, I make sure that my children study world languages other than English.	[blank]
As a parent/family member, I express the value of studying world languages other than English with my children/family members, other parents, guardians, and community members, as well as school board members.	[blank]
As a parent/family member, I have realistic expectations about probable outcomes of my student's language-learning experience.	[blank]

Students

When students are encouraged to take a central role in their learning, and are supported in this role, motivation increases, development of knowledge and skill is maximized, and communicative and cultural proficiencies are put to use in ways that promote lifelong learning. Students may use the questions and essential practices in figure 11.14 to guide reflection on their role.

FIGURE 11.14: Reflection Tool for Students

Self-Assessment Questions for Students
■ How will learning world languages benefit me now and in the future?
■ How will I know that I am learning to use world languages beyond the classroom?
■ How will I know that I am learning to interact successfully with people with other cultural knowledge and skills?
■ How will I access opportunities for study abroad programs?

Self-Assessment Evidence for Students

Self-Assessment Evidence for Students:

- As a student, I have opportunities to plan, direct, and assess my learning
- As a student, I am able to choose learning activities based on my interests, readiness, and needs.
- As a student, I am able to choose ways to demonstrate my knowledge, communicative proficiency, and cultural, intercultural, and global competencies.
- As a student, I have opportunities to participate in individual, small-group, and whole-group activities.
- As a student, I have opportunities to interpret authentic (informative, cultural, literary) audio, video, written, or signed (ASL) texts.
- As a student, I have opportunities to communicate with target-language users in the school.
- As a student, I have opportunities to communicate with target-language users in local and global communities.
- As a student, I have opportunities to make a variety of presentations for target-culture audiences.
- As a student, I have opportunities to use the target language to learn content and culture, think critically, and solve problems.
- As a student, I have opportunities to use technology to access materials, research, collaborate, cite evidence, revise, edit, and publish in the target language.
- As a student, I have opportunities to use technology to communicate in the target language, supported with digital media and visual displays.
- As a student, I have opportunities to participate in self-assessment using teacher, class-, and self-generated criteria and rubrics.

Evaluation of the Effectiveness of World Languages Programs

Educational leaders consider multiple measures when evaluating the effectiveness of world languages programs. Schools and districts that implement effective world languages programs strive to promote long sequences of world languages learning from kindergarten through grade 12 and promote opportunities to study abroad. Naturally, educators monitor and evaluate the proficiency of students throughout the academic year as well as over the entire time they are participating in the program. Language proficiency can be monitored through formative and summative performance assessments. Instructional leaders may also choose to invest in language proficiency assessment examinations which are generally used as pre- and post-assessments in a given academic year, either designed on-site by teachers or developed by external organizations. Educators can use these assessments to determine whether students qualify for the California Seal of Biliteracy.

Another measure of program impact and effectiveness relates to how the program involves participants in target-language experiences beyond the classroom. Leadership at schools and districts striving to be more effective can document the ways that students are able to apply their target-language and cultural knowledge in activities in the greater community, both local and global. For example, school leaders can document to what extent students participate in local cultural celebrations or interact with businesses in the community where the target language is used. They can also survey students and their teachers to determine the extent to which students are offered the opportunity to travel abroad or participate in cultural exchanges such as homestay programs.

In addition to evaluating a program's effectiveness in developing student proficiency, school and district leaders can also evaluate student and family satisfaction with their experience in the pathways and programs offered. School and district leaders can administer surveys to gauge reactions to and perceptions of the quality of instruction in the programs and the opportunities to participate in target-culture activities. School leaders can also use these surveys to elicit input and feedback from students and families to determine areas of interest for future program development.

In order to accurately and effectively measure student and family opinions, school and district leaders make surveys available to the respondents in a variety of ways. These surveys can be hard copies or be available online. Instructional leaders ensure that respondents are contacted multiple times so that they are aware of the opportunity to provide the school or district with input and feedback.

Another factor in evaluating the effectiveness and impact of a world languages program is measuring how participation in the program affects students' lives after secondary school, when they may have opportunities for living, working, and traveling abroad. To the extent possible, school and district leaders survey program graduates to determine how they have applied learning from their language programs in their college or career paths. Based on the results of surveys of program graduates, instructional leaders are able to make adjustments to program curriculum in order to improve the experience of future students. Another benefit of surveying program graduates is the creation of a network between current students and graduates who may be using their proficiency as part of their career and who might provide students with career counseling or opportunities for job shadowing.

Role of Interested Parties in Advocacy for World Languages Programs

The WL Standards are designed to develop communicative proficiency and cultural, intercultural, and global competencies in California students. It is incumbent for current and future educators to embrace the shifts in instructional approaches that support optimal performance in world languages classrooms. These shifts have implications for the attitudes, knowledge, and skills of current and future educators as they prepare students for success in the global community. The ability to communicate in multiple languages is critical to the

acquisition of twenty-first century skills that students need to be successful in college and careers. All students deserve the opportunity to learn the languages they choose according to their interests and goals. District leaders and educators, parents and guardians, and members of the community work collaboratively to develop and guarantee the success of long sequences of world languages study from kindergarten through grade 12.

World languages programs that strive to be effective employ a team approach with members of the school community that individually and collectively contribute to support teachers and students. School and district administrators, teachers, counselors, parents and guardians, and members of the extended community—especially those representing the target languages and cultures—contribute to making world languages programs an essential part of students' academic development. It is important that all these individuals be engaged in the **LCAP** process, especially where it involves decision-making about language programs offered in the district.

Governing Boards at the District Level

As they work to develop the communicative proficiency, and the cultural, intercultural, and global competencies of the students in their district, members of governing boards actively seek out and implement innovative, high-quality world languages programs at all grade levels. They seek input from schools, families, and community members to assess the needs, interest, and capacity to develop the most appropriate world languages programs for the students they serve.

When planning for a new language program it is essential to carefully analyze schools, students, and current language offerings to be sure the new program will be sustainable over time. Governing boards are encouraged to see new world languages programs as resources, a gateway through which students enter and participate in the global community, and as opportunities for all students rather than for a select population.

The following list includes some questions for governing board members to consider when planning to add a language program to a school's curriculum.

1. Is there interest in the wider school community to add additional languages to program offerings?

2. How can the new language program contribute to the achievement of the goals of Global California 2030 and awarding State Seals of Biliteracy at a school or district?

3. Is state certification possible for teachers of the languages proposed?

4. Are potential teacher candidates available to launch a new program? Do partnerships exist among colleges, universities, and school districts to recruit and credential future highly qualified teachers of these languages?

5. What are the initial financial and budgetary implications? What resources will be needed to maintain the program? What are some potential funding sources (grants, fellowships, or other sources)?

6. What long-term planning is required to build sustainability and capacity to implement a new languages pathway that will provide students with an extended sequence of language learning?

7. Are students interested in studying the new languages proposed? How will they be recruited? How and when will they enroll?

8. What curricula are available (published materials, online courseware, or open-source materials) to teach new languages and cultures programs?

9. What supports and professional development programs are available for teachers and administrators?

10. What is a reasonable timeline for implementation?

11. What will be the impact on existing programs in the school or district?

School Site Administrators

As outlined in the California Professional Standards for Education Leaders (CPSEL), administrators can support world languages pathways by collaborating with teachers to make decisions regarding the selection of curricula and other instructional materials, planning the scope and sequence of pathways for students in school and district programs, appropriately placing students within those programs, and providing appropriate professional learning opportunities for world languages teachers.

Similarly, the Quality Professional Learning Standards (CDE 2015) suggest ways that administrators can ensure that quality professional learning for teachers accomplishes the following:

1. Focuses on learning the content required in meeting state standards and district and school outcomes for students.

2. Deepens and extends subject matter knowledge within educators' own discipline and across other disciplines.

3. Builds educators' capacity to use standards, curriculum frameworks, instructional materials, equipment, and technology that support the teaching and learning of subject matter content.

4. Increases educators' use of universal and linguistically and culturally responsive materials.

Administrators can support world languages teachers by providing opportunities to

- attend conferences and workshops outside of the district;

- collaborate with other world languages teachers (at their sites and with teachers who teach the same languages at other sites within the district); and

- collaborate and plan with teachers of other content areas at their sites and within the district.

Planning lessons and units together is recommended collaborative practice, and teachers of different languages can collaborate in macro-level planning by designing a global scope and sequence for different course levels. For example, teachers in a dual immersion school who teach Spanish, French, Hindi, Vietnamese, and Mandarin might collaborate to agree on which content themes should be presented in grade two, in grade three, and so on for subsequent grade levels, taking into consideration the ranges of proficiency within which they can function based on the language category.

In the same vein, teachers in a traditional secondary world languages program can collaborate on the expected outcomes, based on language categories, for a student who completes a Level 1 course, Level 2 course, or native or heritage course. Following this collaboration, teachers of individual languages can then apply the themes, including language-specific linguistic and cultural concepts, as they plan units, lessons, and episodes.

In order to create strong collaboration and communication to support articulated world languages pathways, it is important that school and district administrators participate in these collaborative sessions with the teachers. Participation at such events helps administrators develop their own understanding of current pedagogy and best practices in world languages instruction, including expected student proficiency outcomes. It is also important that instructional leaders participate in professional learning related to world languages education, especially as new standards, frameworks, and instructional materials are adopted and implemented.

Because they regularly observe and coach language educators, it is incumbent on school administrators to remain aware of updates to content standards, frameworks, and curriculum adoptions. Naturally, each update to these documents and guidance will have a potential impact on teaching and learning priorities. A strong familiarity with these instructional shifts becomes crucial as school administrators observe and coach educators, so that administrators are able to appropriately interpret and support world languages teachers' classroom interactions with students.

Snapshot 11.2 provides an illustration of an approach to coaching that may guide administrators or district world languages instructional coaches on how to engage in professional dialogue about the use of the target language 90 percent or more during instruction time, as recommended in this framework. Further discussion of the recommendation of using at least 90 percent target language can be found in chapters 1, 4, 6, 7, and 8 of this framework.

Snapshot 11.2: Professional Development Coaching: Using the Target Language

The following description illustrates how a teacher leader, coach, or administrator can support a world languages teacher in using the target language for instruction. This approach is a high-leverage teaching practice.

After observing a lesson taught by a teacher of Spanish with a Novice range class, an administrator, who knows that ACTFL, the California World Languages Standards, and this framework recommend 90 percent or more use of the target language, meets with the teacher and asks her why she is not using the target language more during her Spanish 1 class. The teacher replies that she does speak in the target language and uses the language exclusively in her upper level classes. She believes that it is unfair to students in Spanish 1 to speak in a language they do not understand, and wants to keep the class under control, especially when giving grammar explanations. Furthermore, students and parents have told her that "they prefer the use of English as the means of instruction in Spanish 1 so that the students can be comfortable in the class and will understand what is required of them."

After conferring with the department chair who assures the administrator that the department supports the research-based practice of maximum target language use, the administrator turns to a world languages instructional coach to support the teacher. The administrator dedicates funds for professional development, including (1) coaching sessions, (2) visits to classrooms in the district where teachers use the target language 90 percent of the time, (3) participation in regional California Subject Matter Project programs, and (4) attendance at a statewide conference where sessions are offered on the comprehensible use of the target language.

The coach meets with the Spanish teacher, observes her in the classroom, and is able to discern that the teacher does not know how to make the target language comprehensible to beginning students. She does not use realia, tailored speech, gestures, or effective checks for understanding. As a result, the students do not understand, and the teacher uses English for directions and explanations in order to avoid classroom management issues.

During a meeting to debrief the observation, the coach uses the Teacher Effectiveness for Language Learning (TELL) self-assessment "Teacher Language Use" to frame the initial discussion about the teacher's practice. Following the meeting, the coach asks the teacher to complete a short module that includes readings and video clips and to use a TELL processing guide, "Using the Target Language and Providing Comprehensible Input," to record their observations and reflections.

In a subsequent coaching session, the coach engages the teacher in reflection using the results of the processing guide. The teacher and coach work together to develop

a plan of action to maximize the use of the target language in one lesson. The coach observes the lesson, gives feedback, and works with the teacher to continue to develop her ability to teach beginners in using the target language. More lessons are observed, and the teacher begins to see that she can successfully use the target language as a means of instruction.

As a result of the successful coaching interactions, the teacher decides that she wants to attend a statewide conference in order to learn more about how to make language, culture, and content comprehensible to her students. When observing her in the spring, the administrator is able to see marked improvement in the use of the target language and asks the teacher to share her success story with others in the world languages department.

When creating school master schedules, administrators can keep in mind the importance of the frequency of exposure to the language for students enrolled in world languages pathways. For example, if a secondary school has a block or modified block schedule, it is essential to support continuity in language courses so that students do not lose their ability to communicate in the target language due to a semester or longer gap when language study is not offered.

As they develop a master schedule, administrators may strive to avoid creating combination courses, such as placing Spanish 2 and 3 students together in the same class period, since the proficiency of these students is very different, making it difficult for teachers to meet the needs of all students. Further, they recognize that it is detrimental to the education of heritage speakers to place them in courses designed for nonnative speakers unless their proficiency in the language and culture mirrors that of their peers who are not native speakers. While they acknowledge that fiscal realities may make it difficult to create an optimal learning environment, administrators are aware that class size should remain small in world languages classrooms so teachers can more effectively support the developmental needs of all students.

Additionally, administrators can actively support horizontal and vertical articulation beginning in the elementary grades and continuing through high school. This is done through discussion and intentional early and long-term planning with individuals representing all schools involved in the world languages pathways. Administrators can strive to ensure that students who begin world languages learning at a young age are able to continue to progress through the ranges of proficiency during each year of the K–12 sequence. For more information and resources related to creating, maintaining, and evaluating these pathways, see chapter 3 of this framework.

In addition to supporting the efforts to implement world languages programs at the school site, administrators may seek opportunities to establish study abroad program opportunities for students. This can come in the form of acknowledging and supporting the efforts made by individual teachers to organize and implement travel and study abroad.

Additionally, administrators can support opportunities to form partnerships with study/ travel abroad programs that offer partner schools scholarships for programs during summer breaks, where students return as ambassadors to educate their peers about travel abroad experiences.

The following list includes some questions for school site administrators to consider when planning to add a language program to a school curriculum.

1. Do teachers with communicative competency in the languages of interest work in the district? If not, where can they be recruited? If they do, are there incentives that exist to motivate their participation in a world languages program or pathway? Does the school have access to participants in teacher exchange programs that arrange for teachers from other countries to teach in US schools?

2. What process needs to be initiated to recruit, train, and support teachers? What teacher support is needed to sustain the program over time?

3. What opportunities for teacher preparation are available besides traditional teacher preparation programs? (Consider government funding, state or regional language conferences, language-specific teacher organizations, online courses, or webinars.)

4. What must be considered when determining whether a teacher is qualified for a position?

5. What further opportunities are there for learners who enroll in the language program when they leave the school or district? (Consider college courses, study abroad, government programs, or internships.)

6. How does the school plan to support the teaching of multiple languages at a single site? What planning or resources might be needed to support and maintain sequences of courses when and if enrollment numbers are small at levels 3 and 4, International Baccalaureate, and Advanced Placement?

7. What opportunities can be established for world languages teachers to collaborate with cross-curricular colleagues?

8. How are world languages pathways articulated? What processes need to be established to provide teachers and staff with opportunities for **vertical articulation**?

9. What plans are in place (or need to be developed) to provide students with well-articulated K–12 pathways in the world languages at the school or district? How will students be supported in earning the State Seal of Biliteracy? How will the world languages program contribute to the district's efforts to meet the goals of Global California 2030?

10. What student support is necessary to sustain programs over time?

11. What curricula and resources are available? What instructional materials are available?

12. What is the plan for providing students with equitable access to learning materials and technology?

13. What impact might adding new world languages pathways have on existing programs at the school?

World Languages Instructional Leaders and School Counselors

World languages instructional leaders at the district and site level play an important role in advocating for the development and implementation of new world languages programs and pathways. They can conduct student and community interest surveys, consult with site and district administrators, and address governing boards to support world languages initiatives in their schools and districts. World languages instructional leaders also advocate for the creation of native and heritage speaker programs in addition to dual language immersion pathways as a way to support district efforts to improve outcomes on state English Language Arts assessments, support English learners and reclassification of students due to increased language proficiency through transfer, and increase the number of students eligible to receive the California State Seal of Biliteracy.

School counselors are an integral part of the process of developing and maintaining new world languages programs, particularly at the secondary level. They consult with world languages instructional leaders to understand how to appropriately place students in courses based on their prior knowledge and experience, and support and encourage all students in learning world languages. As they counsel students, they encourage them to continue world languages study for as many years as possible. They also understand the options available for native and heritage speakers as well as for students with experience in dual language immersion pathways. They are aware of the requirements of and pathways for earning the State Seal of Biliteracy so they can make students aware of what they must do to be successful in achieving it. Counselors also work with world languages instructional leaders and site administrators during the design of the master schedule in order to balance the needs and desires of students enrolled at the school.

The following list includes questions for world languages instructional leaders and school counselors to consider as they advocate for world languages at their sites and in their districts.

1. How are instructional program and course decisions made?

2. What are district procedures regarding new course proposals? What is the approval process? When must paperwork be submitted and to whom? Is there approval required at the state level?

3. How will a particular course or program contribute to the school or district's efforts to meet or exceed proficiency expectations on state assessments of English Language Arts and English Language Development, meet the goals of Global California 2030, and increase the number of students earning the California State Seal of Biliteracy?

4. Is there student interest in a specific world languages program? What will be the process to advertise programs and recruit students (parent meetings, student meetings, brochures displayed in the counseling office)?

5. How and when will students enroll in these programs? Is it necessary to prepare or select a placement tool to assess student proficiency?

6. What is the optimal class size for world languages classes? How can mixing of course levels (such as German 2/3/4) be avoided?

Students

Students, especially at the secondary level, can advocate for new world languages pathways in their schools and districts, particularly native or heritage speaker courses and courses for less commonly taught languages. Students can enter into dialogue with parents and guardians, counselors, and site administrators to communicate their interest in expanding world languages course offerings at their school. They can also attend governing board meetings to communicate their interest in new world languages programs or to support current programs that may be up for review.

The following list includes questions for students to consider as they advocate for world languages at their sites and in their districts.

1. Who should I contact at the site and district level to communicate the desire to establish a world languages program?

2. What information do I need to gather before meeting with site and district leaders about the program? Should I create a survey to measure student interest?

3. What is the procedure and timeline for proposing and approving new courses in a school or district? Who should I contact to discuss the process?

4. How do I attend and speak during a school board meeting?

Parents and Guardians

Parents and guardians are important resources for developing multiliteracy in languages other than English, especially in the case of students who are native or heritage speakers. First, schools and districts prioritize communicating with parents and guardians about the importance and value of learning languages in order to encourage them to enroll their students in world languages programs as early as possible. School sites also ensure parents and guardians understand how learning a second language supports improved academic outcomes and does not lead to language confusion at young ages, a widely held myth. It is especially important to ensure that parents and guardians understand the value of maintaining a student's heritage language (L1) and also developing proficiency in other languages. Schools and districts have a responsibility to provide parents and guardians with information about the benefits of developing multiliteracy, such as access to higher education and increased job opportunities, and how this skill will contribute to their student's college and career readiness.

It is essential that schools and districts communicate in the primary language of the families of enrolled students. This practice demonstrates to families that the school values the communicative and cultural assets that the families bring to the school community. Communicating with families in their primary language also ensures that students are as aware of opportunities to develop multiliteracy as are students whose primary language is English.

Parents and family members are also welcomed to volunteer in the school and visit their student's classroom, following local procedures established by the school and district. It is especially important to encourage participation of family members who communicate using the target language, in order to increase students' exposure to and interaction with speakers of the target language. By valuing the resources of family members who speak the target language, schools and districts validate students' heritage languages, which honors the diversity of backgrounds and experience of all students. Teachers communicate with parents and guardians to make them aware of events and programs that students will participate in. They also capitalize on the assets that parents and guardians may offer by inviting them to volunteer, observe their students' class activities, or speak to students about their profession. Schools contribute to building connections with members of local target language communities by involving them in decision-making and activities at the school site, thereby enriching the language-learning experience of students and honoring the resources that community members can contribute to the educational process.

What follows is a short list of questions for parents and family members to consider when they speak to a school administrator or other educational leader to advocate for adding new language programs to schools or districts.

1. How do you plan to engage the interest and increase the depth of knowledge of individuals who make decisions at the school or at the district?

2. What support can parents and family members provide to the school and the district? (Examples include serving on district and school site **language advisory committees**, inviting guest speakers, sponsoring or developing cultural programs and extracurricular clubs, and participating in service-learning projects.)

3. Are there opportunities for partnerships with business or cultural organizations in the community? Are there opportunities to create partnerships with outside organizations to offer students the ability to study abroad?

4. How can parents and family members make sure that students are aware of the new program and enroll?

5. What is a reasonable timeline for implementation of the new world languages pathway?

Community

The larger community of cultural, ethnic, and social groups; local businesses; and service groups are potential sources of support for world languages programs in schools. These groups may provide professional learning, volunteers and guest presenters for classrooms, or advocacy on behalf of programs. Local institutions of higher education, such as community colleges or universities, can also be a source of expertise and volunteers, such as mentors, tutors, and student teachers.

Community members may consider the questions listed below when they advocate for new world languages pathways in the schools within their district.

1. How can you generate awareness within the community about the need for language study in the schools? How can community members communicate this need to school or district leadership?

2. How can the local community contribute elements of **cultural capital** to empower schools and students? The **Community Cultural Wealth Model** may offer useful ideas (Yosso 2005):

   a. Aspirational capital refers to the "hopes and dreams" students have.

   b. Linguistic capital refers to the various language and communication skills students bring with them to the educational environment.

   c. Familial capital refers to the social and personal human resources students have, drawn from their extended family and community networks.

   d. Social capital refers to students' peers and other social contacts and how they utilize them to gain access to and navigate their educational environment.

   e. Navigational capital refers to students' skills and abilities to navigate social institutions, including educational spaces.

   f. Resistance capital refers to students' ability to leverage their educational experience to solve challenging problems related to equal rights and freedom.

3. Can you connect the new language program with:

   a. Cultural or heritage language groups within the community?

   b. Community language schools?

   c. Existing college- and career-readiness initiatives or internships?

   d. An existing service learning project?

   e. An existing study abroad program at the local, state, national, or international level?

   f. Existing sister city programs in your community?

SELF-ASSESSMENT TOOL FOR WORLD LANGUAGES TEACHERS

Aligning teacher and student behaviors with those that research indicates lead to enhanced student outcomes may help California educators assess the efficacy of world languages programs and pinpoint areas for further development. Individual teachers or groups of teachers are encouraged to use figure 11.15 to assess the alignment of teacher practices with those that result in higher levels of student proficiency.

FIGURE 11.15: Self-Assessment Based on "Then and Now"

Directions: Rate your use of research-based practices using (A)lways, (F)requently, (S)ometimes, and (N)ever. Then use the results for individual, department-wide, or district-wide reflection in order to establish goals for professional development. World language educators may wish to identify common areas of emphasis. They may wish to emphasize items they share in common that received a rating of (N)ever or (S)ometimes. Alternatively, they may set goals to increase behaviors from never to sometimes or from sometimes to frequently and to share the results of the changes in instructional practices. Administrators or colleagues observing may adapt and use the self-assessment as a tool to assess the alignment of their world languages department to the standards. Educators are encouraged to set a limited number of goals and assess the results of changes before adding others as educators seek to align their practices with those described in the "Then and Now" section of appendix 2, "Ways Students May Access the World Languages Standards," of the California World Languages Standards. Educators will note that each item reflects a continuum of practice rather than a binary either–or behavior.

1. Students learn about the target language (grammar) *or* students learn to use the target language.

ITEM	PRACTICE	RATING	ACTION PLAN AND NEXT STEPS
a	Teachers use the target language almost exclusively.	[blank]	[blank]
b	Teachers use the target language to make language, culture, and content comprehensible using multiple modalities for learning.	[blank]	[blank]
c	Grammar is taught as a tool for communication.	[blank]	[blank]

2. Students experience a teacher-centered class *or* students experience a learner-centered class with the teacher as facilitator or collaborator.

ITEM	PRACTICE	RATING	ACTION PLAN AND NEXT STEPS
a	Teachers design activities that lead to autonomy and flexibility in unrehearsed situations and create a learner-driven class.	[blank]	[blank]
b	Students engage in individual, pair, small-group and whole-group activities.	[blank]	[blank]
c	Students are able to choose based on learning profiles, readiness, and interests.	[blank]	[blank]
d	Students are able to assess, plan, and direct their own learning.	[blank]	[blank]

3. The instructional focus is on the four skills in the target language *or* on interpretive, interpersonal, and presentational communication in the target language.

ITEM	PRACTICE	RATING	ACTION PLAN AND NEXT STEPS
a	Students interpret authentic (informative, cultural, literary) audio, video, and written texts.	[blank]	[blank]
b	Students communicate spontaneously in culturally authentic, real-world settings.	[blank]	[blank]
c	Students make a variety of presentations for target-culture audiences in appropriate ways.	[blank]	[blank]

4. Emphasis is on coverage of the textbook *or* emphasis is on use of backward design focusing on the end goal.

ITEM	PRACTICE	RATING	ACTION PLAN AND NEXT STEPS
a	Teachers design culturally authentic integrated performance tasks for units and courses in the target language.	[blank]	[blank]
b	Performance tasks develop skills measured in benchmarks and final examinations.	[blank]	[blank]
c	Assessment (contextualized form checks, measures, integrated performance tasks) informs instruction.	[blank]	[blank]

5. Focus is on the use of the textbook as the curriculum *or* on the use of thematic units and authentic resources.

ITEM	PRACTICE	RATING	ACTION PLAN AND NEXT STEPS
a	Essential questions and enduring understandings and skills guide the selection of themes and subthemes.	[blank]	[blank]
b	Materials from the textbook are used only when they develop appropriate knowledge and skills.	[blank]	[blank]
c	Teachers use authentic materials, rich in language, culture, and content.	[blank]	[blank]

6. Emphasis is on the teacher as presenter *or* on the learner as "doer" and "creator."

ITEM	PRACTICE	RATING	ACTION PLAN AND NEXT STEPS
a	Students use the target language for real-world purposes in culturally appropriate ways.	[blank]	[blank]
b	Students use the target language beyond the classroom.	[blank]	[blank]
c	Students use the target language to learn content, think critically, and solve problems.	[blank]	[blank]

7. Focus is on isolated cultural factoids *or* on the relationships among cultural products, practices, and perspectives.

ITEM	PRACTICE	RATING	ACTION PLAN AND NEXT STEPS
a	Students learn and use the target cultures through the target language.	[blank]	[blank]
b	Students learn to function in culturally appropriate ways.	[blank]	[blank]
c	Students learn target-culture perspectives that underlie cultural products and practices.	[blank]	[blank]
d	Students recognize and understand the effects of intercultural influences.	[blank]	[blank]

8. Focus is on the use of technology as a "cool tool" *or* on integrating technology into instruction to enhance learning.

ITEM	PRACTICE	RATING	ACTION PLAN AND NEXT STEPS
a	Teachers use technology to locate and teach authentic texts rich in language, culture, and content.	[blank]	[blank]
b	Students use technology to access and select content, research, collaborate, cite evidence, revise, edit, and publish in the target language.	[blank]	[blank]
c	Students use technology to communicate in the target language, supported with digital media and visual displays.	[blank]	[blank]

9. Focus is on teaching only the language *or* on the use of language as the vehicle to teach academic content.

ITEM	PRACTICE	RATING	ACTION PLAN AND NEXT STEPS
a	Students further their knowledge of content through the use of the target language and its resources.	[blank]	[blank]
b	Students learn target-culture perspectives on content.	[blank]	[blank]
c	Students develop information, media, technology, and emotional literacies.	[blank]	[blank]

10. Focus is on the same instruction for all students *or* on differentiating instruction to meet individual needs.

ITEM	PRACTICE	RATING	ACTION PLAN AND NEXT STEPS
a	Teachers differentiate based on student learning profiles, readiness, and interests.	[blank]	[blank]
b	Teachers differentiate content, process, and products.	[blank]	[blank]
c	Teachers differentiate for students who are disengaged or accelerated, who have disabilities or other special needs, or who are heritage and native speakers.	[blank]	[blank]

11. Focus on situations from the textbook *or* on personalized real-world tasks.

ITEM	PRACTICE	RATING	ACTION PLAN AND NEXT STEPS
a	Students use the target language in real-world settings.	[blank]	[blank]
b	Students use the target language spontaneously.	[blank]	[blank]
c	Students exchange information and opinions and express thoughts and feelings through the target language.	[blank]	[blank]

12. Emphasis is on classroom language learning *or* on providing opportunities to use the target language beyond the classroom.

ITEM	PRACTICE	RATING	ACTION PLAN AND NEXT STEPS
a	Students participate in language-use opportunities with target-language users in the school.	[blank]	[blank]
b	Students participate in target-language-use opportunities in local and global communities.	[blank]	[blank]
c	Students show evidence of becoming lifelong learners.	[blank]	[blank]

13. Focus of testing is to find out what students do not know *or* is designed to find out what students can do.

ITEM	PRACTICE	RATING	ACTION PLAN AND NEXT STEPS
a	Teachers use proficiency measures to generate a profile of student strengths and weaknesses in the target language.	[blank]	[blank]
b	Teachers design tasks that require proficiency in target language communication, cultures, and content.	[blank]	[blank]
c	Teachers differentiate content, process, and products to optimize opportunities for success.	[blank]	[blank]

14. The teacher knows the criteria for grading *or* students understand criteria for assessment and use rubrics.

ITEM	PRACTICE	RATING	ACTION PLAN AND NEXT STEPS
a	Teachers use criteria that focus on target-language communication, cultures, and content.	[blank]	[blank]
b	Students participate in self-assessment using teacher-, class-, and self-generated criteria and rubrics.	[blank]	[blank]
c	Students self-direct when demonstrating knowledge and proficiency.	[blank]	[blank]

15. Students "turn in" work for the teacher *or* learners create to "share and publish" for target-culture audiences.

ITEM	PRACTICE	RATING	ACTION PLAN AND NEXT STEPS
a	Students interpret a wide variety of authentic materials.	[blank]	[blank]
b	Students communicate interpersonally in real-world situations.	[blank]	[blank]
c	Students present to target-culture audiences for a variety of purposes and in appropriate ways.	[blank]	[blank]

Upon completion of the self-assessment, educators create goals in areas for growth. Even in cases where "always" was selected, a goal can be created to continue or to further improve practice. Teachers who are unsure of how to proceed can meet with administrators or mentors to seek assistance. Local, state, and national organizations may also provide opportunities for mentorship.

Source: Adapted from "Then and Now in the 21st Century Skills Map for World Languages" (Zaslow 2011)

Conclusion

Professional learning, connecting members of the broader school community to the world languages classroom, and thoughtful evaluation of programs with multiple measures are essential elements for implementing and maintaining high-quality world languages programs that produce multiliterate graduates who successfully navigate careers in the global economy. Dedicated professionals (teachers, administrators, and counselors) seek the support of families and community members through collaboration. These efforts are necessary to the success of Global California 2030, which strives, among other things, to ensure that half of California students participate in a program to develop proficiency in two or more languages by 2030.

World languages educators and school and district administrators are encouraged to explore the resources for professional learning and development included in appendix 2 of this framework. Appendix 2 includes a variety of research-based articles and books related to linguistics and second language acquisition, planning for instruction, assessment, and professional learning.

The California World Languages Standards establish expectations for what students of world languages should experience during their study of languages and cultures. This World Languages Framework provides districts, school site leadership, and world languages teachers with the guidance and support needed to plan and implement world languages programs aligned to the World Languages Standards. The guidance in the framework is intended to ensure that all students have high-quality opportunities to develop multiliteracy and global competence by participating in world languages programs throughout the State of California.

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Text Accessible Descriptions of Graphics for Chapter 11

Figure 11.6: Cyclical Model for Enacting High-Leverage Teaching Practices

Figure 11.8 is a set of three concentric circles. The one in the center is labeled Community of Practice. A second is made up of unidirectional arrows and a box that identifies the beginning of the cycle of reflection/collaboration, feedback/discussion. The outermost circle is labeled with reflection/collaboration on the upper left-hand side and feedback/discussion on the lower right-hand side. It features a cyclical model for enacting high-leverage teaching practices. The process of reflection and collaboration begins a new cycle with deconstruction, observation, analysis, and planning. The feedback and discussion process includes rehearsal, coaching, enactment, and assessment, all within a community of practice.

CHAPTER 12:
Unique Features of Individual Languages

Table of Contents

Chapter Overview

CHAPTER OBJECTIVES

In this chapter, readers will learn about:

☐ California's language diversity

☐ How languages differ, and how those differences impact teaching and learning

☐ Language-specific considerations: examples and instructional strategies

☐ Dialects and regionalisms

☐ Intersections of language and culture

Introduction

California's Linguistic Diversity

Living and learning in California, a state of extraordinary linguistic diversity and cultural pluralism, places students at the heart of vibrant cultural exchanges and impactful language-learning opportunities. The information in this chapter can aid the efforts of language teachers as well as school counselors and administrators to recognize students' linguistic strengths and needs in order to design suitable instructional materials and effectively deliver instruction.

According to US Census Bureau data, in 2017, 55.9 percent of Californians speak only English, while 44.1 percent speak another language (either instead of, or in addition to, English). Spanish and **Spanish Creole** compose the second most popular language grouping in the state, being spoken by 28.7 percent of Californians. Chinese is a distant third, spoken by 3.2 percent. Tagalog/Filipino is spoken by 2.2 percent, Vietnamese by 1.5 percent, and Korean by 1 percent. Persian, Armenian, and Arabic are spoken by 0.5 percent each. Figure 12.1 illustrates the distribution of the varied languages spoken by California residents, according to the US Census Bureau.

FIGURE 12.1: Languages Spoken in California, US Census Bureau 2017

- ✿ English Only, 55.9%
- ▥ Spanish and Spanish Creole, 28.7%
- ▦ Chinese, 3.2%
- ≣ Tagalog/Filipino, 2.2%
- ═ Vietnamese, 1.5%
- ♈ Korean, 1%
- ■ Persian, 0.5%
- ◄ Armenian, 0.5%
- ▨ Arabic, 0.5%
- ✤ Other, 6%
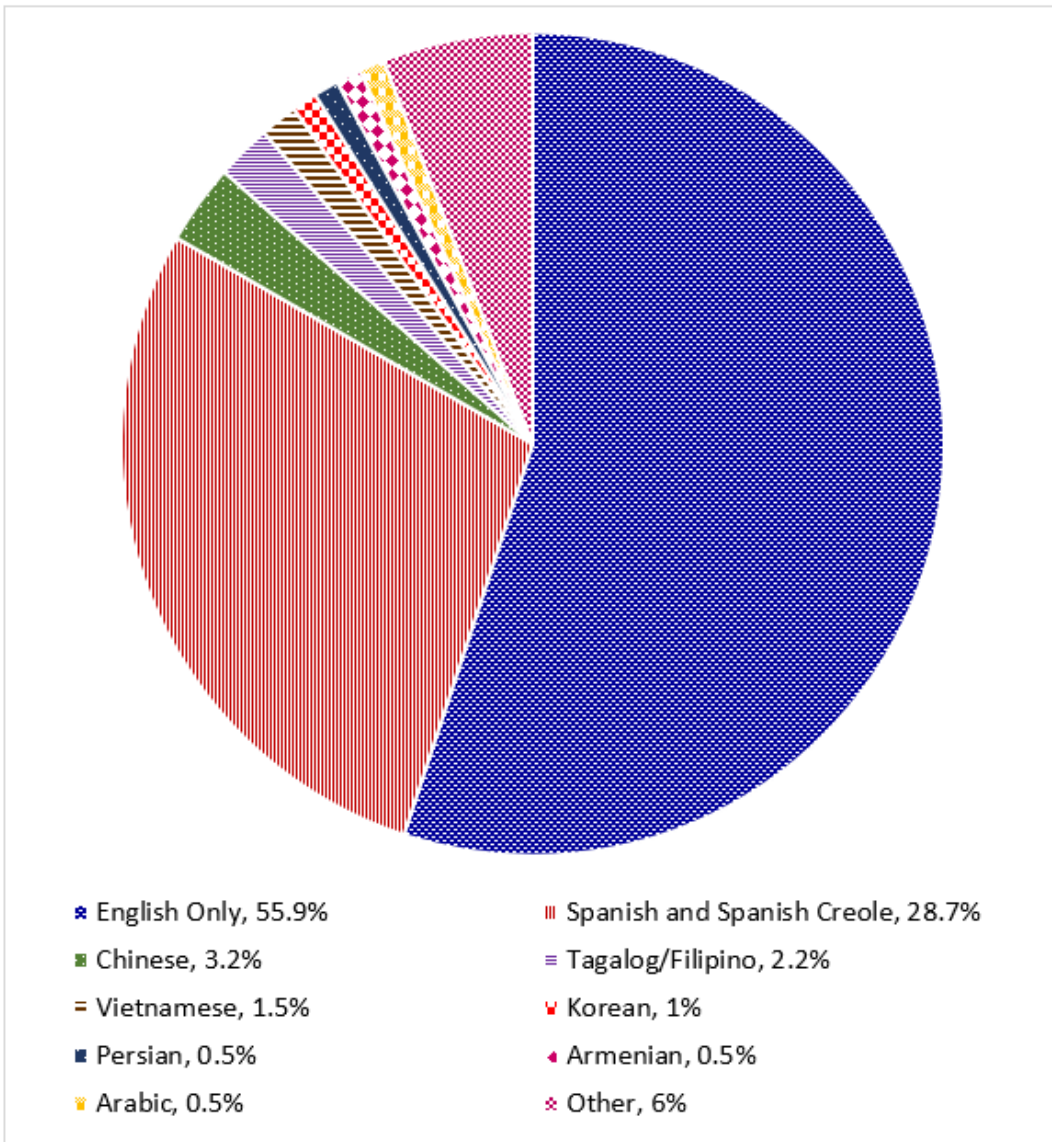
According to *The National K–16 Foreign Language Enrollment Survey Report* (American Councils 2017), of the current almost 7 million students in the California public school system, less than 14 percent study a world language, lagging behind the national average of 20 percent. Among the most commonly studied languages in California are: Spanish (75%), French (11%), Chinese (2%), American Sign Language (ASL) (1.7%), Japanese (1.3%), German (1%), Arabic (0.9%), Russian (0.9%), and Latin (0.6%). Figure 12.2 illustrates the languages studied in California schools, organized by percentage of participation.

FIGURE 12.2: Languages Studied in California
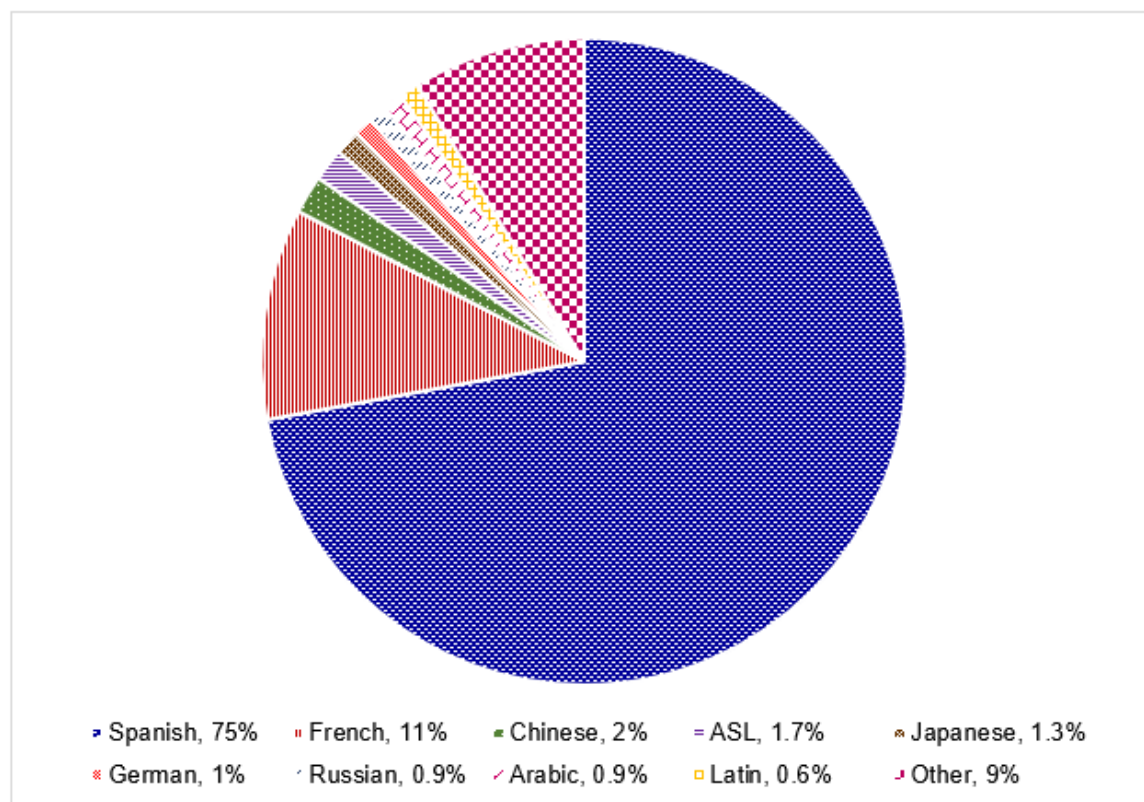
For further information on the diversity of languages studied in California, see chapter 3, Pathways to Multiliteracy.

Californians' high esteem for language education ave rise to the 2008 initiative to recognize students' bilingualism through the California State Seal of Biliteracy, which was officially adopted in 2011. According to 2017–18 data, 55,175 California students, in 53 counties, have earned the Seal of Biliteracy in more than 40 different languages: ASL, Cantonese, French, German, Japanese, Korean, Latin, Mandarin, Spanish, and Vietnamese, as well as the following: Arabic, Armenian, Bengali, Cambodian, Farsi, Filipino, Gujarati, Hebrew, Hindi, Hmong, Hungarian, Indonesian, Italian, Kikongo, Lingala, Malay, Mongolian, Portuguese, Punjabi, Russian, Samoan, Swahili, Swedish, Tamil, Thai, Tibetan, Turkish, Ukrainian, and Urdu (CDE 2018; 2020).

World languages teachers serve their students more effectively when they take the time to learn the linguistic background of their students in order to customize their approach to students' learning of the **target language**. Students in California study a wide variety of languages. For many of them the target language may be a native, heritage, or third language. For example, native or heritage speakers of Spanish have a linguistic and cultural advantage when studying French, Italian, Latin, Portuguese, and Romanian since along with Spanish these languages derive from Latin and form the Romance group of Indo-European languages. The advantage comes from the similarities in the vocabulary, the morphology, and often the syntax among these languages (Stein-Smith 2018).

Students who have linguistic backgrounds that allow them to rely on **cognates** in vocabulary and on the ability to **transfer** morphology and syntax are able to understand target language text more easily when they are engaged in interpretive communication activities. Similarly, students use what they have interpreted and what is similar (**positive transfer**), recognizing and overcoming the differences (**negative transfer**), in order to use new forms when producing language in activities for interpersonal and presentational communication.

For example, when learning French, native and heritage speakers of Spanish acquire vocabulary with greater facility since both languages derived from Latin. Similarly, the gender of nouns, the personal endings of verbs, the subjunctive mood of verbs, and other grammatical features of French are less challenging for them than they are for a monolingual English speaker. As a French teacher recognizes such linguistic assets among students, they introduce new vocabulary through the exploration of cognates between French and not only English, but also Spanish.

In native- and heritage-speaker classes, students bring diversity in dialects and usage. Language teachers welcome such diversity and validate it by incorporating it in their lesson plans. For example, in a Vietnamese class for heritage speakers, in a unit on family values, the students conduct a survey among their elders (parents and grandparents) and record the various words for degrees of family relations. The students then share and compare the words and the pronunciation of their regional varieties, as illustrated in figure 12.3.

FIGURE 12.3: **Variants of the Concept of "Uncle"**

Concept	Variants
uncle	bác [伯] (trai) – *elder brother of parents*
	chú [注] – *father's younger brother*
	cậu [舅] – *mother's brother*
	dượng – *mother's younger sister's husband*

Source: Family Words in Vietnamese (Omniglot 2020b)

When schools do not offer native- and heritage-speaker classes, the makeup of the students in nonnative-speaker classes reflects a heterogeneous linguistic background. Some students are either heritage learners of the target language or heritage speakers of a language that shares features with the target language. For example, in a French 1 class, most students may be native speakers of English and some might be monolingual, English-only learners of French. In the same class, other students might be heritage speakers of Spanish—a Romance language sharing many features with French. The teacher may choose to group the students strategically, ensuring there are heritage speakers of Spanish in each small group, since the heritage Spanish speakers are likely to share a wider range of cognates and grammar features and can facilitate whole-class success in all modes of communication.

Major Components of Language

All languages have underlying structural rules that make meaningful communication possible. The many languages spoken and taught in California vary in all five components of language: phonology, morphology, syntax, semantics, and pragmatics. The first three deal with the formation of sounds, words, and sentences in a language, semantics examines the content of the message, while pragmatics is also known as the use of language for specific audiences and purposes.

Spoken language is composed of units of different sizes. Sounds are the smallest building block of language. Sounds are called **phonemes** when they function to signal different meanings in the language. **Morphemes** are sequences of sounds that form the smallest units of independent meaning in a language, such as prefixes and suffixes. Words are the next building block of language as they consist of one or more morphemes., When one or more words convey meaning together, they form phrases (a structural unit composed of one or more words), sentences, and discourse (culture-specific text types). Sounds, word forms, and sentence structures are examined further in this chapter through specific examples and suggestions for teaching.

Based on the structural similarities, languages are grouped in various families. Languages may be grouped by their morphological and syntactical features or by their genetic typology, as presented in different parts of this chapter.

Classification of Languages—By Morphology and Syntax

Languages are classified based on how they combine morphemes to form words. Some languages, such as Mandarin, Cantonese, Vietnamese, and Laotian, use free forms to express concepts like tense or number and are called **isolating/analytical languages**. For example, as illustrated in figure 12.4, in Mandarin, the morpheme [*le*] expresses past tense, and its place in the sentence may vary.

FIGURE 12.4: Isolating/Analytical Languages: Expression of Past Tense, Mandarin

Ta chi fan LE.	Ta chi LE fan.
s/he eat meal PAST	s/he eat PAST meal

In contrast to analytical languages, **synthetic languages** use **affixes**, **derivations**, or **inflections** to express relationships among words in a sentence. Some of these languages, called **agglutinating**, have a designated affix for each specific grammatical concept. In Turkish, for example, [-*ler*] indicates plural, while [-*de*] indicates location, as figure 12.5 indicates.

FIGURE 12.5: Synthetic Languages: Formation of Plural and Location, Turkish

ev	evde	evler	evlerde
house	in the house	houses	in the houses

Along with Turkish, these are a few more examples of agglutinating languages: Filipino, Japanese, and Korean, among others.

Fusional languages form words by using a root along with affixes that denote more than one grammatical concept. In Russian, for example, a specific inflection (ending) may indicate the word's gender, number, and case—as demonstrated in the example in figure 12.6.

FIGURE 12.6: Fusional Languages: Inflections, Russian

Я	вижу	школ-**У**.
Ya	vizhu	shkol-**U**
I	see	the school (feminine, singular, direct object Accusative)

Many Native American languages are **polysynthetic languages** in which sentences are composed of long, highly structured words with many parts. Such single words may consist of multiple roots and affixes as their meaning often expresses a whole sentence in other languages. For example, the Cherokee word *datsigowhtisgv'i* means "I was seeing something facing me." The prefix "*da-*" indicates that the object is facing the speaker, "*-tsi-*" shows first-person subject ("I"), "*-gowhti-*" is the root "to see," "*-sg-*" indicates an ongoing action, and "*v'I*" denotes past tense.

Languages differ also in the way they structure sentences. Verb (V), subject (S), and object (O) are three universal concepts of syntax. The largest number of languages, Armenian, ASL, Greek, Japanese, Korean, and Latin among them, use the S–O–V sequence. Figure 12.7 offers an example of typical word order in Latin.

FIGURE 12.7: Syntax: Subject–Object–Verb Languages, Latin

Amor (S)	omnia (O)	vincit (V)
love	all	conquers (Love conquers all.)

The next largest group, including English, French, German, Italian, and Russian, use the S–V–O word order, as illustrated in figure 12.8.

FIGURE 12.8: Syntax: Subject–Verb–Object Languages, German

Der Mann (S)	öffnet (V)	die Tür (O)
The man	opens	the door

While in some languages (mostly synthetic) the word order is less important, in English (an analytic language) the placement of the word is rather strict and can change the meaning of the message. For example, the word order in "The dog (S) bit (V) the boy (O)" tells a completely different story from "The boy (S) bit (V) the dog (O)."

A smaller number of languages, including Arabic and other Semitic languages, follow the V–S–O pattern when structuring sentences. Figure 12.9 is an example of word order in formal Arabic.

FIGURE 12.9: Syntax: Verb–Subject–Object Languages, Arabic

Arabic	الكتابَ المدرسُ يقرأُ		
Transliteration:	*yaqra'u (V)*	*al-mudarrisu (S)*	*al-kitāba (O)*
Gloss:	reads	the teacher	the book
Translation:	The teacher reads the book.		

Classification of Languages—Genetic Typology

Genetic classification groups languages according to their descent as languages branched out from the same ancestor language.

The **Indo-European family** includes nine branches: Albanian, Armenian, Baltic, Celtic, Germanic, Hellenic, Indo-Iranian, Romance, and Slavic.

The **Germanic** branch includes Afrikaans, Danish, Dutch, English, German, Norwegian, Swedish, and Yiddish, to name a few.

All languages in the **Romance/Italic** branch descended from Latin, the language of the Roman Empire. These languages include: Spanish and Portuguese (Ibero-Romance), French, Catalán, Romansh (Gallo-Romance), Italian and Sardinian (Italo-Romance), and Romanian (Balkano-Romance).

The **Slavic** branch includes Bulgarian, Belarusian, Czech, Polish, Russian, Serbian, and Ukrainian, among others.

The table in figure 12.10 illustrates the organization of the family tree of Indo-European languages.

FIGURE 12.10: Indo-European Languages

The Indo-European Family

Proto-Indo-European
5000 B.C.

Baltic-Slavic

Lithuanian	Russian
Latvian	Ukrainian
	Polish
	Czech
	Bulgarian

Germanic

English
Dutch
German
Swedish
Norwegian
Danish
Afrikaans
Friesian
Icelandic

Roman

French
Spanish
Italian
Catalan
Portuguese
Occitan
Romanian
Rumansh

Indo-Iranian

Indic	Iranian
Hindi	Farsi
Urdu	Pashto
Bengali	Kurdish
Marathi	Tajiki

Armenian

Greek

Albanian

Celtic

Irish Gaelic	Welsh
Scottish Gaelic	Breton
Manx	Cornish

Text accessible version of figure 12.10

Source: (uOttawa 2020)

Among other large language families are **Sino-Tibetan**, which includes Chinese, and **Afro-Asiatic**, which includes the Semitic languages Arabic and Hebrew.

At times certain languages are referred to as being "difficult" or "easy" to learn. It is not that one language is easier or more difficult to learn than another; rather, some languages require a longer or shorter length of time to acquire specific ranges of proficiency. This length of time depends on how different the target language and cultures are from the languages the students already know. Greater differences in pronunciation, grammar (word forms and word order), culture, and levels of politeness may require a longer period of time for the acquisition of the target language. One potential benefit in having an early entry into a world languages program, such as **elementary dual language immersion**, is that the young learner experiences the target language for a longer period of time. As a result, the child is less likely to regard the target language as a "difficult" language.

The California World Languages Standards (WL Standards) clarify that the length of time required to develop proficiency depends on the similarities and differences between the target language and the languages the students already know. The similarities and differences between the **target cultures** and the cultures with which the students

are familiar further contribute to the timelines of this process. In their daily dealings with language teaching and learning, teachers and students address language and its components of structure, social practice, and culture.

Figure 12.11 shows the geography of five categories of languages and indicates the time it takes for speakers of English to acquire them. Speakers of English need about 24 weeks to learn Spanish, Romanian, Norwegian, and other Category I languages since they are closely related to English. Category II languages like German are similar to English and require about 30 weeks. Speakers of English need a longer period of time, about 44 weeks, to acquire Category IV languages like Russian, Hungarian, and Turkish due to their significant linguistic and cultural differences from English. Category V languages, such as Arabic, require 88 weeks for speakers of English. More information related to categories of languages can be found in chapter 3 of this framework.

FIGURE 12.11: The Geography and Estimated Learning Time of Five Categories of Languages

FOREIGN SERVICE INSTITUTE
LANGUAGE DIFFICULTY RANKINGS

CATEGORIES

Estimated Learn Time (in weeks)

0 English

24 weeks — I Languages closely related to English

30 weeks — II Languages similar to English

36 weeks — III Languages with linguistic and/or cultural differences from English

44 weeks — IV Languages with significant linguistic and/or cultural differences from English

one year — * Denotes more difficult languages in category IV

88 weeks — V Languages which are exceptionally difficult for native English speakers

Unclassified — Majority language required for diplomatic intercourse

Text accessible version of figure 12.11

Source: Language Difficulty Ranking For English Speakers (Visual Capitalist 2017)

Figure 12.12 provides an explanation for why native speakers of English need either more or less time to learn certain world languages. The chart lists the categories by which English and a specific language differ. The chart suggests that the larger number of differences between the target language and English leads to a longer period of time needed to learn the target language. In the column entitled Writing System, "1" indicates languages which do not use the Roman alphabet; "2" indicates languages which have more than 1,000 written symbols; and "3" indicates languages which have more than one possible meaning for each written symbol. For example, Italian differs from English only in two categories, phonology (sound system) and morphology (word forms). Because of the similarities between English and Italian, for English speakers it usually takes a shorter period of time to learn Italian than other languages that are more dissimilar to English. On the other hand, Korean differs in all five categories and is likely to require a much longer period of time for an English speaker to learn.

FIGURE 12.12: Basic Characteristics of Selected Languages Which Differ From English

Language	Phonology	Morphology	Syntax	Lexicology	Writing System 1, 2, 3	Stylistics
Arabic	Differs	Differs	Differs	Differs	1	n/a
Chinese	Differs	n/a	n/a	Differs	1, 2	n/a
French	Differs	Differs	n/a	n/a	n/a	n/a
German	Differs	Differs	n/a	n/a	n/a	n/a
Hebrew	Differs	Differs	Differs	Differs	1	n/a
Italian	Differs	Differs	n/a	n/a	n/a	n/a
Japanese	Differs	Differs	Differs	Differs	1, 2, 3	Differs
Korean	Differs	Differs	Differs	Differs	1, 2	Differs
Russian	Differs	Differs	n/a	n/a	1	n/a
Spanish	Differs	Differs	n/a	n/a	n/a	n/a
Turkish	Differs	Differs	Differs	Differs	n/a	Differs
Vietnamese	Differs	Differs	n/a	Differs	n/a	n/a

Source: "Foreign Language Learning: A Comparative Analysis of Relative Difficulty" (National Security Agency 1981)

Articulatory Phonetics: Making Sounds

Phonetics is the branch of linguistics that deals with sounds themselves. **Articulation** is the manner in which the speech organs (such as the tongue, lips, teeth, and palate) make sounds.

The speaking apparatus of humans can articulate a vast number of sounds. Still, individual languages only make use of a small selection of these sounds for their sound system, their phonology (sounds that may be used to distinguish words). In **pat** and **bat**, /p/ and /b/ are phonemes since their contrast signals a change in meaning. In **pit** and **spit**, the first **phone**, or sound, is [ph]—an aspirated p (p accompanied by a puff of air) and the phone [p] without aspiration. In English, these two distinct sounds do not contrast and distinguish words. In Filipino, these sounds do contrast some words, so in Filipino they are phonemes. In American Sign Language (ASL), a nonverbal language, **parameters** (handshape, palm orientation, location, movement, and facial expressions) carry out the functions of phonemes. For example, handshapes, like phonemes, have no meaning by themselves and need to appear in meaningful units to serve as contrastive elements. In short, an individual handshape means nothing out of context. It is only when we combine that handshape with movement and a certain location that we are able to create contrasts and establish meaningful units. The specifics of ASL are addressed later on in this chapter.

As underscored in the California WL Standards, the primary purpose of language and language learning is communication. Therefore, using language to communicate is central in all classroom language instruction. This focus on language as communication brings renewed urgency to the teaching of pronunciation, since both empirical and anecdotal evidence indicates that there is a threshold which language learners must achieve in order to communicate. If they fall below this comprehensibility threshold level, learners will have oral communication problems regardless of how excellent and extensive their control of target language grammar and vocabulary might be (Kang, Thomson, and Murphy 2017).

World languages teachers provide learners with access to a wide variety of native-speaker speech samplings through authentic materials and strategically select how to support pronunciation as a component of communication without overemphasizing or overcorrecting it.

Learning to pronounce in a second language means teachers need to help students to use those aspects of their first-language sound system that support target-language pronunciation; this process is called positive transfer. Teachers also help students to overcome those aspects of their first-language sound system that impede target language pronunciation; this process is called negative transfer. In many pronunciation exercises,

the learners are asked to repeat a sequence of words that emphasize similar or contrasting sounds—such as "I've found a mouse in the house" for English learners. Although repetition remains a popular technique for teaching pronunciation, distinguishing sounds and combinations of sounds in authentic communication is more important than focusing on their production. For that reason, world languages teachers provide learners with access to a wide variety of native-speaker speech samplings through authentic materials and strategically select how to support pronunciation as a component of communication without overemphasizing or overcorrecting it.

Native and often heritage speakers of different languages experience specific difficulties when pronouncing the sounds of various target languages. A sound in the target language may cause learning difficulty if it does not exist in students' first language, is pronounced differently, or occurs in a different position in a word.

Examining the vowels of English and Standard French, we learn that English lacks the following French vowel phonemes (represented by International Phonetic Alphabet symbols): */o/ tôt* (early), */e/ thé* (tea), */y/ lune* (moon), */ø/ feu* (fire), */œ/ boeuf* (beef). These vowels, along with the nasals, give English speakers difficulty when learning how to pronounce French. The following call-out box provides suggestions on how to introduce authentic pronunciation to target-language learners and support their effort to acquire it.

Suggestions for Working with Authentic Pronunciation

- Listening to songs
- Listening to audio texts
- Listening to the radio
- Watching TV and movies
- Imitating the teacher
- Practicing in front of a mirror (for mouth formation and for signs in ASL)
- Practicing consciously (with attention and self-correction)
- Checking the position of the tongue and mouth in the mirror
- Trying to link words into phrases

Learners can develop their ability to pronounce utterances in the target language or sign communication correctly by being exposed to authentic spoken utterances in class, such forms of greetings, requests for attention, and requests for permission, among others. In class or in language labs, students participate in choral imitation of the teacher's speech or the speech of audio- and video-recorded native speakers. Individually, in a language lab, students use specific authentic audio material and respond to a speaking task. For the purpose of learning authentic pronunciation, teachers may guide their students to read aloud phonetically weighted textual material with special focus on specific sounds or groups of sounds. Repeated hearing and pronouncing of sounds through various

drills develops muscle memory of the speaking apparatus and supports more accurate spontaneous pronunciation. Some students may find phonetically transcribed texts very helpful when learning the pronunciation of a word, a phrase, or a longer text. This is especially helpful when both the phonetic and writing systems of the target language are significantly different from English. Explicit phonetic training may be useful when the students need to learn about the nature and mechanics of a specific sound in order to fine-tune their pronunciation. Learning **orthoepic** (concerning the study of pronunciation) conventions or how to sound out written forms of language with accurate pronunciation builds students' proficiency in the target language. For greater success with pronunciation, both teachers and students employ a wide variety of combinations of the suggested ideas.

When working with students on phonetics and phonology, some teachers have found success by explaining the difference between the two with some humor. Some teachers explain to their students that the ear hears phonetics, but the brain hears phonology. That is, the ear is capable of processing whatever linguistic sounds it picks up (assuming hearing ability), but the learner's language experience causes the brain to filter out only those sound patterns that are important to distinguish (contrastive) in the target language. Snapshot 12.1 provides an example of how a teacher supports her students' acquisition of not only content, culture, and language, but also pronunciation.

Snapshot 12.1: Phonetics and Articulation: Making Sounds, French

In Ms. La Duchesse's Novice Mid French class, most of the students are nonnative/nonheritage speakers, yet for some French is the third language to learn—since they are native/heritage speakers of Spanish, Vietnamese, Persian, and Armenian.

In the third quarter of the school year, Ms. La Duchesse has engaged her students in a thematic unit on home life: rooms of the house, basic furniture items, basic activities in each room, and basic house chores for members of the family or a group.

Ms. La Duchesse has decided to focus on students' pronunciation and has selected a few very brief (up to two-minute) clips from French movies. In these clips two to three characters discuss topics related to different rooms in a house or an apartment, interior design, or house-related responsibilities among family members or friends.

Ms. La Duchesse provides the students with a handout which includes (1) a stop-frame picture depicting all characters in each clip, in the order in which she will show the clips, and (2) a list of clip titles which does not correspond to the order in which she will show the clips. The students view the first clip a few times and in small groups select a title to match the content of the clip and write it below the clip's picture in the handout. The teacher guides a whole-class activity as a few groups share their decision. With the teacher's help, the class agrees on a certain title for the first clip. The same process follows for the second clip.

Next, the students divide themselves into groups of two or three and Ms. La Duchesse assigns a clip to each group. Some clips are assigned to two groups. Each group receives the script of its clip's dialogue and starts viewing and practicing the text. The purpose of this activity is to imitate, and ultimately internalize, the pronunciation of the French actors as closely as possible.

On the next day, the whole class watches each video clip—first with the sound on, then with the sound off—and each group dubs the dialogue of the characters in each video clip. The students are encouraged to recreate the dialogue by reading it, though some may choose to do so from memory. After guiding students through the practice dialogue, the teacher may ask the students to create their own as an extension of their learning.

For assessment of student performance Ms. La Duchesse hands out a chart to each group to evaluate the pronunciation of each student and themselves. At the end of the activity the class votes for the best performing group, and the best performers receive the "Palme d'or" of French 1.

World Languages Standards:

WL.CM1.N, WL.CM3.N, WL.CM5.N, WL.CM6.N, WL.CL2.N, WL.CN1.N

Phonology: Sound and Meaning

A more formal definition states that phonology is the branch of linguistics that deals with the sound systems of language, including phonemes and intonation.

Phonemes are sounds which function to signal different meanings of language.

The development of **second language** (**L2**) phonology is a very slow process, which could take years of patient practice. Furthermore, the goal of any pronunciation practice is not to make learners sound like native or heritage speakers, but "to enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate" (Celce-Murcia, Brinton, and Goodwin 1996, 8).

Each language has an inventory of phonemes that may differ from that of other languages. Phonemes can be identified by virtue of whether a change in sound makes a difference in meaning. In English, [b] and [v] as well as [i] (the sound in the word sl**i**p) and [i:] (the sound in the word sl**ee**p) are phonemes that change the meaning of words. In Spanish, however, [b] and [v] and [i:] and [i] are not meaning-making phonemes, so native speakers of Spanish do not focus on their pronunciation of **b** and **v**, or the length of **i**. When Spanish speakers encounter these sounds in English, they realize they need to learn to distinguish them, as they make a difference in the meaning of words such as **deep** and **dip**. Language teachers anticipate that native and heritage Spanish speakers may be influenced by the phonemic inventory of Spanish when they are speaking English. They might say either *very good* or *berry good* to mean the same thing. Similarly, *it is little*

and *eet eez leetle* have the same meaning. Language teachers can provide students with appropriate oral feedback and follow-up activities in support of improved pronunciation.

Some pronunciation-teaching techniques have been in the field for a long time—such as phonetic transcription, which is a code consisting of phonetic symbols. Each symbol describes a single sound, which is in fact different from a letter of the alphabet. Another technique uses minimal pairs, which are pairs of words that have different meaning and whose pronunciation differs only in one sound. For example, in English such pairs are "slip–sleep" or "hit–heat." In order to enhance the meaning making of the drills, teachers contextualize them by including the minimal pairs in sentences, for example: "Don't slip on the floor. (It's wet.) Don't sleep on the floor. (It's cold.)" or "The blacksmith (a. hits; b. heats) the horseshoe (a. with the hammer; b. in the fire)."

In order to remember and ultimately produce the sounds of the target language, students need to hear them first. And no pronunciation models are better than those found in authentic materials, such as video clips and sound recordings. Snapshot 12.2 gives an example of how a teacher may use authentic video material in order to illustrate how different sounds can change the meaning of a word and the whole message it conveys. Then the students use what they learned to practice for better accuracy.

Snapshot 12.2: Phonology: Sound and Meaning, German

In Mr. Wohlleben's German 2 class, Novice Mid to Novice High, most of the students are nonnative/nonheritage speakers, yet for some German is the third language to learn—since they are native/heritage speakers of Spanish, Russian, Armenian, and Turkish.

In the second quarter of the school year, Mr. Wohlleben has engaged his students in a thematic unit on international educational tourism and sightseeing: different regions of Germany, major cities, and their most prominent universities.

The students view clips in which native speakers use the two forms of the verb *sehen* (to see): *sehe* /ˈzeː·ə/ (I see) and *siehe* /ˈziː·ə/ (See! Lo! Behold!). Next, with only audio playing, the students match the number corresponding to a sound segment to the pictures of possible situations.

Later, the students record themselves using the two forms of the verb and receive feedback about their pronunciation from one another and the teacher.

World Languages Standards:

WL.CM1.N, WL.CM3.N, WL.CM5.N, WL.CM6.N, WL.CL2.N, WL.CN1.N

Languages differ also in the way they combine sounds into syllables. Even though English and Japanese have the sounds /b/, /y/, /o/, /i/, /n/, English-speaking students have difficulty in combining them in Japanese words such as */byooin/* and */biyooin/.* The position of sounds within the word (beginning, middle, end) can also cause additional difficulties in pronunciation. For example, for English-speaking students it is easy to pronounce /ts/ at the end of words, as in "cats" and "sits" or in the middle of words, as in "pizza" and "patsy." Yet, English speakers struggle with initial /ts/ in such words as the Japanese */tsuki/* (月 — month), the German /tsaituŋ/ (Zeitung – newspaper), the Russian */tsentr/* (центр – center) or the Hebrew */tsadek/* (צַדִּיק – righteous).

Teachers of such languages may first guide students to recognize their ability to pronounce the challenging phoneme in English and the languages they already know. Next, through visuals the teacher may sharpen the students' attention to how exactly their speaking apparatus works while pronouncing the phoneme—formation of lips and positioning of tongue against teeth and palate. This kind of awareness and self-observation can support students' efforts to pronounce sounds with atypical placement for their native languages.

Prosody is defined as "the study of rhythmic structure, intonation, stress, and related attributes in conjunction with syntax in speech and signing" (Handspeak 2020). Prosody contributes the emotional context for the content of the conversation. Prosody can have the effect of changing the meaning of a sentence by indicating a speaker's attitude to what is being said. For example, prosody can indicate anger, irony, or sarcasm, particularly when it works in conjunction with the social/situational context of an utterance. At the phonetic level, prosody is characterized by vocal pitch (**fundamental frequency**), loudness (acoustic intensity), and rhythm (phoneme and syllable duration). For example, in English, the interjection "well," pronounced with the normal length of the vowel /e/ may act as an opening of a statement or question. On the other hand, when pronounced with an extended length of the vowel /e/, depending on the context, it may express hesitation, irony, or sarcasm. The prosodic features in ASL recreate visually the intonation of audible language; some of these markers are the duration of the sign, the pause between signs, specific nonmanual signals, eye aperture, mouth stretching, and use of **sign space**.

Some languages are characterized by the relative prominence of syllables. This prominence is a function of the volume and duration of the syllable. The prominence of syllables is referred to as **stress**. Some languages have predictable stress. In Czech, the stress always falls on the first syllable, as in the phrase *sbOhem, dĚti!* (goodbye, children). In Polish, the stress falls on the penultimate (next-to-last) syllable, as in *do widzEnia, dziEci!* (goodbye, children). In complete opposite to Czech, French places the stress on the last syllable—au revoir les enfAnts. In most languages, the stress can appear on various syllables.

In some languages the change of the stressed syllable may be phonemic, changing the meaning of the word or the part of the speech it may be. For example, in English ˈimport [IMport] reveals the word as a noun, while impˈort [imPORT] makes it a verb. Portuguese demonstrates a similar occurrence in *sábia* ([ˈsabjɐ], "wise woman"), *sabia* ([seˈbiɐ], "knew") where the lack of stress changes the quality of the vowel. In Spanish, where

vowel quality is constant, stress frequently distinguishes between present and past tenses of verbs, as in hablo (I speak) and habló (he/she/you [formal] spoke).

Use of audio software products which help students "see" where they placed stress on their own words and syllables can also be used in a classroom setting to provide visual feedback to learners. Websites and software that analyze and give feedback on learners' speech output have recently been developed and show promise in addressing the issue of stress as well as other aspects of pronunciation.

Intonation is the systematic rise and fall in the pitch of the voice during speech. The musical pitch of the voice—rising, falling, level, or falling–rising inflection—serves a phonemic purpose. With regard to the rising and falling of the voice, there are two types of languages: intonation languages and tone/tonal languages.

In intonation languages, the intonation of a phrase or sentence may carry grammatical functions. For example, a rising intonation may indicate a question, "*Elle a préparé le dîner?*" while a falling intonation may indicate a statement, "*Elle a préparé le dîner.*" Yet, not all questions are asked with a rising intonation—for example, in English, *wh*-questions (such as in *What do you want?*) have mostly falling intonation. In some cases, intonation may denote the emotional state of the speaker, for example the polite "Goodbye" ends on a higher tone than it begins (high fall) versus the rude "Goodbye!" ending on a lower tone (low fall).

In order to improve students' intonation in the target language, teachers may suggest passages or scripts for learners to practice and then read aloud, focusing on stress, timing, and intonation. This technique may or may not involve memorization of the text, and it usually occurs with genres that are intended to be spoken, such as speeches, poems, plays, and dialogues, ensuring that communication is central and not focusing on decontextualized form. Snapshot 12.3 illustrates how to use audio and video clips for the purpose of acquiring authentic target-language intonation. For more information about how to select and use authentic video in instruction, see chapter 5 of this framework.

Snapshot 12.3: Intonation, Spanish

In Mr. Cutler's Intermediate Mid Spanish class, most students are nonnative/nonheritage speakers, yet for some Spanish is the third language since they are native/heritage speakers of Italian, Portuguese, and Filipino.

In the second quarter of the school year, Mr. Cutler has engaged his students in a thematic unit on life values and self-reflection. In the process, the students have studied the life of Federico García Lorca. They have also read two poems by Lorca, "*Es verdad*" and "*Despedida*," and have responded to comprehension and analysis questions.

Next, Mr. Cutler has his students read the poems aloud. To approximate the authentic pronunciation and intonation of Lorca's language, Mr. Cutler plays an audio or video

recording of masters of flamenco and poetry performance, such as Lola Flores. The students watch and listen as a whole class and then in small groups. Next, they discuss how Ms. Flores' Spanish sounds different from the Spanish they have been speaking in class. Mr. Cutler guides a discussion and discovery of differences and provides the term "peninsular variety."

Next, in small groups of three or four, the students coach one another and practice the recitation of one of the two poems.

The students conclude this lesson by recording their groups in a mini-performance inspired by the audio or video authentic material used in class.

In order to meet the heritage speakers' needs, Mr. Cutler directs them to practice the peninsular variety of Spanish and compare it to the dialect they use in their community.

World Languages Standards:

WL.CM1.I, WL.CM3.I, WL.CM5.I, WL.CM6.I, WL.CM7.I WL.CL2.I, WL.CN1.I

In tone, or tonal, languages a tone functions like a phoneme in that it distinguishes words with different meanings. In short, the tone changes the meaning of the word. Figure 12.13 offers an example of how tone can change the meaning of an utterance in Chinese.

FIGURE 12.13: Function of Tone, Chinese

> lí zi (rising tone or second tone) means "pear"
>
> lǐ zi (fall rise tone or third tone) means "plum"
>
> lì zi (falling tone or fourth tone) means "chestnut"

This example was provided by Ying Jin, teacher of Chinese.

A **pitch-accent language** is a language that has word accents—that is, where one syllable in a word or morpheme is more prominent than the others, but the accentuated syllable is indicated by a particular pitch rather than by stress. In pitch-accent languages the pitch changes the meaning of the word or morpheme.

Examples of pitch-accent languages include Filipino, Japanese, Turkish, Serbo-Croatian, Norwegian, Swedish, and Yaqui.

Japanese is characterized as a pitch-accent language since the pronunciation of any word can be specified by marking just one syllable with an accent, and pitch distinguishes meaning.

Tone (lexical tone) is the use of pitch in language to distinguish lexical or grammatical meaning—that is, saying words with different tones changes the meaning of a word even if the pronunciation of the word is otherwise the same. The distinctive tone patterns of such a language are sometimes called **tonemes** by analogy with **phoneme** or **morpheme**.

Lexical tone in tone languages is usually attached to a single syllable. In Mandarin, for example, the tones combine with a syllable such as *ma* to produce different words.

Classical Languages

Traditionally, the **classical languages** (ancient Greek and Latin) are learned and taught for the purpose of reading and translation, as they are rarely used for communication in today's world. That is why most Greek and Latin programs emphasize the aspects of the **Interpretive Mode** of Communication. Some Latin and ancient Greek teachers teach the two languages for oral communication as if they were modern languages in order to facilitate the acquisition of the language, the culture, and subsequent interpretive skills and culturally appropriate understanding of authentic materials.

The study of classical Greek and Roman mythology, the Olympian gods, and ancient history and geography are integral and highly regarded components of any Latin or Greek program, along with ancient art and architecture. Although in-depth readings on mythology, the epic, and history are traditionally conducted in English (especially for Novice learners), teachers of classical languages support the interpretation with selections of simple (not simplified) authentic texts rich in language and culture, such as manuscripts, epitaphs, graffiti, vases, mosaics, and so on.

For example, viewing the same graffito from a Roman villa, the Latin 1 (Novice) students are able to identify the general theme of the text (love and life) while the Latin 3 (Intermediate) students are able to appreciate the play on words and the sophisticated usage of the subjunctive mood in order to curse those who impede love. (*Quisquis amat valeat. Pereat qui nescit amare. Bis tanto pereat quisquis amare vetat.*) (May he, who loves, prosper. May he, who doesn't know how to love, perish. May he, who bans love, perish doubly.)

For more examples of teacher strategies and student activities in Latin, see chapters 6, 7, and 8 of this framework.

Morphology: Words and Meaning

Morphemes are sequences of sounds that form the smallest units of independent meaning in a language. Some words consist of single morphemes; for example, in English, some single-morpheme words are "book," "bone," and "dark." These morphemes carry the content, or meaning, of the word and are called lexical morphemes. Many words consist of two or more morphemes, such as "book-s," "de-bone," or "dark-en" in English. "-s" "de-" and "-en" are called grammatical morphemes since they play a greater part in the structure and grammatical usage of the words they form: "more than one book," "separating from the bone," and "making dark," respectively. Although grammatical

morphemes carry independent meaning, in communication they cannot exist independent of other morphemes.

In ASL, nouns often share the sign with verbs typically associated with them (for example, the noun "chair" and the verb "sit"), forming what is called noun–verb pairs. In ASL, the **distributional aspect of verbs** refers to the distribution of the action among all involved: a specific individual, a group, or parts of a group. The distributional properties of the verb are expressed through specific handshape, hand movement, head movement, and nonmanual signals. ASL also recognizes the following **temporal aspects of verbs**: duration, repetition, duration over a long period of time, and repetition with more emphasis. While the former two are more objective characteristics of the action and are expressed by hand form and movement, the latter two comprise the signer's personal opinion and are expressed through hand form and specific nonmanual signals.

An **affix** is a bound morpheme, which means that it is exclusively attached to a free (lexical) morpheme for meaning. Affixes can be found in the beginning, middle, or end of a word. They have the ability to transform either the function (inflexional morpheme) or the meaning (derivational morpheme) of a word.

A **prefix** is a morpheme attached to the beginning of a word. Adding it to the beginning of one word changes the word into a word with a different meaning or a different class (a derivational affix; for example, adjective to verb—see below). Figure 12.14 gives a few examples of prefixes.

FIGURE 12.14: Prefixes

Language	**Pre**fix	Meaning	Example
English	un-	opposite, lack of quality	UNhappy = not happy
Japanese	お *o-*	politeness, showing respect to the person or thing it is attached to	おたんじょうび (o+tanjoobi) to refer to someone else's birthday (for politeness) たんじょうび (tanjoobi) to refer to own birthday or someone else's (in informal/casual settings)
German	*er-*	forming verbs from adjectives	**er**kälten = *kalt werden* (to get cold)

An **infix** is a morpheme that occurs in the middle of a word. Standard English has no infixes, but they are found in Native American languages, Greek, Latin, Filipino, and elsewhere. Figure 12.15 provides examples of infixes.

FIGURE 12.15: Infixes

Language	**In**fix	Meaning	Example
English*	-pe-	Complete hydrogenation	"pi**pe**coline" (a liquid monoethyl derivative from picoline)
Latin	-ba-	incomplete/habitual action in the past	"*mone**ba**nt*" (they were warning) from "*moneo*" (I warn)
Filipino	-in-	[blank]	"*s**in**uilat*" (that which was written) from "*suilat*" (a writing)

*Infixes are rare in English, though they are sometimes used in technical terminology and in colloquialisms. One example of the infix "-ma-" appears in the colloquialism "edu**ma**cation."

A **suffix** is a morpheme placed at the end of a word. Suffixes may be inflectional, when they carry grammatical information, or derivational, when they change the class of the word, as illustrated in figure 12.16.

FIGURE 12.16: Suffixes

Language	**Suf**fix	Function	Example
English	-ness	Turns adjectives into nouns	happi**ness**
French	-x	Makes a singular into a plural	"*De beau**x** jours*" (beautiful days)

Figure 12.17 offers an example demonstrating the three affixes (prefix, infix, suffix) interacting with the root simultaneously in the Latin verb forms "*transportabamus*" (we were carrying/carried across) and "*exportabit*" (he/she/it will carry out), as well as in the Spanish verb form "reescribiremos" (we will rewrite).

FIGURE 12.17: Prefix – Infix – Suffix Working Together, Latin and Spanish

Language	Prefix	Root	Infix	Suffix
Latin	*trans-* across	*-porta-* carry	*-ba-* past tense	*-mus* 1st person Pl., we
Latin	*ex-* out of	*-porta-* carry	*-bi-* future tense	*-t* 3rd person Sg., he/she/it

Language	Prefix	Root	Infix	Suffix
Spanish	*re-* again	*-escribi-* write	*-re-* future tense	*-mos* 1st person, Pl., we

Morphemes, words, phrases, and clauses operate quite differently across languages. Since inflection for gender is limited in English, native English speakers may experience challenges in learning languages like German, French, Arabic, and Russian, which denote gender by inflectional or derivational changes. The definite article *the* in English does not change its form even for number, **case**, or gender; as a result, a language, such as German, with a definite article which changes its form may be another source of challenges for English-speaking students.

Speakers of English are used to expressing location by prepositions such as *in*, *on*, and *between*—and will experience challenges when learning languages which indicate location by noun endings (grammatical morphemes), for example Hungarian, Russian, and German, or others, such as Korean, which often incorporate location into the structure of the verb. English speakers, used to the grammatical morphemes "-s" to form the plural of nouns and "-ed/-d" to form past tense of verbs, may be challenged by the way Chinese expresses those features. Typically, the plural of nouns is indicated by a separate word, such as "several" and past actions are indicated by the word "already." However, these words may be omitted if the meanings are obvious in context.

A **compound word** is a word that consists of more than one stem part. The meaning of the compound may be similar to the meaning of its components. One, for example, is the term "can opener." Other compound words carry a meaning that is completely different

from the meaning of its components in isolation. For example, in English, the compound "firefly" has a completely different meaning from its components "fire" and "fly."

German is open to compound words of an unlimited number of components that are always written together. As a result, some words in German, due to their length, are called "tapeworm words." One example is the word "*Rechtsschutzversicherungsgesellschaften*," which means "defense insurance companies."

Cognates are sets of corresponding words which refer to the same thing or almost the same thing, and in many cases look or sound alike, as English *man* and German *Mann*.

Genetically related languages, for example Slavic (Bulgarian, Czech, Polish, Russian, and Serbian, among many) and Germanic (Danish, English, German, Norwegian, and others), which share the same original source (Proto-Slavic and Proto-Germanic, respectively) also share a vast variety of words. Because English is a Germanic language, English-speaking students typically find vocabularies of those languages easier to learn than those of other language groups.

Two languages may resemble each other not only because they have a common origin, but also because they borrow words. Words of Chinese origin, for example, have been present in Korean and Japanese for centuries. That explains why heritage or native speakers of Korean, compared to native English speakers, may have an advantage in a Chinese or Japanese class. Through Norman French, English borrowed an immense number of Latin words. And Arabic words are widely present in Persian and Turkish.

The WL Standards point out that students learn not just the meaning, formation, and pronunciation of words in the target language. They also learn how to use them in order to communicate with others. Snapshot 12.4 provides an example of how students can acquire a variety of suffixes (as noun and adjective endings) expressing perception of space. In Russian, nouns and adjectives use different endings when they act as the destination, the location, or the separation of the action.

Snapshot 12.4: Expression of Space: Destination, Location, and Separation, Russian

In a Russian Novice Mid class, most of the students are nonnative/nonheritage speakers, yet for some Russian is the third language to learn—since they are native/heritage speakers of Spanish, Korean, Bulgarian, and Filipino.

In the first quarter of the school year, Ms. Batalova has engaged her students in a thematic unit on Russian geography: major cities and their significant museums. One of the unit's objectives is for the students to be able to recognize how noun endings in Russian change depending on space designation.

The students explore the map of Russia and locate the capital, Moscow. In their notebooks, the students draw the outlines of the city. Then, above an arrow directed

toward the city, the students draw a car and an airplane to indicate movement. Below the arrow they write "Я еду в Москву." (I am traveling to Moscow.)

Next, inside the city outlines, the students draw themselves exploring three famous sights and write: "Я гуляю в Москве." (I am sightseeing in Moscow.)

Last, above an arrow pointing away from the city the students draw a car and an airplane to show movement. Below the arrow they write "Я уезжаю из Москвы." (I am departing from Moscow.)

By drawing this visual representation, the students recognize that in addition to the prepositions "в" (in), "в" (to), and "из" (from) the ending of the city's name "Москва" changes depending on its job in the narrative: destination "-у," location "-е," separation "-ы"; and the preposition for destination and location is the same "в"— and its meaning "to/toward" or "in" depends on the context and the meaning of the verb ("travel" and "sightsee").

Ms. Batalova follows this lesson with an extension activity involving other nouns in the feminine, similar to Moscow (Odessa, Samara, Vologda), and in the masculine (Saint Petersburg, Krasnodar, Vladivostok, and Kazan, to name a few).

Source: (FCRR 2020)

World Languages Standards:

WL.CM1.N, WL.CM3.N, WL.CM5.N, WL.CM6.N, WL.CL2.N, WL.CN1.N

Case as a Bridge to Syntax

Case marks the relationships among the principal parts of the sentence, such as noun phrases and verb phrases. For example, in Latin the subject of a sentence is in the **nominative case**; the direct object as well as the destination of the action are in the **accusative case**. Different endings of the nouns, pronouns, or articles, as in German, indicate the case of the main word in the noun phrase. In English, remnants of case are present in pronouns, as illustrated in figure 12.18. When the pronoun acts as the subject of the sentence, it is used in the nominative case, for example, "**They** have prepared an informative presentation." When the pronoun is used as the object of the action, it must be used in the objective case, "Everyone applauded **them** for the excellent presentation."

FIGURE 12.18: Cases of Pronouns in English

Nominative case	Objective case
I, he, she, we, they	me, him, her, us, them

Syntax: Grammar and Meaning

The WL Standards emphasize that authentic materials are the main vehicle of culturally appropriate and authentic language. Prompted by the standards, language teachers carefully select authentic texts, rich in language, culture, and content to provide materials for learning. Teachers focus students' attention on vocabulary and language structures found in the text. More discussion of how to select authentic audio, video, and print texts can be found in chapters 5 and 6 of this framework.

Teachers employ several instructional approaches as they guide students to acquire language structures:

- **implicit** – when language learners figure out by themselves or absorb the structures as they simultaneously practice them through trial and error in communication

- **explicit** – when the teacher identifies the structures for students and facilitates practice and eventual application in communication

- **combination of the two** – when the teacher uses authentic materials to guide the students to discover specific grammatical forms and patterns

- **"pop-up grammar"** – grammar that is addressed as needed, as it pops up during instruction

Effective instruction builds student confidence in comprehension of language, culture, and content. It enables students to recognize differences in the forms of words or in sentence structure, making content accessible in new and different ways. Student-centered and student-driven strategies for discovery of grammar in service of communication may include the following:

- The PACE model (See chapter 6, Teaching the Communication Standards, for a detailed description.)

- Teaching structures through **total physical response (TPR)**

  For example, through a game similar to "Simon Says," students learn the special forms of plural for eye: eyes, ear: ears, hand: hands and others.

- Teaching structures through situations

  For example, in an Arabic or Hebrew class, students learn structures for the imperative mood or the future tense through food recipes. Students watch a cooking show that prepares a recipe, describing the process using the command form of verbs. Students work with the teacher to isolate the command* or future forms and discuss the grammar rules that they follow. [*Some languages use the future tense in recipes.]

The WL Standards emphasize that the learning of grammar/language structures needs to facilitate communication within the **context** of the theme. Authentic texts provide content, vocabulary, and culture coupled with authentic usage of grammar in context. For

example, short poems or advertisements employing the subjunctive mood may be used within the Novice range of proficiency for their content and vocabulary. Later, the same authentic materials (poems or advertisements) become a familiar starting point for grammar exploration within the Intermediate range of proficiency. In short, language teachers can employ the same authentic text for a variety of language-learning purposes at multiple ranges of proficiency by adapting the tasks accordingly: Edit the task—not the text.

Syntax is the branch of linguistics that deals with the word order of phrases and sentences. Linguists generally agree that all languages use subjects (S), objects (O), and verbs (V) in their sentences. The relative position of these word classes differs. Of all six possible combinations, the following three occur: VSO, SVO, and SOV.

Group I (VSO):	Arabic, Celtic, and Polynesian languages
Group II (SVO):	Romance languages, English, Russian, Chinese, German, Albanian, Greek, Khmer, Vietnamese, Malay, Dutch, Icelandic, Slavonic, Norwegian, Swedish, Danish, Finnish, Estonian, Serbian, and all Thai languages except Khamti
Group III (SOV):	Japanese, Korean, Turkish, Burmese, Hindi, Navaho, Tibetan, and most Australian languages

The challenges of learning new vocabulary and pronunciation are compounded when sentence structure is also changed. As far as word order is concerned, English-speaking students need a shorter amount of time acquiring the sentence structure of such languages as French, Italian, Russian, or Chinese, which are members of the same Group II (SVO) as English. The sentence structure of Group I (VSO) or Group III (SOV) languages will require a longer period of time for English speakers. The ordering of subjects, objects, and verbs have implications for other elements of syntax. For example, SOV languages have a strong tendency to have postpositions rather than prepositions, to place auxiliary verbs after the main verb, to place names before titles, and to have subordinators appear at the end of a subordinate clause, among other features. For further information on English speakers and time needed to acquire various target languages, see chapter 3 of this framework.

Teachers of world languages have several options for teaching word order. One approach is to use sentence frames. For example, in a Novice Mid Latin class, in a unit on school life, students learn how to talk about their favorite school subjects and school-related activities. In English, the person who enjoys an item is in the subject form of the pronoun ("I") in "I like … " In contrast to English, in Latin (and Spanish) the object of enjoyment acts as the subject and the person enjoying it acts as the receiver of the enjoyment, as if saying "XYZ is pleasing for me." Latin uses the receiver in the **dative** case while Spanish uses the objective form of the pronoun. Both sentence frames shown in figure 12.19 use the school discipline and the infinitive of the preferred activity as the subject. The person who prefers them is in the dative case (as the receiver of the pleasure). English-speaking students may find that they need to learn a completely different way of expressing likes and dislikes in Latin, Spanish, and other Romance languages. In order to support the acquisition of the structure, the teacher may introduce the phrases in a series

of comprehensible input activities and later guide the students in the discovery of the language structures behind the meaning.

FIGURE 12.19: Sentence Frames for Syntax Structures, Latin

	… placet …				… placet …	
(Dative)	*placet*	*(school discipline)*		*(Dative)*	*placet*	*(infinitive)*
Mihi		mathematica		Mihi		legere
Tibi		historia		Tibi		studere

Sentence Mazes

Then for practice and production, the students engage in drawing a line to show what word order they would use, as shown in the following example (in English):

Mary	Made	a
me	For	cake

Jane	Card	for
made	A	Jack

Just as ASL word formation is different from English morphology, the two languages differ in syntax patterns as well. The sign order in ASL sentences is different from the word order in Standard English. Native and heritage users of ASL typically follow a structure that first declares the topic of the statement and then continues with the subject–verb combination, accompanied by appropriate hand and body positioning as well as specific nonmanual signals. For example, while signing declarative sentences, ASL signers maintain a neutral positioning of the head and relatively neutral nonmanual signals. Yet, questions (interrogative sentences) are accompanied by specific nonmanual signals (raised eyebrows) and hand movement indicating the type of question used.

Writing Systems

Often, in world languages classrooms the emphasis weighs more heavily on Interpretive, Interpersonal, and Presentational modes through activities for listening, listening and speaking, listening and viewing, and speaking and signing, respectively. Yet so much of communication in the real world happens in writing, through the use of various writing systems. A **writing system** records graphically the information of verbal communication. Earlier in this chapter there is a discussion about how pronunciation involves both lower-level skills and higher-order structures. Similarly, writing varies from physical skills involving forming of letters (or graphic symbols), to higher-level skills such as spelling. The highest level of written discourse skills involves the writing of culturally authentic coherent and cohesive multiparagraph texts.

Writing systems are divided into two large groups, based on meaning and based on sounds. The Chinese character-based system of writing is based on meaning since it links a written sign to a meaning. For example, the character 人 means a person, while the sign 象 means an elephant; it is not necessary to know how 人 is pronounced in order to read it.

The other type of writing system links the written sign to its spoken form rather than its meaning. If readers know, at least to a degree, the sound-based writing system of another language, they may "sound out" words and phrases in that language without even knowing what they say. For example, a speaker of English may attempt, with varying success, to sound out words written in Turkish, since Turkish uses the Roman alphabet with some modifications. However, this attempt may bring comprehension of the text only when the reader has studied Turkish language and culture.

English, like most European languages, uses an **alphabetical writing system** within which an **alphabet** is a standard set of **letters** (basic written symbols or graphemes) that represent the **phonemes**, distinct clusters of phones, or sounds, that distinguish one word from another. Representations of sounds in a variety of dialects vary in significant ways, but share enough in common to be represented by the same phoneme and grapheme in writing. Common examples are the Greek (Αα, Ββ, Γγ, Δδ), the Roman (Aa, Bb, Cc, Dd, Ee), and the Cyrillic (Аа, Бб, Вв, Гг, Дд) alphabets.

Arabic, on the other hand uses the **Arabic script** (sometimes called **abjad system)**, as the formal writing system for all Arabic-speaking countries. It primarily uses designated graphic symbols for 28 consonants and only secondarily (but not necessarily) those **graphemes** for vowels.

Another writing system is the **syllabary**. A syllabary is a set of written symbols that represent the **syllables** which make up the word. A symbol in a syllabary, called a **syllabogram**, typically represents an (optional) **consonantal** sound (C) followed by a **vowel** sound (V)—that is, a CV or V syllable. Languages that use syllabary include Cherokee and Japanese. Some languages, like Hindi, combine elements of an alphabet and a syllabary.

Figure 12.20 offers a chart depicting Cherokee syllabary.

FIGURE 12.20: Cherokee Syllabary

a		e	i	o	u	v
D a		R e	T i	Ꮀ o	Oꙫ u	i v
S ga Ꭷ ka		Ᏼ ge	Ᏹ gi	A go	J gu	E gv
Ꭿ ha		P he	Ꭾ hi	F ho	Γ hu	Ꮴ hv
W la		ᏻ le	P li	G lo	M lu	Ꮃ lv
Ꮣ ma		OI me	H mi	Ꮞ mo	Ꮙ mu	
Ꮎ na Ꮏ hna G nah	Ꮑ ne		ħ ni	Z no	Ꮕ nu	Oꙋ nv
I qua		ꙍ que	Ꮜ qui	Ꮸ quo	Ꮖ quu	Ɛ quv
Ꮁ sa Ꮝ s		4 se	b si	Ꮹ so	Ꮬ su	R sv
Ꮣ da W ta		Ꮥ de Ꮧ te	Ꮧ di Ꮨ ti	V do	S du	Ꮼ dv
Ꮫ dla Ꮭ tla		L tle	C tli	Ꮺ tlo	Ꮿ tlu	P tlv
Ꮳ tsa		V tse	Ꮳ tsi	K tso	ꝺ tsu	Cꙭ tsv
G wa		Ꮾ we	Ꮏ wi	ꙫ wo	Ꮽ wu	6 wv
Ꮿ ya		B ye	Ꮵ yi	Ꮈ yo	G yu	B yv

Source: (Omniglot 2020a)

Research indicates that a balanced approach using whole language (creating a language-rich environment by labeling classroom objects) and **phonics** offers a successful way to learn to read and write in languages of alphabetic and syllabary writing systems. The balanced approach is described as "one which combines the language and literature-rich activities associated with whole language with explicit teaching of the skills needed to decode words—for all children" (Honig 1996).

Chinese, on the other hand, uses a **logographic system** of characters that represent a whole word or phrase. Through **Han characters** Japanese and Korean share some Chinese characters.

> The modern writing systems are also diverse, although many systems were originally influenced by or based on the Chinese script. The modern Japanese writing system is based on Chinese characters, although Japanese has two further **kana-based writing systems** to represent aspects of grammar and to allow foreign or "loan" words into the Japanese language. Korean was originally written in the Hanja writing system,

based on Chinese characters, but was replaced by the unique Hangul system, widely adopted from the 20th century. While the two systems are rarely mixed now and Hangul is the predominant writing system, Hanja are still used in names and for efficiency in newspapers. Students learn Hangul at primary school and can then chose to learn the 1,800 Hanja at secondary school. An understanding of Hanja is needed to comprehend Korean classics and to enter graduate school (Slaughter 2007).

The direction that writing takes on the page is also important. Some writing systems use columns—for instance, traditional Chinese and Japanese writing. Figure 12.21 marks the reading directions for Japanese.

FIGURE 12.21: Reading Direction for Columns, Japanese
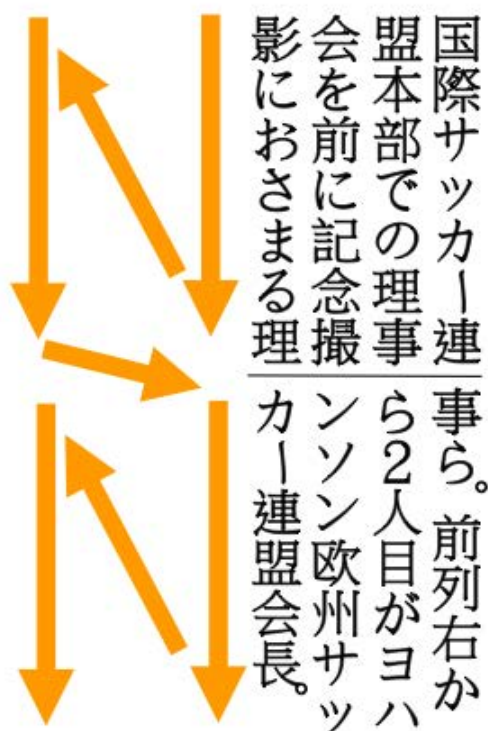
Source: An Introduction to Writing Systems (https://www.cde.ca.gov/ci/fl/cf/ch12.asp#link1)

Other writing systems use lines, for example Armenian, French, Greek, Hebrew, and Persian. Within those writing systems that use lines, some use the right-to-left direction found in Arabic and Hebrew, and others the left-to-right direction found in Armenian, Roman, and Cyrillic scripts.

One of the features to make students aware of when teaching a target language that uses a writing system different from English is the direction the writing of the target language follows. For example, rows of text in Arabic are read right to left and for Japanese the text is read downward and right to left. Some languages use intricate letters (Armenian) and character shapes (Chinese) whose sound value or whole meaning may be a challenge for speakers of English. In addition, it may be challenging to discern the composition and etymology of any particular character or the usage of punctuation marks and other typographic features, such as **diacritical marks**.

Some languages use the same alphabet as English—the Roman alphabet—while others do not. Languages such as Turkish, French, Italian, and Spanish use the Roman alphabet with minor language-specific variations. However, languages that use script may require more time for speakers of English to acquire since these scripts differ significantly from the Roman alphabet used in the English language. Examples of scripts include **Cyrillic** in Russian, **abjad** in Arabic, **alefbet** in Hebrew, **hiragana** and **katakana** and Chinese characters in Japanese, and **Hangul** and Chinese characters in Korean or in Chinese.

In the case of the Hebrew language, it has two sets of alphabets that coexist. The block alphabet (square script) is used mainly for reading (printed books, poems, newspapers, signs, contracts, and articles, to name a few), while the cursive alphabet is used when writing by hand and is based on rounded letters. Hebrew, unlike English and European languages, does not have capital letters. Thus, the same form of a letter is used whether or not it is the first letter of a word or the first letter of a proper name. However, five Hebrew letters do have a final form that is a special form which is used if the letter is the final letter in a word. Letters in Arabic script have multiple forms—base, initial, medial, and final—depending on whether the letter attaches with the letter that precedes or follows.

For example:

shalom – שלום

mishpacha – משפחה

lomed – לומ

The Hebrew alphabet consists of letters for consonants and no separate letters for vowels, while some letters function as both consonants and vowels. Vowels are graphically represented by diacritic marks written under, above, or inside the consonants to represent the specific vowel sounds. Vowels are used in teaching materials, in the Bible, and in poetry.

Native English-speaking learners of Arabic and Hebrew may find it challenging to discern which vowels are included in the word. The following example from English is illustrative. In a consonant combination of F-R-M, the variants can be: farm, firm, form, forum, frame, and from. Readers must infer the vowels in the word from context. Therefore, teaching writing effectively can only happen within the context of the thematic unit, with the help of visuals along with pronunciation, so that word meaning, sound making, and symbol writing can be acquired simultaneously.

The Ministry of Education in Japan has selected around 2,000 Chinese characters (kanji) for daily use, and recommends the use of Chinese characters be limited to this range, if possible. *The New Nelson Japanese–English Character Dictionary* contains over 5,000 characters, with more than 10,000 current readings and almost 70,000 compounds in current use. Koreans use Hangul (the original writing system of Korea) and Chinese characters (Hanja) in their language, and have tried to limit the use of Chinese characters to about 1,300 for normal use. Students of Chinese generally feel comfortable reading articles in Taiwan newspapers if they can recognize about 1,500 characters. This indicates that students of Korean, Japanese, and Chinese may feel confident about reading if they learned about 2,000 characters. Through contextualized activities, learners of Chinese, Japanese, and Korean learn the sequence of strokes needed to write the words, how to sound out the words, and to tell their meaning.

Dialect: Variations in Language by Region or Social Context

A **dialect** is the variety of a language used by the people of a specific region or social class. Dialects vary in the pronunciation, vocabulary, grammar, and spelling used by a particular group of people, as the dialect they use distinguishes them from other people around them.

Linguistically speaking, dialects are varieties of languages that are mutually intelligible—meaning that the speakers of one dialect of the language can understand speakers of another dialect without the need to fully "learn" the other dialect. In some cases, the dialects are so distinct that mutual intelligibility is minimal. Yet, they are not considered to be different languages because they are varieties of a common standard language. For example, some dialects of Arabic are less than mutually comprehensible, such as Egyptian Arabic, Syrian Arabic, and Yemeni Arabic, but they are united by the Standard Modern Arabic in which the speakers of all these dialects create official documents, write literature, and develop scientific research. Some languages are mutually intelligible, but for political reasons they are considered separate languages rather than dialects, as is the case of Danish and Norwegian. In China, Mandarin, Cantonese, and other languages are not mutually intelligible. Yet again, for political reasons, Mandarin is called Chinese while the other languages of China are classified as dialects.

Sociopolitical, historical, and religious factors often influence language boundaries. In some languages the speakers of the dialects mutually understand one another without the need to learn the other variety. Such examples of regional or politically determined dialects are British English, Standard American English, African American Vernacular English (AAVE), and other dialects of English; or Mexican Spanish, Cuban Spanish, and Peninsular Spanish, among others. Historically, some dialects have been treated—for social, political, or cultural reasons—as of lesser or greater importance when compared to other dialects. One unfortunate result has been the marginalization that impacts the status of some dialects and languages. The WL Standards urge languages teachers to recognize the importance of linguistic diversity and to value the cultural and linguistic background their students bring into the classroom. Furthermore, through example, language teachers

guide their students to cultivate the same kind of attitude of respect and openness to linguistic and cultural variety. Snapshot 12.5 is a suggested example of how to validate and acquire language variations in a Spanish class.

Snapshot 12.5: Language Diversity, Spanish

In Ms. Orellana's Spanish for Heritage Speakers class, her Intermediate Mid to Intermediate High students are heritage speakers of the Spanish language—yet they speak regional and social dialects from throughout the Spanish-speaking world: Argentina, Bolivia, Colombia, Honduras, Peru, and Mexico, among others. The students' receptive and productive skills are stronger in colloquial Spanish, their reading is Intermediate High, their writing skills—Intermediate Mid.

It is the beginning of the school year and Ms. Orellana lays the foundations of a year full of exploration of the students' identities, the building of self-esteem, and sense of community. Ms. Orellana is fully aware that even simple words in daily usage differ from country to country. For example, the word *coche* is the word most often used in Spain to refer to a car. However, in Chile the most commonly used term is *auto*, and *coche* is used to refer to baby strollers. In central Mexico a car is usually called a *coche*, and in northern Mexico the word used most often is *carro*. Catching these differences and celebrating them from the very beginning of the school year establishes a climate of acceptance and mutual understanding.

In this first thematic unit, the students have watched videos reflecting the cultural and linguistic diversity of the Spanish-speaking countries and communities around the globe. The teacher has instructed them to interview the elders in their family, in person or by telephone. The students focus on words for family relations and words for neighborhoods and housing.

At school, in small groups and as a whole class, on large pieces of butcher paper the students create word banks reflecting the linguistic diversity of their roots.

Furthermore, Ms. Orellana ensures that, while teaching Standard Latin American Spanish, she values and recognizes the linguistic variety which students bring to school. Ms. Orellana helps her students recognize what forms they use and what aspects of language usage they reflect. Together, the class creates a wall chart, a part of which is shown in the following table.

Variants	Explanation	Standard Variety
Vos podés	Informal morphology and register used by 40% of Spanish speakers	*Tu puedes*

Variants	Explanation	Standard Variety
¿Qué tú quieres?	Anteposition of the pronoun in some dialects	*¿Qué quieres tú?*
Yo no sabo	Regularization of grammatical forms	*Yo no sé*
nadien	Archaism	*nadie*
fuistes	Hypercorrection	*fuiste*
rompido	Regularization of grammatical forms	*roto*
rayar	Informal	*escribir*

World Languages Standards:

WL.CM1.I, WL.CM3.I, WL.CM5.I, WL.CM6.I, WL.CM7.I, WL.CL2.I, WL.CN1.I

Mandarin Chinese and Cantonese Chinese are distinguished as dialects although the differences between the two render them mutually unintelligible languages. Mandarin has four tones, while Cantonese has six to nine different tones based on the internal variety of its own varieties, requiring more time to acquire Cantonese. The two are formally called dialects as they are spoken in the same country, China, which uses a universal writing system. In contrast, Serbian and Croatian are formally classified as two different languages, although they are two mutually intelligible dialects of Serbo-Croatian, the official language of the former Federal Republic of Yugoslavia. The usage of two different alphabets constitutes a formal difference between the two. Similarly, Macedonian is mutually intelligible with Bulgarian, yet is classified as a separate language, official in another member of former Yugoslavia.

When groups of people speaking different languages come together and intermix, a common improvised second language, a **pidgin**, occasionally develops. It allows speakers of two or more nonintelligible native languages to communicate with each other. Subsequently, such a language can replace the settlers' original language and become the first language of their descendants. Such languages are called **creoles**. Since most creole languages developed in the colonies, they are typically based on English, French, Portuguese, and Spanish, the languages of the colonizing superpowers of the time. English-based creole is spoken in the Bahamas, Jamaica, and Hawaii, among others.

French-based creole can be heard in Tahiti, Louisiana, and the Seychelles. Spanish- and Portuguese-based creoles are spoken in limited areas such as the Philippines and the Cape Verde Islands, respectively.

The WL Standards prompt language teachers to celebrate the diverse ways students speak the target language, particularly native and heritage speakers, and the richness that diversity brings to the classroom. In service of **social justice**, teachers welcome and embrace the linguistic and cultural diversity of such groups of students and capitalize on the teachable moments that may arise. Validating students by incorporating the linguistic and cultural assets they bring to the classroom is a best practice in **sustaining pedagogy** (Paris 2012). This is pedagogy that "seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling." **Culturally responsive teaching** practices recognize the students for who they are and value the cultural and linguistic capital they bring to the classroom (Hammond 2015). Teachers who practice culturally responsive teaching use the strategies and learning approaches of their students' cultural traditions to scaffold and facilitate learning. Honoring the students and supporting their confidence in their world language studies helps to prepare them for the world beyond the classroom.

Teachers use strategically selected authentic materials from different regions where the target language is spoken in order to highlight the diversity of vocabulary, forms, and uses of the language. In video clips, native speakers from such diverse places illustrate the phonetic varieties. Heritage and native speaker students may interact with their elders in order to experience the diversity and bring it into the classroom to share. Nonnative speakers benefit from a similar approach since it prepares them for real-world interaction with native speakers.

Register: Variations in Language by Audience

Register is the way a speaker uses language differently in different circumstances. This includes the words speakers choose, their tone of voice, even their body language. For example, speakers behave and speak differently while chatting with a friend from how they do so at formal dinner parties or during job interviews. These variations in formality, also called stylistic variations, are known as registers in linguistics. They are determined by such factors as social occasion, context, purpose, and audience.

Registers can be static, formal, consultative, casual, or intimate. The language of static register is solidified with time and is often memorized and repeated. For example, the register in sacred texts or the Pledge of Allegiance is static. Formal register uses academic or technical vocabulary, the full forms of words, and complete sentences. The register used in academic, diplomatic, and highly professional settings is formal. The consultative register is sometimes considered to be a variant of formal register, since it is used when consulting a specialist—such as a therapist or an attorney. Using consultative language includes addressing the specialist by their degree or other title. Casual is the register used among friends in informal situations. Casual language is full of colloquialisms, contracted forms of words, brief utterings, and slang. Intimate register is the register of people

who are in a close, often intimate, relationship and is highly inappropriate in formal, professional settings.

In languages like Japanese, Korean, and Turkish, the speakers' gender, age, degree of intimacy, and social position play a great part in the choice of register in a particular situation. In Japanese, the levels of politeness of speech and the expressions used to convey politeness, for instance, are quite complex; they involve both morphological and syntactical changes that take time to master.

The stylistics of courtesy vary considerably from language to language; equivalent expression may be a matter of vocabulary in one language and of grammar in another. For example, the choice of a pronoun may show the difference between the plain style of addressing a close friend and the polite style of addressing an elder or someone of importance. In Chinese this is expressed by *ni* and *nin,* in French by *tu* and *vous,* in Spanish by *tú* and *usted*, in Russian by **ты** and **Вы**, and in German by *du* and *Sie*—all of which are a matter of vocabulary choices for the informal "you" and the respectful (or honorific) "you."

In Vietnamese, expressing politeness is a major cultural perspective and practice as well as a key element of communication. Politeness is expressed through respectful attitudes depending on who the participants in the conversation are, and how close their relationship is. The factors that are taken into consideration are age, social positions, and the social context of the interaction. To be polite when speaking, Vietnamese speakers can use appropriate particles like "**dạ**, **ạ**" at the beginning of a sentence. Similarly, Vietnamese speakers can use other terms that signal that the speaker is addressing a person of the same, higher, or lower social status or age (Omniglot 2020b).

In Arabic cultures, the concepts of humility, dignity, and politeness are deeply intertwined. Therefore, when asking for a favor, a person may choose to express humility by saying: *mumkin law samaht itsallifni flws* (would you please lend me some money?). The dignified manner would be: *sallifni flws* (lend me some money!), while the polite and most appropriate way would sound: *billahi alik itsallifni flws* (I swear you to God to lend me some money). Often, the polite ways of asking involve the mention of God.

In Japanese, there are multiple levels of politeness. Such elements of language seem to be among the most elusive; yet, they are integral and need to be addressed in small increments, through authentic materials as models of both language and behavior. In addition, they need to be practiced and used independently in various situations.

Cultural Considerations Affecting Register

Register is highly influenced by cultural perspectives and is a linguistic representation of a cultural practice. It varies within the target cultures depending on the following:

- Situation—formal, informal, professional, academic

  For example, when interacting with friends at a coffee shop, French speakers' register is different from that used at a job interview.

- Audience—level of familiarity, age, gender, level of education, socioeconomic status, profession

   For instance, when addressing an older unfamiliar person, speakers of Arabic use a different register from the one used with individuals of similar age.

- Purpose—to socialize, to inform, to convince, to express emotions

   For example, when expressing frustration Italian speakers' register is different from the register used to present the results of research.

Academic Language

Language and literacy professor Jim Cummins at the University of Toronto identifies two kinds of language proficiency (Cummins 1979). He identifies the Basic Interpersonal Communication Skills (BICS) as the "surface" skills of listening and speaking, typically acquired early in the second language acquisition process. This language is used in social situations, whether on the playground, asking directions, or chatting at a party. He then identifies Cognitive Academic Language Proficiency (CALP) as the second type of proficiency, which involves the language needed for academics and specialized fields. Cummins suggests that many children may develop native speaker fluency in BICS within two years of immersion in the target language and culture. The degree to which a language learner is immersed in the target language and culture contributes to the time it takes for the language learner to develop BICS. The benefits of fuller immersion is a strong reason for world languages classes to use authentic materials and implement the principle of 90 percent target-language use for both teacher and students. The development of CALP, also through immersion, takes between five to seven years for a student to be working on a comparable academic level with native speakers.

Perlocution: Variations in Language by Purpose

Defined as the ability to produce an effect upon the listener, as in persuading, frightening, amusing, or causing the listener to act, **perlocution** is how speakers achieve the purpose of their effort to communicate.

For example, when communicating sarcasm in ASL, exaggerated nonmanual signals is the main indicator. In addition, signs in a sarcastic remark are exaggerated in scope and may be held a little longer, just as an English speaker might slow down speech and draw out words that are sarcastically spoken.

In ASL, signing includes gesture, nonmanual signals, and positioning of the signer's body in space. Nonmanual signals of ASL signers tend to be highly expressive for that reason; their expressions convey important linguistic information such as the tone, the nature, and the communicative intent or purpose of a given remark.

Pragmatics: The Practical Side of Language

Pragmatics outlines the study of language meaning within the context of participants' interaction among themselves and the circumstances under which the communication

occurs. Without the function of pragmatics there will be very little understanding of speakers' intentions and meaning.

For example, on a hot summer day Ms. Mila's students ask her, "Can you open the windows?" The literal meaning of the question: *Are you physically able, do you have able feet and hands, to open the window?* would solicit a literal response: *Yes* or *No*. However, Ms. Mila's response is completely nonverbal as she walks up to the window and opens it. Ms. Mila has correctly interpreted the pragmatic meaning of the question and has recognized it as a request to open the window: Please open the window.

World languages teachers recognize that students need to understand the pragmatics of the target language in order to be able to build social relationships with bearers of the target culture in the target language. Therefore, world languages teachers provide their students with frequent access to video and audio materials that support the development of this significant feature of communication. To demonstrate understanding of pragmatics, students may draw pictures of the literal meaning of phrases and compare them with pictures of their figurative meaning within context.

Cultural Diversity: Cultural Variation in Language Use

HOW LANGUAGE AND CULTURE INTERSECT

The relationship between language and culture is deeply rooted. Language is used to maintain and convey culture and cultural ties. In its own right, culture influences language. Learning a new language involves the learning of a new culture (Allwright and Bailey 1991). Consequently, teachers of a language are also teachers of culture (Byram 1989).

The learning of a new language not only involves learning its alphabet, vocabulary, and rules of grammar, but also learning about the specific society's customs and behavior. When learning or teaching a language, it is important to reference the cultures within which the language is used, because language is very much ingrained in those cultures.

To comprehend, students need to focus on the cultural signs and symbols to make sense of the message.

> ALL language teachers ensure that students are exposed to target language variety and are careful not to emphasize a "prestige dialect" or "correctness" and "value" of one over another.

As they implement the WL Standards, language teachers prepare their students to interact with people from the target cultures. As they become increasingly culturally literate, students are able to interact respectfully and appropriately with individuals from a wide range of cultural backgrounds. By using authentic materials and engaging students in culturally authentic situations, teachers of world languages teach the target language

through the target cultures and enable their students to understand and accept people from other cultures as individuals, with respect and understanding of their values and behaviors. World languages teachers play an important role in guiding their students to recognize such interactions as a constructive and enriching experience.

The history, the social and political events, within a group sharing a language determines certain expressions in the language which in turn reveal the cultural perceptions of the speakers.

For example, in Chinese, one popular way to greet a person is to say "吃了吗？" (chī le ma?). This loosely translates into English as "Have you eaten?" or "Are you full?" This greeting was developed in ancient Chinese culture as there was a long history of famine. It was culturally significant to ask someone upon meeting if they had eaten. This showed care and consideration for others. Even now, when people are more affluent, this manner of greeting remains, and it may offer a teachable moment of language, history, and culture.

THE DIVERSITY OF SPANISH-SPEAKING CULTURES AS REFLECTED IN LANGUAGE USE

The Spanish-speaking world is very diverse. Spanish is the language of 19 separate countries and Puerto Rico.

Castilian Spanish – The Spanish of Madrid and of northern Spain, called Castilian, developed characteristics that never reached the Americas. These include the pronunciation of "*ci*" and "*ce*" as "th." In Madrid, "*gracias*" (thank you) becomes "gratheas" (as opposed to "gras-see-as" in Latin America).

Another difference is the use of the word "vosotros" (you all, or you guys) as the informal form of "ustedes."

Latin American Spanish – While each country may have its own accents and some unique vocabulary, the speech of residents of Latin American countries such as Mexico, Colombia, Peru, and Bolivia is understood by all Spanish speakers. One example that illustrates this point is the Spanish spoken in Argentina. It developed in and around Buenos Aires and in parts of Uruguay. It is characterized by the use of *vos* instead of *tú* to address individuals informally, and a vocabulary and pronunciation heavily influenced by Italians who settled in the area in the nineteenth and early twentieth centuries.

Spanish of the Caribbean – The settlers and traders of southern Spain took their dialect with them to the Caribbean and other coastal areas. The Spanish of the Caribbean is characterized by its relative informality, its rapid pace, and aspiration and deletion of "s" in syllable final position, the deletion of "d" between vowels, and the lack of distinction between the liquids "l" and "r."

Teachers of Spanish play an important role in expanding their students' appreciation for the broad diversity of the language they teach. To prepare their students to interact with Spanish-speaking people in the State of California and around the world, teachers of Spanish make efforts to expose students to a range of Spanish accents and cultures.

Deaf Culture and ASL

ASL as an Identification and Unification of Deaf People

Learning ASL is also not only learning about the culture of deaf people, but honoring it, experiencing it, and functioning in it. American Deaf culture is centered on the use of ASL as an identification and unification of deaf people. Dr. Barbara Kannapel, a Deaf sociologist, developed a definition of the American Deaf culture that includes a set of learned behaviors of a group of people who are deaf and who have their own language (ASL), values, rules, and traditions. The values, behaviors, and traditions of Deaf culture include promoting an environment that supports vision as the primary sense of communication for learning, interaction, and personal growth at school, at home, and in the community. Deaf culture supports ASL and English bilingualism as it promotes academic and social personal literacy, growth, and advancement. Part of Deaf culture is also the rules for turn taking in signed conversations, for establishing and maintaining of eye contact, or for signaling the end of one's contribution in a signed dialogue.

Deaf people can do anything. They are involved in sports and the performing and visual arts, such as film, fine arts and crafts, literature, and athletics.

These are some notable resources within the Deaf community: National Association of the Deaf, Deaf Professional Arts Network, History Through Deaf Eyes, and National Theatre of the Deaf. Furthermore, they are specific for the Deaf culture music and dance groups.

Development of Standard English as a Second Language for Deaf Learners

Effective ASL programs recognize that ASL is a visual language and that native signers of ASL use Standard English for reading and writing purposes as their L2. Therefore, an important goal of ASL programs is the development of the deaf students' language competency in both ASL and Standard English. Research reveals "a positive relationship between ASL competency and English skills and supports the theory that competency in ASL may serve as a bridge to the acquisition of English print" (Freel et al. 2011). Most importantly, research supports the critical period hypothesis (CPH) for first language acquisition and its later impact on other cognitive and academic skills (Freel et al. 2011).

When ASL is taught within the structure of specially designed schools for the deaf, it serves the needs of all students in all subject areas: mathematics, science, history, the arts, and athletics. In specialized schools for the deaf, teachers design lessons and use best practices that support ASL, English, and subject-specific literacies. Both curricula and instruction are modified in ways that address the goals of California subject-specific standards (ELA, math, and others) and California WL Standards, while serving the needs of Deaf and Hard of Hearing students. Snapshot 12.6 offers an example of how to develop deaf learners' skills in Standard English as a second language.

Snapshot 12.6: Developing of Standard English for Deaf Learners

Mr. Hindo's Intermediate Mid ASL students are exploring nutrition, their eating habits, and manners. After viewing a narrative presented by the teacher in ASL, the students discuss how ASL expresses the specific degrees of food consumption:

EAT SLOW – EAT ONCE – EAT NORMALLY – EAT FAST – EAT SMALL – EAT BIG (both hands) – (reverse) SPIT OUT FOOD

Then, the students brainstorm and use their thesauri to list Standard English words for eating and degrees of eating:

munch – bite – chomp – scarf – wolf – gobble up – snack – nibble – eat – (and the opposite) throw up – spit up – barf

Mr. Hindo and the class explore various adverbs that bring nuances to the verb "eat" in order to match the expressive verbs from above.

Next, in small groups the students use a chart to place the verbs and show understanding of their usage.

Degrees of Intensity				
Easy/Small/ Light	**Interim**	**Regular/ Normal**	**Interim**	**Huge/Hard/ Fast/Heavy**
nibble	*snack*	*[blank]*	*gobble up*	*wolf* *scarf*
eat a little	*[blank]*	*[blank]*	*eat quickly*	*eat a lot* *eat it all up*
Opposite: throw up – spit up – barf				

Finally, in groups of three, the students write their own stories, in Standard English, by using the verb and adverb charts they created.

Source: Adapted from "Bridging ASL and English Languages Lesson Plan—Focus: Writing Action Verbs and Adverbials in English" (Herzig 2014)

World Languages Standards:

WL.CM1.I, WL.CM3.I, WL.CM5.I, WL.CM6.I, WL.CM7.I, WL.CL2.I, WL.CN1.I

Interaction with Hearing Individuals

Whether working in homogeneous or heterogeneous groups of deaf and hearing individuals, there are a few socially acceptable rules of behavior that express respect and inclusion of Deaf culture. When trying to gain a person's attention it is appropriate to tap gently the person on the shoulder or wave at the person if they are at a distance, but still in line of sight. For larger groups in a room, flicking the lights is a universal attention-getting tool. Providing the deaf person with written agenda or any other written material as well as using visual aids facilitates the communication between deaf and hearing individuals. When showing videos, usage of the closed captioning feature of the device facilitates access for deaf students. Maintaining eye contact and staying in the sight line facilitates comprehension of meaning even when using an interpreter. For the same reason, interpreters should stand closer to the speaking person—so that the deaf individual may view simultaneously the speaker and the interpreter. When presenting and writing on a board, it is both polite and of communicative value to face the deaf people and not turn one's back while talking. The job of the interpreter is to transfer information from one language (English) to the other (ASL) and vice versa—therefore, it is rather impolite to speak to the interpreter instead of the deaf individual(s), or to refer to them in the third person. Also, the interpreter can translate for only one person at a time—and it is important to take turns. Snapshot 12.7 provides guidance for teachers who have deaf or hard-of-hearing students who use the services of an ASL interpreter enrolled in their courses.

Snapshot 12.7: Interaction with Hearing Individuals

Deian, a hard-of-hearing student, has been recently enrolled in Ms. Gala's third grade class. Upon meeting him, Ms. Gala welcomes Deian and asks him to choose his seat. She helps Deian select the seat that best facilitates his viewing and listening needs. She prepares printed materials: instructions, charts, handouts, and others, for all learning activities. On days when new material and concepts are introduced, the school provides an ASL interpreter, Ms. Rada, for Deian. Ms. Gala makes sure that the three (student, interpreter, and teacher or other presenter) are in clear view of one another. She deliberately slows her speech down so that there will be enough time for both Ms. Rada and Deian to follow the presentation and acquire the information. Ms. Gala alternates between speaking and writing on the board in order to avoid speaking with her back turned to Deian. When checking for comprehension, Ms. Gala faces her student, not the interpreter, and speaks to him directly.

Conclusion

The diversity of languages spoken and taught in California are part of the states' rich tapestry of cultures. It enriches the opportunities for all students' lifelong learning, progress, and success. The 2019 California WL Standards and this framework support and guide the efforts of world languages educators to serve all students.

Relying on students' linguistic background and understanding the specifics of the languages they study can be instrumental in the decision-making for course offerings, curriculum writing, and delivery of diverse programs.

This framework reiterates that in California, all students are encouraged to become not just bilingual, but multilingual.

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Text Accessible Descriptions of Graphics for Chapter 12

Figure 12.10: Indo-European Languages

The purpose of this chart is to illustrate the branching of languages in the Indo-European family.

Top-middle is Proto Indo-European. From it eight arrows branch down toward eight rectangles. Each rectangle is labeled. Below some rectangles there is a list of the languages that belong to this branch.

First branch to the left is Baltic-Slavic. Listed below Baltic: Lithuanian, Latvian. Listed below Slavic: Russian, Ukrainian, Polish, Czech, Bulgarian.

Second branch: Germanic. Listed below: English, Dutch, German, Swedish, Norwegian, Danish, Afrikaans, Friesian, Icelandic.

Third branch: Roman. Listed below: French, Spanish, Italian, Catalan, Portuguese, Occitan, Rumanian, Romansh.

Fourth branch: Celtic. Listed below: Irish Gaelic, Scottish Gaelic, Manx, Welsh, Breton, Cornish.

Fifth branch: Albanian, sixth branch: Greek, and seventh branch: Armenian stand alone with no languages listed below them.

Eighth branch: Indo-Iranian. Listed below Indic languages: Hindi, Urdu, Bengali, Marathi. Listed below Iranian languages: Farsi, Pashto, Kurdish, Tajiki.

Figure 12.11: The Geography and Difficulty Rankings of Five Categories of Languages

The purpose of this image is to illustrate the distribution of Category I–V languages. The boundaries of different countries are marked on the political map of Europe, the eastern part of Asia, and the northern tip of Africa. Inside each boundary are marked Roman numerals I–V to indicate what category language is spoken in each country. The numbers are color coded depending on the time it takes for a speaker of English to learn the national language of the country. Dark blue is the shortest, transitioning to light blue, dark green, and light green for the longest.

Among Category I are: French and Spanish

Among Category II is: German

Among Category III are: no examples

Among Category IV are: Bulgarian, Polish, Russian

Among Category V is: Arabic

Also included in the image is a scale indicating the amount of time it takes to learn each language category: Category I—24 weeks, Category II—30 weeks, Category III—36 weeks, Category IV—44 weeks to one year, Category V—88 weeks.

CHAPTER 13:
Instructional Materials

Table of Contents

High-quality instructional materials are an essential component of effective world languages education. They are tools designed to help teachers with classroom instruction and to ensure all students can access standards-aligned content both in the classroom and at home. Instructional materials should be selected with great care with the needs of all students in mind. They should also provide support for educators who teach world languages to California's diverse student population and guide implementation of the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve (WL Standards)*. Instructional materials are broadly defined to include textbooks, technology-based materials, other educational materials, and tests.

This chapter provides guidance on the selection of instructional materials. It includes the evaluation criteria for the State Board of Education (SBE) adoption of instructional materials for students in kindergarten through grade eight, guidance for local districts on the adoption of instructional materials for students in grades nine through twelve, and information regarding the social content review process, supplemental instructional materials, and accessible instructional materials.

State Adoption of Instructional Materials

The SBE adopts instructional materials for use by students in kindergarten through grade eight. Because there is no state-level adoption of instructional materials for use by students in transitional kindergarten and grades nine through twelve, local educational agencies (LEAs) have the sole responsibility and authority to adopt instructional materials for those students. Local educational agencies are encouraged to utilize this chapter as a tool when adopting instructional materials for students in transitional kindergarten and grades nine through twelve.

Local educational agencies, which include school districts, charter schools, and county offices of education, are not required to implement state-adopted instructional materials. If an LEA chooses to use instructional materials that are not adopted by the SBE, it has the responsibility to adopt resources that are aligned to the WL Standards, meet the requirements for social content, best meet the needs of its students, and have demonstrated evidence of effectiveness.

The selection of instructional materials at any grade level is an important process guided by both local and state policies and procedures. As part of the process for selecting instructional materials, *Education Code* (*EC*) Section 60002 requires the LEA to promote the involvement of parents and other members of the community in the selection of instructional resources, in addition to substantial teacher involvement.

The primary resource to be used when selecting instructional resources is the Criteria for Evaluating Instructional Materials for World Languages Education in Kindergarten Through Grade Eight (criteria) found in the next section. The criteria include comprehensive descriptions of elements required for effective instructional programs that are aligned to the WL Standards and will be the basis for the next state adoption of world languages education instructional resources.

To be considered suitable for adoption, instructional materials in world languages develop learner ability to do the following:

- Interpret what is heard, read, or viewed on a variety of topics, from authentic texts, using technology, when appropriate, to access information

- Negotiate meaning in a variety of real-world settings, for multiple purposes, in spoken, signed, or written conversations, using technology as appropriate, in order to collaborate and share information, reactions, feelings, and opinions

- Present information on a variety of topics, for multiple purposes, in culturally appropriate ways, adapting to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish

- Use language in highly predictable common daily settings (Novice), transactional and some informal settings (Intermediate), most informal and formal settings (Advanced), informal, formal, and professional settings, and unfamiliar and problem situations (Superior), as appropriate, in target-language communities in the United States and in the globalized world

- Recognize (Novice), participate in (Intermediate), initiate (Advanced), or sustain (Superior), language-use opportunities outside the classroom and set goals, reflect on progress, and use language for enjoyment, enrichment, and advancement

- Use receptive and productive structures in service of communication: sounds, parameters, writing systems (Novice), basic word and sentence formation (Intermediate), structures for major time frames, text structures for paragraph-level discourse (Advanced), all structures (Superior), and text structures for extended discourse, as appropriate

- Use language text types in service of communication: learned words, signs and fingerspelling, and phrases (Novice), sentences and strings of sentences (Intermediate), paragraphs and strings of paragraphs (Advanced), or coherent, cohesive multiparagraph texts (Superior), as appropriate

- Use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and those they know in order to interact with communicative competence

- Interact with cultural competence and understanding

- Demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them in order to interact with cultural competence

- Use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and those they know in order to interact with cultural competence

- Demonstrate understanding and use the target language to investigate how cultures influence each other over time in order to interact with intercultural competence

- Build, reinforce, and expand knowledge of other disciplines through the target language, develop critical thinking skills, and solve problems in order to function in real-world situations and academic and career-related settings

- Access and evaluate information and diverse perspectives that are readily or only available through the target language and its cultures in order to function in real-world situations and academic and career-related settings

Criteria for Evaluating Instructional Materials for World Languages Education in Kindergarten Through Grade Eight

The state adoption of new world languages instructional materials will be guided by the criteria described below. To be adopted, instructional materials must meet the educational content requirements in Category 1, Alignment with the WL Standards, in full. Instructional materials will be evaluated holistically for strengths in the other categories—Program Organization, Assessment, Access and Equity, and Instructional Planning and Support. This means that while a program may not meet every criterion listed in those categories, it must meet the intent stated in the introductory paragraph of each category to be eligible for state adoption. Programs that do not meet Category 1 in full and do not show strengths in each one of the other four categories will not be adopted. These criteria are designed to be a guide for publishers in developing their instructional resources and for local educational agencies when selecting instructional materials. To assist in the evaluation of instructional materials, publishers must use the SBE-approved standards maps and evaluation criteria map templates, developed and supplied by the California Department of Education (CDE), to provide evidence that the program provides students a path to meet the proficiencies specified in the World Languages Framework.

It is the intent of the SBE that these criteria be neutral on the format of instructional materials. Print-based, digital, interactive online, and other types of programs may all be submitted for adoption as long as they are aligned to the evaluation criteria. Any gross inaccuracies or deliberate falsification revealed during the review process may result in disqualification, and any found during the adoption cycle may subject the program to removal from the list of state-adopted instructional materials. Gross inaccuracies and deliberate falsifications are defined as those requiring changes in instructional content. All authors listed in the instructional program are held responsible for the content. Beyond the title and publishing company's name, the only name or names to appear on a cover and title page shall be the actual author or authors.

Criteria for the Evaluation of Instructional Materials Aligned to the World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve (WL Standards)

Category 1: Alignment with the WL Standards

Instructional materials support teaching and learning of the skills and knowledge called for within the Novice, Intermediate, Advanced, and Superior ranges of proficiency, as appropriate, as specified in the WL Standards, and are appropriate for designated grade levels.

All programs must include the following features:

1. Instructional materials, as defined in *Education Code (EC)* Section 60010(h), must align to the WL Standards adopted by the SBE in January 2019.

2. Instructional materials are consistent with the content of the *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve* (*WL Framework*).

3. Instructional materials include approaches and activities aligned to appendix 2 of the WL Standards.

4. Instructional materials must be consistent with current state statutes and support statutorily mandated instruction.

5. Instructional materials shall be accurate and use proper grammar and spelling (*EC* Section 60045).

6. Instructional materials include opportunities for students to develop communicative and cultural proficiency, content area knowledge, oracy, and literacy in a world language other than English.

7. Instructional materials include activities for developing student proficiency in the Communications, Cultures, and Connections Standards of the WL Standards.

8. Instructional materials examine humanity's place in ecological systems and the necessity for the protection of the environment (*EC* Section 60041) and include instructional content based on the California Environmental Principles and Concepts developed by the California Environmental Protection Agency and adopted by the State Board of Education (*Public Resources Code* Section 71301) where appropriate and aligned to the WL Standards.

Category 2: Program Organization

Instructional resources support instruction and learning of the WL Standards and include such features as the organization, coherence, and design of the program; chapter, unit, and lesson overviews; and glossaries. Sequential organization and a coherent instructional design of world languages programs provide structure for what students should learn each year. They should be organized to allow efficient and effective delivery of a standards-based course ensuring optimal articulation as students move between courses, and enter

and leave instructional programs. Programs must be well organized and presented in a manner that provides all students with opportunities to achieve the essential knowledge and skills described in California's WL Standards. Program design must support the standards-based approach grounded in the organizational scheme developed in the WL Standards and serve as the scaffolding for students with diverse learning needs. Instructional resources must have strengths in the following areas to be considered for adoption:

1. Organization that provides a logical and coherent structure to facilitate efficient and effective teaching and learning within the lesson, unit, and grade level or grade span, consistent with the guidance in the WL Framework

2. Tables of contents, indexes, glossaries, electronic-based resources, support materials, content summaries, and assessment guides designed to help teachers, parents or guardians, and students navigate the program

3. An overview of the content in each chapter or unit that describes how it supports instruction and learning of the WL Standards

4. An overview of the content in each chapter or unit that outlines the world languages concepts and skills to be developed

5. Graphics (pictures, maps, world languages) that are accurate, are well annotated or labeled, and enhance students' focus and understanding of the content

6. Support materials that are an integral part of the instructional program and are clearly aligned with the WL Standards

7. A well-organized structure that provides students with opportunities to achieve proficiency or the grade-level or grade-span standards

8. A well-organized structure that provides opportunities for students to build on knowledge and proficiencies developed through previous language study or through immersion programs

9. Effective articulation between courses allowing for multiple entry points in a variety of course and program models beginning in kindergarten and continuing through grade twelve

10. A list of the expectations for student proficiency in the standards in the teacher's guide together with page number citations or other references that demonstrate alignment with the content standards

11. To the extent possible, the content, including grammar descriptions, is presented in the target language

Category 3: Assessment

Instructional resources include multiple models of diagnostic, formative, and summative assessment tasks for measuring what students know and are able to do and provide guidance for teachers on how to interpret assessment results to guide instruction. The

program provides teachers with assessment practices for each proficiency range or at each grade level or grade span necessary to prepare all students for success at later proficiency ranges or in later grade-level or grade-span world languages education. Instructional resources must have strengths in the following areas to be considered suitable for adoption:

1. Strategies or instruments that teachers can use to determine students' prior knowledge of culture and appropriate academic content and communicative, cultural, and intercultural proficiencies

2. A broad array of diagnostic, formative, and summative assessment strategies that allow students to demonstrate what they know, understand, and are able to do

3. High-quality standards-based placement and exit assessments to help determine appropriate instructional level for entry into and exit from a course or program

4. Multiple measures of students' ability to independently apply the world languages proficiencies described in the WL Standards, such as observations with rubrics, task completions, collaborative conversations, samples of speech and writing, portfolio entries, measures of proficiency, content and cultural knowledge and skills, contextualized form checks, projects, performances, and selected and constructed response items, among others

5. Guidance for teachers on how to adapt instruction on the basis of evidence from assessment and make adjustments that yield immediate benefits to student learning

6. Guiding questions to monitor students' receptive and productive proficiencies in the world languages

Category 4: Access and Equity

The goal of world languages education programs in California is to ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the knowledge and skills as described in the WL Standards. Resources should incorporate recognized principles, concepts, and research-based strategies to meet the needs of all students and provide equal access to learning. Instructional resources should include suggestions for teachers on how to differentiate instruction to meet the needs of all students. In particular, instructional resources should provide guidance to support students who are English learners; heritage and native speakers; at-promise students (per AB 413 of 2019 [Chapter 800], the term "at-risk" is replaced in the California *Education Code* with the term "at-promise"); lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students; advanced learners; and students with disabilities. Note that speaking and listening should be broadly interpreted and should include students who are Deaf and Hard of Hearing using American Sign Language (ASL) as their primary language. Students who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech, and sign-supported speech access general education curriculum with varying modes of

communication. Instructional resources must have strengths in the following areas to be considered for adoption:

1. Appropriate for use with all students regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, culture, religion, sexual orientation, or living situation

2. Suggestions based on current and confirmed research for adapting the curriculum and the instruction to meet students' assessed instructional needs

3. Comprehensive teacher guidance and differentiation strategies, based on current and confirmed research, to adapt the curriculum to meet students' identified special needs and to provide effective, efficient instruction for all students, including students who are English learners, at-promise students, LGBTQ+ students, and students with disabilities

4. Strategies for students who are English learners that are consistent with the *California English Language Development Standards: Kindergarten Through Grade 12* adopted under *EC* Section 60811

5. Strategies for English learners in both lessons and teachers' editions, as appropriate, for specific proficiency ranges

6. Strategies to help students who are below grade level in reading, writing, speaking, and listening in academic English to understand and communicate in world languages

7. Suggestions for advanced learners that are tied to the WL Framework and that allow students to study content in greater depth

8. Strategies to help heritage and native language learners to maximize their learning of a heritage or native language, or to transfer these skills to the learning of an additional language

9. Images that are age appropriate and depict students at the grade level or grade span of instruction, reflect the diversity of California's students, and are affirmatively inclusive

Category 5: Instructional Planning and Support

The information and resources should present explicit, coherent guidelines for teachers to follow when planning instruction and be designed to help teachers provide effective standards-based instruction. The resources should be designed to help teachers provide instruction that ensures opportunities for all students to learn world-languages-enhancing skills and behaviors and essential knowledge and communicative, cultural, and intercultural proficiencies specified in the WL Standards. The resources must have strengths in the following areas of instructional planning and teacher support to be considered suitable for adoption:

1. Lesson plans, suggestions for organizing resources in the classroom, and ideas for pacing lessons

2. A pacing guide or scope and sequence for planning instruction

3. A variety of pedagogical strategies aligned to appendix 2 of the WL Standards

4. Suggestions for connecting world languages education content with other areas of the curriculum and examples of interdisciplinary instruction within the appropriate grade level or grade span

5. Technical support and suggestions for appropriate use of electronic resources and audiovisual, multimedia, and information technology resources associated with a unit

6. User-friendly components and platform-neutral electronic materials

7. Homework assignments, if included in the program, extend and reinforce classroom instruction as well as provide opportunities for additional practice and extension of skills that have been taught

8. Homework assignments, if included in the program, that support parent, guardian, and caretaker engagement

9. Guidance for the use of language-learning strategies with opportunities to use them in context throughout the course or program

10. Clearly written and accurate explanations of world languages education content

11. Guidelines for formal and informal presentations of student work

Guidance for Local Educational Agencies on the Adoption of Instructional Materials for Students in Grades Nine Through Twelve

The criteria above are intended to guide publishers in the development of instructional materials for students in kindergarten through grade eight. They also provide guidance for selection of instructional materials for students in grades nine through twelve. The five categories in the criteria are an appropriate lens through which to view any instructional materials an LEA is considering.

The process of selecting and implementing new instructional materials should be thoroughly planned, publicly conducted, and well documented. Local educational agencies must adhere to *EC* Section 60002, which states the following: "Each district board shall provide for substantial teacher involvement in the selection of instructional materials and shall promote the involvement of parents and other members of the community in the selection of instructional materials."

It is the responsibility of the LEA to ensure that instructional materials comply with state laws and regulations. This responsibility includes addressing content and skills mandated by such laws as the Fair, Accurate, Inclusive, and Respectful (FAIR) Education Act and the laws and regulations regarding social content. Instructional materials must meet *EC* sections 60040–60045 as well as the SBE guidelines in the *Standards for Evaluating Instructional*

Materials for Social Content. State laws and the SBE guidelines require that instructional materials used in California public schools reflect California's multicultural society; avoid stereotyping; and contribute to a positive, safe, and inclusive learning environment.

Guidance on Selecting Materials for Dual Immersion and Multiliteracy Programs

The criteria in this chapter are for publishers of world languages instructional materials. Many LEAs also have dual immersion or multiliteracy programs for elementary students. Those programs require subject area materials in English and another language, with the goal for students to learn both the academic content and become literate in the target language. These disciplines include, but are not limited to, science, mathematics, and history–social science. While all communities of language learners share universal concepts of family, clothing, food and meals, housing, and transportation, they also possess culture-specific perspectives on these topics. One example is that different cultures have different perspectives about what food is, when meals occur, and what practices accompany the preparation and consumption of food.

To enhance the evaluation and selection of materials, schools and districts with dual immersion or multiliteracy programs for elementary students may wish to consider the California World Languages Standards, as well as the guidance on world languages instruction in this framework when selecting materials where students learn target-culture perspectives on content. Careful evaluation of instructional materials for dual immersion or multiliteracy programs is necessary to ensure they present instructional content and provide support for teachers in utilizing goals in the California World Languages Standards along with the subject area academic content standards.

Social Content Review

To ensure that instructional materials reflect California's multicultural society; avoid stereotyping; and contribute to a positive, safe, and inclusive learning environment, instructional materials used in California public schools must comply with the state laws and regulations that involve social content. As noted above, instructional materials must conform to *EC* sections 60040–60045 as well as the SBE *Standards for Evaluating Instructional Materials for Social Content* (available on the CDE Social Content Review web page). Instructional materials that are adopted by the SBE meet the social content requirements. The CDE conducts social content reviews of a range of instructional materials and maintains a searchable database of the materials that meet these social content requirements. To access the database, go the Approved Social Content Review Search on the CDE Social Content Review web page.

If an LEA intends to purchase instructional materials that have not been adopted by the state or are not included on the list of instructional materials that meet the social content requirements maintained by the CDE, then the LEA must complete its own social content review. Information about the review process is posted on the CDE Social Content Review web page.

Supplemental Instructional Materials

The SBE traditionally adopts only basic instructional materials programs, which are programs designed for use by students and their teachers as a principal learning resource and meet, in organization and content, the basic requirements of a full course of study (generally one school year in length). Local educational agencies adopt supplemental materials for local use more frequently. Supplemental instructional materials are defined in *EC* Section 60010(l) and are generally designed to serve a specific purpose, such as providing more complete coverage of a topic or subject; addressing the instructional needs of groups of students; and providing current, relevant technology to support interactive learning.

Accessible Instructional Materials

The CDE Clearinghouse for Specialized Media and Technology (CSMT) provides access to state-adopted instructional materials in meaningful formats for students who have vision impairments, including blindness, or other print disabilities. The CSMT produces and distributes accessible versions of textbooks, workbooks, literature books, and other student instructional resources to help students overcome challenges, connect with others, and become independent. Specialized formats of instructional materials include braille, large print, audio recordings, digital talking books, and electronic files that are free for teachers and other educators to order or download online through the CSMT Instructional Materials Ordering and Distribution System (IMODS). To become an IMODS-registered user and access instructional materials and other resources, visit the CDE CSMT web page.

Student Privacy

Local educational agencies and publishers of instructional materials must observe carefully all laws regarding student privacy. State law is very restrictive in the collection, storage, management, and use of student data. Local educational agencies and publishers must work closely to ensure compliance with all associated laws. See *EC* sections 49073–49079.7 and *Business and Professions Code* sections 22584–22585.

References

California Department of Education (CDE). 2013. *Standards for Evaluating Instructional Materials for Social Content (2013 Edition)*. Sacramento: California Department of Education.

California Department of Education (CDE). 2015. *Guidelines for Piloting Textbooks and Instructional Materials*. Sacramento: California Department of Education.

CHAPTER 14:
Glossary

This glossary contains items that appear bold in the text throughout the framework. It also includes select terms that appear in charts and may not appear in boldface.

A

abstract topics – Subjects that are not concrete or factual but represent concepts and ideas (e.g., beauty, democracy, compassion, justice, faith).

academic topics – Subjects that are part of the curriculum of school or university programs.

access – A core principle of schooling helping all students achieve their highest potential. To accomplish this, students need to be provided equitable opportunities to learn all areas of the curricula; appropriate high-quality instruction that addresses their needs and maximally advances their skills and knowledge; up-to-date and relevant resources; and settings that are physically and psychologically safe, respectful, and intellectually stimulating (CDE 2015).

accommodation – A variation in instruction designed to support diversity of learners, a Tier 1 intervention in UDL, and differentiated instruction and assessment. Accommodations may or may not be listed in a student's IEP, can benefit students with and without disabilities, and change how a student learns the material.

accuracy – In speaking and writing, the quality of the message produced; in listening and reading, the quality of the message received.

accusative case – The accusative case is a linguistics term for a grammatical case relating to how some languages typically mark a direct object of a transitive verb.

achievement – The extent to which a student's work or performance has reached their short- or long-term educational goals.

action research – Action research refers to the variety of research methods used to diagnose problems in the educational process and help educators develop practical solutions to address them.

additive bilingual approach – An approach to dual language instruction in which a second language and culture are acquired while maintaining and sustaining the first language and culture of all of the students in the program.

Advanced [range of proficiency] – (Receptive) The range at which a student of a world language understands main ideas and most supporting details in most informal and formal settings on concrete and factual topics of public interest (external environment) and understands native speakers when using paragraphs and strings of paragraphs. (Productive) The range at which a student of a world language uses paragraphs and strings of paragraphs; narrates, describes, and explains in major time frames in most informal and formal settings; deals with concrete and factual topics of public interest (external environment); and is intelligible to native speakers unaccustomed to nonnative speech.

Advanced Placement (AP) – A program of the College Board for high school students that recommends university or college credit for students who successfully complete an end-of-year examination.

affective filter – An invisible psychological or emotional filter that can either facilitate or hinder language acquisition. When the affective filter is high, individuals experience stress, anxiety, and lack of self-confidence that may inhibit success in acquiring a language.

alignment – The intentional progression of learning objectives from one lesson, course, or grade level to ensure student success in the next lesson, course, or grade level.

American Council on the Teaching of Foreign Languages (ACTFL) – The national professional association for world language educators, ACTFL is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 12,500 language educators and administrators from elementary through graduate education and includes members from government and industry.

articulation – The intentional progression of curriculum from grade level to grade level, from course to course, within the curricular content areas.

asset – A useful and valuable ability, strength, or quality a student brings to the classroom.

asynchronous communication – Asynchronous communication does not occur in real time, but rather at a time of the communicator's choosing. Examples of asynchronous communication include responding to an email or text message after the initial communication was sent, or recording or posting a response to a video or written blog after the initial posting occurred.

asynchronous learning [online programs and courses] – Asynchronous learning occurs when participants in a course or program engage in online learning independently from other participants and/or the instructor, at a time of their own choosing.

augmentation [SAMR] – The second phase in the Substitution Augmentation Modification Redefinition (SAMR) model, which proposes that learning can be extended through the use of technology. In the augmentation phase, technology still acts as a direct tool substitute, but with functional improvements. Augmentation means that the learning process can become more efficient and engaging. Images can be added, text can be hyperlinked, and changes to the text itself can be made quickly.

authentic materials – Materials created by native speakers (and people with native-like proficiency) for use by native speakers of the target language and cultures.

B

backward planning [also known as Understanding by Design (UbD)] – A process for establishing the outcomes (what students need to know and be able to do), evidence of achievement, and assessment strategies prior to designing the activities that will lead to the achievement of those outcomes.

benchmark assessment – Communication measures given periodically throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

bilingualism – The ability to speak in more than one language.

biliteracy – The ability to read, write, speak/sign, and listen/view in more than one language.

blended classroom – Blended classrooms are those that utilize online content and tools as integral aspects of instruction. Students access input independently online as well as in the classroom.

bridging – The instructional moment when teachers purposefully bring the two languages together, strategically guiding bilingual learners to transfer the academic content they have learned in one language to the other, engage in contrastive analysis of the two languages, and develop metalinguistic awareness.

broadly literate – A person who is broadly literate engages with a wide range of books and texts across a variety of genres, time periods, cultures, perspectives, and topics. Broadly literate individuals enjoy texts for the pleasure they bring, the ideas they convey, the information they impart, the wisdom they offer, and the possibilities they uncover.

C

California Association for Bilingual Education (CABE) – A statewide affiliate of the National Association for Bilingual Education (NABE) that provides short-term professional development to California's bilingual educators.

California Language Teachers' Association (CLTA) – A statewide affiliate of the American Council on the Teaching of Foreign Languages (ACTFL) with regional sites throughout the state that provide short-term professional development to California's world language educators.

California Professional Standards for Education Leaders (CPSEL) – A set of professional standards for California school administrators that identify what a school or district administrator must know and do in order to demonstrate and sustain effective leadership.

California Standards for the Teaching Profession (CSTP) – The CSTP comprise a set of standards for the teaching profession in six interdependent domains of practice. These standards acknowledge that teachers' knowledge, skills, and practices develop throughout their professional careers and across changing contexts. To engage and challenge a diverse student population in a rapidly changing and increasingly technological world, teachers require continuous professional growth, and the CSTP provides guidance to focus their growth plan.

California World Language Project (CWLP) – The California World Language Project (CWLP) is a collaborative, statewide network that sponsors long-term, year-round professional learning programs for world language educators intended to strengthen the teaching of languages and cultures in California. The project aims to involve every language teacher in supportive professional learning communities that foster excellence in language teaching, deepen content knowledge and pedagogical skills, and provide leadership development opportunities. The network, comprising seven regional sites, offers professional learning programs that support the teaching of language and cultures at every level by deepening language educators' understanding of the guiding principles in the *California World Languages Standards,* the *California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects,* the *California English Language Development Standards,* and this framework. Headquartered at Stanford University, CWLP belongs to a larger network of discipline-specific programs known as the California Subject Matter Project, administered by the University of California, Office of the President.

ceiling task [assessment] – In language testing, a task that is beyond the proficiency of the student. Ceiling tasks allow students to demonstrate the limits of their ability to communicate in a language.

cloze – The cloze procedure is a reading comprehension activity in which words are omitted from a passage and students are required to fill in the blanks.

cognate – A word in one language that shares a similar meaning, spelling, or phonetic form and shares the same source as a word in a different language.

Cognitive Coaching – Coaching that capitalizes upon and enhances teachers' cognitive processes in order to support the complex intellectual process of teaching and produce self-directed persons.

coherent – Having clarity or intelligibility in a particular context; giving unified meaning to a text.

cohesive – Well integrated or unified in meaning through the use of structures and vocabulary to link parts of a text.

communication – The act or process of using words, sounds, signs, or behaviors to express or exchange information or to express ideas, thoughts, feelings, etc. to someone else. Examples of messages that are given to someone include letters, telephone calls, and electronic messages.

communicative breakdown – A failure to successfully comprehend and produce messages.

communicative ceiling – In language testing, the inability of the speaker, signer, or writer to successfully carry out tasks in the target language.

communicative floor – In language testing, the ability of the speaker, signer, or writer to successfully carry out tasks in the target language.

communicative literacy – Refers to the ability of an individual to demonstrate high levels of skill in the interpretive, interpersonal, and presentational modes of communication.

communicative proficiency – The ability to use language for real-world purposes in culturally appropriate ways in a wide variety of contexts.

Community Cultural Wealth Model – A framework developed by Tara Yosso in 2005 to understand how students of color access and experience education from a strengths-based perspective. In this framework, Yosso proposes six forms of cultural capital that students may possess:

- Aspirational
- Linguistic
- Familial
- Social
- Navigational
- Resistant

comprehensible – Able to be understood; intelligible.

comprehensible input – Refers to language that can be understood by learners even when they may not understand all the words and structures in it. Teachers who use comprehensible input provide language that is slightly above the learners' proficiency range and phase.

connections – Points of access to content from other disciplines and to perspectives available most fully through the target language and its cultures.

content – (1) The topics individuals address. (2) The body of knowledge and information that teachers teach and that students are expected to learn in a given subject or content area.

content knowledge – Refers to the facts, concepts, theories, and principles that are taught and learned in specific academic courses, rather than to related skills—such as reading, writing, or researching—that students also learn in school.

content literacy – Refers to the ability of an individual to use reading and writing for the acquisition of new knowledge in a given discipline.

content-based instruction – An approach to language teaching that focuses not on the language itself, but rather on what is being taught through the language; that is, the target language becomes the medium through which something new is learned. Learning of the target language results from learning academic content.

content-driven instruction – An approach in education that emphasizes student acquisition and understanding of subject matter concepts over language learning.

context – Refers to the situation or setting in which an individual uses a language.

contextualized form checks – Assessments designed to determine what learners can do with language structures in communicative settings representative of the target culture.

co-teaching – An arrangement involving two or more teachers who work together with the same group of students and share the planning, organization, delivery, and assessment of instruction, as well as the physical space.

created language – Refers to a language learner's understanding of sentence-level relationships and use of sentences and strings of sentences.

critical thinking – The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

cross-disciplinary concept – Refers to any idea that involves, or cuts across, two or more academic disciplines.

cultural borrowings – The tangible and intangible items, behaviors, and beliefs of a particular group that are used by another group.

cultural literacy – Refers to the ability of an individual to demonstrate high levels of knowledge and skills in using the products, practices, and perspectives of groups that share a target language.

cultural perspectives – The beliefs and points of view of members of a particular group.

cultural practices – The behaviors and norms of members of a particular group.

cultural products – The tangible and intangible items created and used by members of a particular group.

cultural proficiency – Refers to the ability of a language learner to demonstrate high levels of skill in interacting with target-culture bearers in real-world situations.

culturally appropriate – Refers to the language and behaviors that are widely acceptable to members of a particular cultural group.

culturally appropriate perspectives on content – Refers to the ways in which a target-culture group views the organization, meanings, and significance of a subject-specific discipline. The target-culture group uses these perspectives to evaluate, and accept or disagree with, the subject-specific discipline's ideas by applying their cultural perspectives.

culturally responsive and sustaining teaching practices – An instructional approach used to validate and affirm the heritage language and culture of ethnically diverse students by using the cultural knowledge, prior experiences, frames of reference, and performance styles of students to make learning encounters more relevant to and effective for them, while also supporting their linguistic, literate, and cultural pluralism.

culture bearers – Individuals in a group who share common behaviors and views of the world.

cultures in contact – The phenomenon by which diverse cultural groups influence one another's products, practices, and perspectives through interaction.

D

declension – The linguistic phenomenon when the form of a noun, pronoun, adjective, or article (such as "the" and "a" in English) changes to indicate number, grammatical case or syntactic function, or gender.

designated English language development – Instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English (5 *CCR* Section 11300[a]).

developmental biliteracy programs – Academic study and literacy development in both a language spoken at home and in English.

diacritic mark – A diacritic mark is a symbol such as an accent or stress mark that when added to a letter alter its sense, function, or pronunciation.

dialogic – Relating to or characterized by dialogue and its use. A dialogic is communication presented in the form of dialogue. Dialogic processes refer to implied meaning in words uttered by a speaker and interpreted by a listener. Dialogic works carry on a continual dialogue that includes interaction with information previously presented. The term is used to describe concepts in literary theory and analysis as well as in philosophy.

differentiated assessment – The ways teachers modify and match evidence of learning with the varied characteristics and profiles of students in order to meet the students' individual needs, thereby enhancing their learning and ability to show what they know and are able to do.

differentiated instruction – The instructional variations in content, processes, and products that allow students to access knowledge, develop skills, and demonstrate achievement in subject-specific disciplines at a level appropriate to their individual student profile or ability level.

discourse [paragraph/extended] – The use of language and context to connect sentences or paragraphs to convey a unified meaning.

discourse practices – The various ways language and context are used to convey meaning within various languages and cultures.

distinguished [level of proficiency] – The range of proficiency at which a student of a world language understands and produces most forms and styles of extended language tailored to various audiences from within the target-culture framework. Distinguished-level language users deal with all topics, in all settings pertinent to professional needs. When listening or reading, they comprehend nonsympathetic speakers or writers using tailored, extended language. When speaking or writing, users functioning within this stage are intelligible to nonsympathetic listeners or readers when using tailored, extended language. For example, individuals functioning within the distinguished range of proficiency can understand the point of view of a representative of a target-culture government, interpret for dignitaries, and persuade representatives of the target-culture government to adopt their government's position. Performance above the distinguished range is characterized by increasing communicative flexibility, precision, and cultural appropriateness approximating the norms of well-educated representatives of the target culture. The highest level of proficiency results in performance that is indistinguishable from that of the expert native.

domain-specific words and phrases – Vocabulary used within a specific field of study.

dual language immersion (DLI) – An immersion program model in which English and the target language are each used for instruction in varying ratios. Examples of DLI may include:

- **50:50** – English and the target language are used for 50 percent of instruction at all grade levels.

- **90:10** – Students receive instruction 90 percent of the time in the target language and 10 percent in English in the first year or two, with the amount of English instruction gradually increasing each year until English and the target language are each used for 50 percent of instruction, generally by the third grade.

- **one-way** – A course of study designed exclusively for native speakers of English in which 50 to 80 percent of instruction is provided in a language other than English. This percentage ratio may remain constant throughout elementary school.

- **two-way** – A dual language program in which both native English speakers and native speakers of the target language are enrolled, with neither group making up more than two-thirds of the student population.

dual language program – A program in which the language goals are full bilingualism and biliteracy in English and a target language. Students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program. The target language is used for at least 50 percent of instruction at all grades, and the program lasts at least five years (preferably during K–12).

E

eight state priorities – The State of California has identified eight priorities for improving student outcomes that must be addressed by school districts in their Local Control and Accountability Plans (LCAPs). These priorities are basic services, implementation of state standards, parent involvement, student achievement, student engagement, school climate, course access, and student outcomes.

elicitation – A type of oral corrective feedback in which the teacher elicits the correct form of the target language by repeating exactly what the learner said up to the point of the error (*S: I will go to the concert this night. T: I will go to the concert…?*). Teachers may also choose to ask questions to elicit the correct form (*How do we say X in Russian?*) (Source: *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*, Glisan and Donato 2017).

emotional literacy – Refers to the ability of an individual to demonstrate high levels of self-awareness, skills in building community, and skills in interacting with understanding and empathy.

enduring understandings – Statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area.

English learner (EL) – English learners are those students for whom there is a report of a primary language other than English on a state-approved home language survey and who, on the basis of the state-approved oral language assessment procedures (grades kindergarten through twelve) and literacy (grades three through twelve only), have been determined to need the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

equity – Actions taken by schools and districts to differentiate instruction, services, and resource distribution to respond effectively to the diverse needs of their students, with the aim of ensuring that *all* students are able to learn and thrive (CDE 2018).

essential question – Essential questions are provocative and generative; their aim is to guide learning in a lesson or instructional unit, stimulate thought, provoke inquiry, and spark more questions, including thoughtful student questions. By design, they are not likely to be answered with finality.

explicit instruction – Formal instruction that has students consciously focus on aspects of language, such as grammatical forms.

extended language – Refers to the ability of a language learner to understand and produce cohesive texts composed of multiple paragraphs.

external environment – Broad contexts where individuals communicate about world events, belief systems, policies, and other topics.

F

feedback – Information provided to a learner to reduce the gap between current performance and a desired goal.

fingerspelling – The representation of the letters of a writing system, and sometimes numeral systems, using only the hands.

flipped classroom – A classroom where students are introduced to content at home and practice working through it in the classroom. Content is often presented online.

floor task [assessment] – A communicative task that establishes what students can do when communicating in a language.

fluent English proficient (FEP) – Students who are fluent English proficient are those whose primary language is not English and who have met the district criteria for proficiency in English (i.e., those students who were initially identified as FEP and students redesignated from English learner [EL] to FEP).

Foreign Language Experience (FLEX) – Also known as Foreign Language Elementary Experience or Foreign Language Exploratory, these elementary and middle school programs expose students to the study of a language or languages and cultures in order to motivate them to pursue further study.

Foreign Language in the Elementary School (FLES) – Elementary school programs that meet for a minimum of 70 minutes per week with the goal of developing proficiency in language and its cultures.

form – The structure of language, including the sounds that make up words or the parameters that make a sign in sign languages (phonetics/phonemics), the smallest elements of a language that have independent meaning (morphology), and grammatical structures and rules for forming sentences (syntax).

form check – Assessments designed to determine what learners can do with language structures in communicative tasks. Contextualized form checks are designed in settings representative of the target culture.

formal settings – Situations requiring the use of carefully chosen, impersonal forms of language and behavior.

formative assessment – A range of formal and informal procedures to gather information on learning in order to modify teaching and learning activities to improve student achievement.

formulaic language – Refers to the ability of a language learner to understand and produce words and phrases without a knowledge of their internal structure.

foundational literacy skills – Skills that are crucial for achieving literacy, such as print concepts, phonological awareness, phonics and word recognition, and fluency.

framework [also curriculum framework] – In California, a document developed by the Instructional Quality Commission and approved by the State Board of Education that provides guidance in the delivery of instruction aimed at the implementation of corresponding content standards.

free appropriate public education (FAPE) – Free appropriate public education means special education and related services that: (A) have been provided at public expense, under public supervision and direction, and without charge; (B) meet the standards of the state educational agency; (C) include an appropriate preschool, elementary school, or secondary school education; and (D) are provided in conformity with the individualized education program required under Section 1414(d) of the *US Code* Title 20 (Chapter 33).

functions – The ability to carry out tasks with language. Tasks may be receptive (listening, reading, and viewing) or productive (speaking, signing, and writing).

G

gambits – Words or phrases that facilitate the flow of conversation by giving the speaker time to organize their thoughts, maintain or relinquish the floor, expand an argument, or specify the function of a particular utterance.

generic standards – A set of outcomes that is valid for all languages, for all ages, and for all ranges of proficiency.

gifted [talented] – Used to describe students who demonstrate high levels of performance or potential and require accommodations in order to fully develop their capabilities.

Global California 2030 – A California Department of Education initiative to vastly expand the teaching and learning of world languages and the number of students proficient in more than one language by 2030.

global competence – Global competence is the capacity and disposition to understand and act on issues of global significance. Collectively, global competence represents the knowledge, language, attitudes, skills, and behaviors necessary to thrive in today's interconnected world.

globally competent – The ability to communicate with respect and cultural understanding in more than one language.

growth mindset – The belief that a person's most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for accomplishment (Dweck 2015).

guaranteed curriculum – Curriculum that ensures that all students have equal access to effective teachers and the same content, knowledge, and skills in order to have the opportunity for success in school.

H

heritage language instruction – Instruction designed to increase the proficiency of learners who have acquired a language other than English in the United States.

heritage language learner – An individual who may or may not have proficiency in a language other than English while living in the United States but has a cultural connection to a community of target-language users.

heritage language program – A program designed to increase the proficiency of learners who have acquired a language other than English in the United States.

heritage language speaker – An individual who has acquired the ability to speak in a language other than English while living in the United States.

high [phase of a range of proficiency] – Within this phase, language learners begin to produce, but not consistently, text types of the subsequent range. However, accuracy in comprehension and production at the subsequent range is low. As learners increase their proficiency within a range (Novice, Intermediate, Advanced), they progress through the phases of Low, Mid, and High.

high-leverage teaching practices (HLTP) – The set of teaching practices that are essential for teachers to enact in their classrooms to support second language learning and development (Glisan and Donato 2017). The HLTP proposed by Glisan and Donato include the following:

- Facilitating target language comprehensibility
- Building a classroom discourse community
- Guiding learners to interpret and discuss authentic texts
- Focusing on form in dialogic context
- Focusing on cultural products, practices, and perspectives
- Providing oral corrective feedback to improve learner performance

highly predictable – Common situations in which learners rely on the use of learned formulas and formulaic behavior. Language learners are able to interact in highly predictable situations following lengthy rehearsal and will generally not be able to communicate if unexpected situations arise.

horizontal articulation – The logical progression of curriculum within a grade level or course.

I

IMAGE model – An approach to exploring and teaching cultural and intercultural perspectives through the exploration of cultural products and practices in context. The components of the IMAGE model are: images, making observations, analyzing additional information, generating hypotheses about cultural perspectives, and exploring perspectives and reflecting further.

immediate environment – Narrow contexts where individuals exchange personal information, communicate about common daily routines, and carry out transactional tasks.

immersion programs – Generally refers to world languages programs in which a target language is used to teach the core curriculum, with the target language used at a minimum of 50 percent of each school day. Immersion programs can be either one way or two way. Programs that use the target language less than 50 percent of the day are sometimes referred to as partial immersion. For further discussion, see **dual language immersion**.

implicit instruction – Implicit instruction does not provide overt guidance on what is to be learned. Teachers may provide examples, uses, instances, illustrations, or visualizations of what students are expected to do without a direct statement (or rule). In the language classroom, implicit instruction is used with communication-based activities in the target language so that students acquire grammatical forms by seeing or hearing them in use. Implicit instruction reflects the way students learn their native languages through observation and practice. This approach contrasts with **explicit instruction**.

individualized education program (IEP) – An individualized education program, or IEP, is a written statement for each child with a disability, which is developed, reviewed, and revised in accordance with Section 1414(d) of Title 20 of the *United States Code*.

Individuals with Disabilities Education Act (IDEA) – The Individuals with Disabilities Education Act (IDEA) is the primary federal program that authorizes state and local aid for special education and related services for children with disabilities. The IDEA requires that schools provide special education services to eligible students as outlined in a student's individualized education program (also known as an IEP). The IDEA also provides very specific requirements to guarantee a free appropriate public education for students with disabilities in the least restrictive environment.

informal settings – Situations in which rapport and friendly relationships require personal forms of language and behavior.

information gap – An activity where learners are missing some information that they need to complete a task.

information literacy – Refers to the ability of an individual to demonstrate high levels of knowledge and skill in accessing, managing, and effectively using culturally authentic sources in ethical and legal ways.

input – Target language communication that students hear or view as part of the interpretive mode of communication.

integrated English language development – Instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English.

Integrated Performance Assessment (IPA) – A classroom-based performance assessment model that can be used for evaluating students' communication skills in the three modes of communication (interpretive, interpersonal, and presentational).

intercultural communicative competence (ICC) – The ability to interact effectively and appropriately with people from other language and cultural backgrounds (from NCSSFL–ACTFL Can-Do Statements).

intercultural influences – Refers to the ways through which diverse cultural groups affect one another's products, practices, and perspectives through interaction.

interculturality – The interaction of people from different cultural backgrounds in a way that demonstrates knowledge and understanding of the cultures; the ability to experience the culture of another person and to be open-minded, interested, and curious about that person and culture.

interim assessment – A procedure to determine whether students are on track to perform well on future tasks, such as standardized tests or end-of-course exams.

Intermediate [range of proficiency] – (Receptive) The range at which a student of a world language understands the overall meaning, key ideas, and some supporting details in transactional and some informal situations on topics related to self and the immediate environment and everyday survival topics and courtesy requirements, and understands native speakers when they use sentences and strings of sentences. (Productive) The range at which a student of a world language uses sentences and strings of sentences; breaks apart memorized materials to express meaning in transactional and some informal situations on topics related to self and the immediate environment and everyday survival topics and courtesy requirements; and is intelligible to native speakers accustomed to dealing with nonnative learners.

International Baccalaureate (IB) – A two-year curriculum and testing protocol that leads to a diploma, widely recognized by the world's leading universities.

interpersonal communication – Interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and nonverbal messages. Interpersonal communication goes beyond the language used to convey a message; it includes the manner in which the message is conveyed, together with the nonverbal messages sent through tone of voice, facial expressions, gestures, and body language.

interpretive communication – Understanding messages when listening, reading, and viewing authentic materials using knowledge of cultural products, practices, and perspectives, without the opportunity for interpersonal communication.

K

KWL charts – KWL charts are graphic organizers that help students organize information before, during, and after a unit or lesson. A KWL table is typically divided into three columns titled Know, Want, and Learned, which represent what students in the course of a lesson already know, want to know, and ultimately learn.

L

language advisory committees – Groups (made up of teachers, administrators, parents, and community members) that meet regularly to plan programs for language learners in schools and districts and advise administrators and governing boards on issues related to world languages programs.

language category – Groups of languages, as identified by the Foreign Service Institute, that require similar amounts of time for native speakers of English to acquire due to linguistic and cultural differences between English and the target language and cultures.

language functions – Refers to what students do with language as they engage with content and interact with others in culturally authentic settings. Students use receptive and productive language functions in order to demonstrate understanding of content in academic settings, communicate with others, and express ideas.

language learning objectives – Learning goals specific for world languages instruction and related to the three world languages standards: objectives for target-language communication (Communication Standard), cultural knowledge and skill (Cultures Standard), and content knowledge (Connections Standard).

language proficiency continuum – A visual representation of the pathway *toward* increasing levels of communicative proficiency. As learners move from the Novice to the Distinguished range of proficiency, the pathway widens to accommodate the increasing number, complexity, and accuracy of topics that the learners can address and the increasing facility with the language and language text types.

language-driven program – Although content is a useful tool for furthering the aims of the language curriculum, content learning may be considered incidental, and neither teachers nor students are held accountable for content outcomes in a language-driven program.

languages other than English (LOTE) – Language other than English that students in California public schools learn in world languages programs.

learning episode – A short series of instructional activities within a lesson, in one communicative mode, that is followed by the collection of formative assessment data.

learning management system (LMS) – A software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs.

learning profile – A set of approaches individual learners employ to acquire language, culture, and academic content including language-based preferences (using writing to support listening or speaking), style (kinesthetic, graphic organizers, charts), and personal and cultural preferences (competitive/cooperative, inquiry/problem solving/meaningful practice).

least restrictive environment (LRE) – Instruction that is provided in a variety of settings that allows students with disabilities to be educated with their peers as much as possible.

left-branching – A grammatical construction characterized by greater structural complexity in the position preceding the head, as in the phrase "my brother's friend's house," having most of the constituents on the left in a tree diagram (opposed to **right-branching**).

linguistic system – A set of units (and the rules for formation, transformation, and combination of such units) in human communication that includes phonology, parameters in ASL, orthography, morphology, syntax, semantics, and pragmatics.

literacy – The ability to access and share information through a variety of communicative skills including:

- Listening/Viewing
- Reading
- Writing
- Speaking/Signing

According to the American Council on the Teaching of Foreign Languages (ACTFL), literacy is increasingly a collaborative activity, where negotiation, analysis, and awareness of audience are as critical as understanding or creating a message.

literacy [communicative] – The ability to communicate appropriately using the interpretive, interpersonal, and presentational modes.

literacy [content] – The ability to use appropriate content knowledge, reading, and writing in a given discipline in areas of the elementary, secondary, and university curriculum.

literacy [cultural] – The ability to use appropriate cultural knowledge and skills and the products, practices, and perspectives of groups that share a target language.

literacy [emotional] – The ability to use self-awareness appropriately to build community and interact with understanding and empathy.

literacy [equity] – The ability to recognize, respond to, and correct conditions that deny students access to the educational opportunities enjoyed by their peers. Equity literacy also describes the skills and dispositions that allow schools to create and sustain equitable and just learning environments for all students.

literacy [information] – The ability to use appropriate knowledge and skills to access, manage, and effectively use culturally authentic sources in ethical and legal ways.

literacy [media] – The ability to use appropriate media knowledge and skills to evaluate authentic sources, in order to understand how media reflects and influences language and culture.

literacy [technology] – The ability to use technology effectively when interpreting messages, interacting with others, and producing written, oral, and visual messages.

Local Control and Accountability Plan (LCAP) – The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.

Local Control Funding Formula (LCFF) – The LCFF simplifies how state funding is provided to local educational agencies (LEAs), school districts, county offices of education, and charter schools and supports equity by employing a student-focused formula which provides more funding to school districts based on number and concentration of high-need students: English learners, students with disabilities, low-income students, and foster youth.

local educational agency (LEA) – A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state. School districts and county offices of education and independent charter schools and charter school districts are LEAs.

logography – In written language, the usage of a logogram or logograph (a written character that represents a word or phrase). For example, Chinese characters and Japanese kanji are logograms.

long-term English learner (LTEL) – An English learner enrolled in grades 6–12 who has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to *EC* Section 60810, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to *EC* Section 60640, or any successor test.

low [phase of a range of proficiency] – Refers to the ability of an individual to demonstrate understanding and produce the basic text type characteristics of the range; within this phase, accuracy in comprehension and production is low. As learners increase their proficiency within a range (Novice, Intermediate, Advanced), they progress through the phases of Low, Mid, and High.

M

maintenance bilingual/biliteracy programs – See **developmental biliteracy programs**.

media literacy – The ability to use appropriate knowledge and skills to evaluate authentic sources in order to understand how media reflect and influence language and culture.

mediation tool – The types of support that learners use to make meaning and sense of the target language they hear, view, and read (Glisan and Donato 2017).

metalanguage – A specialized form of language or set of symbols used when discussing or describing the structure of a language.

mid [phase of a range of proficiency] – Refers to the ability of an individual to demonstrate understanding and produce a wide variety of text types within the range; within this phase, accuracy in comprehension and production is high. As learners increase their proficiency within a range (Novice, Intermediate, Advanced), they progress through the phases of Low, Mid, and High.

Migrant Education Program – The Migrant Education Program (MEP) is a federally funded program authorized under Title I, Part C of the Elementary and Secondary Education Act. The MEP is designed to support high-quality supplemental and comprehensive educational programs for migrant children to help reduce the educational disruption and related problems that result from migration.

modes of communication – Manners of understanding (interpretive), exchanging (interpersonal), and presenting (presentational) messages.

modification – Curricular changes, based on an individual student's IEP and made by the student's IEP team, to meet the needs of that student; modification changes *what* a student is taught or expected to learn.

modification [SAMR] – The third phase in the SAMR model, which proposes that learning can be extended through the use of technology. In the modification phase, technology not only enhances the learning activity, it also significantly transforms it.

morphology – The field of linguistics that studies the internal structure of words, or signs in ASL, and includes character radicals, grammatical inflection, and derivation.

Multi-Tiered System of Support (MTSS) – A framework designed to address academic, behavioral, and social–emotional learning in a fully integrated system of support; supports are universally designed, differentiated, and integrated.

N

National Association for Bilingual Education (NABE) – A national organization that supports research, advocacy, and professional development for educators working in programs to develop bilingual and multilingual proficiencies among students in the United States.

National Association of District Supervisors of Foreign Languages (NADSFL) – A national organization that provides supports for district supervisors of foreign languages.

National Council of State Supervisors for Languages (NCSSFL) – A national organization of state educational agency personnel from across the United States who have the responsibility of foreign/world language education at the state level.

National Examinations in World Languages (NEWL) – A testing system recognized by the College Board to validate Advanced Placement for students of less-commonly taught languages.

native speaker – An individual with any level of proficiency in a language acquired during the critical period of first-language acquisition.

negotiate meaning – Communicative processes in which participants reach understanding through interaction.

nominative case – When a pronoun or a noun is the subject of a verb in a given sentence, that particular noun or pronoun is referred to as being in the **nominative case**.

nonverbal – Communication that does not involve words or speech.

Novice [range of proficiency] – (Receptive) The range of proficiency at which a student of a world language understands memorized words and phrases in highly predictable common daily settings on discrete elements of daily life and understands natives when they use discrete words and phrases. (Productive) The range of proficiency at which a student of a world language uses discrete words and phrases and uses and recycles memorized words and phrases in highly predictable common daily settings on discrete elements of daily life; words and phrases may be unintelligible or intelligible if rehearsed.

O

one-way immersion – A course of dual language immersion (DLI) designed primarily for native speakers of English in which 50 to 80 percent of instruction is provided in a language other than English. This percentage may remain constant throughout elementary school. Reading is taught in both the first and the second language. When feasible, each class has two teachers: one teaches in the first language and the other teaches in the second.

oral proficiency level – A performance profile of speaking ability—the most widely known being ACTFL Proficiency Guidelines with the levels Novice, Intermediate, Advanced, Superior, and Distinguished.

orthography – The writing system or other system of representation of sounds in a language and the use of these systems. This may include fingerspelling in ASL, accents and other diacritical marks, and character strokes.

P

PACE model – A story-based approach to teaching grammar in which linguistic elements gain significance and meaning only when they are put into context. The components of the PACE model are presentation of meaningful language, attention to form, co-construction of meaning (explanation as conversation), and extension activities.

paralinguistic – Refers to nonverbal elements of communication (e.g., use of space, physical contact, gestures, and facial cues).

parameters – The linguistic features of sign language equivalent to the phonology of a spoken language. These include hand shape, orientation, location, movement, nonmanual signals, and facial expressions.

performance – Performance is the ability to use language that has been learned and practiced within familiar contexts and content areas in an instructional setting.

performance standards – Clearly defined statements about how well students are expected to meet standards. In California, the state creates standards and an instructional framework and schools and districts create performance standards.

performance task – Any learning activity or assessment that asks students to demonstrate their knowledge, skills, and proficiency. Performance tasks yield a tangible product or performance that serves as evidence of learning.

perspectives [cultural] – Beliefs of members of a particular group that use a common language shaped by their environments as well as social and cultural factors.

phase [of a range of proficiency] – Level of performance within each proficiency range (Novice Low/Mid/High, Intermediate Low/Mid/High, etc.). Refers to the ability of an individual to demonstrate understanding and produce the basic text type characteristics of the range.

phonology – The field of linguistics that studies how sounds and ASL parameters are organized and used. These include pronunciation, tones, and prosody (patterns, intonation, stress, and rhythms in sound).

placemat – A reference tool designed by a teacher to provide students with communicative tools such as key vocabulary, sentence frames, and communicative gambits such as expressions of reaction. The teacher may choose to laminate the placemat so it can easily be reused. The placemat can be placed on student desks for easy access during interpersonal communication tasks.

planned language – Refers to language used to understand and produce paragraphs and strings of paragraphs.

practices [cultural] – Behaviors or actions of members of a particular language, ethnic, or other cultural group.

pragmatic knowledge – The knowledge of ways in which language is used in a variety of settings and for varied purposes.

pragmatics – The field of linguistics that studies meaning systems linked to language use in an interactional context, beyond literal meaning—e.g., the effect on meaning of a language user's knowledge of situations, content, or culture. For example, an individual with sufficient proficiency in English can understand "It's cold in here, isn't it?" to mean "Close the window." Similarly, "You have a green light" can be understood to mean "Go ahead with your plan."

presentational communication – Refers to a language user's ability to speak, sign, and write in culturally appropriate ways for audiences of listeners and readers, without the opportunity to negotiate meaning.

process – In a language classroom, the series of actions or steps a teacher or learner takes in order to receive instruction. These include the instructional strategies, guided and independent practice activities, and assessments that are planned and implemented.

prochievement – Prochievement includes features of both proficiency and achievement (proficiency + achievement) and features of performance in the language in the specific settings that were the focus of instruction.

product [cultural] – Tangible and intangible items created and used by members of a particular group that may include the arts (performing arts, visual arts, architecture), heritage conservation (museums, galleries, libraries), the cultural industries (written media, broadcasting, film, recordings), and festivals, among others.

productive skills – The productive skills are speaking, signing in ASL, and writing, which are necessary to produce language.

professional development – A wide variety of specialized training, formal education, and advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skills, and effectiveness.

proficiency – The ability to use language in real world situations in a spontaneous interaction and nonrehearsed context and in a manner acceptable and appropriate to native speakers of the language regardless of where, when, or how the language was acquired.

project-based language learning (PBLL) – A classroom approach in which students gain knowledge, language, and academic skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

psychological breakdown – In language testing, assessors are cautioned to avoid causing undue stress that will lead learners to stop speaking, signing in ASL, or writing.

R

range [of proficiency] – Performance characterized by a cluster of linguistic and cultural traits. The *WL Standards* address Novice, Intermediate, Advanced, and Superior ranges. As part of the continuum of moving from Novice to Intermediate to Advanced, learners progress through the phases of Low/Mid/High within each range. Note: ACTFL refers to *ranges* but also to *stages* and *levels of proficiency.*

ratable sample – A sample that demonstrates what a learner can and cannot do with a language—the learner's linguistic floor and ceiling.

realia – Culturally authentic objects from real life in the target culture. These objects are used to improve students' understanding of the target culture.

real world – Existing or occurring in reality. Refers to behaviors that language learners can expect to encounter within target culture communities.

recast – A form of oral corrective feedback in which the teacher responds to the learner and rephrases part of the utterance in order to correct it in an implicit way, without directly saying that the form was incorrect. (*S: I'm interesting in seeing the movie. T: Oh, you're interested in seeing the movie.*) (Source: *Enacting the Work of Language Instruction: High-Leverage Teaching Practices* [Glisan and Donato 2017]).

receptive bilingual – A heritage learner who has acquired the ability to understand but not produce their heritage language.

receptive proficiency – The ability to understand language through listening, viewing in ASL, and reading.

receptive skills – The receptive skills are listening, viewing, and reading. Individuals practice these skills when they receive and understand language.

reclassification – A locally determined process by which an English learner meets state requirements and is no longer deemed an English learner.

redefinition [SAMR Model] – The final phase in the SAMR model, which proposes that learning can be extended through the use of technology. In the redefinition phase, technology allows for the creation of new tasks, previously inconceivable.

reliable – In language testing, the degree to which an assessment tool produces stable and consistent results.

repair – What students do to correct errors in their target language utterances based on oral corrective feedback from their teacher.

right-branching – A grammatical construction characterized by greater structural complexity in the position following the head, as in the sentence "The dog slept on the doorstep of the house in which it lived," having most of the constituents on the right in a tree diagram (opposed to **left-branching**).

S

SAT Subject Tests – In world languages, examinations intended to evaluate student achievement after completing a third year of world language study, currently offered in Chinese, French, German, Hebrew, Italian, Japanese, Korean, Latin, and Spanish.

scaffold – A scaffold is temporary support provided by a teacher, another adult, or a more capable peer to one or more students to enable them to perform a task they otherwise would not be able to do. Scaffolds foster student capacity to increasingly perform tasks on their own over time.

Seal of Biliteracy – The California State Seal of Biliteracy is an academic distinction for graduating high school seniors who have demonstrated proficiency in English and in another world language (listening/viewing/reading, speaking/signing/writing) and is affixed to the student's diploma.

Section 504 of the Rehabilitation Act – A civil rights law that prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance.

Section 504 plan – A blueprint for how the school will provide supports and remove barriers for a student with a disability who does not qualify for an IEP. Its purpose is to give equal access to the general education curriculum.

semantics – The field of linguistics that studies language-based meaning systems (e.g., meaning of words, sentences, or texts).

sentence frame – A structure with fill-in-the-blank sections created for students to use to support ongoing communication (written, signed ASL, or spoken tasks).

sequential literacy – An approach to language instruction in which literacy instruction in the target language is introduced after the child acquires a certain level of proficiency in that language.

settings – Situations where the language is used (including highly predictable, transactional, informal, or formal); the use of language may occur face-to-face or mediated by technology.

sign – A gesture used to convey messages.

signs – Linguistic features of sign language equivalent to the words of a spoken language.

simulations – Situations created in the classroom that mirror culturally appropriate settings and require real-world language use. They are used to develop the skills of language learners for use beyond the classroom in target-culture communities.

situation – A set of circumstances in which a language user may find themself in target-language communities.

snapshot – A brief narrative describing a classroom setting and teacher and student practice.

social and emotional learning (SEL) – Social and emotional learning, also social–emotional learning, is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

social justice – A philosophy, an approach, and actions that embody treating all people with fairness, respect, dignity, and generosity in terms of the distribution of wealth, opportunities, and privileges within a society (Nieto 2010).

standard – A clearly defined statement about what students are expected to know and be able to do.

standard English learner – Standard English learners are those students for whom standard English is not native, and whose home languages differ in structure and form from the language of school.

structures – Elements of the linguistic system (e.g., phonology/parameters in ASL, morphology, and syntax).

students with disabilities – Learners who require specialized accommodations in order to access knowledge, develop skills, and demonstrate achievement in subject-specific disciplines.

students with interrupted formal education (SIFE) – Immigrant and refugee students who come from a home in which a language other than English is spoken and

- enter a US school after the second grade;
- have had at least two years less schooling than their peers;
- function at least two years below expected grade level in reading and mathematics; and
- may be preliterate in their first language.

substitution [SAMR model] – The beginning phase in the SAMR model, which proposes that learning can be extended through the use of technology. In the substitution phase, technology acts as a direct substitute, with no functional change.

summative assessment – Gathering data on student learning at the end of an instructional unit, series of units, or course by comparing it against some standard or benchmark.

superior [level of proficiency] – (Receptive) The range of proficiency at which a student of a world language understands the ideas and most supporting details in most formal and informal settings and problem situations on unfamiliar, abstract, practical, social, and professional topics, topics of general and particular interest, and special fields of competence; understands complex, multiparagraph texts; and experiences some difficulty with dialect and slang. (Productive) The range of proficiency at which a student of a world language uses complex multiparagraph texts; discusses extensively, in detail and with precision; supports opinion; abstracts and hypothesizes in most formal and informal settings and problem situations on unfamiliar, abstract, practical, social, and professional topics, topics of general and particular interest, and special fields of competence; and whose errors never interfere with being understood and rarely disturb the native speaker.

syllabary – A set of written characters representing syllables and serving the purpose of an alphabet.

synchronous learning [online programs and courses] – Synchronous learning occurs when participants in a course or program engage in online, real-time learning sessions with other participants and/or the instructor.

syntax – The field of linguistics that studies the internal structure of sentences, such as words, phrases, clauses, sentence order boundaries, and hierarchies.

systematic instruction – Teaching a specific concept or procedure in a highly structured and carefully sequenced manner.

T

target culture – The culture that a learner seeks to acquire.

target language – The language that a learner seeks to acquire.

Teacher Effectiveness for Language Learning (TELL) – A framework for world language teacher effectiveness that includes the following seven domains: planning, learning tools, environment, the learning experience, collaboration, performance and feedback, and professionalism.

technology literacy – The ability of an individual to use technology when interpreting messages, interacting with others, and producing written, oral, and visual messages.

text – In world language contexts, text refers to any way that a message may be produced and communicated. This may take the form of audio, video, visual, signed, and written communication.

text types – (1) In world language contexts, this refers to the form of the message produced or received (oral and written formulas, sentences, paragraphs, extended discourse). (2) In the California English Language Arts and Literacy Standards, the term refers to types of literary texts (stories, drama, and poetry) and informational texts (literary nonfiction, historical, scientific, and technical texts).

tiered learning plan – A differentiation strategy that addresses a particular standard, key concept, and generalization, but allows several pathways for students to arrive at an understanding of these components based on their interests, readiness, or learning profiles.

tiered lessons – Tiered instruction provides multiple pathways for students to develop knowledge and skill by adjusting the complexity of the content to be learned, the process to be used for learning, or the product to demonstrate the acquisition of knowledge and skill.

total physical response (TPR) – A method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants learn their first language, reduces student inhibitions, and lowers stress. The purpose of TPR is to create a brain link between speech and action to boost language and vocabulary learning.

transactional – Relating to exchanges or interactions between individuals.

transitional kindergarten (TK) – The first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.

translanguaging – Refers to the process by which bilingual and multilingual individuals fluidly use the languages they know, sometimes simultaneously, to make meaning and communicate.

two-way immersion – A dual language immersion (DLI) program model in which both native English speakers and native speakers of the target language are enrolled, with neither group making up more than two-thirds of the student population.

U

Universal Design for Learning (UDL) – A teaching approach to help each and every student be successful. UDL provides students with a wide range of abilities, special needs, disabilities, ethnic backgrounds, language skills, and learning styles access to content and support through multiple means of representation, action, expression, and engagement.

uptake – How learners use the oral corrective feedback offered by the teacher to repair their errors, or does not (Source: *Enacting the Work of Language Instruction: High-Leverage Teaching Practices* [Glisan and Donato 2017]).

use [of the target language] – The act and ways of employing the language that a learner seeks to acquire for the purpose of communication.

V

valid – In language testing, the degree to which a test measures what it is designed to measure.

vertical alignment – The intentional organization and planning of curriculum so what students learn in one lesson, course, or grade level prepares them for the next lesson, course, or grade level. Teaching is purposefully structured and logically sequenced so that students are learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work. When schools and districts commit to implementing vertical alignment, teachers at different grade levels have regular opportunities to meet to plan learning expectations for students across the grade levels.

vertical articulation – Refers to the continuity of a world languages program throughout the length of the program, kindergarten through grade 12. Teachers across the range of grades of the program collaborate to determine learning and proficiency targets and select curricula and instructional resources.

view – (1) Interpretive communication that relies on nonlinguistic elements. (2) In American Sign Language, attention to and comprehension and interpretation of visual information of a signed language in person or through media.

vignette – A detailed description of instruction illustrating how teachers follow a standards-aligned approach to foster students' proficiency in the target language in a world languages classroom. A vignette provides information related to the following elements:

- Grade and course level
- Target proficiency range of the lesson or unit
- Content standards addressed
- Student prior knowledge
- Input, including vocabulary, structures, culture, and content
- Guided and independent practice activities
- Required materials, including links to authentic materials
- Formative and summative assessments

W

warm-up – In the assessment of oral proficiency, the first segment of an interview that is designed to put the interviewee at ease and determine the learner's linguistic floor—what the learner can do with facility.

wind-down – In the assessment of oral proficiency, the final segment of an interview that is designed to end the interview at a comfortable level of proficiency—the learner's linguistic floor.

word wall – A collection of words that are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom. The word wall is designed to be an interactive reference tool for students and contains an array of words that can be used during writing, reading, speaking, and signing.

writing proficiency – The ability to communicate in writing.

writing system – Any system that records graphically the information of verbal communication.

Z

zone of proximal development (ZPD) – The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

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APPENDIX 1:
Ranges of Proficiency

Teachers, students, parents, administrators, and others interested in the progress of learners within California's language programs may use this appendix to identify reasonable expectations for student performance after each year of language study. Additionally, it may be used for placement, articulation, and development of new programs.

Ranges of Proficiency

Novice	Learners use learned words, signs, and phrases (formulaic language).
Intermediate	Learners use sentences and strings of sentences (created language).
Advanced	Learners use paragraphs and strings of paragraphs (planned language).
Superior	Learners use coherent and cohesive multiparagraph texts (extended language).

Phase and Accuracy Within Ranges of Proficiency

Quantity and Quality of the Message

Phase: Low

Learners are just able to understand or produce the text-type characteristic of the range (words/signs/phrases, sentences, paragraphs, coherent and cohesive multiparagraph texts).

Accuracy in comprehension and production is low.

Phase: Mid

Learners produce a wide variety of text types within the range.

Accuracy in comprehension and production is high.

Phase: High

Learners begin to produce, but not consistently, text types of the subsequent range.

Accuracy in comprehension and production is maintained in the current range of proficiency and is low in the subsequent range.

Middle School/High School Proficiency Targets for Category I and II Languages

Category I Languages: Danish, Dutch, French, Italian, Norwegian, Portuguese, Romanian, Spanish, and Swedish

Category II Languages: German, Haitian Creole, Indonesian, Malay, and Swahili

These include modern alphabetic languages and classical languages that are taught with a balanced emphasis on interpretive, interpersonal, and presentational communication.

PROFICIENCY RANGE OVER TIME

Communicative Mode: Interpretive

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid to Intermediate High	Intermediate High to Advanced Low

Communicative Mode: Interpersonal

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Intermediate High to Advanced Low

Communicative Mode: Presentational

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Novice Low to Novice Mid	Novice Mid to Novice High	Novice High to Intermediate Low	Intermediate Low to Intermediate Mid	Intermediate Mid to Intermediate High	Intermediate High

Middle School/High School Proficiency Targets for Category III and IV Languages

Category III Languages (Nonexhaustive List): Armenian, Bengali, Bulgarian, Burmese, Czech, Dari, Farsi, Filipino, Finnish, Hebrew, Hindi, Hmong, *Hungarian, Khmer, Lao, Pashto, Polish, Punjabi, Russian, Serbian, Tamil, *Thai, Turkish, Urdu, *Vietnamese, Xhosa, and Zulu

Category IV Languages: Arabic, Cantonese, Mandarin, *Japanese, and Korean

*Languages preceded by asterisks take more time for native English speakers to learn than other languages in the same category.

These include **logographic** languages that are taught with a balanced emphasis on interpretive, interpersonal, and presentational communication.

PROFICIENCY RANGE OVER TIME

Communicative Mode: Interpretive

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Novice Low to Novice Mid	Novice Mid to Novice High	Novice High	Novice High to Intermediate Low	Intermediate Low to Intermediate Mid	Intermediate Mid

Communicative Mode: Interpersonal

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Novice Mid	Novice Mid to Novice High	Novice High	Intermediate Low	Intermediate Low to Intermediate Mid	Intermediate Mid

Communicative Mode: Presentational

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Novice Low	Novice Mid	Novice Mid to Novice High	Novice High	Intermediate Low	Intermediate Low

Middle School/High School Proficiency Targets for American Sign Language

PROFICIENCY RANGE OVER TIME

Communicative Mode: Interpretive

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Novice Mid to Novice High	Novice Mid to Intermediate Low	Intermediate Low to Intermediate Mid	Intermediate Mid	Intermediate High	Intermediate High

Communicative Mode: Interpersonal

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Novice Mid	Novice High	Intermediate Low	Intermediate Low to Intermediate Mid	Intermediate Mid	Intermediate High

Communicative Mode: Presentational

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Novice Mid	Novice High	Intermediate Low	Intermediate Low to Intermediate Mid	Intermediate Mid	Intermediate High

Middle School/High School Proficiency Targets for Classical Languages

These include Latin and Ancient Greek which are taught with a focus on written language and not on spoken language.

Communicative Mode: Interpretive

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Novice Mid to Novice High	Novice High to Intermediate Low	Intermediate Low to Intermediate Mid	Intermediate Mid to Intermediate High	Intermediate High	Intermediate High to Advanced Low

Communicative Mode: Interpersonal

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Novice Low to Novice Mid	Novice Mid to Novice High	Novice High to Intermediate Low	Intermediate Low to Intermediate Mid	Intermediate Mid	Intermediate High

Elementary FLES Proficiency Targets for Category I and II Languages

Category I Languages: Danish, Dutch, French, Italian, Norwegian, Portuguese, Romanian, Spanish, and Swedish

Category II Languages: German, Haitian Creole, Indonesian, Malay, and Swahili

These include modern alphabetic languages taught via elementary school/middle school Foreign Language in the Elementary School (FLES) programs at a minimum of three times per week and a minimum of 90 minutes of instruction per week.

PROFICIENCY RANGE OVER TIME

Communicative Mode: Interpretive

End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8
Novice Low to Novice Mid	Novice Mid	Novice Mid	Novice Mid to Novice High	Novice High	Novice High	Novice High to Intermediate Low

Communicative Mode: Interpersonal

End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8
Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High	Intermediate Low	Intermediate Low

Communicative Mode: Presentational

End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8
Novice Low	Novice Low to Novice Mid	Novice Mid	Novice Mid	Novice Mid to Novice High	Novice High	Novice High

Elementary FLES Proficiency Targets for Category III and IV Languages

Category III Languages (Nonexhaustive List): Armenian, Bengali, Bulgarian, Burmese, Czech, Dari, Farsi, Filipino, Finnish, Hebrew, Hindi, Hmong, *Hungarian, Khmer, Lao, Pashto, Polish, Punjabi, Russian, Serbian, Tamil, *Thai, Turkish, Urdu, *Vietnamese, Xhosa, and Zulu

Category IV Languages: Arabic, Cantonese, Mandarin, *Japanese, and Korean

*Languages preceded by asterisks take more time for native English speakers to learn than other languages in the same category.

These include logographic languages taught via elementary/middle school FLES programs at a minimum of three times per week and a minimum of 90 minutes of instruction per week.

PROFICIENCY RANGE OVER TIME

Communicative Mode: Interpretive

End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8
Novice Low to Novice Mid	Novice Low to Novice Mid	Novice Mid	Novice Mid	Novice Mid to Novice High	Novice Mid to Novice High	Novice High

Communicative Mode: Interpersonal

End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8
Novice Mid	Novice Mid	Novice Mid	Novice Mid	Novice Mid to Novice High	Novice High	Novice High

Communicative Mode: Presentational

End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8
Novice Low	Novice Low	Novice Low to Novice Mid	Novice Mid	Novice Mid	Novice Mid	Novice High

K–12 Immersion Program Proficiency Targets for Category I and II Languages

Category I Languages: Danish, Dutch, French, Italian, Norwegian, Portuguese, Romanian, Spanish, and Swedish

Category II Languages: German, Haitian Creole, Indonesian, Malay, and Swahili

These include modern alphabetic languages that are taught with a balanced emphasis on interpretive, interpersonal, and presentational communication.

PROFICIENCY RANGE OVER TIME

Communicative Mode: Interpretive

End of K–2	End of 3–5	End of 6–8	End of 9–12
Novice High	Intermediate Low	Intermediate Mid	Advanced Low

Communicative Mode: Interpersonal

End of K–2	End of 3–5	End of 6–8	End of 9–12
Novice High	Intermediate Low	Intermediate Mid	Advanced Low

Communicative Mode: Presentational

End of K–2	End of 3–5	End of 6–8	End of 9–12
Novice Mid	Intermediate Low	Intermediate Mid	Advanced Low

K–12 Immersion Program Proficiency Targets for Category III and IV Languages

Category III Languages (Nonexhaustive List): Armenian, Bengali, Bulgarian, Burmese, Czech, Dari, Farsi, Filipino, Finnish, Hebrew, Hindi, Hmong, *Hungarian, Khmer, Lao, Pashto, Polish, Punjabi, Russian, Serbian, Tamil, *Thai, Turkish, Urdu, *Vietnamese, Xhosa, and Zulu

Category IV Languages: Arabic, Cantonese, Mandarin, *Japanese, and Korean

*Languages preceded by asterisks take more time for native English speakers to learn than other languages in the same category.

These include modern alphabetic languages that are taught with a balanced emphasis on interpretive, interpersonal, and presentational communication.

PROFICIENCY RANGE OVER TIME

Communicative Mode: Interpretive

End of K–2	End of 3–5	End of 6–8	End of 9–12
Novice Mid to Novice High	Novice High to Intermediate Low	Intermediate Low to Intermediate Mid	Intermediate High to Advanced Low

Communicative Mode: Interpersonal

End of K–2	End of 3–5	End of 6–8	End of 9–12
Novice High	Intermediate Low	Intermediate Mid	Intermediate High

Communicative Mode: Presentational

End of K–2	End of 3–5	End of 6–8	End of 9–12
Novice Low to Novice Mid	Novice High to Intermediate Low	Intermediate Low to Intermediate Mid	Intermediate High

APPENDIX 2:
Resources for Professional Learning

The texts that follow were consulted in the preparation of California's World Languages Framework and introduce fundamental concepts that those interested in world languages education may wish to consult. All have been well received by both language education scholars and world language educators, as the many editions of the texts attest. All are readily available, many as electronic texts.

Language, Linguistics, Applied Linguistics, Second Language Acquisition, Theories of Language Learning and Teaching

Fromkin, V., R. Rodman, and N. Hyams. 2017. *An Introduction to Language*. 11th ed. Boston, MA: Cengage.

The text is an accessible introduction to the nature of language, phonetics, phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, historical linguistics, language acquisition, and neurolinguistics.

Brown, H. D. 2014. *Principles of Language Learning and Teaching*. 6th ed. Upper Saddle River, NJ: Pearson.

The text provides a highly understandable and comprehensive overview of the theoretical underpinnings that shape the language teaching field.

Kagan, O. E., M. M. Carreira, and C. H. Chik, eds. 2017. *The Routledge Handbook of Heritage Language Education: From Innovation to Program Building*. New York, NY: Routledge.

The text provides a cohesive overview of heritage language programs and practices for language maintenance and development.

Richards, J. C., and R. Schmidt. 2013. *Longman Dictionary of Language Teaching and Applied Linguistics*. 4th ed. New York, NY: Routledge.

The text contains clear and accurate definitions and assumes no prior knowledge of the subject area. Cross-references link related subjects and may be used to increase reader knowledge of language teaching and applied linguistics.

Planning, Teaching, Differentiation, and Learning in the World Languages Classroom

Zyzik, E., and C. Polio. 2017. *Authentic Materials Myths: Applying Second Language Research to Classroom Teaching*. Ann Arbor, MI: University of Michigan Press.

The text addresses common myths related to the use of authentic materials, including accessibility for beginning language learners, value in teaching language, cultures, and content, among others.

Patrick, P. 2007. *The Keys to the Classroom: A Basic Manual to Help New Language Teachers Find Their Way*. Alexandria, VA: ACTFL.

The text presents guidelines for world language educators as they begin their careers.

Brown, H. D., and H. Lee. 2015. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 4th ed. Upper Saddle River, NJ: Pearson.

The text offers a comprehensive survey of language teaching strategies anchored in current research on second language acquisition theory and language teaching pedagogy.

Schrum, J. L., and E. W. Glisan. 2015. *Teacher's Handbook: Contextualized Language Instruction*. 5th ed. Boston, MA: Cengage.

The text presents practical applications of ACTFL *World-Readiness Standards for Learning Languages* and NCSSFL–ACTFL Can-Do Statements in order to prepare world language educators for twenty-first century practice.

Omaggio Hadley, A. 2001. *Teaching Language in Context*. 3rd ed. Boston, MA: Cengage.

The text is a classic that links theory and practice. It was fundamental to the most recent shift in language teaching in the United States.

Blaz, D. 2016. *Differentiated Instruction: A Guide for World Language Teachers*. 2nd ed. New York, NY: Routledge.

The text presents the theory and practice of differentiated instruction based on student learning styles, interests, prior knowledge, and comfort zones.

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

The text provides support for enacting high-leverage teaching practices that are essential to successful world language teaching.

Diaz-Rico, L. T. 2017. *The Crosscultural, Language, and Academic Development Handbook: A Complete K–12 Reference Guide*. 6th ed. Upper Saddle River, NJ: Pearson.

The text presents language learning and teaching approaches for English language learners in a variety of programs, including dual language immersion.

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

The text presents the process for developing standards-based curricula, units, and lessons.

Beaudrie, S. M., C. Ducar, and K. Potowski. 2015. *Heritage Language Teaching: Research and Practice*. New York, NY: McGraw-Hill Education.

The text addresses heritage language teaching in the United States, sociolinguistic considerations, principles for instruction, developing listening, speaking, reading, and writing skills, approaches to grammar instruction, and development of cultural and critical language proficiencies.

Glynn, C., P. Wesely, and B. Wassell. 2018. *Words and Actions: Teaching Languages Through the Lens of Social Justice*. 2nd ed. Alexandria, VA: ACTFL.

The text presents a framework for using social justice as an organizing principle for world language instruction.

Assessment in the World Languages Classroom

Brown, H. D., and P. Abeywickrama. 2018. *Language Assessment: Principles and Classroom Practices*. 3rd ed. Upper Saddle River, NJ: Pearson.

The text offers a comprehensive survey of essential principles and tools for language assessment.

Sandrock, P. 2014. *The Keys to Assessing Language Performance: A Teacher's Manual for Measuring Student Progress*. Alexandria, VA: ACTFL.

The text provides step-by-step guidance in creating assessments and rubrics that develop communicative and cultural proficiency.

Adair-Hauck, B., E. W. Glisan, and F. J. Troyan. 2013. *Implementing Integrated Performance Assessment*. 2nd ed. Alexandria, VA: ACTFL.

The text provides guidelines for developing Integrated Performance Assessments to inform the backward design of instructional units.

Professional Learning

Fogarty, R. J., and B. M. Pete. 2017. *From Staff Room to Classroom: A Guide for Planning and Coaching Professional Development*. 2nd ed. Thousand Oaks, CA: Sage.

The text provides tools and strategies for delivering professional learning, reaching and teaching adults, supporting teachers as they apply the content learned, including technology and blended solutions, and differentiation strategies.

Garmston, R. J., and B. M. Wellman. 2016. *The Adaptive School: A Sourcebook for Developing Collaborative Groups*. Lanham, MD: Rowman & Littlefield.

This resource provides guidance and specific examples of coaching moves that administrators, teachers on special assignment (TOSAs), and other instructional leaders in a coaching role can use.