



**Model Standards for Licensing Beginning  
Foreign Language Teachers:  
A Resource for State Dialogue**

**June 2002**

**Developed by  
Interstate New Teacher Assessment and Support Consortium  
INTASC Foreign Language Standards Committee**

*Draft for Comments*

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June 2002

Dear Colleague:

In the fall of 1992, the Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers, released model standards for licensing new teachers. Drafted by representatives of the teaching profession, these standards represent a common core of teaching knowledge and skills that will help all students acquire an education appropriate for the 21st century. The standards were developed to be compatible with the advanced certification standards of the National Board for Professional Teaching Standards. This effort took another step toward creating a coherent approach to educating and licensing teachers based upon shared views among the states and within the profession of what constitutes professional teaching.

INTASC recognized that while core principles are essential to establish a common vision of teaching, principles take on life only when they are applied to teaching in a particular context. INTASC undertook the next step of developing subject matter standards for each discipline and for two student populations, elementary education and special education.

The foreign language standards were developed by a drafting committee of foreign language teachers, teacher educators, and state and local supervisors from across the country. The committee's central task was to clarify how the common core of teacher knowledge and skills plays out for teachers of the foreign languages. Members of the foreign language drafting committee are listed at the end of the document. INTASC acknowledges with gratitude the hard work of each of the individuals who worked so tirelessly to meet this charge.

This draft is being widely circulated to members of the public. During the next 10 months, the standards will be reviewed extensively by individuals and state focus groups representing various educational stakeholders. At the close of the comment period, feedback from the focus groups and from returned individual questionnaires will be reviewed by INTASC to determine needed revisions. We encourage you to add your voice to the dialogue and invite you to make your comments in any way you like, including on the document itself.

It is our hope that the foreign language standards will continue the dialogue occasioned by the INTASC core standards; that members of the public and the profession alike will critically examine what a beginning teacher must know and do to teach a foreign language effectively; will thoughtfully consider how teacher policy should change to support the vision articulated by these standards; and will creatively explore how K-12 schools and teacher preparation programs can be restructured to advance this vision.

We thank you in advance for taking the time to review our work. It is only with public consensus and a shared vision of education that we can be successful and that our children can be assured of the education they will need to carry out the responsibilities of the future.

Sincerely,

M. Jean Miller,  
Director, INTASC

## **Acknowledgements**

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INTASC would like to recognize the late C. Edward Scebold, former Executive Director of the American Council on the Teaching of Foreign Languages (ACTFL), for his pivotal role in making these standards a reality. Ed passionately and tenaciously took on this project, pointed us in the direction of funding, and provided support for our proposal. INTASC appreciates the advice and assistance he provided in the early stages of the project.

Finally, INTASC would like to acknowledge and thank ACTFL and the national language-specific organizations on the National Foreign Language Standards Board who worked with us by nominating committee members and helping us spread the word about these standards. These organizations include:

- American Association of Teachers of French (AATF)
- American Association of Teachers of German (AATG)
- American Association of Teachers of Italian (AATI)
- American Association of Teachers of Spanish & Portuguese (AATSP)
- American Classical League (ACL)
- American Council of Teachers of Russian (ACTR)
- Chinese Language Association of Secondary-Elementary Schools (CLASS) and Chinese Language Teachers Association (CLTA)
- National Council of Japanese Language Teachers (NCJLT) and Association of Teachers of Japanese (ATJ)

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## INTRODUCTION

*Model Standards for Licensing Beginning Foreign Language Teachers: A Resource for State Dialogue* outlines what beginning K-12 foreign language teachers within their first three years of experience should know and be able to do to guide students effectively in learning a language other than English and in understanding the cultures of the people who speak that language. States, professional organizations, and teacher education programs may use these standards as a guide for setting policy in the preparation, licensure and professional development of quality language teachers.

### Purpose and Organization of this Document

The INTASC Foreign Language Standards specify the knowledge, skills, and dispositions that beginning language teachers need in order to support and develop learners' abilities to communicate in another language and to understand the cultures of the people who speak that language. They address teachers' knowledge of their content, and their ability to adapt instruction to learner diversity and individual learners' needs. They focus on how teachers create learning environments, use teaching strategies, foster communication, plan instruction, and assess learners. They also examine how teachers function as reflective practitioners and relate to the several communities in which their schools are located.

The INTASC Core Principles (*Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue, 1992*) served as the basic guide in framing these standards. The INTASC Core Principles outline what all beginning teachers, regardless of subject matter or grade level, should know and be able to do. The charge to the INTASC Foreign Language Committee was to take the Core Principles and translate them into what good teaching looks like in the context of teaching a foreign language. The ten Foreign Language Standards outlined here follow the same basic framework as the Core Principles. In other words, Foreign Language Principle #1 correlates to INTASC Core Principle #1, etc. This organization is intended to make the document easier to use for those states and higher education institutions working with both sets of standards. It is important that the reader of this document have the

INTASC Core Principles in hand when examining these standards as they are two sides of the same coin and one cannot be understood independent of the other. Examples of how the standards can be reflected in actual classroom practice have been provided throughout the document.

The reader of these standards should keep in mind that while each Foreign Language Standard emphasizes a discrete aspect of teaching a foreign language, teaching and learning are dynamic and interactive processes. Thus, of necessity, the standards overlap and must be taken as a whole in order to convey a complete picture of the acts of teaching and learning.

### The Standards Context

Within today's educational context in the United States, there is a growing emphasis on rigorous standards for teaching and learning. In drafting these model standards for licensing beginning language teachers, efforts were made to ensure alignment with other national standards documents. The National Standards in Foreign Language Education Project's *Standards for Foreign Language Learning in the 21<sup>st</sup> Century (1999)* outlines five goal areas for all K-12 learners: Communications, Cultures, Connections, Comparisons, and Communities:

*Communication*, or communicating in languages other than English, is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides *connections* to additional bodies of knowledge that are unavailable to monolingual English speakers. Through *comparisons* and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways. (*Standards for Foreign Language Learning in the 21<sup>st</sup> Century*, p. 31).

These K-12 learner standards were developed by a consortium of ten professional associations and are widely accepted among practitioners in the field. Furthermore, they serve as

a basis for numerous state and local curriculum frameworks for language education. The teachers standards included in this document reflect the five goal areas outlined for K-12 language learners.

Efforts have been made to align the INTASC Foreign Language Standards with those for accomplished teachers developed by the National Board for Professional Teaching Standards (see National Board for Professional Teaching Standards, *World Languages Other than English Standards, 2001*). The consistency of these two documents ensures a coherent continuum of expectations for teachers from beginning through accomplished practice. The difference between beginning and accomplished teachers is the degree of sophistication in the application of the knowledge and skills that accomplished teachers demonstrate. The INTASC Foreign Language Committee also shared its work with the Foreign Language Standards Board working group on foreign languages as they drafted standards for the accreditation of foreign language teacher education programs to ensure consistency across standards.

### The Language Teaching/Learning Context

As a result of advancements in our understanding of how languages are learned and taught, as well as the creation of student learning standards, the context for teaching and learning languages has altered. Over the past 45 years, language teaching has gradually changed from an emphasis on teacher behavior to a more balanced orientation that also includes student learning. Until 1945, the mode of classroom teaching focused on grammar and translation of written text, directed by the instructor. In the 1950s, 1960s, and 1970s, with new insights from linguistics and behavioral psychology, language teaching took on a mostly behavioral, oral-aural or audio-lingual approach that continued the highly teacher-directed approach to learning. While other approaches to language teaching that put increased emphasis on individualized learning evolved in the 1970s and 1980s, the emphasis was still on what teachers did in the classroom and the methods they used rather than on student learning. Beginning in the 1980s, researchers began to look at individual learners, their learning strategies, and the learning environments that allowed learners to grow and develop. The concept of language proficiency development became important with the emergence of the American Council on the Teaching of Foreign

Languages/Interagency Language Roundtable (of the Federal Government) Proficiency Guidelines in 1983.

Today, research on how the brain grows and functions demonstrates the importance of the individual in learning. In 1996, national standards were published for K-12 language learners. These standards put foreign languages in line with other academic content areas whose emphasis is also on learner performance. They also require that teachers demonstrate a high level of proficiency in the target language in order to guide student learning toward meeting the K-12 standards. As a result of these changes, there is more of a balance between teaching and learning in an environment that allows the learner to acquire a foreign language in school and the teacher to understand what s/he can do to guide and nurture students' language learning. The role of the teacher in this context is that of guide for student learning. That role, therefore, necessitates a reflective stance in which teachers examine their interaction with learners, their guidance, and their support of students in learning a foreign language.

### Language Learning and Content

In language learning, teachers assist learners in discovering how the elements of language (sounds, grammar, vocabulary) work and facilitate use of those elements to communicate in the language in the interpersonal, interpretive, and presentational modes. The learning of a language occurs when teachers focus instruction on communication. Purposeful communication requires meaningful content. One important content area of language learning is the cultures of the people who speak the language being studied. Because language expresses culture and culture is expressed through language, language and culture are inseparable. As a result of this connection, language teachers use the products, practices and perspectives of culture as one content area for the learning of language elements and the communicative modes. Exploration of the target language culture provides learners with an abundance of topics on which to communicate. In addition, teachers use a variety of school subjects as the content of communication, thus deepening knowledge and understanding in general curricular areas through another language and cultural perspective.

## Linguistic Diversity

Linguistic diversity in classrooms in the United States is both a fact and a phenomenon. There are more than 25 million foreign-born individuals living in this country (See Draper and Hicks in Webb and Miller, 2000). As a result, the number of different languages spoken by children who go to school has dramatically increased. In major city school districts over 100 different languages have been recorded as being used in the homes of children who attend school. While the majority of these children are probably Spanish speaking, the languages are many, from Asia, Africa, Eastern Europe, the Middle East, and other parts of the world.

The diversity of languages in schools affects teachers in a variety of ways. In particular, foreign language teachers may find learners who already have significant experience with the language they are teaching. Teachers may also be working with learners who have learned as many as three or four languages (a home language, school language, regional language, and national language). The assumptions that teachers make with monolingual speakers of English hardly apply to those who are already somewhat proficient in the language being taught or to those who already know more than one language. Instruction must begin with and be built on what the student already knows and can do.

Heritage language learners are not traditional second language learners because they bring prior knowledge of the language being learned and the culture with them. They may speak the language; they may read and write it; and, they may possess a cultural heritage that is part of their experience. They intuitively know the elements of language; they may already be able to communicate. Heritage learners may require different instructional approaches. For example, teachers may develop curriculum that builds on heritage learners' strengths and weaknesses in their existing abilities to communicate in the target language. They use and find authentic texts that are appropriate to the learner's interests and current abilities. They assess learner performance in all communicative modes so as to provide a full picture of how well heritage learners communicate. The intent of these considerations is the respect of heritage learners' language, culture, identity, contributions, and differences in the classroom, while at the same time providing instruction to build upon and expand their native language proficiency. The

Committee has given careful consideration to these individuals, and all learners, as we have deliberated and drafted the standards included here.

### Definition of Key Terms

Several terms used in the foreign language education field reappear throughout this document. These terms are important to understanding the content of the standards. In this document, the terms *language learning* and *second language acquisition* refer to learning a language other than English that may or may not be one's own primary language. This document does not refer to teaching or learning English. Those standards are covered in INTASC's model licensing standards for teachers of English/Language Arts.

In the teaching of communication, the *interpersonal*, *interpretive*, and *presentational modes* define what it means to communicate in a language in its cultural context. In the *interpersonal* mode, individuals exchange information and meaning in oral form face-to-face; they also interact in writing through personal notes and e-mail. In the *interpretive* mode, a learner is engaged in understanding the meaning of oral, written, or any other cultural texts without the opportunity to interact with the author of these texts. Such oral and written texts could be film, radio, television, as well as newspapers, magazines, literature, art, or architecture, etc. In the *presentational* mode, an individual engages in one-way oral or written reports, speeches, or articles that present information to an audience for interpretation.

In the teaching of culture, the terms *products*, *practices* and *perspectives* are used. *Products* consist of concrete cultural elements of a culture such as literature, foods, tools, dwellings, and clothing, or, such abstract cultural elements as a system of laws, an education system, and religions. *Practices* refer to the patterns of behavior accepted within a society, such as forms of address, use of personal space, rituals, storytelling, sports, and entertainment. The *perspectives* of a culture are the worldview, namely the attitudes, values, and ideas that characterize a particular society. From perspectives, a culture's practices and products are derived.

## INTASC Standards for Beginning Foreign Language Teachers

Below are summary statements of the standards for beginning foreign language teachers. These statements are detailed in the remainder of this document.

**Principle #1: Content Knowledge.** Language teachers are proficient in the language they teach. They understand language as a system, how students learn a language, and how language and culture are linked. They are knowledgeable about the cultures of the people who speak the language. Using this knowledge, they create learning experiences that help students develop language proficiency and build cultural understanding.

**Principle #2: Learner Development.** Language teachers understand how students learn and develop and can relate this to their development of language proficiency and cultural understanding. They provide learning experiences that are appropriate to and support learners' development.

**Principle #3: Diversity of Learners.** Language teachers understand how learners differ in their knowledge, experiences, abilities, needs, and approaches to language learning, and create instructional opportunities and environments that are appropriate for the learner and that reflect learner diversity.

**Principle #4: Instructional Strategies.** Language teachers understand and use a variety of instructional strategies to help learners develop language proficiency, build cultural understanding, and foster critical thinking skills.

**Principle #5: Learning Environment.** Language teachers create an interactive, engaging, and supportive learning environment that encourages student self-motivation and promotes their language learning and cultural understanding.

**Principle #6: Communication.** Language teachers use effective verbal and non-verbal communication, and multi-media resources, to foster language development and cultural understanding.

**Principle #7: Planning for Instruction.** Language teachers plan instruction based on their knowledge of the target language and cultures, learners, standards-based curriculum, and the learning context.

**Principle #8: Assessment.** Language teachers understand and use a variety of assessment strategies to monitor student learning, to inform language and culture instruction, and to report student progress.

**Principle #9: Reflective Practice and Professional Development.** Language teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others and who actively seek out opportunities to grow professionally.

**Principle #10: Community.** Language teachers foster relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.

## CONTENT KNOWLEDGE

**Principle # 1: Language teachers are proficient in the language they teach. They understand language as a system, how students learn a language, and how language and culture are linked. They are knowledgeable about the cultures of the people who speak the language. Using this knowledge, they create learning experiences that help students develop language proficiency and build cultural understanding.**

Language teachers have sufficient command of the target language to communicate on a variety of topics in both formal and informal contexts. They can effectively conduct classes in the target language at all levels of instruction

Teachers of languages that use the Roman alphabet such as, French, German, Italian and Spanish can perform a variety of communicative tasks in the target language. They can actively participate in most informal and some formal conversations on topics of home, school, and leisure activities and with some limitations on topics of current events. They narrate and describe in paragraph-length discourse in present, past, and future time and can deal linguistically with an unexpected turn of events, though their language may be somewhat tentative. They communicate with sufficient accuracy, clarity and precision to convey their intended message. Teachers of these languages understand normal face-to-face speech with little repetition and rewording. They understand interactions on a variety of topics with ease. They interpret interviews, short lectures, news items and reports on familiar topics that deal with factual information. They write routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature using several paragraphs in present, past, and future time. These teachers comprehend with consistent understanding written text dealing primarily with factual information intended for the general reader. Those texts include short stories, news items, social notices, personal and business correspondence, and some technical material. In areas of special interest or knowledge, they demonstrate ability to read texts that are more linguistically complex.

Teachers of Classical languages (Latin and Greek) read with comprehension and interpret original works of prose, epic or lyric poetry, drama, and inscriptions. Although face-to-face communication is not the primary goal of teaching classical languages, these teachers read prose or poetry aloud with appropriate pronunciation and inflection. They can ask comprehension questions in the target language about various types of texts, can write accurately in the classical language, and can engage in simple interpersonal exchanges. Although many references to interpersonal communication and use of the target language appear throughout these standards, this takes place on a limited basis in a Latin and Greek classroom. Since the primary goal of a Classical language program is to teach students to understand and interpret authentic Latin or Greek, developing students' skills in the interpretive mode is of primary importance. The interpersonal and presentational modes are seen as vehicles by which students enhance their ability to comprehend and interpret the Latin or Greek language.



*rather than correctly saying “Je suis allé a la piscine” (I went to the pool). The teacher knows that this error can be traced to the process of hypothesizing about the foreign language. The teacher realizes that, at times, the learner’s language is the result of the learner’s attempt to discover the structure of the language being learned rather than attempts to transfer patterns of their first language. Teachers also realize that learner language is dynamic and continually evolving as learners revise their hypotheses about the target language.*

Language teachers know the cultures of the people who speak the language they teach. They know that language, the primary vehicle for expressing culture, cannot be separated from its cultural context. As a result, language teachers possess content knowledge of cultures in order to teach the language. This means teachers know the *products, practices, and perspectives* of a culture and how these aspects of culture interrelate (*Standards for Foreign Language Learning*, p. 47). As mentioned in the Introduction, *products* consist of concrete cultural elements produced by a culture such as literature, foods, tools, dwellings, and clothing, or, such abstract cultural elements as a system of laws, an education system, and religions. *Practices* refer to the patterns of behavior accepted within a society such as forms of address, use of personal space, rituals, storytelling, sports, and entertainment. The *perspectives* of a culture are its worldview, namely the meanings, attitudes, values, and ideas that characterize a particular society. From these perspectives, the practices and products are derived. Teachers are also aware that cultural products, practices, and perspectives within a culture vary according to factors such as geographic region, social class, age, or gender. As a result, teachers know that culture, like language, varies and this knowledge makes them sensitive to cultural stereotyping in their teaching.

*For example, in a lesson on giving and following directions, a sixth grade French teacher employs boxes of cereal, hot chocolate, and instant pudding mix from Quebec on which the directions appear in both French and English. When she presents the boxes to students, she asks them to consider how these boxes containing instructions in two languages (products) reflect Quebec’s bilingual merchandising (practice), and how the product and the practice are representative of the people’s bilingual political and social identity (perspectives).*

Language teachers understand that speakers of the target language may come from different sociocultural and geographical backgrounds and speak different varieties of the language. They exhibit an open and inquiring attitude toward the cultures of the target language groups and the language varieties within those cultures.

*For example, a Spanish teacher uses the word “pavo” for turkey when discussing a Thanksgiving Day menu. A Spanish-speaking student from Mexico offers an alternative word for turkey, “guajalote.” The teacher welcomes the additional vocabulary choice and incorporates it into the lesson.*

Language teachers are aware of and use a variety of resources (such as literary and artistic works) to locate information about culture and language. With these resources, they engage students in investigating target cultures and languages. They integrate the cultures of the

people who speak the target language into instruction. They recognize that culture and language are dynamic and that effective culture and language teaching suggest continual learning in both areas.

*For example, language teachers keep up-to-date with changes in the use of the target language (such as slang, new words, or idioms). They might go to a target language movie and note idioms they hear, adding them to a vocabulary list of new words to use in the classroom. If teachers don't recognize a word or cultural practice, they might e-mail a colleague for clarification.*

Language teachers understand theories and research related to language learning and use this knowledge to inform curriculum, instructional practices, and assessment. They understand how language learning progresses; that it is a creative and developmental process; that it happens in meaningful contexts; and that it requires multiple opportunities for interaction. Language teachers use their knowledge of language, language learning, and student standards to guide curriculum development, instructional practice, and assessment of student learning.

Language teachers understand that because language proficiency develops over time, it cannot be achieved through a single lesson on particular aspects of the language. They know that learning a language requires multiple opportunities to observe and use the language in various contexts and for various purposes. They realize that students will not fully control the lesson content after a single introductory presentation. They use this knowledge of the process of language development to ensure that lesson content is introduced and re-introduced in the curriculum so that students can gain progressively better control of the language they are learning. By spiraling previously taught material in the curriculum, teachers address an important language learning theory and connect this theory to practice.

*For example, a teacher presents a lesson on numbers in the context of learning about monetary units in France. After this initial presentation, the teacher makes use of opportunities throughout the school year to re-enter and expand the use of numbers, both ordinal and cardinal, during lessons on the metric system, personal information (e.g., phone numbers and addresses), and the geographical divisions of Paris (e.g., arrondissements). Each time the teacher requires the students to demonstrate a higher degree of understanding and control of number concepts in their communications.*

## LEARNER DEVELOPMENT

**Principle #2: Language teachers understand how students learn and develop and can relate this to their development of language proficiency and cultural understanding. They provide learning experiences that are appropriate to and support learners' development.**

Language teachers understand the various developmental characteristics of different age groups of learners. They understand that the cognitive, physical, and social development of the learner influences language and culture learning and take this into consideration in planning lesson content and instruction. They also plan and implement language assessments that are compatible with these developmental characteristics. Teachers understand that language learning itself is a dynamic form of development and are aware of how knowledge and competence in a foreign language develop over time.

Language teachers understand that a learner's language proficiency develops in a dynamic, non-linear way over time. They know that language proficiency generally develops through comprehending and creatively using the language. They are aware that particular language forms (e.g., adjective placement, past tense verbs, and plurals) and functions (e.g., greetings, apologies, and requests) used accurately at one stage of language development may be used inaccurately at a later time. They understand that this variability in accuracy is the result of how learners restructure their knowledge of the language as new information is added to their existing knowledge. They know that learners at the early stages of language development are able to use learned phrases that are not fully understood linguistically until more language learning occurs. They are aware that learners will remain at word-level in their language development, if instruction does not promote and provide occasions for more extended language production. Language teachers value students' creative use of language and understand that these attempts, even with inaccuracy, are a sign and means of language development. Teachers foster language development through the frequent use of instructional strategies that require creative and spontaneous language production rather than verbatim repetition and memorization of the lesson.

Language teachers know that language and cultural understanding advance with the cognitive development of each learner. They seek to know the level of language proficiency and cultural understanding of each student and build on this understanding to move students forward in their linguistic and cultural development. Language teachers respond to the learner's individual needs by designing and using age-appropriate curriculum, instructional strategies, and assessments, and by sequencing instruction appropriately.

*For example, the language teacher includes cultural concepts in instruction matched to the developmental characteristics of the learners. A Japanese teacher at the elementary level uses examples of carp kites, traditional songs and clothing to illustrate activities associated with the celebration of the Japanese holiday Children's Day. A Japanese teacher at the middle school builds on students' previous language and cultural*

*knowledge of this holiday by having students analyze why this holiday is celebrated and the meanings behind the appropriate greetings and songs.*

Language teachers understand that learner development involves the ability to move from the concrete to the abstract and that young learners require concrete experiences to attach meaning to the new language. Teachers address this cognitive need for concrete experiences by using manipulatives, body movements, and facial expressions to assist students in understanding the meaning of the language. Teachers understand that development of a learner's ability to understand abstract concepts, such as grammatical structures or cultural perspectives, increases with age. They use this knowledge in planning lessons and assist learners in developing abstract concepts only when learners can handle and benefit from these abstractions and generalizations.

Language teachers understand the importance of engaging students in using higher level thinking skills in the language. They understand that young learners can exhibit some evidence of the ability to analyze and hypothesize about how language functions as a system but that this cognitive ability is dependent on the age of the learner. They know that high school age students can reflect on language forms, functions, and cultural meanings better than younger children and often do so spontaneously during communicative activities. Teachers make an effort to engage these thinking skills at increasingly greater levels of complexity appropriate to the age of the learner.

The following examples illustrate how, across elementary, middle, and high school, the language teacher might present the concept of telling time differently based on the cognitive level of the learner.

*For elementary school students, the language teacher decides not to address the issue of telling time in her Kindergarten classes because these students are too young to understand the concept. She chooses to introduce the concept to her first and second grade students by having them manipulate paper clocks with moveable hands or color in blank clocks to show particular times given by the teacher in the target language. The teacher uses these techniques because she understands the children's need to be physically involved when learning abstract concepts, such as time. She also is aware that children are still in the process of learning the concept of telling time in their native language.*

*For middle school students, the language teacher asks the students to use the concept of telling time to fill in a diagram comparing and contrasting their class schedule to the class schedule of a student in the target language country. After completing their diagrams in small groups, the students present their findings on the similarities and differences between the two school days. The middle school teacher understands that, at this age, students are cognitively able to learn through discovery, comparison, discussion, and cooperative learning.*

*High school students learn to tell time in a foreign language within specific contexts, such as differing time zones, rotation of the earth, or the 24-hour clock. The language teacher understands that by using these contexts, high school students will draw on their prior knowledge of time. In addition, the teacher realizes that through her*

*lesson, high school students can acquire new subject matter information, such as geography, science, and cultural conventions of using the 24-hour clock.*

Language teachers have realistic expectations of learners' abilities to communicate in the target language. They recognize that what they teach may not be completely acquired immediately after instruction but develops over time and requires sufficient time and opportunities for students to learn to communicate with appropriate accuracy.

*For example, a Spanish teacher asks students to describe in Spanish a story about a car accident based on a picture the teacher shows them. As they describe the setting, the students would use the imperfect tense (There was a lot of traffic that day and I was driving slowly and listening to music on the radio). When describing the accident itself, the students would switch to the preterite tense (All of a sudden a car changed lanes and hit the small convertible). After hearing the stories and engaging in comprehension check activities, the students identify the verb tenses used in the stories and the role each verb tense plays when narrating in the past. With the help of their teacher, the students then write and present their stories using these verb tenses. At the end of the lesson, students are familiar with the two verb tenses and the concept of past narration. The teacher realizes, however that students will require additional time and practice to develop full control of narration and may not be able to use past tenses with complete accuracy without more practice, planning time, and teacher assistance.*

Language teachers understand that students' abilities to use the language with native-like features may differ according to age and when the learner begins the language learning process. Furthermore, they are aware that learning pronunciation and intonation of the language may be related to physical development, as well as other factors, such as the student's native language, self-motivation, and length of instruction.

Language teachers know that language learning opportunities that emphasize large motor skills are more appropriate for younger children. They know that, as children develop, instructional activities can begin to incorporate progressively more small motor skills. When planning for instruction they develop learning experiences that match the physical development of the learner.

*For example, an elementary language teacher might have first grade students act out a song they have learned using big motions to point to the head, shoulders, knees, and toes to help them learn the target language words for parts of the body. A Latin teacher of fifth grade students, on the other hand, might involve students in an activity that requires the use of finer motor skills such as cutting out very small pieces of multi-colored paper to create a mosaic to illustrate their understanding of the characteristics of a god or goddess from Roman mythology.*

Language teachers understand that middle school learners undergo rapid developmental changes in a short time resulting in restlessness and variable attention spans. They plan a variety

of activities to engage student interest and do not expect learners to focus on a single activity for long periods of time. They understand that younger learners require more structure and classroom routines and that older learners can assume greater autonomy for their learning.

Language teachers understand the social development of children and take this into consideration when planning instruction. They know that young learners exhibit an openness to learning a new language and culture that may not be evident in older learners. Teachers realize that young learners tend to be uninhibited and make use of this natural curiosity and lack of self-consciousness when planning learning experiences. They know that young children often learn in play activity and realize that language learning can occur when children spontaneously play with the language.

Language teachers know that social development has possible implications for what students discuss in class and how teachers facilitate that discussion. They realize that as learners mature they become sensitive to personal differences and may exhibit a judgmental attitude. For this reason teachers ensure that cultural stereotyping is addressed appropriately in lessons and materials and anticipate and prepare for discussions and reactions from older learners about cultural differences. Teachers understand that social development means classroom interaction and students' motivation to learn the language varies across age groups.

*For example, when planning how students will interact in the class, the teacher understands that the natural self-centeredness of very young learners may inhibit their ability to work in groups. The teacher also understands that middle school students may show some resistance to working with students of the opposite gender and takes this into consideration when setting up paired practice activities.*

In summary, language teachers ensure that the target language and activities they plan to use in the classroom are appropriate to the development and expanding language abilities of the learner. They use various means to assist students in learning the target language according to the physical, cognitive and social development of the learner.

*For example, a unit on the environment might be adjusted by age level as follows:*

*Elementary School – To address young learners' need for concrete experiences, the teacher uses stuffed animals that students can manipulate to teach the vocabulary associated with the animals of the rain forest. To address their ability to use large motor skills, students are asked to arrange the stuffed animals in groupings according to their size and where the animals live, such as high or low in the rain forest. To teach the concept of community in the rain forest, she tells a story about a group of lemurs in the context of their everyday activities. Realizing that young children relate to others as friends, the teacher personalizes the story of the lemurs and the concept of community by discussing how the students would make the lemurs feel at home if they visited the students' neighborhood.*

*Middle School: The teacher realizes that middle school learners tend to view issues as either right or wrong and introduces a unit on the rain forest as an environmental issue. She uses concrete objects and visuals, web site visits, or video clips*

*to ensure that students comprehend the language associated with the concept of global environmental issues. Since middle school learners can make cognitive connections between old and new information, she relates the concept of the rain forest and the larger issue of the environment to their own community by discussing the local recycling program, a local environmental ad campaign, or bumper stickers around town that advocate protecting an endangered species. Knowing that middle school learners tend to respond to important social causes and possess a strong sense of justice, she involves students in a recycling project in their school community so they can explore their responsibility to the environment.*

*High School: The teacher understands that high school age students tend to be more self-directed in their learning and thus asks them to prepare in small groups a multi-media presentation on environmental issues in a particular target language country. She teaches research strategies for locating authentic documents on environmental issues on the Internet. Because high school students can monitor their thinking, she presents useful reading strategies to enable students to gain new information from authentic documents. She asks the students to discuss how environmental issues in one country affect the global environment, since high school age students can think abstractly through analysis and synthesis. Because high school age students form personal opinions and can defend points of view, the teacher asks the students to suggest possible legislation to address the environmental problems they have researched and discovered in the target language country.*

## DIVERSITY OF LEARNERS

**Principle #3: Language teachers understand how learners differ in their knowledge, experiences, abilities, needs, and approaches to language learning, and create instructional opportunities and environments that are appropriate for the learner and that reflect learner diversity.**

Language teachers recognize that many different factors may influence students' approaches to language learning, including differences in learning styles and multiple intelligences; exceptional learning needs; cultural, linguistic, and socioeconomic background; ethnic heritage; prior learning experiences; and personal interests, needs, and goals. Language teachers take this diversity into account when planning and delivering instruction in order to optimize the learning experience for all learners. They recognize that their own attitudes and biases may have an impact on their equitable treatment of all students. They make conscious decisions to create an equitable environment so all students can learn. They value and respect diversities both in the language-learning classroom and in the larger school community.

Language teachers understand that students bring different linguistic and cultural backgrounds and experiences to the language classroom that influence their learning of the target language and its cultures. For instance, a single classroom may include students who have no experience with the target language, some who speak the target language at home, some who have previous experience with the target language through instruction, travel or living abroad, and some who have experience with languages in addition to the target language. Teachers design instruction that is appropriate for diverse learners in their class.

*For example, a Spanish teacher notices that a heritage language learner in class, who is a fluent speaker of Spanish, misspells words and misuses vocabulary in writing a journal entry reacting to a current news item. The teacher makes positive written comments about the content of the entry and in these comments the teacher provides standard spelling and vocabulary usage and calls the student's attention to it. The teacher then directs the student to an online newspaper report on this topic in Spanish to further reinforce standard spelling and usage.*

*For example, knowing that one of her students is a native of Brazil, one a native of Uzbekistan, one of Thailand, and one of Mexico, a German teacher asks students to provide the class with information about the educational system of their native countries during a lesson on the schools of Germany. The class then incorporates this information into their discussion of commonalities and differences in American schools and those of other countries.*

Language teachers are aware of a variety of student approaches to learning languages. They know that some students learn best by hearing the language, others by seeing visual representations, while others learn best by writing out words or manipulating objects. To address the diverse learning styles of students, teachers plan and use a variety of instructional strategies in order to maximize learning opportunities for all students.

*For example, a language teacher incorporates cultural products such as art (visual/spatial intelligence), dance (kinesthetic intelligence), and music (musical/rhythmic intelligence) to teach the meaning, meter, and rhyme of a Haitian poem (verbal/linguistic intelligence) in French. He provides the students with various ways of expressing their understanding of another poem by allowing students to create a dance, song, skit, or story working with a small group or individually.*

Language teachers recognize when students are having learning and/or social difficulties and seek out additional information about these students. They recognize the confidentiality of such information, and use this information as they plan and deliver language instruction that responds to learners' needs. Because language teachers frequently ask students to communicate personal experiences as part of the language learning process, teachers are sensitive to the kind of information students are asked to share.

*For example, when introducing a unit on family life and relationships, the language teacher uses examples of both traditional and non-traditional families and recognizes that some students may be uncomfortable sharing information about their family. The teacher offers options to students such as using a famous or fictitious family in place of their own.*

Language teachers recognize that students with exceptional needs face unique challenges in language learning. These needs may include physical, emotional/ behavioral, or learning disabilities and/or special abilities or talents. Teachers consult with the special education teacher, the gifted and talented coordinator, or others as needed to design and implement appropriate accommodations for students with exceptional needs. They collaboratively decide how accommodations will be carried out in the language learning classroom. Accommodations for students with disabilities may include writing larger on the board; supplying large print textbooks; using overhead transparencies or visuals to support presentations; rearranging seating; providing extended time on tasks and tests; adapting written assignments to be completed orally or oral assignments to be completed in writing; developing word banks; selecting appropriate materials; and giving both written and oral instructions during activities. Accommodations for gifted and talented students may include giving students options by providing differentiated assignments that match assignments to students' abilities and require an equal amount of effort from all students. Language teachers also know that there are legal requirements, as well as local policies, regarding the accommodation of diverse learners and know where they can seek more information if necessary.

*For example, after reading a student with autism's Individualized Education Program (IEP) and consulting with the special education teacher, a language teacher understands that the student will need a written sequential list of instructional tasks to help him participate in class. Before each class, the teacher types out a list of instructions, numbered in order of the tasks to be completed by all students. The tasks are in the command form and may include such wording as, "Go to the carpet and listen to the story." or "Stand up and follow the actions of the teacher." Using this list, the*

*student with autism is better able to follow the order of instruction, stay on task, and engage in the lesson.*

## INSTRUCTIONAL STRATEGIES

**Principle #4: Language teachers understand and use a variety of instructional strategies to help learners develop language proficiency, build cultural understanding, and foster critical thinking skills.**

Language teachers design and use instructional strategies that are appropriate to support standards-based curricular goals and instructional objectives, and that take into consideration student groupings, modeling, pacing and time management, monitoring, feedback, and sequencing. They reflect upon and adjust their strategies based on student performance in relation to language learning objectives and the needs of the class and individual students. In developing and using instructional strategies, teachers also take into consideration students' previous language learning experiences. They base their instructional strategies on principles of language learning and can explain, in general terms, how their strategies relate to second language acquisition theories and research. They use instructional strategies that develop language proficiency, build cultural understanding, foster critical thinking skills, and challenge learners to build upon and expand what they have learned.

Language teachers design and use strategies that provide students opportunities to use the target language to communicate in the interpersonal, interpretive, and presentational modes. These strategies include allowing students to explore interesting and age-appropriate topics and ideas and discuss them with the teacher and other students (interpersonal modes); to interpret authentic texts (interpretive mode); and to compose oral and written texts for communicative purposes (presentational mode).\*

Language teachers understand that consistent and comprehensible use of the target language during class time is fundamental to the language learning process. They make the target language comprehensible to students by using gestures, visuals, paraphrase, repetition, less complicated syntax, and by speaking at a rate that students can understand. They modify how they interact with students in the target language depending on the students' language proficiency and the content of the lesson. Language teachers know that by using these strategies they will maximize their ability to conduct the class in the target language and thus minimize the need to use English.

*For example, an elementary teacher of German has a lesson objective to teach students the vocabulary for various animal habitats included in the science curriculum. He displays visuals of the various habitats on a felt board. As he introduces each habitat in German, he indicates the corresponding visual on the board. Students associate new vocabulary words with the picture indicated. The teacher checks for comprehension of the new vocabulary by asking students to come up and point out the various habitats as he describes them in German. Thus, the teacher is able to introduce a new concept to students and check their understanding without using English.*

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\*In Classical languages (Latin and Greek), the primary learning goal is interpretation of Latin or Greek prose so the target language is used in the classroom in a limited way in the interpersonal and presentational modes.

Language teachers understand that effective language learning occurs when students have opportunities to interact and negotiate meaning with others using the target language. They know that the negotiation of meaning is fundamental to developing students' ability to interact with others, requiring both the expression and interpretation of information in which students ask for clarification, check their comprehension, and confirm that they have been understood. Teachers prepare students to negotiate meaning by teaching them to use expressions in the target language such as "Could you repeat that?" "Do you mean to say that...?" "Could you explain what you mean by...?" Additionally, teachers teach students ways to initiate, sustain, and conclude a conversation. They provide opportunities for students to negotiate meaning by having them engage in meaningful tasks in which students are motivated to solve problems, exchange information, and think critically. The teacher understands that information gap or missing information activities are effective ways to encourage the negotiation of meaning, if students are provided with communication strategies to practice and use during paired tasks.

*For example, in a middle school French class, the teacher engages students in an information gap activity about Francophone West Africa during which they must discover missing information on a map. The teacher groups students in pairs and asks them to share in French the information each has been given to complete a map of French-speaking countries in Africa. The teacher encourages students to negotiate meaning with each other by teaching expressions for clarifying confusion, confirming the accuracy of information they hear, and checking their comprehension. The teacher also reviews in French how to identify locations on a map, words for geographical directions, and how to ask questions. After the activity, the teacher displays a completed map so students can check the results of their collaborative work. Students discuss how their communication was successful and what strategies they used to make their meanings clear.*

Language teachers provide students with opportunities to develop their ability to interpret information in the target language through reading and interpreting authentic written and aural texts in the target language. They select texts that are interesting and relevant to students. They understand that unedited authentic texts can be used with learners if comprehension tasks are adjusted to the learners' ability level. They understand how to structure and present a lesson using an authentic text. Teachers understand the importance of helping students prepare for the language of the text by asking them to predict vocabulary and expressions that they might encounter during reading and reviewing these with students. They are able to provide pre-reading tasks that activate students' prior knowledge about the contents of the text, review cultural information necessary for comprehension, and enable students to anticipate the contents of what they will read. They also present various reading strategies, such as skimming and scanning, reading for the main idea and supporting detail, and using context to guess meaning.

*For example, a high school Latin teacher is preparing students to read a selection from Cicero's De Re Publica in Latin. She designs a pre-reading activity in order to ensure that they are both linguistically ready to interpret the text and also engaged in the content. She asks students to agree or disagree with several statements about war, first individually, then reach consensus about their answers in small groups. Because the statements are controversial (e.g., "War is never justified." and "It is justifiable to kill during war."), the students are drawn into the group discussions. Because the statements*

*about war are in Latin, they have now activated their knowledge about the vocabulary they will encounter in the text and are motivated to read what Cicero says about war and how Cicero's perspective matches their own attitude and that of their small group.*

Language teachers design and use strategies that provide opportunities for students to develop their language proficiency through the presentational mode in both speaking and writing. Teachers know that different communicative skills are used when students prepare written and oral texts and deliver them. They understand the writing process and ensure that students know how to improve upon their writing abilities through drafts and rewriting. Teachers also provide opportunities for students to prepare and perform oral reports, presentations, and demonstrations on a variety of topics. For both oral and written presentations, they use strategies to teach students to consider their audience and how they can effectively convey their message.

*For example, a high school Italian teacher sets a task for students to use the information they have learned about democracy to develop a public service announcement for Italian television increasing the public's awareness of the importance of voting. As the students work on their announcements, he encourages them to consider the background of the audience, what they may already know about democracy and what information they need to glean from the announcement. The teacher has students rewrite the announcement and test it out on several student groups to get feedback before actually making the final videotape of the announcement.*

Language teachers design and use instructional strategies that integrate language and cultural objectives and develop understanding of the target language cultures. They provide learning opportunities that enable students to examine the relationships among and between the products, practices and perspectives of the target language cultures. Teachers understand that it is through this process of learning about the target cultures that students are able to develop insight into their own culture. They design instruction so that students can use critical thinking skills to explore the similarities and differences between their own culture and language and that of the target cultures. They know that this process of comparing and contrasting cultures helps learners become aware of and sensitive to cultural stereotypes, and broadens their understanding of both their own and the target cultures.

*A high school Spanish teacher plans a culture-based lesson on the "coming of age" practices in Mexico and the products and perspectives associated with these practices. The teacher begins her lesson by asking students in Spanish to think of coming of age practices for teenagers in the United States (e.g., receiving a driver's license, finding part-time employment, going to the prom, having a later curfew). After listing these cultural practices, the teacher asks the students to explore how these practices reflect the perspective of Americans on the meaning of growing up in the United States (e.g., social and economic independence). After examining these practices in the context of the students' own culture, the teacher presents and explains in Spanish coming of age practices in Mexico (e.g., quinceañera). In small groups, the students investigate Mexican perspectives on adolescence, and compare and contrast these perspectives to those of their own culture. The students are asked to discuss in Spanish the meanings, values, attitudes, and ideas associated with these coming of age practices in the two*

*cultures. At the conclusion of their cultural investigation, the groups complete a chart to record their discussion on the similarities and differences of these cultural practices and the perspectives on adolescence that they reflect. The cultural investigations are shared with the whole class.*

Language teachers design and use instructional strategies that promote critical thinking and problem-solving skills. They provide learning experiences that encourage students to make inferences from a variety of materials and media resources, to synthesize information, to compare or contrast languages and cultural patterns, and to draw and evaluate conclusions. Teachers understand that their instructional strategies must focus on the application of knowledge, encouraging students to analyze, evaluate, and apply the information they have learned.

*For example, during a science unit on weights and measures, an elementary Japanese teacher's instructional objective is for students to be able to predict and hypothesize in Japanese about the properties of objects in regard to sinking or floating. After demonstrating with various objects and discussing their properties in Japanese, the teacher engages her students in a science experiment as to which fruits and vegetables will "sink or float" when put into a bowl of water. The Japanese teacher asks her students in Japanese to make a prediction as to what each item will do before engaging in the experiment and graphs the predictions of the class. At the conclusion of the experiment, the students compare the two graphs and form a hypothesis as to why certain fruits and vegetables sink or float.*

Language teachers incorporate technology into their instruction. They are familiar with educational applications of technology and can use technology as a tool to develop and assess language proficiency, cultural understanding, and critical thinking skills. Teachers know how to embed technology into instruction, prepare students for its use, and integrate it into their lessons and curriculum. They use technology appropriately to enhance instruction and/or conduct assessments including the use of the Internet and other multimedia applications.

*For example, a high school teacher of Spanish instructional objective is to have advanced students apply their knowledge about student life in Spain to a real Spanish school. The teacher has students access the website of a partner school in Spain, which provides information on the school's academic program, extracurricular activities, and students and faculty. The American students create a digital video highlighting the academic and extra-curricular activities at their school and send it electronically to the Spanish school. The Spanish students do the same. The teacher initiates a discussion about how the Spanish school and their own school reflect cultural practices and products. The students then use the information they have gained to make a presentation video for beginning Spanish students providing basic information about student life in Spain and comparing and contrasting it to life at their own school.*

## LEARNING ENVIRONMENT

**Principle #5: Language teachers create an interactive, engaging, and supportive learning environment that encourages student self-motivation and promotes their language learning and cultural understanding.**

Language teachers believe that all students can learn a foreign language and create a learning environment that reflects high expectations for student performance. They create an interactive, engaging and supportive environment that promotes students' language learning and cultural understanding. They understand that students will be more likely to participate actively when they perceive the learning environment to be a safe, secure place where they are accepted, valued and respected.

Language teachers understand that an environment in which communicative interactions occur in the target language is essential for effective language learning. They create opportunities for students to interact with each other in the target language by grouping students in ways that best serve specific learning purposes (e.g., paired, small group, and large group activities). They design student groupings and instructional activities to ensure participation by all students.

*For example, a high school language teacher assigns students to groups of three to discuss and propose in the target language revisions to the school's policy on student dress. The teacher decides that groups of three will allow for maximum exchange of ideas and student participation. To further promote student interaction, the teacher assigns specific roles to individual students within each group: one student is assigned to be the recorder, one the reporter, and one the facilitator. These assignments ensure that each student is responsible for one aspect of the group task and must participate accordingly. In addition, the teacher asks students to move their desks physically to face the other members of their triad so that they are interacting directly with them.*

Language teachers use strategies for creating an engaging learning environment. They design lessons that are interesting to students, that are purposeful, and that are appropriately sequenced, allowing students to build on their prior knowledge. Teachers understand that when students experience success, they are motivated to learn more. As a result teachers provide opportunities for students to succeed. Teachers also understand that their own enthusiasm for language learning impacts student motivation and share their enthusiasm with students. They actively seek ways to vary their instructional strategies in the environment to stimulate student interest and motivation and thereby increase their language proficiency and cultural understanding.

*For example, in order to stimulate student interest in reading a German novel about adolescent issues, the teacher connects students to the content of the text by asking them to reflect on the theme as it relates to their own past experience. Such reflection provides them with a personal context. It also increases their interest and motivation to read the German novel to discover similarities and differences between their own context*

*and that of the German adolescent. This student engagement in the text allows the teacher then to move the discussion to an examination of the broader cultural context in which German youth live.*

Language teachers know the importance of building a level of trust in the learning environment so that students feel safe asking questions, taking risks, and sharing information about themselves as they attempt to communicate in the target language. They encourage students' self-expression and recognize and value student contributions through the use of appropriate comments, follow-up questions, and both verbal and non-verbal encouragement. The teacher builds a supportive classroom environment by expressing sincere interest in students, by listening to them, by valuing their background experience, and by expecting them to do the same with each other.

*For example, a French teacher encourages students to express their ideas in French by responding to what they say with statements such as “Ça, c’est intéressant! Tu peux me dire encore plus?” (It’s interesting. Could you tell me more?). The teacher provides both verbal and non-verbal encouragement such as smiling, eye contact, and nodding as a way to let students know that it is acceptable to ask questions and to take risks in trying to communicate. In addition, she indicates this by not correcting every error, but by focusing on the message and responding to the content.*

Language teachers create a learning environment in which each student is respected and valued. They expect that all students can learn the target language and use feedback to support and encourage their language learning. Teachers monitor their feedback during communication and realize that constant error correction may inhibit student risk-taking in the target language. They know how to respond to students' answers and when it is appropriate to evaluate the accuracy of their language use and when to comment on the content of their message.

*For example, a middle school teacher of Italian notices that during an interactive paired activity, students are making a significant number of errors in noun-adjective agreement, a grammatical concept that had been presented in the previous unit. Knowing that pre-adolescents are particularly sensitive about being corrected in front of their peers, the teacher decides to use a global correction strategy. Rather than interrupting students' concentration as they complete the interpersonal task and focus on the message, she waits until the exchange is complete and then gets the attention of the entire class for a ten-minute review of the fundamentals of noun-adjective agreement. The teacher further emphasizes her point by asking students to pay close attention to this grammatical concept when completing a writing assignment for homework.*

Language teachers understand that stereotyping, generalizations, and personal biases about the target language and cultures, both students' as well as teachers', have implications for the learning environment. They address these issues in a constructive way by focusing student attention on them when they occur.

*For example, a Spanish teacher engages small groups of students in making posters for Foreign Language Week. She notices that some of the groups use a Mexican wearing a sombrero napping under a cactus plant to represent Spanish-speaking people.*

*The teacher understands that the students are using a stereotypical view of Mexican culture and that this depiction may contribute to a negative perception of the target culture and affect student motivation to learn about the culture. She encourages students to explore other symbols to represent the many cultures of the Spanish-speaking world. The teacher then uses the sombrero as an illustration to engage students in a discussion of how the use of symbols may reflect personal biases and promote cultural stereotyping*

Language teachers are aware of how student behavior impacts the learning environment. They encourage and reinforce positive behaviors and address inappropriate ones in a timely and constructive manner. They are flexible yet firm and fair in their approach to managing student behavior. Teachers are sensitive to the fact that students' cultural backgrounds may influence their interactional styles and behavior patterns and take this into account when interacting with them in the classroom. They understand that their attitude toward learner success plays a key role in student learning and therefore seek to continually maintain an attitude of high expectations for all learners.

Language teachers know strategies for adapting the physical environment to serve the instructional objectives and meet the learning needs of students. They adjust the physical environment, such as light, noise, and seating, in order to maximize learning opportunities for all students, including those with special needs. They establish routines for students to arrange their seats based on such considerations as interactive activities, testing situations, or whole group presentations.

*For example, a high school language teacher arranges students' desks in a "horseshoe" configuration in order to facilitate verbal exchanges between the students and the teacher and among the students themselves. The desks are positioned so that students may easily turn in one direction to face a partner for a paired activity or move their desks into triad or quad formation depending upon the nature of the activity. The "horseshoe" arrangement of desks and the flexibility in grouping also allows the teacher to walk easily around the classroom to observe student interactions and to answer questions.*

## COMMUNICATION

**Principle #6: Language teachers use effective verbal and non-verbal communication, and multi-media resources, to foster language development and cultural understanding.**

Language teachers understand that effective classroom communication occurs when students understand the target language, share information in the target language, and receive assistance and support in using the target language. They know that communication is multifaceted and involves interpreting spoken and written texts, communicating interpersonally, and presenting either orally or in writing.\* They use a variety of communication strategies and resources to promote target language communication in the language classroom in order to develop language proficiency, increase collaboration, and foster active inquiry into the target language and cultures.

Language teachers understand that communication involves comprehending, expressing, and negotiating meaning in target language interactions. They know that students need to hear the target language spoken and that it must be comprehensible, engaging, and slightly beyond their current linguistic competence. Teachers assist comprehension of the target language by activating learners' background knowledge regarding the topic being discussed and establishing a context to facilitate comprehension. They understand that comprehension in the target language can also be facilitated and enhanced through a variety of media resources such as printed or audiovisual materials, videos, e-mail, web pages, on-line interactive chats, video and audio production, photography, and art projects.

*For example, a Spanish teacher conducts pre-listening activities prior to having students listen to a public service announcement in Spanish, dealing with the use of cell phones. He engages students in sharing what they know about cell phones: whether they or family members have cell phones, how often they use them, what the advantages and disadvantages are, etc. The class brainstorms a list of possible words and expressions dealing with cell phones that they anticipate hearing in the announcement. After listening to the announcement, the teacher helps students identify the main idea and comprehend new vocabulary by guessing the meaning of words and phrases within the context of the announcement.*

Language teachers value the importance of communicating in the target language inside and outside the classroom and use the target language for a variety of purposes. For example, they use the target language for classroom management, giving directions, and informal conversations outside of class. They seek out and provide ways for students to use the language outside the classroom (e.g., e-mail exchanges, conversation groups, video clubs, cross-age tutoring, target language publications, and investigations into their own community where the target language might be used).

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\*In Classical languages (Latin and Greek), the primary learning goal is interpretation of Latin or Greek prose so the target language is used in the classroom in a limited way in the interpersonal and presentational modes.

*For example, a high school Chinese teacher contacts the director of an after-school day care program in the neighboring elementary school and organizes advanced students to teach children’s rhymes and songs to the program participants.*

Language teachers facilitate students’ comprehension of the target language by using visual cues and gestures, restatement, clarification, paraphrase, circumlocution, elaboration, and by adjusting their rate of delivery and use of syntax, vocabulary, and intonation. They provide students with clear explanations, examples, and directions. They model use of the target language in order to facilitate student performance.

*For example, in order to teach students the Russian words for various family members in a meaningful context, an elementary Russian teacher tells the folktale “The Big Turnip” or “Repka” in Russian, aiding students’ comprehension by elaborating on parts of the story, repeating and paraphrasing the story line, mimicking characters’ voices, and using visuals, gestures, and props. The teacher involves the students by acting out the story. After hearing the story, students read parts of the story printed on individual pieces of paper and help each other in small groups to place the events in the correct sequence. After sequencing the story, the students adapt the story by setting it in a contemporary context, and dramatically retell the story for the class, thereby reinforcing the vocabulary and grammatical structures they have learned.*

Language teachers promote language use in the classroom by using a variety of techniques to encourage students to use the target language, such as questioning techniques, task-based instruction, chants, rhymes, singing, and paired interviews.

*For example, a middle school language teacher creates a task-based activity for determining whether the class generally participates in active or sedentary activities on the weekend. He begins the task by asking students in the target language to determine which activities on a list require active physical activity and which require little physical effort (e.g., reading a book, dancing, playing tennis, cooking, going to the movies). Each question is posed in the target language to the class for each activity on the list to determine consensus and learn about student opinions. The teacher then asks the class to add one more activity that reflects one of their weekend activities not found on the list. He pairs students and asks them to interview each other about their weekend activities using the vocabulary discussed and to take notes on what their partner reports. After the interview, students rate the weekend activities of their partners on a scale from most active to least active. The students compare their ratings and prepare a report for the whole class. In whole class discussion, the teacher tallies the responses of the reports, asks for clarification where needed, and creates a class profile of a typical weekend.*

Language teachers know when and for what purposes to use English and the target language in the classroom. They base their decision whether to use English or the target language on the nature of the classroom activity, student needs, and instructional objectives.

*For example, as part of a lesson to have students compare and contrast American and French political systems using the target language, a high school French teacher*

*introduces in French, a newspaper article dealing with changes in the political system in France. After engaging students in pre-reading discussion, the teacher asks students to read the article silently. Next, the teacher asks students to identify the main ideas in the reading by answering comprehension questions in English. The teacher made the decision to use English so students would not be restricted by target language limitations when demonstrating their comprehension. Next, the teacher asks students to converse in French with one another about the differences and similarities between the American and French political systems using the information they have gained from the text.*

Language teachers know that in order for students to develop proficiency in the target language the use of the target language must outweigh the use of English. Teachers also realize that students may use English at times during class and can differentiate when the use of English supports language learning and when it does not.

*For example, during a small group or pair activity, a teacher observes that students are talking about procedures for accomplishing the task (“Ok, you go first.”) and asking questions in English (“How do you say...?”). The teacher realizes that learning to communicate in the target language is an ongoing process and that, in time and with multiple opportunities to engage in target language tasks, the use of English will diminish. Based on this observation, the teacher models target language use for students that will help them manage the communicative tasks in the future.*

Language teachers know how and when to provide clear and meaningful feedback to students during target language communication. They know what kinds of feedback are effective to improve the student’s ability to communicate. They use implicit and explicit feedback cues to help students monitor their own language production. They provide feedback that focuses on the content of the message, and/or form, depending on the instructional objectives and the specific communicative task. They understand that this type of feedback during communication engages student thinking, encourages language problem solving, and develops communication strategies.

*For example, a language teacher engages the class in the target language in discussing what they are planning to do during the upcoming winter vacation. The teacher asks a student, “What are you going to do during the break?” A student answers, “You are going skiing.” The teacher indicates that a misunderstanding has occurred by providing implicit feedback to focus the student’s attention on the subject pronoun of her response, “Who? Me? I’m not going skiing. Are you going skiing?” Alternatively, the teacher uses explicit feedback by focusing the student on the incorrect use of the pronoun by asking, “Is it ‘I’m going’ or ‘you’re going?’”*

Language teachers understand that non-verbal communication plays an important role in the construction of meaning in the classroom. They realize that a teacher’s non-verbal communication can impact language learning by inviting or inhibiting participation and risk taking in the target language. They monitor their use of gestures, eye contact, wait time, body language and space for its impact on learners.

*For example, a sixth grade language teacher uses several non-verbal strategies during a class: While giving instructions for a small group activity, the teacher walks*

*over and stands next to a talkative student to indicate to her indirectly that she needs to pay attention to the instructions. In this way, the teacher is able to refocus the student's attention without interrupting the momentum of the class. During a follow-up activity with the entire class, the teacher calls on a student to respond to a question and is careful to wait a sufficient length of time so that the student has time to think of the response. The teacher knows that for some students providing wait time may increase their chances of responding and also may improve the quality of their responses.*

## PLANNING FOR INSTRUCTION

**Principle #7: Language teachers plan instruction based on their knowledge of the target language and cultures, learners, standards-based curriculum, and the learning context.**

Language teachers use knowledge of the target language and cultures to plan effective instruction. They understand how languages are learned and anticipate the challenges that students will experience in learning the language. For example, they know that the language learning process requires planning for the spiraling of course content--introducing new course content and later re-introducing and expanding upon language elements and cultural concepts--so that students will progress in their language proficiency and cultural understanding.

Language teachers know how to plan instruction based on curricular goals that are standards-based. They are able to address national, state, and/or local standards in their plan and reflect upon and evaluate their planning practices by reference to these standards.

Language teachers know that effective planning involves identifying both short-term and long-range objectives based on curricular goals. They keep the long-range objectives in mind when making short term plans. In short-term planning, they plan objectives for individual lessons and units of study that focus on what students should know and be able to do in order to reach the long-term goal of functional language proficiency in a cultural context. They address these objectives in written lesson plans that are clear, organized, and well sequenced.

*For example, all teachers in a K-12 German program meet to agree on the general goals for the program and to plan a sequence of instruction. To ensure language development during the K-12 sequence, they create progress indicators for learners at grades 4, 8, and 12 for each curricular goal. One of these curricular goals is that learners will understand the interrelationships among cultural perspectives, practices and products. The teachers design a sequential plan for how they will build this cultural understanding. In grades K-4 the teachers will plan lessons that focus on developing students' familiarity with cultural products and practices, such as songs, poems, art, and leisure activities and celebrations of Germany. During grades 5-8, the teachers plan to include in instruction selections from adolescent literature that will enable them to introduce cultural perspectives associated with the cultural products and practices students learned about in grades K-4. During grades 9-12, teachers plan routine discussions of the interrelationships among the perspectives, practices, and products of German culture. By grade 12, they engage students in discussing texts they have read from various literary genres, having them analyze them from a literary and cultural perspective and connecting them to the historical era in which they were written.*

Language teachers are aware of specific school-wide efforts to increase student achievement in targeted areas and incorporate these goals into their foreign language planning.

*For example, after analyzing their data on student achievement, a school develops a goal to help students gain more knowledge and expertise in using information to create graphs and charts and obtaining and synthesizing information from them. The language teacher, in order to support the school goal, begins to incorporate graphs and charts on various topics into every unit and theme during language class throughout the year. The teacher not only uses graphs and charts as activities to support the learning of the target language, but also incorporates them into assessments.*

Language teachers are flexible and willing to change plans based on student needs and changing circumstances. They monitor and adjust their plans from class to class and during a class period when students require more practice time, further explanation, or different materials. The teacher is willing to depart from the plan to take advantage of unanticipated teaching opportunities.

Language teachers plan instruction so that students develop and demonstrate language proficiency in the three communicative modes – interpretive, interpersonal, and presentational. They organize instruction so that learners have opportunities to use the target language to acquire cultural information and/or information from other school subject areas (interpretive mode), share that information and their reactions to it (interpersonal mode), and create oral and/or written presentations about that information for others (presentational mode). Teachers incorporate elements of language (phonology, morphology, syntax, vocabulary, pragmatic, sociolinguistic and discourse features) into their instruction so that learners develop and display language proficiency in all three communicative modes.

In planning for instruction, teachers are aware of and seek a variety of resources that can be used to achieve instructional goals. They select instructional materials such as a textbook series, authentic documents, and computer software based on criteria that meet their long and short-range goals for developing language proficiency and cultural understanding. As teachers discover new instructional resources, they adjust their plans to include these resources.

Language teachers understand that the target language can be learned through a variety of subject matter content and cultural content and plan instruction that takes this into account. They integrate subject matter (e.g., math, social studies, science) and culture (products, practices, perspectives) into the language learning process. Teachers are aware of what students are learning in other subject areas. Based on this awareness, they may reinforce concepts previously learned in the subject area or include new concepts. Teachers maintain focus on the language learning goal when teaching language through culture or other subject matter.

*For example, the teacher plans a lesson for a Spanish class in which students explore the life cycle and migration of the Monarch butterfly. Through this lesson the teacher integrates elements of the target language (e.g., future tense, vocabulary such as weather expressions, seasons of the year, cardinal directions), science concepts (e.g., life cycle, migration) and geography (e.g., South America).*

Language teachers plan instruction based on knowledge of their students. They incorporate learners' background knowledge and prior learning experiences into their planning

for instruction. They understand that not all students have the same prior knowledge of the language and culture and adjust their plans to meet individual student needs. They realize that not all learners learn in the same way and plan for a variety of learning styles and strategies. Teachers also take into consideration the developmental needs of learners and plan lessons that are appropriate to the learners' physiological, cognitive, and social development. They are aware of special needs of students and plan for appropriate accommodations.

*For example, in planning a unit on learning the game of soccer in French class, a second grade teacher takes into account students' limited attention span and their need for hands-on, concrete learning, by designing a unit that has students learn the basic rules of the game by actually playing the game in short daily lessons. A high school French teacher, on the other hand, understands that older students have a longer attention span and are capable of more abstract concept formation and higher order thinking skills. She plans a unit of three 45-minute modules in which students get an overview of the rules of the game through a combination of reading, analysis of videos, and playing the game.*

Language teachers realize that the learning context includes the classroom, the school, and the community. They know that the learning context plays an important role in planning. In planning, teachers take into consideration the classroom setting in which they deliver instruction. They recognize that factors, such as physical space, class size, classroom furnishings, and available technology, influence the learning activities they plan.

*For example, the itinerant elementary language teacher who travels from classroom to classroom to teach must plan for instruction differently than a regular classroom teacher. The itinerant teacher must work within limitations on the spaces in which he will teach. For instance, the teacher cannot plan to rearrange the classroom for small group activities, to set up visual materials in advance, or to decorate classroom walls with cultural artifacts. To adjust for these limitations, the teacher plans to bring portable display boards for the visual materials and the cultural project. While he is setting up the display boards for class, the teacher has students participate in various self-directed learning activities that he can monitor.*

Language teachers design plans that are based on available instructional time, taking into consideration the length of class period, the school schedule, and the academic year. They plan realistic goals based on how the school allots time for foreign language instruction. They make an effort to use instructional time effectively to ensure sufficient time on task to develop language proficiency and cultural awareness. They also understand that language learning extends beyond the classroom and plan opportunities for students to use the target language in the community where possible – such as interviews of target language speakers, field trips to museums and international businesses, and attendance at heritage language organization events.

## ASSESSMENT

**Principle #8: Language teachers understand and use a variety of assessment strategies to monitor student learning, to inform language and culture instruction, and to report student progress.**

Language teachers understand the role of assessment in the language classroom. They know how to plan assessment so that instruction and assessment are aligned in a purposeful way that will further students' linguistic development and cultural understanding. They understand the concepts of validity, reliability, and bias as they relate to the design and use of assessment strategies and interpretation of results. They select, construct and use assessment strategies and instruments that are fair and equitable to all students and appropriate to learning objectives in order to monitor student learning, to inform instruction, and to report student progress.

Language teachers know that assessment provides evidence of student learning and that it can take many forms. They understand that assessment is an ongoing process, which includes formative and summative measures. They use formative assessments to monitor learners' ongoing development of target language proficiency and cultural understanding, and to adjust instruction as appropriate. They use summative assessments at the end of a unit, semester, course or program to document learner performance. They also know that assessments may be informal (e.g., class comprehension checks that ask students to signal understanding by raising their hand) or formal (e.g., a unit test, or a standardized test, such as an Advanced Placement exam). In addition, language teachers develop integrated performance assessments that are designed to assess the three modes of communication (interpersonal, interpretive, and presentational) by using tasks based on authentic materials in which students are required to demonstrate their ability to perform in all three modes.

Language teachers understand that multiple assessments are necessary to get a full understanding of a student's linguistic and cultural understanding. They know the types of evidence elicited by each assessment strategy and how they relate to student progress and purpose of assessment. They understand that discrete-point items, such as multiple-choice or matching that focus on specific, predictable grammatical forms, assess linguistic structures only, and that such tests cannot be used as valid indicators of students' ability to use the language. Language teachers know that performance assessments including observation, portfolios of student work, performance-based tasks or student self-assessments can be used in both formative and summative ways to indicate students' overall ability to communicate in the target language.

*For example, a high school teacher of Russian develops an assessment that will measure one of her curricular objectives, which is students' ability to communicate about the activities they enjoy doing in their leisure time. She designs quizzes on the context of leisure activities including items on related vocabulary, grammatical structures, and the function of describing leisure time activities. She knows that these types of tests will yield information about students' basic understanding of the forms, meanings, and functions*

*presented in the unit. The teacher uses the results of these quizzes to shape subsequent instruction by having students engage in communicative tasks that progress in their complexity to the end goal of the unit. When assessing students' overall ability to communicate about this topic at the end of the unit, the teacher gives students an interpersonal task to perform, assessing them primarily on their ability to communicate information and ideas and less on their linguistic accuracy.*

Language teachers know how to measure students' language progress by developing rubrics by which their language and cultural understanding can be assessed. They know how to identify the various levels of performance and to write descriptive criteria for performance at each level, for example, from "does not meet expectations" to "exceeds expectations." They assist learners in monitoring their own progress in language performance and cultural understanding by ensuring that they know the criteria for assessment and have had ample opportunity for practice. Language teachers involve students in the assessment process by sharing with them the various performance levels and the criteria for meeting them.

*For example, a high school Spanish teacher assesses her students' presentational writing skills by having them write a "feature article" for a teen magazine, the topic of which is a famous person from the target culture (singer, actor/actress, etc.). Prior to this task, students read feature articles from authentic Mexican teen magazines as examples and discuss them in Spanish. The teacher gives the class a set of rubrics to help them understand the criteria on which their articles will be assessed. The set of rubrics has four levels of performance (e.g., Does Not Meet Expectations, Almost Meets Expectations, Meets Expectations, Exceeds Expectations), each with accompanying performance descriptions. The criteria for assessment are: Impact of article on audience (e.g., does it maintain the attention of the audience?), Accuracy of language structures, Quality of paragraph-length discourse (e.g., use of cohesive devices), Comprehensibility, Range of vocabulary, Mechanics (e.g., punctuation, spelling). The students use the grammar check and spell check features available in the computer lab to edit their writing. The teacher then uses the set of rubrics to assess the final products and returns the rating with appropriate feedback. Students work in small groups to practice rating some student writing samples provided by the teacher. By familiarizing the students with the criteria for assessment in advance, they take an active role in monitoring their own progress. The students are able to evaluate their own performance and match the results against those of the teacher. They become more aware of the types of errors they make and are able to focus more readily on monitoring those errors in future communications.*

Language teachers design assessments that are aligned with instruction and curricular objectives and that match instructional practices. They establish a seamless relationship between instruction and assessment by ensuring that strategies used for instruction become the foundation for the accompanying assessment. They understand that an accurate measure of student learning happens only when learning is assessed in the same manner in which it was taught.

*For example, a middle school teacher of German wants to assess students on their ability to describe their daily schedule. She knows that the assessment must reflect the kinds of learning activities that students did in class and therefore develops a similar performance task for the actual assessment. Likewise, when the teacher wants to assess*

*students' ability to understand information about a daily schedule, she structures the assessment to be similar to the news broadcast that was used during the instructional phase.*

In addition, language teachers match the materials used for assessment with those used for instruction. When they use authentic materials to promote language development and cultural understanding, they use similar materials as the basis for assessment.

*For example, when a high school teacher of French wants to assess students' ability to give and follow directions, she uses an authentic map of the Metro in Paris, similar to the map used in the textbook for instructing students about giving and understanding directions.*

Language teachers know how to adapt assessments so that all learners can demonstrate what they know and can do. They modify assessments to take into account students' abilities, backgrounds, and prior language learning and to provide options for students to demonstrate their understanding of a concept. They adapt textbook or other ready-made assessments to reflect actual classroom instruction.

*For example, a language teacher decides to use a textbook test but omits two sections that focus on acquisition of vocabulary because she already spent time teaching students how to accurately provide directions from one location to another in a town setting. She replaces these sections with an authentic task in which students are asked to provide directions from one location to another in the local school community.*

Language teachers understand that students with disabilities are expected to participate in classroom, district and statewide assessments and that they may require accommodations or alternate assessments to demonstrate their language learning and cultural knowledge and skills. Language teachers collaborate with the special education teacher and others to incorporate accommodations and alternate assessments into ongoing assessment of students with disabilities when appropriate. Accommodations might include extending the time to complete an assessment, permitting the use of assistive technology during the assessment, reading the test to the student, or allowing the student to respond orally rather than in writing.

*For example, a high school Italian teacher consults with the special education teacher about providing accommodations to a beginning Italian student whose IEP cites auditory processing and word retrieval as specific areas of disability. They decide that the student should be seated in the front of the class where he can easily see the step-by-step instructions on the board, and that the teacher will provide a "word bank" when quizzes and tests require retrieval of words critical to completing the assessment activity.*

Language teachers know how to interpret and use assessment results to inform their instruction. They use assessment results to determine students' specific areas of need and to revise their lesson plans to re-teach or refocus student learning around those needs. They use assessment results to evaluate the effectiveness of their teaching strategies, to revisit the curriculum, and to modify future assessments or create alternate assessments

*For example, a middle school Latin teacher notices that students are encountering problems on an assessment of their reading comprehension in Latin because they cannot recall key vocabulary. The teacher adjusts his lesson plan to integrate vocabulary reviews and strategies for vocabulary recall on a regular basis. He notes that on the next assessment, students' ability to recall the vocabulary improves and, as a result, they have a better understanding of the content of the Latin passage.*

Language teachers keep accurate records and know the grading and reporting practices of their school. They recognize the importance of accountability to learners, families, and the community through accurate record keeping and reporting of progress. They report progress in a timely manner and in a way that informs students and families of specific areas of strengths and needs. They are able to communicate information regarding student achievement to students and families using a variety of means, including report cards, family conferences, written comments, standardized test scores, and collections of student work.

## REFLECTIVE PRACTICE AND PROFESSIONAL DEVELOPMENT

**Principle #9: Language teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others and who actively seek out opportunities to grow professionally.**

Language teachers value reflective practice and professional development as a means for furthering their professional growth. They reflect upon their personal belief system, classroom actions, the materials they use, and the learning context (classroom, school, and community) and how they affect student learning. They use the results of such reflection to modify lessons, instructional strategies, and assessments to improve learning for all students. In professional development, teachers continually examine issues related to teaching and learning in systematic ways, through collaborations with other professionals in activities such as conferences, workshops, research projects, courses, and study abroad to support every student's learning. They understand that reflective practice and professional development are constant and ongoing processes.

Language teachers realize that being reflective practitioners will contribute to their professional growth by leading to a better understanding of how students learn and how best to meet their individual needs. Teachers understand that reflection is an ongoing process of self-evaluation and questioning that can be formal or informal. They reflect on various aspects of their teaching, such target language use during instruction, presentation of language learning strategies to students, encouragement of student risk-taking, feedback techniques and error correction strategies, and classroom management. They understand how to identify a focus for reflection, pose a question, and select procedures for collecting and analyzing information to answer the question. In their reflection, language teachers use a variety of formal and informal tools (e.g., journal logs for their daily lessons, a series of teacher-posed questions). Examples of reflective practice include

- *In his first hour class, the German teacher recognizes that his presentation of dependent word order did not work when the rule was given first, followed by examples. He changes his approach in the second hour class by first orally presenting the examples, then writing the examples on the white board, and finally, asking students to generalize a rule from observations of the examples.*
- *An Italian teacher meets with a peer/mentor to discuss strategies for integrating the three modes of communication into lessons. Together they analyze the teacher's instructional activities in terms of their ability to stimulate interpersonal, presentational, and interpretive communication. From this analysis, they choose activities and modify others to ensure they are commensurate with the goals of the previous lesson and align with the goals of the next lesson.*
- *A native speaker of Japanese from Japan is experiencing some problems engaging his middle school students in classroom activities. To investigate this situation, the teacher decides to videotape his class and compare it to a videotape of a colleague who is a non*

*native speaker of Japanese. After viewing the videotape, the teacher realizes that the way he manages class is similar to the way he conducted class in Japan. He observes that the other teacher uses more interactive, hands-on activities that appeal to the interests of American students. The teacher implements the activities observed, observes class performance, and notices that his students are more engaged. Based on this observation, he meets weekly with another experienced teacher to discuss additional strategies for managing her class.*

- *A French teacher, researching communication in his classroom, wants to understand how her students keep conversation going in French. He asks students to self-report on the question: “How do you keep communication going in French when you run into difficulty with the language?” After analyzing student comments and the strategies they use, the teacher provides positive feedback on some student strategies and adds other strategies that will help students overcome obstacles encountered in their attempt to communicate.*
- *A Spanish teacher analyzes the results of a test that most students in the class have failed. He shows the results and the quiz to another Spanish teacher who teaches the same level and they discuss the reasons why the students failed the test and talk about ways to improve instruction and test writing techniques.*

Language teachers realize that how they were taught a foreign language often influences and shapes their instructional beliefs and practices. They reflect on their previous learning experiences, critically examining their history as language learners and how this history might influence the way they teach their students. They understand that the field of language teaching advances as new knowledge about language learning is discovered and that a variety of models of instruction exist. As part of their reflection, they explore and incorporate into their practice new instructional strategies and technologies that they may not have experienced themselves as language learners.

*For example, during a professional development in-service meeting, language teachers share personal stories about their own experiences as language learners in a classroom setting and the instructional approaches used by their foreign language teachers. One teacher recalls that his high school language teacher would explain grammar in English to the class before using the grammar in target language communication. The teacher realized that while he often found this way of presenting grammar boring, he has retained this practice in his own teaching. The teachers discuss alternative ways of presenting grammar that they have learned through their own practice or through professional development workshops, e-mail discussion groups, and methods courses.*

Language teachers value their roles as teacher-as-learner and teacher-as-researcher and recognize the importance of life-long teacher development. They welcome the collaboration, interaction and suggestions of learners, colleagues, and families as part of their professional development.

*For example, a Chinese teacher in a small district in the Northeastern United States realizes that there are many Chinese teachers in the area who are the only Chinese teachers in their schools. The teacher organizes a monthly meeting of all the area Chinese teachers to talk about issues in their field, share ideas and materials, and develop activities to bring their students together annually.*

Language teachers understand that the field of language teaching and learning is dynamic and continues to change with information derived from new research and experience. They remain up to date with emerging issues in the profession, including the appropriate use of instructional technology, by joining professional organizations, reading professional literature, networking with colleagues, attending local, regional or national conferences, taking local or distance-delivered courses based on their specific needs, and engaging in school-based or district-wide action research projects.

## COMMUNITY

**Principle #10: Language teachers foster relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.**

Language teachers understand that they do not work in isolation and that their students, classrooms, and schools are situated within wider social networks. They recognize their responsibility to develop and foster relationships beyond the classroom and within the school and community to support student learning and well being. These relationships include interactions with families\* of students, government agencies, community resources, and local media. They understand that student learning occurs only when students feel safe, valued, and cared for in classrooms and communities.

Language teachers understand that collegial interaction and support are necessary to develop their full potential as effective language teachers. They seek out and foster relationships with colleagues in their school setting, such as fellow language teachers, teachers of other subjects, or other education professionals. They contribute to the general educational goals of the school by working on staff, department, and team projects, developing interdisciplinary units, reviewing curriculum, selecting materials, and implementing school-wide initiatives.

*For example, a Latin teacher decides to team with a social studies teacher to develop a unit on historical leaders. The two classes debate who is the stronger leader – Caesar or Napoleon – and support their views with historical evidence. Both classes make their case using primary texts of speeches made by both historical figures. The Latin class reads and researches the life of Caesar in Latin. The social studies class uses texts in French for students who are enrolled in the French program. The social studies students consult with their French teacher for language assistance and additional resources.*

Language teachers understand that optimal learning takes place when students have a support system, including parents or other responsible adults, outside of the school setting. When appropriate, they communicate with individuals who make up this support system regarding the student's performance and seek to involve them in the language learning experience. Language teachers develop relationships with families to support language learning in the home and provide evidence of the learner's progress in the target language in several ways (e.g., interactive homework, parent teacher conferences, open house, student presentations, language classes for parents, homework hotline). They realize that these relationships provide families with knowledge of the language program, bring language learning into the home, and showcase student achievement.

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\*"Family" is broadly defined in this document to include parents, extended family members, guardians and caregivers.

*For example, a language teacher prepares weekly homework assignments that allow students to share with their families lessons from their classes, such as greetings, numbers, interesting cultural information, or stories or folktales from the target language culture. Families report to the teacher at an open house that during interactive homework, their children have taught them how to greet someone and count from 1-10 in the target language, and have told them in English an interesting story from the target language culture.*

*A middle school language teacher develops a website newsletter for the families of her students. The website informs families about current classroom activities, monthly goals of instruction, upcoming events, and student achievements. Suggestions are provided for ways that families can support their child's study of the target language in the home. Families of students are able to participate in the home-school communication by posting messages and asking questions on the website. The website serves as two-way communication between the middle school language teacher and families of students.*

Language teachers understand that schools serve learners best when there is a supportive relationship between the school and the community. They seek out ways in which the community may support and become involved in the language and culture education of students. They realize that community support for language learning is essential in order to provide opportunities for students to learn a language in a K-12 sequence of instruction. They are aware of the rationales supporting foreign language study in the school curriculum and in the future academic and professional lives of students. Based on this knowledge, teachers are able to articulate clearly the goals of the language program and present the usefulness of language and culture learning to the community at large. Teachers seek opportunities to promote their program in the community by making public the goals and reasons for language study and highlighting the accomplishments of their students.

*A Russian teacher contacts a local nursing home where a number of the residents are Russian emigres and learns that several of them are avid chess players. The Russian Club, which has already been studying Russian chess terms, makes arrangements to visit with the residents once a month, playing chess and speaking Russian. The teacher prepares the students each month with topics with which to interview their new chess opponents, including family and home life in Russia, their individual wartime experiences (many of these men and women were veterans of World War II), etc. The students follow up by drafting articles about their experiences for their school newspaper. One such article is picked up by a reporter from the local newspaper and the students and their service project are featured in the community newspaper.*

*A Spanish teacher has her heritage language learners develop a video in Spanish on their school, academic programs, course offerings, and extra-curricular activities. The video is used for new student orientation sessions when heritage language learners enroll in the school. The families of the heritage learners also view the video during the school's Open House.*

Language teachers understand that language learning and the development of cultural understanding occur both within the local community and in larger global contexts, such as trips to target language countries, home stay programs, and study abroad. Teachers plan and carry out programs that complement and extend classroom learning of language and culture. They know that to develop language proficiency and cultural understanding, students require interactions with individuals and groups from target language countries. They realize that these individuals and groups may not live in the local community and find ways to provide opportunities to students for intercultural experiences in the global community. They involve the local community, including ethnic, business and political communities, by informing them about the importance of language and culture learning in international contexts, enlisting their support for intercultural experiences, and including them in planning the experiences.

*For example, in planning for a trip to China to visit a partner school, the teacher of Chinese invites parents, interested community members, the mayor, and city council members to participate in planning the goals, itinerary, and budgetary considerations about the trip. The community suggests ideas for raising money to finance the students' participation in the event and provides souvenirs from the community to be taken as expressions of gratitude to the partner school.*

Language teachers foster links to learners' other environments as appropriate, such as consulting with families, guidance counselors, special educators, and other professionals, to ensure the overall well being of students. They are aware of and comply with state and federal laws related to students' rights and responsibilities (e.g., appropriate treatment of students, reporting in situations related to possible child abuse). They understand their obligation to work with government agencies when necessary to ensure the well being of students.

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## GLOSSARY OF TERMS

**Assessment:** The measurement of a person’s knowledge and use of a language and cultural understanding by such means as a test, interview, essay, or performance on a task.

**Authentic Materials/Texts:** Texts in the language being learned from newspapers, magazines, books, radio, television, videos, games, etc., which have been produced for non-instructional purposes.

**Bias or Test Bias:** When issues such as gender, ethnic background, prior knowledge, testing atmosphere, and testing conditions systematically influence an ability being tested, a test may be biased. For example, giving test directions in the language being learned for a reading test when test takers have little or no ability to understand spoken language could be a case of test bias.

**Circumlocution:** A communicative strategy that is used to describe or talk around a concept or action. For, example, if I do not know the word for “automobile,” I might describe it as a machine having four wheels, a motor, and that runs by itself.

**Communication Strategies:** Verbal and non-verbal actions used to maintain or enhance communication. Examples include paraphrase (when a word is not understood in a conversation) or mime or gesture (when one cannot think of a word or phrase, when a speaker is speaking too fast, or when the intended message is not being understood).

**Comprehension Check (Checking for Comprehension):** Opportunities given to learners to demonstrate their understanding of written or oral language by answering questions, giving main ideas, writing a sentence summary, or by physically responding to commands.

### **Cultural Products, Practices, Perspectives:**

*Products* -- the concrete cultural elements (e.g., literature, foods, tools, dwellings, and clothing) and abstract cultural elements (e.g., a system of laws, an education system, and religions) of a society.

*Practices* -- the patterns of behavior accepted within a society such as forms of address, use of personal space, rituals, storytelling, sports, and entertainment.

*Perspectives* -- the worldview of a culture, namely the attitudes, values, and ideas that characterize a particular society.

**Discourse:** Use of either oral or written language in communication that goes beyond the sentence level to paragraphs and conversations.

**Discourse Features:** Features of language that join sentences together to produce coherent spoken or written texts, such as “first,” “next,” “in conclusion,” and “however.”

**Discrete Point Tests:** Tests with items that check a learner's recognition or production of isolated aspects of language (e.g., grammatical forms or vocabulary), that are easily scored, and for which there is clearly a right or wrong answer.

**Feedback:** Giving learners information about their strengths or areas for improvement following an activity, such as a performance or test. Feedback can also be given during communicative interactions to signal a listener’s lack of comprehension or to request clarification.

**Heritage Language Learner:** A student who has learned at home the language being studied at school as a result of their cultural or ethnic background.

**Individualized Educational Program (IEP):** A written plan developed by a multidisciplinary team of educational professionals, families, and the student (when appropriate) that describes the student’s present level of performance, and the scope, services, goals and objective or benchmarks of the student’s educational program. This plan is required for each identified student with disabilities ages 3 to 21.

**Integrated Performance-Based Assessment:** A form of assessment that is theme-based and includes assessments of all three modes of communication that support and build on one another. For example, a student might read an authentic text on nutrition (interpretive communication), interview classmates on their opinions about the food in the school cafeteria (interpersonal communication), and write a report (presentation communication) on the school lunch program based on the reading and information learned during the interviews.

**Language Proficiency:** How well a person can use a language.

**Modes of Communication (Interpersonal, Interpretive, Presentational):**

*Interpersonal* -- Individuals exchange information and meaning in oral form, face-to-face or interact in writing through personal notes and e-mail.

*Interpretive* -- A reader or listener is engaged in understanding the meaning of oral, written or other cultural texts (i.e. film, radio, television, newspapers, magazines or literature) when the author of these texts is not present.

*Presentational* -- Individuals engage in one-way oral or written communication (i.e. reports, speeches or articles) that presents information to an audience for interpretation.

**Morphology:** The study of how meaningful elements form words. For example, unanswerable is formed from three morphemes -- the word “answer,” the prefix --un meaning “not,” and the suffix --able meaning “having the ability to.”

**Multiple Assessments:** An assessment system that describes a student’s ability to use a language through several assessment measures, such as oral interview, listening comprehension tasks, reading comprehension measures, student work samples, etc.

**Negotiation of Meaning:** A form of interaction in which two individuals work to understand each other and be understood through verbal requests for clarification, comprehension checking, and confirmation checking.

**Performance-Based Assessment:** An assessment based on the communicative use of language in real-life types of situations or tasks and judged by criteria established to evaluate such use.

**Phonology:** The study of the sounds of language and the ways sounds are combined.

**Pragmatic Features:** Features of language that reflect the point of view of users of that language, the language choices they make to carry out a language function (e.g., to invite, to persuade, to promise), and the effects that these language choices have on other participants in the conversation.

**Reliability:** The degree to which an assessment demonstrates consistent results. For example, a multiple choice vocabulary test given to three different first-year French classes and obtaining the same distribution of scores (basic results) is said to be a reliable test.

**Rubrics:** Rubrics are guidelines for scoring student performances and consist of descriptors for levels of quality of a performance.

**Second Language:** The language being learned.

**Semantics:** The study of meaning in language at all levels: in words, phrases, clauses, sentences, and discourse.

**Sociolinguistic Features:** Features of language that reflect a particular culture or society of language users. Sociolinguistic features of language include language items such as “tu” v. “usted” in Spanish, politeness markers in Japanese (i.e. honorifics), and the use of “verlan” in French.

**Spiraling (of Course Content):** When a teacher reintroduces and expands upon previously-learned language and cultural content in later lessons.

**Syntax:** The order of words required to make grammatically correct sentences.

**Target Culture:** The culture of the people who speak the language being learned, which includes their practices, products, and perspectives (See Cultural Practices, Products and Perspectives above).

**Target Language:** The language being learned.

**Task-Based Instruction:** Instruction that is organized around having students perform meaningful and purposeful tasks while using the language being learned.

**Validity:** The degree to which an assessment measures what it is supposed to measure.

**Word Bank:** Vocabulary in the language being learned provided to students to assist them in completing an instructional activity.

## INTASC FOREIGN LANGUAGE STANDARDS Questionnaire

**Please return completed questionnaires to: Kathleen Paliokas, Assistant Director  
INTASC Foreign Language Standards  
Council of Chief State School Officers  
One Massachusetts Avenue, NW, Suite 700  
Washington DC 20001-1431**

**Name:** \_\_\_\_\_

**Organization:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Phone:** \_\_\_\_\_

**E-Mail Address:** \_\_\_\_\_

**Please check your primary occupation:**

- Language Teacher  
Specify Language \_\_\_\_\_  
 Early Childhood  
 Primary Grades  
 Middle/Intermediate/Jr High  
 High School
  - State Education Department Staff  
Specify State: \_\_\_\_\_  
 Arts Education Staff  
 Program Approval/Accreditation  
 Teacher Licensing  
 Professional Development Staff  
 Other State Education Staff  
 (specify) \_\_\_\_\_
  - Other Teacher  
Specify Area: \_\_\_\_\_  
 Early Childhood  
 Primary Grades  
 Middle/Intermediate/Jr High  
 High School
  - Higher Education  
 Teacher Education Faculty  
 (specify) \_\_\_\_\_  
 Arts & Science Faculty  
 (specify) \_\_\_\_\_  
 Other Higher Education Faculty  
 (specify) \_\_\_\_\_  
 Higher Education Administrator
  - School Administrator  
 Early Childhood  
 Primary Grades  
 Middle/Intermediate/Jr High  
 High School
  - Local/District Level Staff  
 Language Supervisor  
 Curriculum Specialist  
 Assistant Superintendent
  - Professional Organization Staff  
Specify Organization: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  - Other Occupation (specify)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Language Education? Yes \_\_\_ No \_\_\_  
 \_\_\_ Other Discipline or Area \_\_\_\_\_  
 (specify) \_\_\_\_\_

Please evaluate each principle or statement below by circling the appropriate value.

**Principle #1: Language teachers are proficient in the language they teach. They understand language as a system, how students learn a language, and how language and culture are linked. They are knowledgeable about the cultures of the people who speak the language. Using this knowledge, they create learning experiences that help students develop language proficiency and build cultural understanding.**

When teaching students a language, how important is it for the beginning teacher to:

	no opinion	not at all			very important
Have Command of Target Language	0	1	2	3	4 5
Maintain and Enhance Their Language Proficiency	0	1	2	3	4 5
Understand Language as a System	0	1	2	3	4 5
Understand the Target Language's System	0	1	2	3	4 5
Understand the Relationship of Language & Culture	0	1	2	3	4 5
Know the Target Language Culture(s)	0	1	2	3	4 5
Recognize Language Varieties Within Target Language Culture(s)	0	1	2	3	4 5
Integrate Target Language Culture(s) into Instruction	0	1	2	3	4 5
Understand Theories & Research Related to Language Learning	0	1	2	3	4 5

Overall how well does Principle #1 and its elaboration on pages 8-11 capture the aspects of performance you feel are important for the beginning language teacher?

no opinion      not at all      very well  
 0                  1                  2                  3                  4                  5

Overall how important is Principle #1 for responsible practice as a beginning language teacher?

no opinion      not very important      very important  
 0                  1                  2                  3                  4                  5

How well did the examples illustrate the aspects of performance elaborated in Principle #1?

no opinion      not at all      very well  
 0                  1                  2                  3                  4                  5

\*\*\*\*\*

**Principle #2: Language teachers understand how students learn and develop and can relate this to student development of language proficiency and cultural understanding. They provide learning experiences that are appropriate to and support learners' development.**

How well does the statement of Principle #2 and its elaboration on pages 12-16 capture the aspects of performance you feel are important for the beginning language teacher?

no opinion      not at all      very well  
 0                  1                  2                  3                  4                  5

How important is Principle #2 for responsible practice as a beginning language teacher?

no opinion      not very important      very important  
 0                      1                      2                      3                      4                      5

How well did the examples illustrate the aspects of performance elaborated in Principle #2?

no opinion      not at all      very well  
 0                      1                      2                      3                      4                      5

\*\*\*\*\*

**Principle #3: Language teachers understand how learners differ in their knowledge, experiences, abilities, needs, and approaches to language learning, and create instructional opportunities and environments that are appropriate for the learner and that reflect learner diversity.**

How well does the statement of Principle #3 and its elaboration on pages 17-19 capture the aspects of performance you feel are important for the beginning language teacher?

no opinion      not at all      very well  
 0                      1                      2                      3                      4                      5

How important is Principle #3 for responsible practice as a beginning language teacher?

no opinion      not very important      very important  
 0                      1                      2                      3                      4                      5

How well did the examples illustrate the aspects of performance elaborated in Principle #3?

no opinion      not at all      very well  
 0                      1                      2                      3                      4                      5

\*\*\*\*\*

**Principle #4: Language teachers understand and use a variety of instructional strategies to help learners develop language proficiency, build cultural understanding, and foster critical thinking skills.**

How well does the statement of Principle #4 and its elaboration on pages 20-23 capture the aspects of performance you feel are important for the beginning language teacher?

no opinion      not at all      very well  
 0                      1                      2                      3                      4                      5

How important is Principle #4 for responsible practice as a beginning language teacher?

no opinion      not very important      very important  
 0                      1                      2                      3                      4                      5

How well did the examples illustrate the aspects of performance elaborated in Principle #4?

no opinion	not at all				very well
0	1	2	3	4	5

\*\*\*\*\*

**Principle #5: Language teachers create an interactive, engaging, and supportive learning environment that encourages student self-motivation and promotes their language learning and cultural understanding.**

How well does the statement of Principle #5 and its elaboration on pages 24-26 capture the aspects of performance you feel are important for the beginning language teacher?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #5 for responsible practice as a beginning language teacher?

no opinion	not very important				very important
0	1	2	3	4	5

How well did the examples illustrate the aspects of performance elaborated in Principle #5?

no opinion	not at all				very well
0	1	2	3	4	5

\*\*\*\*\*

**Principle #6: Language teachers use effective verbal and non-verbal communication, and multi-media resources, to foster language development and cultural understanding.**

How well does the statement of Principle #6 and its elaboration on pages 27-30 capture the aspects of performance you feel are important for the beginning language teacher?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #6 for responsible practice as a beginning language teacher?

no opinion	not very important				very important
0	1	2	3	4	5

How well did the examples illustrate the aspects of performance elaborated in Principle #6?

no opinion	not at all				very well
0	1	2	3	4	5

\*\*\*\*\*

**Principle #7: Language teachers plan instruction based on their knowledge of the target language and cultures, learners, standards-based curriculum, and the learning context.**

How well does the statement of Principle #7 and its elaboration on pages 31-33 capture the aspects of performance you feel are important for the beginning language teacher?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #7 for responsible practice as a beginning language teacher?

no opinion	not very important				very important
0	1	2	3	4	5

How well did the examples illustrate the aspects of performance elaborated in Principle #7?

no opinion	not at all				very well
0	1	2	3	4	5

\*\*\*\*\*

**Principle #8: Language teachers understand and use a variety of assessment strategies to monitor student learning, to inform language and culture instruction, and to report student progress.**

How well does the statement of Principle #8 and its elaboration on pages 34-37 capture the aspects of performance you feel are important for the beginning language teacher?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #8 for responsible practice as a beginning language teacher?

no opinion	not very important				very important
0	1	2	3	4	5

How well did the examples illustrate the aspects of performance elaborated in Principle #8?

no opinion	not at all				very well
0	1	2	3	4	5

\*\*\*\*\*

**Principle #9: Language teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others and who actively seek out opportunities to grow professionally.**

How well does the statement of Principle #9 and its elaboration on pages 38-40 capture the aspects of performance you feel are important for the beginning language teacher?

no opinion	not at all				very well
0	1	2	3	4	5

How important is Principle #9 for responsible practice as a beginning language teacher?

no opinion      not very important      very important  
0                      1                      2                      3                      4                      5

How well did the examples illustrate the aspects of performance elaborated in Principle #9?

no opinion      not at all      very well  
0                      1                      2                      3                      4                      5

\*\*\*\*\*

**Principle #10: Language teachers foster relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.**

How well does the statement of Principle #10 and its elaboration on pages 41-43 capture the aspects of performance you feel are important for the beginning language teacher?

no opinion      not at all      very well  
0                      1                      2                      3                      4                      5

How important is Principle #10 for responsible practice as a beginning language teacher?

no opinion      not very important      very important  
0                      1                      2                      3                      4                      5

How well did the examples illustrate the aspects of performance elaborated in Principle #10?

no opinion      not at all      very well  
0                      1                      2                      3                      4                      5



**Please Write Additional Comments Here**



**Name** \_\_\_\_\_

**Organization** \_\_\_\_\_

**Address** \_\_\_\_\_

**City, State, Zip** \_\_\_\_\_

**Phone** \_\_\_\_\_ **Fax** \_\_\_\_\_

**E-Mail Address** \_\_\_\_\_

**Please return with comments and suggestions to:**

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