

COLLEGE AND CAREER READY
STANDARDS
FOR

WORLD LANGUAGES

2017



dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

This page intentionally left blank.

Department of Defense Education Activity College and Career Ready Standards for World Languages



COLLEGE AND CAREER READY
A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

Instructional Design Services | World Language and Culture Program
Department of Defense Education Activity
4800 Mark Center Drive
Alexandria, VA 22350-1400
DoDEA.World-Language@hq.dodea.edu



CONTENTS

	FOREWARD: DoDEA Community Strategic Plan	v
	PREFACE: Philosophy Toward World Language Learning	vii
CHAPTER 1	Standards	1
	World-Readiness Standards for Learning Languages	1
	How to Read the Standards	4
CHAPTER 2	Meeting the Standards	5
	Language Proficiency	5
	Proficiency Targets	18
	Elementary World Language Programs	18
	Secondary World Language Programs	19
	Can-Do Statements	21
CHAPTER 3	Standards-Based Classrooms	41
	Organizing Content: AP® World Language and Culture Program	41
	Communicative Language Teaching	45
	World Languages and Literacy	47
	Effective Language Classrooms and Programs	48
	Assessment in World Languages	52
	Target Language Use	54
	Integration of Culture	56
	The Role of Grammar Instruction	59
	The Role of Technology	61
	Core Practices for World Language Learning	63
CHAPTER 4	Resources	67
APPENDIX A	List of Tables	69
APPENDIX B	List of Figures	70
	BIBLIOGRAPHY	71
	GLOSSARY	73



FOREWARD

DoDEA Community Strategic Plan

Volume II of the Community Strategic Plan (CSP) outlines the mission that DoDEA will undertake to establish three essential conditions in each classroom:

- To build awareness and acceptance of our new, more rigorous teaching and learning expectations;
- To ensure all students have equal access to high-quality educational opportunities; and
- To improve student achievement through instructional strategies and supports tailored to accommodate students' unique learning needs.

In order to ensure that these conditions exist, the DoDEA Director, Thomas Brady, has established two priorities for DoDEA:

Priority 1:

The development and implementation of a standards-based educational system that effectively aligns DoDEA's curriculum, instructional framework, and assessment system to DoDEA's more rigorous college- and career-ready academic standards.

Priority 2:

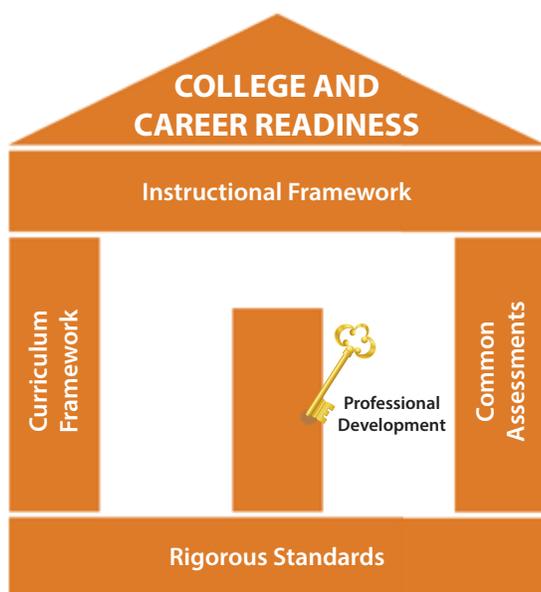
The establishment of an organizational structure with the capacity to effectively manage, operate, and sustain a high-quality, worldwide, unified Pre-K–12 school system.

To fulfill the requirements of Priority 1, DoDEA's focus as an educational system will be to fully establish a standards-based system that:

- Aligns educational policy, procedures, processes, structures, and expectations.
- Aligns system components to form a high-quality, college- and career-ready educational delivery system.
- Establishes high expectations for all students to master the knowledge, skills, and dispositions essential for the next

grade level and for college, career, and citizenship demands upon graduating high school.

- Ensures equitable access to high-quality educational opportunities and instructional supports to all students.
- Provides students multiple pathways in high school for achieving college and career readiness.
- Provides our educators the training and support to establish the deep content knowledge and pedagogical expertise required to plan and deliver effective instruction.
- Provides the systems for measuring student academic progress and conducting continuous improvement planning.
- Establishes individual and organizational accountability for fostering student college and career readiness.



The *College and Career Ready Standards for World Languages* (CCRSWL) are specifically designed to accomplish the goals outlined in the CSP. The CCRSWL outline and define the standards for learning languages (rigorous standards), establish a system of common performance-based assessments and units of instruction (curriculum framework), and identify core instructional practices (instructional framework) that all teachers must implement in order to ensure students are developing functional proficiency in the target language.

This document will further serve as a guide for planning and delivering professional development that ensures all world language teachers have the content and pedagogical knowledge necessary to guide their students in the language acquisition process so that they are college and career ready.

PREFACE

Philosophy Toward World Language Learning

This document provides a well-articulated, research-based K–12 sequence of language learning that is core to the DoDEA curriculum. It is designed to prepare students for a global 21st century community through relevant, rigorous, and authentic interactive experiences. Furthermore, this document is designed to outline DoDEA’s world language content standards (what students must know), performance standards (how students will demonstrate what they know), proficiency expectations (how well they must demonstrate their knowledge), and assessments (how proficiency will be measured).

Program Mission Statement

To ensure that all DoDEA students achieve maximum functional proficiency in another language, and thereby allow them to appropriately and effectively communicate with people from diverse cultures.

Program Vision Statement

To foster a student population that:

- Better understands language, culture, and other disciplines because of their study of world languages.
- Understands cultural products, practices, and perspectives that enhance cross-cultural communication.
- Communicates appropriately and proficiently in more than one language both within and beyond the school setting.

Guiding Assumptions

The *DoDEA College and Career Ready Standards for World Languages*:

- Align with the American Council on the Teaching of Foreign Language’s (ACTFL) *World-Readiness Standards*

for *Learning Languages* and with the world language standards of other states and are internationally benchmarked against the most rigorous and innovative standards in the world.

- Set rigorous world language proficiency expectations for all students.
- Align with valid and reliable national tools for measuring students' overall language proficiency, including the *ACTFL Proficiency Guidelines 2012* and the *ACTFL Performance Descriptors for Language Learners*.
- Identify world language knowledge and skills needed to succeed in postsecondary programs and to function effectively in multilingual workplaces and communities.
- Incorporate the most current brain research in second language acquisition.
- Incorporate results from research on how students' proficiency develops as they continue through an uninterrupted sequence of language instruction from kindergarten through grade 12.
- Incorporate college- and career-readiness skills as described in the *21st Century Skills Map: World Languages*.
- Encourage active and experiential communicative learning that enables students to perform real-life tasks in culturally appropriate ways.
- Require students to receive comprehensible input in the language in keeping with the American Council on the Teaching of Foreign Language's minimum recommendation of 90% of instructional time.
- Focus on world language content knowledge (what students need to know) and skills (what students need to do) in relation to communicating appropriately in a variety of situations about a variety of topics and understanding cultures at home and abroad.
- Require the appropriate use of multimedia technology to facilitate learning and communication for all students.

- Guide the development of fully articulated, system-wide world language curricula and instructional programs for students in kindergarten through Grade 12.
- Serve as the basis for all formative (tracking growth and development and guiding instruction) and summative (measuring overall proficiency growth) assessments.
- Support differentiated language instruction to accommodate students' different learning styles; exceptional learning needs; cultural, ethnic, and linguistic backgrounds; as well as personal interests and goals.
- Require the selection and use of authentic instructional materials, including those that integrate multicultural and diverse perspectives across the curriculum.

Objectives

To accomplish the mission, vision, and goals, DoDEA will:

- Provide rigorous world language curricula with thematic units and lessons following the Understanding by Design (UbD) framework.
- Deliver instruction in the target language at least 90% of the time using current best practices.
- Regularly measure student progress through common integrated performance assessments and annual performance assessments.
- Use assessment data to inform and improve instruction.

Guiding Questions

A. What are the DoDEA College and Career Ready Standards for World Languages?

The *DoDEA College and Career Ready Standards for World Languages* (CCRSWL) represent the competencies a student should demonstrate at each proficiency level as identified in the *ACTFL Proficiency Guidelines 2012*. These guidelines are a description of what individuals can do at five levels of proficiency in speaking, writing, listening, and reading. They imply spontaneous, non-rehearsed performance in a real-world context. Three of the five proficiency levels (novice, intermediate, and advanced) are further divided into low, mid, and high sublevels.

B. What resources or guiding documents were used in developing the CCRSWL?

This document was developed by incorporating standards and guidance found in the following core world language standards documents:

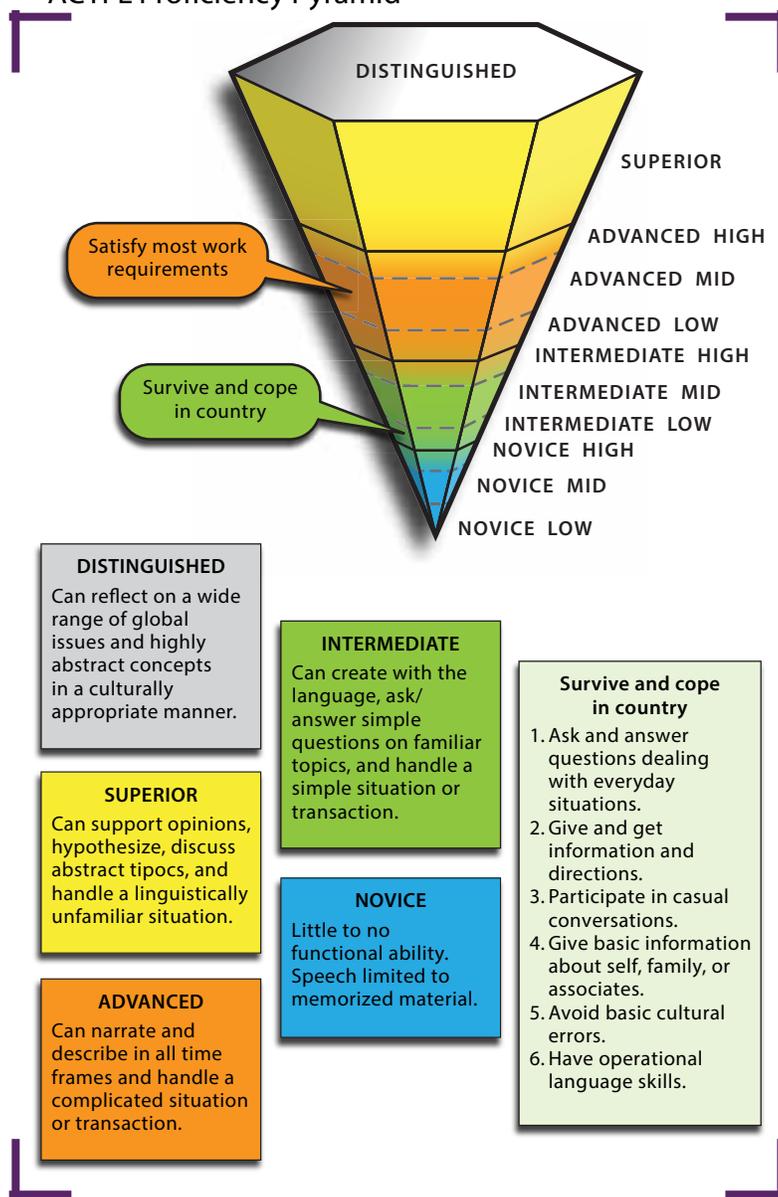
- *World-Readiness Standards for Learning Languages*
- *NCSSFL-ACTFL Can-Do Statements*
- *NCSSFL Interculturality Can-Do Statements*
- *ACTFL Proficiency Guidelines 2012*
- *ACTFL Performance Descriptors for Language Learners*

C. What was the rationale for revising the 2009 DoDEA World Language Standards and Proficiency Expectations?

In the Department of Defense’s (DoD) 2011 white paper titled *Language and Culture: Changing Perspective*, the Department emphasized that “DoD must value language, regional, and cultural skills and endorse them as core competencies...” and that “language and culture skills are a national security and economic imperative. DoD can serve as a national model for pre-K through 12 language and culture learning with pilot programs in DoD Child Development Centers and DoDEA

schools.” In order to make DoDEA schools a national model for language learning, the paper urges DoDEA to set a goal for high school graduates to be “functionally proficient...in at least one foreign language, incorporate foreign language as a core

Figure A.
ACTFL Proficiency Pyramid



subject, and provide language training in after-school programs when possible.” Functionally proficient, as defined by the *ACTFL Proficiency Guidelines 2012*, is the Intermediate level.

In response to this direction, this document serves as a guide for shifting the current DoDEA World Language and Culture Program from one that is focused more on completion of a textbook coupled with student mastery of grammatical concepts and vocabulary lists to a focus on proficiency and functional use of the language. A proficiency-based approach to language learning responds to the wider national needs of economic competitiveness and national defense strategies, as well as prepares students to be college and career ready. It answers the growing need for the soft skills of language and cultural competencies for relationship building—a keystone for success in global business and diverse social environments.

In order to be competitive in the workforce, students need to be proficient in at least one other language than English. For many years, colleges and universities have required applicants to complete a sequence of language study, often two to three years of the same language to fulfill entry requirements. Military careers now require officers to have second language proficiency and offer incentive pay to recruits and Reserve Officers' Training Corps members. Additionally, candidates with world language proficiency are highly recruited for career opportunities in agriculture, health care, law enforcement, and business.



The rationale for creating this document stems from the need to provide a more transparent, user-friendly document that clearly describes benchmarks of what students can do with the language at various stages. Its intent is to recognize that everyone can learn a language, motivate learning, increase achievement through goal-setting and self-assessment, and to facilitate building functional language skills and intercultural competencies. The standards, benchmarks, and indicators are meant to guide learning and should be shared with students and made available to parents and other stakeholders.

D. What is the purpose of the CCRSWL?

This document helps motivate learning by showing students how to set achievable goals, self-assess, and chart progress by using “I can” statements that facilitate students taking ownership of their individual language development. In addition, this document guides the facilitation of language learning toward more functional communicative and intercultural goals, rather than those of language structure and cultural fact. It provides examples of learning targets that can be used regardless of age, class level, or language studied. By posting or citing daily learning targets and celebrating success, teachers can model behavior that leads students to become autonomous learners. This document provides a clearer understanding of what students need to know and be able to do to advance from one level to the next.

For **students**, the purpose is to:

1. Demystify language learning by simplifying and clarifying the process.
2. Provide clear descriptions of what can be done with language at various levels and make expectations realistic.
3. Offer examples of small, incremental, and achievable goals that students can use as models to set personal goals, self-assess, and chart their own progress.

For **teachers**, the purpose is to:

1. Guide facilitation of language learning toward more functional, communicative, and intercultural goals rather than those of language structure (grammar and vocabulary) and cultural fact.
2. Provide learning targets to be used across ages, class levels, or content studied.
3. Suggest learning experiences, scenarios, and integrated performance assessment tasks.
4. Provide a cross-check for ensuring that each mode of communication and skill is addressed at each level.
5. Clarify what students need to do in order to move from one level to the next.

For **parents, administrators, and other stakeholders**, the purpose is to:

1. Demonstrate how world language learning has moved from a focus on grammar and translation toward effective communication, literacy, and cultural interaction.
2. Define exactly what is expected of students at different levels of proficiency.
3. Emphasize real-world applications for language use.

E. How do the CCRSWL apply to all students regardless of grade level?

Students begin new language experiences at different ages and progress toward proficiency at different rates. The amount of quality time spent in the target language (i.e., K–5 foreign language in elementary school vs. first year high school level) is a determining factor in the level of proficiency students will reach. Students

at similar ages frequently demonstrate varying proficiency levels in all three modes of communication when assessed. The CCRSWL outlines the progression of learner skills, making it easier for teachers to identify a student's skill level and to differentiate learning for all students.

F. How do the CCRSWL apply to heritage speakers?

Students bring a variety of languages and cultures to DoDEA and the communities in which they live. They may have learned a language at home, in another country, or through local communities. Some may decide to pursue the study of their native language, while others may decide to study a different language. When heritage speakers choose to continue their native language, differentiated learning must take place to meet their needs.

When determining the placement of heritage speakers in language courses, *consideration should be given to proficiency levels rather than seat time*. Within language courses, the performance indicators allow teachers to set class goals while allowing students to modify them to meet their own personal learning goals.

Heritage speakers may demonstrate varying levels of proficiency across the three modes of communication: interpersonal, interpretive, and presentational. For example, they may perform at a higher level of proficiency in the interpersonal mode than in the presentational mode. The benchmarks and indicators identify the student's skill and modify the learning experience to meet the student's needs.

When possible, specially designed language courses for heritage speakers are optimal.



World-Readiness Standards for Learning Languages

The *World-Readiness Standards for Learning Languages* define the central role of world languages in ensuring that all students are college and career ready. The five goal areas of the Standards establish an inextricable link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities.

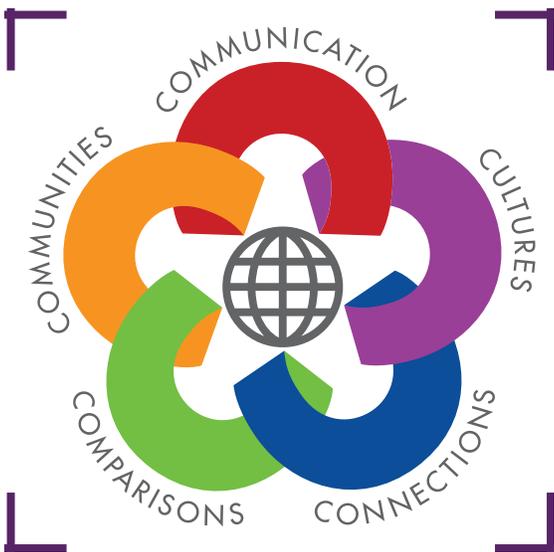
The Standards create a roadmap to guide students to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world. They also provide the framework for a curriculum with the richness and depth to provide a broad range of communicative experiences and content knowledge.

These Standards put the focus on the broader view of second language study and competence: What should students know and be able to do—and how well? The Standards provide a purpose for learning another language, establishing a broader, more complete rationale for language education to guide parents, educators, administrators, and community members to develop and support language students through the design of effective programs and options to learn, practice, and apply this competence.

The task force that developed the original Standards identified five goal areas that encompass all the reasons why students study a language: Communication, Cultures, Connections, Comparisons, and Communities—the “Five Cs” of language education.

Communication, or communicating in languages other than English, is at the heart of second language study, whether the communication takes place face-to-face, virtually, in writing, or through the reading of current events or literature.

Figure 1.1.
The Five Cs

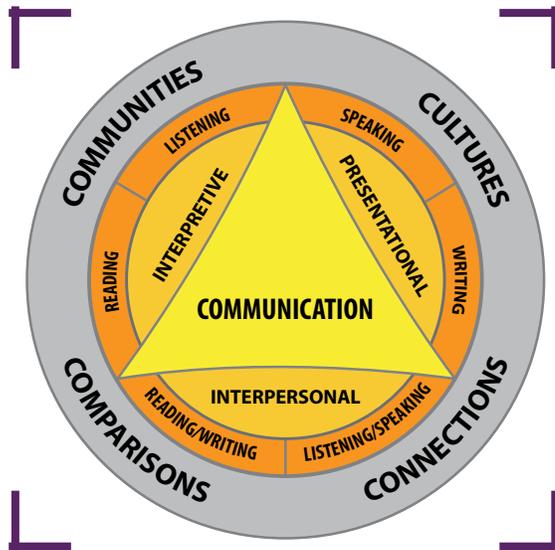


The Communication Competencies are:

- Interpretive Listening (IL)
- Interpretive Reading (IR)
- Interpersonal Communication (IC)
- Presentational Speaking (PS)
- Presentational Writing (PW)

(See Figure 1.2.1.)

Figure 1.2.1.
Communication Competencies



Through the study of other languages, students gain a knowledge and understanding of the **cultures** that use that language; in fact, students cannot truly become proficient in the language until they have also experienced and understood the cultural contexts in which the language occurs. Conversely, one does not truly enter a culture without the ticket provided by its language.

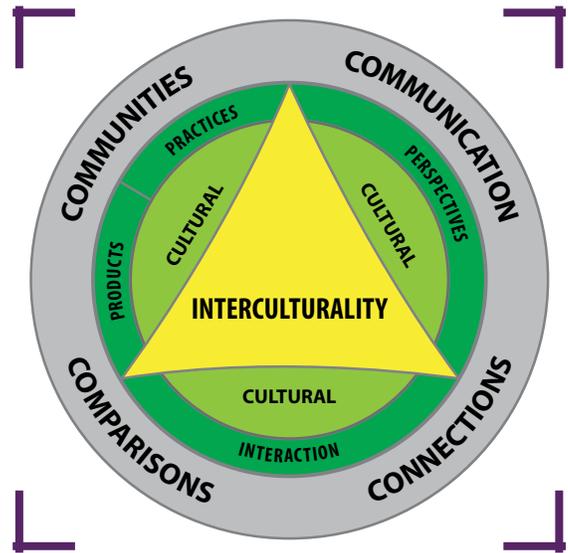
The Interculturality Competencies are:

- Cultural Products and Practices (CPP)
- Cultural Perspectives (CP)
- Cultural Interaction (CI)

(See Figure 1.2.2.)

Learning languages provides **connections** to additional bodies of knowledge that are unavailable to monolingual English speakers.

Figure 1.2.2.
Interculturality Competencies



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. As is apparent, none of these goals can be separated from the others.

Table 1.1.



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<p>COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>CULTURES Interact with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	
<p>CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p>Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	
<p>COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	
<p>COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	

Figure 1.3.

How to Read the Standards

GOAL AREA

The standards fall under five major goal areas (the "Five Cs").

GOAL DESCRIPTION

Describes what students should be able to do.

STANDARDS



GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.		Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own.
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities of home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

STANDARDS CATEGORY

Categorizes types of learning activities that meet the goals.

DESCRIPTION

Describes what students should know and be able to do.

CAN-DO STATEMENTS

PROFICIENCY LEVEL

GOAL CATEGORY

COMPETENCY FOR GOAL

BENCHMARKS

Describe what students should know and be able to do to meet standard.

LEARNING TARGETS

Specific requirements for the benchmarks.

Table 2.8.1.
Can-Do Statements for Novice Low Learners

NOVICE LOW		Novice learners can:
COMMUNICATION COMPETENCIES		
Interpretive Listening		
NL-1	I can recognize a few memorized words and phrases when I hear them spoken.	Understand and say a lot.
NL-1A	I can occasionally identify the sound of a character or a word.	Give personal information as well as information about others.
NL-1B	I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.	Tell about likes and dislikes, preferences and needs.
Interpretive Reading		
NL-2	I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.	Begin to use the language for some daily functions, such as asking for or giving directions.
NL-2A	I can recognize a few words or characters.	Provide information by making statements or answering questions using words, phrases, or short sentences (sometimes memorized) based on the situation.
NL-2B	I can connect some words, phrases, or characters to their meanings.	May need to have things repeated, but will probably be able to figure it out as long as the speaker remembers they are a language learner.
Interpersonal Communication		
NL-3	I can communicate about the very familiar topics using single words and phrases that I have practiced and memorized.	Ask easy questions to get needed information.
NL-3A	I can say hello and goodbye.	Understand the main idea(s) and can pick out a few details in brief oral and written texts on familiar topics supported by visuals.
NL-3B	I can tell someone my name.	Write much of what they can say by making lists, writing short messages and notes.
Presentational Speaking		
NL-4	I can copy some familiar words, characters, or phrases.	Write brief Internet-based social communications, using words, phrases, or short sentences.
NL-4A	I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.	Make mistakes when they communicate.
Presentational Writing		
NL-5	I can present information about myself and some other very familiar topics using single words or memorized phrases.	
NL-5A	I can recite words and phrases that I have learned.	
NL-5B	I can write words and phrases that I have learned.	
NL-5C	I can label familiar people, places, and objects in pictures and posters.	

PROFICIENCY DESCRIPTORS

Describe proficiency characteristics of student at this level.

CODE: NL - 5 A

Abbreviation for proficiency level

Benchmark

Learning target

MEETING THE STANDARDS

2

Language Proficiency

ACTFL developed a set of proficiency guidelines in 1986 as an academic adaptation of the U.S. Government's *Interagency Roundtable (ILR) Skill Level Descriptions*. The purpose of the guidelines is to describe what individuals can do with language in the skill levels of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. The guidelines were revised in 1999, 2001, and again in 2012, to reflect current research and practice in the area of language acquisition and assessment. These guidelines have greatly impacted language teaching and learning.

For each skill level, the guidelines identify five major proficiency levels: Novice, Intermediate, Advanced, Superior, and Distinguished. The major levels of Novice, Intermediate, and Advanced are subdivided into Low, Mid, and High sublevels. These levels describe the continuum of proficiency from that of a language user with little or no functional ability to that of a highly articulate, well-educated user.

Extensive research in second language acquisition indicates that the development of language proficiency requires a significant level of human interaction. Simultaneously, well-sequenced learning must occur over an extended period of time for that learning to be meaningful and for proficiency and intercultural competence to develop across all language skill areas and communication modes.

It is important to understand that different languages are categorized by their degree of difficulty for native English speakers. Aspects such as the origins of a language, the nature of its writing system, phonology, grammar, and tonality are some of the factors which contribute to the perceived difficulty in learning a particular language.

Languages taught in DoDEA can be categorized according to criteria developed by the Foreign Language Institute (see Table 2.1).

Table 2.1.
Foreign Language Difficulty Categories

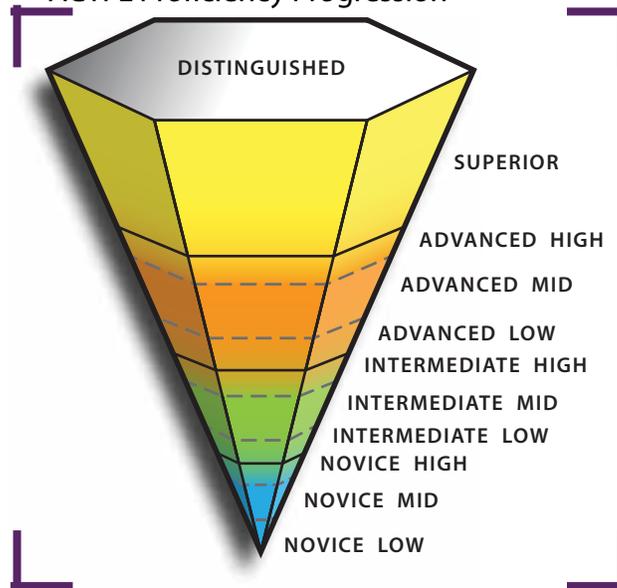
Level 1 Difficulty	
French	Spanish
Italian	
Level 2 Difficulty	
German	
Level 3 Difficulty	
Turkish	
Level 4 Difficulty	
Arabic	Japanese
Chinese	Korean

The level of difficulty of a language directly correlates to the amount of time needed to move from one level of proficiency to the next (e.g., from novice high to intermediate low). For example, average high school-aged students require approximately 135 to 150 total hours of communicatively intensive learning across the four language skills and three modes of communication to move between the lowest proficiency levels of a Level 1 difficulty language like French or Spanish. By comparison, that same average student would require significantly more time, perhaps as much as 350 hours, to move between the lowest levels of proficiency of a Level 4 difficulty language like Arabic or Chinese.

As students move along the proficiency progression of learning, attainment of each higher level of proficiency requires a proportionally longer amount of time. ACTFL prepared a visual organizer in the form of an inverted pyramid to show how each level of increasing proficiency encompasses greater ability in relation to a wider range of topics (see Figure 2.1).

Each proficiency level describes what an individual can and cannot do with the language, without regard to where, when, or how the language was acquired. The levels form a hierarchy in which each level subsumes all lower levels.

Figure 2.1.
ACTFL Proficiency Progression



DoDEA as well as most educational institutions across the United States have recognized the importance of the *ACTFL Proficiency Guidelines* and their instructional implications. The guidelines are used in conjunction with the *World-Readiness Standards for Learning Languages* and the *ACTFL Performance Descriptors for Language Learners* to describe how well students meet content standards. These three documents form a roadmap for teaching and learning, help teachers create performance tasks, and challenge students to increase their use of more complex language.

As a student moves up in proficiency, the learner is able to do more with the language. The following tables are provided to help describe the key points of the ACTFL proficiency levels. The first three domains (functions, contexts/content, and text type) describe the parameters for the language student’s performance in each range.

Table 2.2.
Parameters for Language Learner’s Performance

What are the parameters for the language learner’s performance?		
Domain	Examples	What It Describes
Functions	<ul style="list-style-type: none"> • Ask formulaic questions • Initiate, maintain, and end a conversation • Create with language • Narrate and describe • Make inferences 	Functions are the global tasks the learner can perform in the language.
Contexts and Content	<ul style="list-style-type: none"> • Oneself • One’s immediate environment • General interest • Work-related 	Contexts are situations within which the learner can function; Content is the topics which the learner can understand and discuss.
Text Type	<ul style="list-style-type: none"> • Words • Phrases • Sentences • Questions • Strings of sentences • Connected sentences • Paragraphs 	Text type controlled by the learner is that which the learner is able to understand and produce in order to perform the functions of the level.

The next four domains (language control, vocabulary, communication strategies, and cultural awareness) describe how well the student demonstrates performance of the functions for the level within the corresponding contexts and

content for the level. An overarching description of these four domains of performance is comprehension and comprehensibility.

Table 2.3.
Language Learner Understanding

How and how well is the language learner able to be understood and to understand?		
Domain	Examples	What It Describes
Language Control	How accurate is the language learner’s language?	Describes the level of control the learner has over certain language features or strategies to produce or understand the language.
Vocabulary	How extensive and applicable is the language learner’s vocabulary?	Describes the parameters of vocabulary used to produce or understand language.
Communication Strategies	How does the language learner maintain communication and make meaning?	Describes the strategies used to negotiate meaning, understand text and messages, and express oneself.
Cultural Awareness	How is the language learner’s cultural knowledge reflected in language use?	Describes the cultural products, practices, or perspectives the language learner may employ to communicate more successfully in the cultural setting.

Table 2.4.1.
Performance Descriptors: Interpersonal Communication

Interpersonal Communication (Conversation)			
Domain	Novice Range	Intermediate Range	Advanced Range
	Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.	Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.	Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.
Functions	<p>Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying.</p> <p>May show emerging evidence of the ability to engage in simple conversation.</p>	<p>Can communicate by understanding and creating personal meaning.</p> <p>Can understand, ask, and answer a variety of questions.</p> <p>Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction.</p> <p>May show emerging evidence of the ability to communicate about more than the “here and now.”</p>	<p>Can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events.</p> <p>May show emerging evidence of the ability to participate in discussions about issues beyond the concrete.</p>
Contexts/ Content	<p>Able to function in some personally relevant contexts on topics that relate to basic biographical information.</p> <p>May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment.</p>	<p>Able to communicate in contexts relevant to oneself and others, and one’s immediate environment.</p> <p>May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.</p>	<p>Functions fully and effectively in contexts both personal and general.</p> <p>Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence.</p> <p>May show emerging evidence of the ability to communicate in more abstract content areas.</p>

Table 2.4.1. (continued)
Performance Descriptors: Interpersonal Communication

Interpersonal Communication (Conversation)			
Domain	Novice Range	Intermediate Range	Advanced Range
Text Type	<p>Understands and produces highly practiced words and phrases and an occasional sentence.</p> <p>Able to ask formulaic or memorized questions.</p>	<p>Able to understand and produce discrete sentences, strings of sentences, and some connected sentences.</p> <p>Able to ask questions to initiate and sustain conversations.</p>	<p>Able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed.</p> <p>Able to ask questions to probe beyond basic details.</p>
Language Control	<p>Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures.</p> <p>Can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty.</p>	<p>Understands straightforward language that contains mostly familiar structures.</p> <p>Control of language is sufficient to be understood by those accustomed to dealing with language learners.</p>	<p>Language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners.</p> <p>Consistent control of basic high-frequency structures facilitates comprehension and production.</p>
Vocabulary	<p>Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.</p>	<p>Communicates using high frequency and personalized vocabulary within familiar themes or topics.</p>	<p>Comprehends and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest.</p>
Communication Strategies	<p>May use some or all of the following strategies to maintain communication:</p> <ul style="list-style-type: none"> • Imitate modeled words • Use facial expressions and gestures • Repeat words • Resort to first language • Ask for repetition • Indicate lack of understanding 	<p>Uses some of the following strategies to maintain communication, but not all of the time and inconsistently:</p> <ul style="list-style-type: none"> • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute 	<p>Uses a range of strategies to maintain communication:</p> <ul style="list-style-type: none"> • Request clarification • Repeat • Restate • Rephrase • Circumlocute

Table 2.4.1. (continued)
Performance Descriptors: Interpersonal Communication

Interpersonal Communication (Conversation)			
Domain	Novice Range	Intermediate Range	Advanced Range
Cultural Awareness	<p>May use culturally appropriate gestures and formulaic expressions in highly practiced applications.</p> <p>May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.</p>	<p>Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions.</p> <p>Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.</p>	<p>Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions.</p> <p>Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.</p>

Table 2.4.2.
Performance Descriptors: Interpretive Communication

Interpretive Communication (Listening and Reading)			
Domain	Novice Range	Intermediate Range	Advanced Range
	<p>Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support.</p>	<p>Understands main ideas and some supporting details on familiar topics from a variety of texts.</p>	<p>Understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure.</p>
Functions	<p>Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized.</p> <p>May show emerging evidence of the ability to make inferences based on background and prior knowledge.</p>	<p>Comprehends main ideas and identifies some supporting details.</p> <p>May show emerging evidence of the ability to make inferences by identifying key details from the text.</p>	<p>Comprehends the main idea and supporting details of narrative, descriptive, and straightforward persuasive texts.</p> <p>Makes inferences and derives meaning from context and linguistic features.</p>
Contexts/Content	<p>Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences).</p>	<p>Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self and everyday life, school, community, and particular interests.</p>	<p>Comprehends texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts.</p>

Table 2.4.2. (continued)
Performance Descriptors: Interpretive Communication

Interpretive Communication (Listening and Reading)			
Domain	Novice Range	Intermediate Range	Advanced Range
Text Type	<p>Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar.</p> <p>Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.</p>	<p>Comprehends simple stories, routine correspondence, short descriptive texts, or other selections within familiar contexts.</p> <p>Generally comprehends connected sentences and much paragraph-like discourse.</p> <p>Comprehends information-rich texts with highly predictable order.</p>	<p>Comprehends paragraph discourse such as that found in stories, straightforward literary works, personal and work-related correspondence, written reports or instructions, oral presentations (news), anecdotes, descriptive texts, and other texts dealing with topics of a concrete nature.</p>
Language Control	<p>Primarily relies on vocabulary to derive meaning from texts.</p> <p>May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.</p>	<p>Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex texts.</p> <p>May derive meaning by:</p> <ul style="list-style-type: none"> • Comparing target language structures with those of the native language • Recognizing parallels in structure between new and familiar language 	<p>Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease more complex and descriptive texts with connected language and cohesive devices.</p> <p>Derives meaning by:</p> <ul style="list-style-type: none"> • Understanding sequencing, time frames, and chronology • Classifying words or concepts according to word order or grammatical use
Vocabulary	<p>Comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.</p>	<p>Comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic expressions.</p>	<p>Comprehends generic and some specific vocabulary and structures, specialized and precise vocabulary on topics related to one's experience, and an expanding number of idiomatic expressions.</p>

Table 2.4.2. (continued)
Performance Descriptors: Interpretive Communication

Interpretive Communication (Listening and Reading)			
Domain	Novice Range	Intermediate Range	Advanced Range
Communication Strategies	<p>May use some or all of the following strategies to comprehend texts:</p> <ul style="list-style-type: none"> • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience <p>For alphabetic languages:</p> <ul style="list-style-type: none"> • Rely on recognition of cognates • May recognize word family roots, prefixes, and suffixes 	<p>May use some or all of the following strategies to comprehend texts:</p> <ul style="list-style-type: none"> • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Recognize word family roots, prefixes, and suffixes <p>For non-alphabetic languages:</p> <ul style="list-style-type: none"> • Recognize radicals 	<p>Comprehends fully the intent of the message adapting strategies for one’s own purposes; uses some or all of the following strategies:</p> <ul style="list-style-type: none"> • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Use linguistic knowledge • Identify the organizing principle of the text • Create inferences • Differentiate main ideas from supporting details in order to verify
Cultural Awareness	<p>Uses own culture to derive meaning from texts that are heard, read, or viewed.</p>	<p>Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.</p>	<p>Uses knowledge of cultural differences between own culture and target culture(s) as well as increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.</p>

Table 2.4.3.
Performance Descriptors: Presentational Communication

Presentational Communication (Speaking and Writing)			
Domain	Novice Range	Intermediate Range	Advanced Range
	Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.	Communicates information and expresses own thoughts about familiar topics using sentences and series of sentences.	Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs.
Functions	<p>Presents simple, basic information on very familiar topics by producing words, list, notes, and formulaic language using highly practiced language.</p> <p>May show emerging evidence of the ability to express own thoughts and preferences.</p>	<p>Expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time.</p> <p>May show emerging evidence of the ability to tell or retell a story and provide additional description.</p>	<p>Produces narrations and descriptions in all major time frames on familiar and some unfamiliar topics.</p> <p>May show emerging evidence of the ability to provide a well-supported argument, including detailed evidence in support of a point of view.</p>
Contexts/ Content	<p>Creates messages in some personally relevant contexts on topics that relate to basic biographical information.</p> <p>May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and immediate environment.</p>	<p>Creates messages in contexts relevant to oneself and others, and one's immediate environment.</p> <p>May show emerging evidence of the ability to create messages on general interest and work-related topics.</p>	<p>Creates messages fully and effectively in contexts both personal and general.</p> <p>Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence.</p> <p>May show emerging evidence of the ability to create messages in more abstract content areas.</p>
Text Type	Produces words and phrases and highly practiced sentences or formulaic questions.	Produces sentences, series of sentences, and some connected sentences.	Produces full paragraphs that are organized and detailed.

Table 2.4.3. (continued)
Performance Descriptors: Presentational Communication

Presentational Communication (Speaking and Writing)			
Domain	Novice Range	Intermediate Range	Advanced Range
Language Control	<p>Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood.</p> <p>With practice, polish, or editing, may show emerging evidence of Intermediate-level language control.</p>	<p>Control of language is sufficient to be understood by audiences accustomed to language produced by language learners.</p> <p>With practice, polish, or editing, may show emerging evidence of Advanced-level language control.</p>	<p>Control of high-frequency structures is sufficient to be understood by audiences not accustomed to language of language learners.</p> <p>With practice, polish, or editing, shows evidence of Advanced-level control of grammar and syntax.</p>
Vocabulary	<p>Produces a number of high frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.</p>	<p>Produces vocabulary on variety of everyday topics, topics of personal interest, and topics that have been studied.</p>	<p>Produces a broad range of vocabulary related to topics of personal, public, and community interest, and some specific vocabulary related to areas of study or expertise.</p>
Communication Strategies	<p>May use some or all of the following strategies to communicate:</p> <ul style="list-style-type: none"> • Rely on a practiced format • Use facial expressions and gestures • Repeat words • Resort to first language • Use graphic organizers to present information • Rely on multiple drafts and practice sessions with feedback • Support presentational speaking with visuals and notes • Support presentational writing with visuals or prompts 	<p>May use some or all of the following strategies to communicate and maintain audience interest:</p> <ul style="list-style-type: none"> • Show an increasing awareness of errors and able to self-correct or edit • Use phrases, imagery, or content • Simplify • Use known language to compensate for missing vocabulary • Use graphic organizer • Use reference resources as appropriate 	<p>May use some or all of the following strategies to communicate and maintain audience interest:</p> <ul style="list-style-type: none"> • Demonstrate conscious efforts at self-editing and correction • Elaborate and clarify • Provide examples, synonyms, or antonyms • Use cohesion, chronology, and details to explain or narrate fully • Circumlocute
Cultural Awareness	<p>May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.</p>	<p>Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.</p>	<p>Uses cultural knowledge appropriate to the presentational context and increasingly reflective or authentic cultural practices and perspectives.</p>

Table 2.5.

Oral Proficiency in the Work World			
Proficiency Levels	Language Functions	Corresponding Jobs	Examples of Who Is Likely to Function at That Level
Distinguished	<p>Tailors language to specific audiences, persuades, and negotiates.</p> <p>Deals with nuance and subtlety.</p>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture
Superior	<p>Discusses topics extensively, supports opinions, and hypothesizes.</p> <p>Deals with linguistically unfamiliar situations.</p>	University Language Professor, Financial Services, Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well-educated native speakers Educated learners with extended professional and/or educational experience in the target language environment
Advanced High	<p>Narrates and describes in past, present, and future.</p> <p>Deals effectively with an unanticipated complication.</p>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> Learners with graduate degrees in language or a related area and extended educational experience in the target environment
Advanced Mid		Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate majors with year-long study in the target language culture
Advanced Low		K–12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> Undergraduate language majors

Table 2.5. (continued)

Oral Proficiency in the Work World			
Proficiency Levels	Language Functions	Corresponding Jobs	Examples of Who Is Likely to Function at That Level
Intermediate High	Creates with language; initiates, maintains, and brings to a close simple conversation by asking and responding to simple questions.	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> Language Learners following 6–8 year sequences of study (e.g., AP) or 4–6 semester college sequences
Intermediate Mid		Cashier, Sales Clerk (highly predictable contexts), Receptionist	
Intermediate Low		Receptionist, Housekeeping Staff	<ul style="list-style-type: none"> Language learners following 4-year high school sequence or 2-semester college sequence Language learners following an immersion language program in grades K–6
Novice High	Communicates minimally, using formulaic and rote utterances, lists, and phrases.	(None)	<ul style="list-style-type: none"> Language learners following content-based language programs in grades K–6
Novice Mid			<ul style="list-style-type: none"> Language learners following 2 years of high school language study
Novice Low			

Focusing on language proficiency is the key to avoiding the tendency to expect unrealistic goals in short periods of instructional time. Feedback from years of research in second language acquisition verifies that the descriptions and expectations contained in this document represent the reality of what students should be able to do on their own in the language after set amounts of time, provided that the instruction is both standards- and performance-based.

The Ohio State University conducted a study measuring the language proficiency of high school students in their third year of language learning as an indicator of their readiness for college-level language coursework. Data rendered by this study shows that many high school students who are learning Level 1 or 2 difficulty languages (e.g., French, Spanish, German) are apt to exhibit characteristics of the Intermediate Low range of proficiency in interpretive listening, interpretive reading, and presentational writing at the end of their third year of study. This indicates that they are just transitioning from a reliance on memorized language, which is characteristic of the novice levels of proficiency, to being able to create simple language on highly familiar topics used for basic tasks at the end of their third year of study.

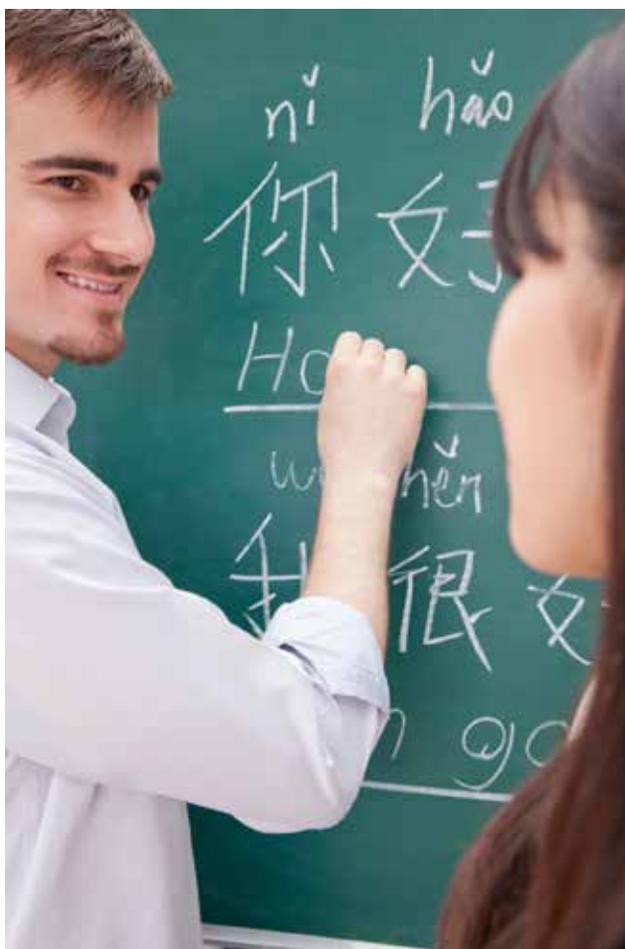
Since the majority of language students in DoDEA do not continue their study of world languages beyond three years, the ramification is that most DoDEA students are not attaining Intermediate Mid proficiency, which is the level that first affords language learners with basic in-country survival and coping skills, such as:

- Asking and answering questions
- Dealing with everyday situations
- Giving and getting information and directions
- Participating in casual conversations

- Giving basic information about self, family, or associates
- Avoiding basic cultural errors
- Having operational language skills

Even fewer DoDEA students take an Advanced Placement (AP) language class, which is usually taken during the fourth or fifth year of a traditional secondary program. Only a very small fraction of all K–12 students who ever study a world language take and pass an AP exam.

Anecdotal evidence and an examination of the AP scoring guidelines indicate that students who show evidence of Intermediate Mid proficiency are likely to score a minimal AP passing score of “3.” Students who show evidence of Intermediate High Proficiency are likely to score an AP score of 4 or 5. Additional evidence has shown that



language students who demonstrate Advanced Low proficiency or higher are more than likely to score a 5 on an AP language exam.

The implication derived from all of this information is that the vast majority of students who participate in a K–12 world language program in DoDEA do not study a world language long enough to attain the Intermediate High level of proficiency, which is widely regarded as the most minimal level of proficiency required for employment purposes. Most employers seeking to fill positions that require language fluency hire candidates with Advanced levels of proficiency or higher.

Proficiency Targets

The following tables establish the outcomes that are expected of DoDEA students who begin language instruction at various points in their K–12 career. These outcomes are based on the assumption that there is a continuity of instruction, the instruction is standards-based, sufficient time is spent on task, and learning is focused on performance. Further distinction is made between the program level and language category.

Elementary World Language Programs

Table 2.6.1.

Host Nation Program		
Mode and Skill	Grades K–3	Grades 4–8
Interpretive Listening	Novice Low	Novice Low
Interpretive Reading	Novice Low	Novice Low
Interpersonal	Novice Low	Novice Low
Presentational Speaking	Novice Low	Novice Low
Presentational Writing	Novice Low	Novice Low

Table 2.6.2.

Elementary Spanish (FLES) Program			
Mode and Skill	Grades K–1	Grades 2–3	Grades 4–6
Interpretive Listening	Novice Mid	Novice High	Intermediate Low
Interpretive Reading	Novice Mid	Novice Mid	Novice High
Interpersonal	Novice Mid	Novice High	Intermediate Low
Presentational Speaking	Novice Mid	Novice Mid	Novice High
Presentational Writing	Novice Mid	Novice High	Intermediate Low

Table 2.6.3.

Immersion Program			
Mode and Skill	Grades K-1	Grades 2-3	Grades 4-6
Interpretive Listening	Novice High	Intermediate Low	Intermediate Mid
Interpretive Reading	Novice Low	Novice Mid	Novice High
Interpersonal	Novice High	Intermediate Low	Intermediate Mid
Presentational Speaking	Novice High	Intermediate Low	Intermediate Mid
Presentational Writing	Novice Low	Novice Mid	Novice High

Secondary World Language Programs

Table 2.7.1.

Category I and II Languages						
Mode and Skill	Level I	Level II	Level III	Level IV	Level V/AP/IB	Level VI/AP/IB
Interpretive Listening	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High	Advanced Low
Interpretive Reading	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High
Interpersonal	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate Mid	Advanced Low
Presentational Speaking	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High	Advanced Low
Presentational Writing	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High

Table 2.7.2.

Category III and IV Languages						
Mode and Skill	Level I	Level II	Level III	Level IV	Level V/AP/IB	Level VI/AP/IB
Interpretive Listening	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High
Interpretive Reading	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid
Interpersonal	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High
Presentational Speaking	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High
Presentational Writing	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid



Can-Do Statements

ACTFL, working with the National Council of State Supervisors of Foreign Languages (NCSSFL), developed the *NCSSFL-ACTFL Can-Do Statements* based on NCSSFL's *2009 Linguafolio Self-Assessment Checklist*. The purpose of the document is to serve as a self-assessment checklist for language students to assess what they “can do” with the language. The statements also serve as learning targets for curriculum and unit design.

The NCSSFL-ACTFL document is aligned with both the *ACTFL Proficiency Guidelines* and the *ACTFL Performance Descriptors for Language Learners* to “reflect the continuum of language learning from Novice through the Distinguished levels and to provide a common marker for reporting performance in each mode of communication” (American Council on the Teaching of Foreign Languages, 2015).

The statements in the NCSSFL-ACTFL document describe the specific language tasks that students are likely to perform at various levels of proficiency. Additionally, the statements mirror much of what is addressed in the *Common Core State Standards (CCSS) for English Language Arts (ELA) and Literacy*, which were adopted by DoDEA as a part of the College and Career Ready Standards (CCRS).

“Learning one’s native language involves learning to read, write, speak, listen, comprehend, communicate, and use the conventions of language. The *Common Core Anchor Standards for ELA and Literacy* define the skills learners should demonstrate to be college and career ready” (ACTFL, 2015). While the CCRSL are organized by grade level, the Can-Do Statements are organized by proficiency level. This is done to accommodate the multiple entry points at which a student may begin learning a world language; it also reflects the fact that different languages require varied amounts of time to reach the same proficiency level.

According to the *NCSSFL Interculturality Can-Do Statements*, today’s students “must have the language proficiency to communicate with global audiences, the insight into the cultural perspectives that shape those audiences, and the ability to behave appropriately in a variety of cultural contexts” (National Council of State Supervisors of Foreign Languages, 2014, p. 1). The statements were designed to guide students in the development of these linguistic and intercultural competencies.

Unlike the language benchmarks and indicators, the *Interculturality Can-Do Statements* are not divided into low, mid, and high sublevels. Language learners are expected to demonstrate the benchmarks when they have demonstrated the highest language proficiency sublevel (i.e., a student demonstrating Intermediate language competency should also demonstrate Intermediate level interculturality competencies).



Table 2.8.1.
Can-Do Statements for Novice Low Learners

NOVICE LOW		
COMMUNICATION COMPETENCIES		Novice learners can:
Interpretive Listening		<ul style="list-style-type: none"> • Understand and say a lot. • Give personal information as well as information about others. • Tell about likes, dislikes, preferences, and needs. • Begin to use the language for some daily functions, such as asking for or giving directions. • Provide information by making statements or answering questions using words, phrases, or short sentences (sometimes memorized) based on the situation. • May need to have things repeated, but will probably be able to figure it out as long as the speaker remembers they are language learners. • Ask easy questions to get needed information. • Understand the main idea(s) and can pick out a few details in brief oral and written texts on familiar topics supported by visuals. • Write much of what they can say by making lists and writing short messages and notes. • Write brief Internet-based social communications, using words, phrases, or short sentences. • Make mistakes when they communicate.
NL-1	I can recognize a few memorized words and phrases when I hear them spoken.	
NL-1A	I can occasionally identify the sound of a character or a word.	
NL-1B	I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.	
Interpretive Reading		
NL-2	I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.	
NL-2A	I can recognize a few words or characters.	
NL-2B	I can connect some words, phrases, or characters to their meanings.	
Interpersonal Communication		
NL-3	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	
NL-3A	I can greet my peers.	
NL-3B	I can introduce myself to someone.	
NL-3C	I can answer a few simple questions.	
Presentational Speaking		
NL-4	I can present information about myself and some other very familiar topics using single words or memorized phrases.	
NL-4A	I can recite words and phrases that I have learned.	
NL-4B	I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.	
NL-4C	I can introduce myself to a group.	
NL-4D	I can recite short memorized phrases, parts of poems, and rhymes.	
Presentational Writing		
NL-5	I can copy some familiar words, characters, or phrases.	
NL-5A	I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.	
NL-5B	I can write words and phrases that I have learned.	
NL-5C	I can label familiar people, places, and objects in pictures and posters.	

Table 2.8.1. (continued)
 Can-Do Statements for Novice Low Learners

NOVICE LOW	
INTERCULTURAL COMPETENCIES	
Investigation of Products, Practices, and Perspectives	
NL-6	I can identify products and practices to help me understand perspectives within other cultures and my own.
NL-6A	I can identify some typical products related to daily life within other cultures and my own.
NL-6B	I can identify some typical practices related to daily life within other cultures and my own.
Interaction in Another Culture	
NL-7 I can interact at a survival level in some familiar contexts.	
NL-7A	I can communicate with others from the target culture in familiar situations using memorized language and showing basic cultural awareness.
NL-7B	I can use appropriate rehearsed behaviors in familiar situations and recognize some obviously inappropriate behaviors.
Students apply the above when they:	
<ul style="list-style-type: none"> • Connect content from other disciplines to the target language. • Access information only available in the target language. • Compare English to the target language. 	<ul style="list-style-type: none"> • Compare their culture to the target language. • Experience the target language and culture both in their community and within their classroom. • Discover how they can use their target language skills for personal enjoyment and lifelong learning.

Table 2.8.2.
Can-Do Statements for Novice Mid Learners

NOVICE MID		
COMMUNICATION COMPETENCIES		Novice learners can:
Interpretive Listening		<ul style="list-style-type: none"> Understand and say a lot. Give personal information as well as information about others. Tell about likes, dislikes, preferences, and needs. Begin to use the language for some daily functions, such as asking for or giving directions. Provide information by making statements or answering questions using words, phrases, or short sentences (sometimes memorized) based on the situation. May need to have things repeated, but will probably be able to figure it out as long as the speaker remembers they are language learners. Ask easy questions to get needed information. Understand the main idea(s) and can pick out a few details in brief oral and written texts on familiar topics supported by visuals. Write much of what they can say by making lists and writing short messages and notes. Write brief Internet-based social communications, using words, phrases, or short sentences. Make mistakes when they communicate.
NM-1	I can recognize some familiar words and phrases, when I hear them spoken.	
NM-1A	I can understand a few courtesy phrases.	
NM-1B	I can recognize and sometimes understand basic information in words and phrases that I have memorized.	
NM-1C	I can recognize and sometimes understand words and phrases that I have learned for specific purposes.	
Interpretive Reading		
NM-2	I can recognize letters or characters. I can understand some learned or memorized words and phrases when I read.	
NM-2A	I can recognize words, phrases, and characters with the help of visuals.	
NM-2B	I can recognize words, phrases, and characters when I associate them with things I already know.	
Interpersonal Communication		
NM-3	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	
NM-3A	I can greet and leave people in a polite way.	
NM-3B	I can introduce myself and others.	
NM-3C	I can answer a variety of simple questions.	
NM-3D	I can make some simple statements in a conversation.	
NM-3E	I can ask some simple questions.	
NM-3F	I can communicate basic information about myself and people I know.	
NM-3G	I can communicate some basic information about my everyday life.	
Presentational Speaking		
NM-4	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	
NM-4A	I can present information about myself and others using words and phrases.	
NM-4B	I can express my likes and dislikes using words, phrases, and memorized expressions.	
NM-4C	I can present information about familiar items in my immediate environment.	
NM-4D	I can talk about my daily activities using words, phrases, and memorized expressions.	
NM-4E	I can present simple information about something I learned using words, phrases, and memorized expressions.	

Table 2.8.2. (continued)
 Can-Do Statements for Novice Mid Learners

NOVICE MID	
Presentational Writing	
NM-5	I can write lists and memorized phrases on familiar topics.
NM-5A	I can fill out a simple form with some basic personal information.
NM-5B	I can write about myself using learned phrases and memorized expressions.
NM-5C	I can list my daily activities and write lists that help me in my day-to-day life.
NM-5D	I can write notes about something I have learned using lists, phrases, and memorized expressions.
INTERCULTURAL COMPETENCIES	
Investigation of Products, Practices, and Perspectives	
NM-6	I can identify products and practices to help me understand perspectives within other cultures and my own.
NM-6A	I can identify some typical products related to daily life within other cultures and my own.
NM-6B	I can identify some typical practices related to daily life within other cultures and my own.
Interaction in Another Culture	
NM-7	I can interact at a survival level in some familiar contexts.
NM-7A	I can communicate with others from the target culture in familiar situations using memorized language and showing basic cultural awareness.
NM-7B	I can use appropriate rehearsed behaviors in familiar situations and recognize some obviously inappropriate behaviors.
Students apply the above when they:	
<ul style="list-style-type: none"> • Connect content from other disciplines to the target language. • Access information only available in the target language. • Compare English to the target language. 	<ul style="list-style-type: none"> • Compare their culture to the target language. • Experience the target language and culture both in their community and within their classroom. • Discover how they can use their target language skills for personal enjoyment and lifelong learning.

Table 2.8.3.
Can-Do Statements for Novice High Learners

NOVICE HIGH		
COMMUNICATION COMPETENCIES		Novice learners can:
Interpretive Listening		
NH-1	I can often understand words, phrases, and sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	<ul style="list-style-type: none"> • Understand and say a lot. • Give personal information as well as information about others. • Tell about likes, dislikes, preferences, and needs. • Begin to use the language for some daily functions, such as asking for or giving directions. • Provide information by making statements or answering questions using words, phrases, or short sentences (sometimes memorized) based on the situation. • May need to have things repeated, but will probably be able to figure it out as long as the speaker remembers they are language learners. • Ask easy questions to get needed information. • Understand the main idea(s) and can pick out a few details in brief oral and written texts on familiar topics supported by visuals. • Write much of what they can say by making lists and writing short messages and notes. • Write brief Internet-based social communications, using words, phrases, or short sentences. • Make mistakes when they communicate.
NH-1A	I can sometimes understand simple questions or statements on familiar topics.	
NH-1B	I can understand simple information when presented with pictures and graphs.	
NH-1C	I can sometimes understand the main topic of conversations that I overhear.	
Interpretive Reading		
NH-2	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	
NH-2A	I can usually understand short simple messages on familiar topics.	
NH-2B	I can sometimes understand short, simple descriptions with the help of pictures or graphs.	
NH-2C	I can sometimes understand the main idea of published materials.	
NH-2D	I can understand simple everyday notices in public places on topics that are familiar to me.	
Interpersonal Communication		
NH-3	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	
NH-3A	I can exchange some personal information.	
NH-3B	I can exchange information using texts, graphs, or pictures.	
NH-3C	I can ask for and give simple directions.	
NH-3D	I can make plans with others.	
NH-3E	I can interact with others in everyday situations.	
Presentational Speaking		
NH-4	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	
NH-4A	I can present information about my life using phrases and simple sentences.	
NH-4B	I can tell about a familiar experience or event using phrases and simple sentences.	

Table 2.8.3. (continued)
Can-Do Statements for Novice High Learners

NOVICE HIGH	
NH-4C	I can present basic information about a familiar person, place, or thing using phrases and simple sentences.
NH-4D	I can present information about others using phrases and simple sentences.
NH-4E	I can give basic instructions on how to make or do something using phrases and simple sentences.
NH-4F	I can present basic information about things I have learned using phrases and simple sentences.
Presentational Writing	
NH-5	I can write short messages and notes on familiar topics related to everyday life.
NH-5A	I can write information about my daily life in a letter, blog, discussion board, or email message.
NH-5B	I can write short notes using phrases and simple sentences.
NH-5C	I can write about a familiar experience or event using practiced material.
NH-5D	I can write basic information about things I have learned.
NH-5E	I can ask for information in writing.
INTERCULTURAL COMPETENCIES	
Investigation of Products, Practices, and Perspectives	
NH-6	I can identify products and practices to help me understand perspectives within other cultures and my own.
NH-6A	I can identify some typical products related to daily life within other cultures and my own.
NH-6B	I can identify some typical practices related to daily life within other cultures and my own.
Interaction in Another Culture	
NH-7	I can interact at a survival level in some familiar contexts.
NH-7A	I can communicate with others from the target culture in familiar situations using memorized language and showing basic cultural awareness.
NH-7B	I can use appropriate rehearsed behaviors in familiar situations and recognize some obviously inappropriate behaviors.
Students apply the above when they:	
<ul style="list-style-type: none"> • Connect content from other disciplines to the target language. • Access information only available in the target language. • Compare English to the target language. 	<ul style="list-style-type: none"> • Compare their culture to the target language. • Experience the target language and culture both in their community and within their classroom. • Discover how they can use their target language skills for personal enjoyment and lifelong learning.

Table 2.9.1.
Can-Do Statements for Intermediate Low Learners

INTERMEDIATE LOW		
COMMUNICATION COMPETENCIES		Intermediate learners can:
Interpretive Listening		<ul style="list-style-type: none"> • Say what they want to say rather than having to rely a lot on memorized or short expressions. • Can handle normal daily routines with more confidence. • Speak and write more often in sentences which are fairly simple and are most often in present tense. • Sometimes use past and future tenses to communicate information; accuracy decreases as these tenses are used. • Ask questions to gather information. • Pause occasionally to formulate their thoughts. • Continue to make errors as they speak or write. • May find their errors more readily identifiable and are able to make some corrections. • Expand their listening ability to include short, routine telephone conversations and simple announcements and reports. • Can read simple, straight-forward information about topics that interest them. • Can read simple informational readings found in daily life. • Infer the main idea and can pick out some details in reading and listening.
IL-1	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.	
IL-1A	I can understand the basic purpose of a message.	
IL-1B	I can understand messages related to my basic needs.	
IL-1C	I can understand questions and simple statements on everyday topics when I am part of the conversation.	
Interpretive Reading		
IL-2	I can often understand the main idea of a short and simple text when the topic is familiar.	
IL-2A	I can understand messages in which the writer tells or asks me about topics of personal interest.	
IL-2B	I can identify some simple information needed on forms.	
IL-2C	I can identify some information from news media.	
Interpersonal Communication		
IL-3	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	
IL-3A	I can have a simple conversation on a number of everyday topics.	
IL-3B	I can ask and answer questions on factual information that is familiar to me.	
IL-3C	I can use the language to meet my basic needs in familiar situations.	
Presentational Speaking		
IL-4	I can present information on most familiar topics using a series of simple sentences.	
IL-4A	I can talk about people activities, events, and experiences.	
IL-4B	I can express my needs and wants.	
IL-4C	I can present information on plans, instructions, and directions.	
IL-4D	I can present songs, short skits, or dramatic readings.	
IL-4E	I can express my preferences on topics of interest.	

Table 2.9.1. (continued)
Can-Do Statements for Intermediate Low Learners

INTERMEDIATE LOW	
Presentational Writing	
IL-5	I can write briefly about most familiar topics and present information using a series of simple sentences.
IL-5A	I can write about people, activities, events, and experiences.
IL-5B	I can prepare materials for a presentation.
IL-5C	I can write about topics of interest.
IL-5D	I can write basic instructions on how to make or do something.
IL-5E	I can write questions to obtain information.
INTERCULTURAL COMPETENCIES	
Investigation of Products, Practices, and Perspectives	
IL-6	I can identify products and practices to help me understand perspectives within other cultures and my own.
IL-6A	I can compare products related to everyday life and personal interests or studies within other cultures and my own.
IL-6B	I can compare practices related to everyday life and personal interests or studies within other cultures and my own.
Interaction in Another Culture	
IL-7	I can interact at a functional level in some familiar contexts.
IL-7A	I can converse with peers and colleagues from the target culture in familiar situations at school, work, or play and show interest in basic cultural similarities and differences.
IL-7B	I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors, and avoid major taboos.
Students apply the above when they:	
<ul style="list-style-type: none"> • Connect content from other disciplines to the target language. • Access information only available in the target language. • Compare English to the target language. 	<ul style="list-style-type: none"> • Compare their culture to the target language. • Experience the target language and culture both in their community and within their classroom. • Discover how they can use their target language skills for personal enjoyment and lifelong learning.

Table 2.9.2.
Can-Do Statements for Intermediate Mid Learners

INTERMEDIATE MID		Intermediate learners can:
COMMUNICATION COMPETENCIES		
Interpretive Listening		<ul style="list-style-type: none"> • Say what they want to say rather than having to rely a lot on memorized or short expressions. • Can handle normal daily routines with more confidence. • Speak and write more often in sentences which are fairly simple and are most often in present tense. • Sometimes use past and future tenses to communicate information; accuracy decreases as these tenses are used. • Ask questions to gather information. • Pause occasionally to formulate their thoughts. • Continue to make errors as they speak or write. • May find their errors more readily identifiable and are able to make some corrections. • Expand their listening ability to include short, routine telephone conversations and simple announcements and reports. • Can read simple, straightforward information about topics that interest them. • Can read simple informational readings found in daily life. • Infer the main idea and can pick out some details in reading and listening.
IM-1	I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.	
IM-1A	I can understand basic information in ads, announcements, and other simple recordings.	
IM-1B	I can understand the main idea of what I listen to for personal enjoyment.	
IM-1C	I can understand messages related to my everyday life.	
Interpretive Reading		
IM-2	I can understand the main idea of texts related to everyday life and personal interests or studies.	
IM-2A	I can understand simple personal questions.	
IM-2B	I can understand basic information in ads, announcements, and other simple texts.	
IM-2C	I can understand the main idea of what I read for personal enjoyment.	
IM-2D	I can read simple written exchanges between other people.	
Interpersonal Communication		
IM-3	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	
IM-3A	I can start, maintain, and end a conversation on a variety of familiar topics.	
IM-3B	I can talk about my daily activities and personal preferences.	
IM-3C	I can use my language to handle tasks related to my personal needs.	
IM-3D	I can exchange information about subjects of special interest to me.	
Presentational Speaking		
IM-4	I can make presentations on a wide variety of familiar topics using connected sentences.	
IM-4A	I can make a presentation about my personal and social experiences.	
IM-4B	I can make a presentation on something I have learned or researched.	
IM-4C	I can make a presentation about common interests and issues and state my viewpoint.	

Table 2.9.2. (continued)
 Can-Do Statements for Intermediate Mid Learners

INTERMEDIATE MID	
Presentational Writing	
IM-5	I can write on a wide variety of familiar topics using connected sentences.
IM-5A	I can write messages and announcements.
IM-5B	I can write short reports about something I have learned or researched.
IM-5C	I can compose communications for public distribution.
INTERCULTURAL COMPETENCIES	
Investigation of Products, Practices, and Perspectives	
IM-6	I can identify products and practices to help me understand perspectives within other cultures and my own.
IM-6A	I can compare products related to everyday life and personal interests or studies within other cultures and my own.
IM-6B	I can compare practices related to everyday life and personal interests or studies within other cultures and my own.
Interaction in Another Culture	
IM-7	I can interact at a functional level in some familiar contexts.
IM-7A	I can converse with peers and colleagues from the target culture in familiar situations at school, work, or play and show interest in basic cultural similarities and differences.
IM-7B	I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors, and avoid major taboos.
Students apply the above when they:	
<ul style="list-style-type: none"> • Connect content from other disciplines to the target language. • Access information only available in the target language. • Compare English to the target language. 	<ul style="list-style-type: none"> • Compare their culture to the target language. • Experience the target language and culture both in their community and within their classroom. • Discover how they can use their target language skills for personal enjoyment and lifelong learning.

Table 2.9.3.
Can-Do Statements for Intermediate High Learners

INTERMEDIATE HIGH		
COMMUNICATION COMPETENCIES		Intermediate learners can:
Interpretive Listening		
IH-1	I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.	<ul style="list-style-type: none"> • Say what they want to say rather than having to rely a lot on memorized or short expressions. • Can handle normal daily routines with more confidence. • Speak and write more often in sentences which are fairly simple and are most often in present tense. • Sometimes use past and future tenses to communicate information; accuracy decreases as these tenses are used.
IH-1A	I can easily understand straightforward information or interactions.	
IH-1B	I can understand a few details in ads, announcements, and other simple recordings.	
IH-1C	I can sometimes understand situations with complicating factors.	
Interpretive Reading		
IH-2	I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.	<ul style="list-style-type: none"> • Ask questions to gather information. • Pause occasionally to formulate their thoughts. • Continue to make errors as they speak or write. • May find their errors more readily identifiable and are able to make some corrections. • Expand their listening ability to include short, routine telephone conversations and simple announcements and reports. • Can read simple, straightforward information about topics that interest them. • Can read simple informational readings found in daily life. • Infer the main idea and can pick out some details in reading and listening.
IH-2A	I can understand accounts of personal events or experiences.	
IH-2B	I can sometimes follow short, written instructions when supported by visuals.	
IH-2C	I can understand the main idea of and a few supporting facts about famous people and historic events.	
Interpersonal Communication		
IH-3	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	
IH-3A	I can exchange information related to areas of mutual interest.	
IH-3B	I can use my language to do a task that requires multiple steps.	
IH-3C	I can use my language to handle a situation that may have a complication.	

Table 2.9.3. (continued)
Can-Do Statements for Intermediate High Learners

INTERMEDIATE HIGH	
Presentational Speaking	
IH-4	I can make presentations in a generally organized way on school, work, and community topics and on topics I have researched. I can make presentations on some events and experiences in various time frames.
IH-4A	I can present information on academic and work topics.
IH-4B	I can make a presentation on events, activities, and topics of particular interest.
IH-4C	I can present my point of view and provide reasons to support it.
Presentational Writing	
IH-5	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.
IH-5A	I can write about school and academic topics.
IH-5B	I can write about work and career topics.
IH-5C	I can write about community topics and events.
IH-5D	I can write about an entertainment or social event.
INTERCULTURAL COMPETENCIES	
Investigation of Products, Practices, and Perspectives	
IH-6	I can identify products and practices to help me understand perspectives within other cultures and my own.
IH-6A	I can compare products related to everyday life and personal interests or studies within other cultures and my own.
IH-6B	I can compare practices related to everyday life and personal interests or studies within other cultures and my own.
Interaction in Another Culture	
IH-7	I can interact at a functional level in some familiar contexts.
IH-7A	I can converse with peers and colleagues from the target culture in familiar situations at school, work, or play and show interest in basic cultural similarities and differences.
IH-7B	I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors, and avoid major taboos.
Students apply the above when they:	
<ul style="list-style-type: none"> • Connect content from other disciplines to the target language. • Access information only available in the target language. • Compare English to the target language. • Compare their culture to the target language. • Experience the target language and culture both in their community and within their classroom. • Discover how they can use their target language skills for personal enjoyment and lifelong learning. 	

Table 2.10.1.
Can-Do Statements for Advanced Low Learners

ADVANCED LOW		
COMMUNICATION COMPETENCIES		Advanced learners can:
Interpretive Listening		<ul style="list-style-type: none"> Communicate on a broad range of topics. Say what they want to say rather than having to rely on memorized expressions. Handle normal daily routines with confidence even when they become complicated. Speak and write at the paragraph level with greater detail. Narrate and describe in the past, present, and future, although they may still make some errors. Recognize their own errors and self-correct, as necessary. Listen to and comprehend longer discourses and conversations. Participate fully in a conversation. Share opinions and support their beliefs with evidence. Hypothesize, speak in detail, and handle unfamiliar topics and situations. Produce linguistic subtlety and nuance. Satisfy the demands of work and/or school situations.
AL-1	I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.	
AL-1A	I understand descriptions and stories of events that have happened or will happen.	
AL-1B	I can understand the main idea of popular genres.	
Interpretive Reading		
AL-2	I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.	
AL-2A	I can find and use information for practical purposes.	
AL-2B	I can read texts that compare and contrast information.	
AL-2C	I can follow simple written instructions.	
Interpersonal Communication		
AL-3	I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.	
AL-3A	I can participate in conversations on a wide variety of topics that go beyond my everyday life.	
AL-3B	I can compare and contrast life in different locations and in different times.	
AL-3C	I can resolve an unexpected complication that arises in a familiar situation.	
AL-3D	I can conduct or participate in interviews.	

Table 2.10.1. (continued)
 Can-Do Statements for Advanced Low Learners

ADVANCED LOW	
Presentational Speaking	
AL-4	I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.
AL-4A	I can deliver short presentations on a number of academic and workplace topics.
AL-4B	I can deliver short presentations on social and cultural topics.
AL-4C	I can explain issues of public and community interest, including different viewpoints.
AL-4D	I can deliver presentations for a specific audience.
Presentational Writing	
AL-5	I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.
AL-5A	I can meet basic school and academic writing needs.
AL-5B	I can meet basic work and career writing needs.
AL-5C	I can meet basic social and civic writing needs.
INTERCULTURAL COMPETENCIES	
Investigation of Products, Practices, and Perspectives	
AL-6	I can explain some diversity among products and practices and how it relates to perspectives within other cultures and my own.
AL-6A	I can explain how a variety of products of public and personal interest are related to perspectives within other cultures and my own.
AL-6B	I can explain how a variety of practices within familiar and social situations are related to perspectives within other cultures and my own.
Interaction in Another Culture	
AL-7	I can interact at a competent level in familiar and some unfamiliar contexts.
AL-7A	I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some acceptance of cultural differences.
AL-7B	I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.
Students apply the above when they:	
<ul style="list-style-type: none"> • Connect content from other disciplines to the target language. • Access information only available in the target language. • Compare English to the target language. 	<ul style="list-style-type: none"> • Compare their culture to the target language. • Experience the target language and culture both in their community and within their classroom. • Discover how they can use their target language skills for personal enjoyment and lifelong learning.

Table 2.10.2.
Can-Do Statements for Advanced Mid Learners

ADVANCED MID		
COMMUNICATION COMPETENCIES		Advanced learners can:
Interpretive Listening		<ul style="list-style-type: none"> • Communicate on a broad range of topics. • Say what they want to say rather than having to rely on memorized expressions. • Handle normal daily routines with confidence even when they become complicated. • Speak and write at the paragraph level with greater detail. • Narrate and describe in the past, present, and future, although they may still make some errors. • Recognize their own errors and self-correct, as necessary. • Listen to and comprehend longer discourses and conversations. • Participate fully in a conversation. • Share opinions and support their beliefs with evidence. • Hypothesize, speak in detail, and handle unfamiliar topics and situations. • Produce linguistic subtlety and nuance. • Satisfy the demands of work and/or school situations.
AM-1	I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in most genres, even when I am not familiar with the topic.	
AM-1A	I can understand the main idea and many details of descriptions or interviews.	
AM-1B	I can understand accounts of events.	
AM-1C	I can understand directions and instructions on everyday tasks.	
Interpretive Reading		
AM-2	I can understand the main idea and most supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics. I can follow stories and descriptions of considerable length and in various time frames. I can understand texts written in a variety of genres, even when I am unfamiliar with the topic.	
AM-2A	I can follow the general idea and some details of what is written in a variety of stories and autobiographical accounts.	
AM-2B	I can understand general information on topics outside my field of interest.	
AM-2C	I can understand messages on a wide variety of past, present, and future events.	
Interpersonal Communication		
AM-3	I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics. I can talk in detail and in an organized way about events and experiences in various time frames. I can confidently handle routine situations with an unexpected complication. I can share my point of view in discussions on some complex issues.	
AM-3A	I can communicate effectively on a wide variety of present, past, and future events.	
AM-3B	I can exchange general information on topics outside my field of interest.	
AM-3C	I can handle a complication or unexpected turn of events.	

Table 2.10.2. (continued)
Can-Do Statements for Advanced Mid Learners

ADVANCED MID	
Presentational Speaking	
AM-4	I can deliver well-organized presentations on concrete social, academic, and professional topics. I can present detailed information about events and experiences in various time frames.
AM-4A	I can present information about events of public or personal interest.
AM-4B	I can convey my ideas and elaborate on a variety of academic topics.
AM-4C	I can give presentations with ease and detail on a wide variety of topics related to professional interests.
Presentational Writing	
AM-5	I can write on a wide variety of general interest, professional, and academic topics. I can write well-organized, detailed paragraphs in various time frames.
AM-5A	I can write well-organized texts for a variety of academic purposes.
AM-5B	I can write well-organized texts for a variety of professional purposes.
AM-5C	I can write well-organized texts for a variety of general interest purposes.
INTERCULTURAL COMPETENCIES	
Investigation of Products, Practices, and Perspectives	
AM-6	I can explain some diversity among products and practices and how it relates to perspectives within other cultures and my own.
AM-6A	I can explain how a variety of products of public and personal interest are related to perspectives within other cultures and my own.
AM-6B	I can explain how a variety of practices within familiar and social situations are related to perspectives within other cultures and my own.
Interaction in Another Culture	
AM-7	I can interact at a competent level in familiar and some unfamiliar contexts.
AM-7A	I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some acceptance of cultural differences.
AM-7B	I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.
Students apply the above when they:	
<ul style="list-style-type: none"> • Connect content from other disciplines to the target language. • Access information only available in the target language. • Compare English to the target language. 	<ul style="list-style-type: none"> • Compare their culture to the target language. • Experience the target language and culture both in their community and within their classroom. • Discover how they can use their target language skills for personal enjoyment and lifelong learning.

Table 2.10.3.
Can-Do Statements for Advanced High Learners

ADVANCED HIGH			
COMMUNICATION COMPETENCIES		Advanced learners can:	
Interpretive Listening			
AH-1	I can easily follow narrative, informational, and descriptive speech. I can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts. I can sometimes follow extended arguments and different points of view.	<ul style="list-style-type: none"> • Communicate on a broad range of topics. • Say what they want to say rather than having to rely on memorized expressions • Handle normal daily routines with confidence even when they become complicated. • Speak and write at the paragraph level with greater detail. • Narrate and describe in the past, present, and future, although they may still make some errors. • Recognize their own errors and self-correct, as necessary. • Listen to and comprehend longer discourses and conversations. • Participate fully in a conversation. • Share opinions and support their beliefs with evidence. • Hypothesize, speak in detail, and handle unfamiliar topics and situations. • Produce linguistic subtlety and nuance. • Satisfy the demands of work and/or school situations. 	
AH-1A	I can easily understand detailed reports and exposés.		
AH-1B	I can often understand various viewpoints in extended arguments.		
AH-1C	I can understand discussions and presentations on many concrete and abstract topics.		
Interpretive Reading			
AH-2	I can easily follow narrative, informational, and descriptive texts. I can understand what I read on most topics that deal with special interests, unfamiliar situations, and abstract concepts. I can sometimes understand extended arguments and different points of view.		
AH-2A	I can understand narrative, descriptive, and informational texts of any length.		
AH-2B	I can read about most topics of special interest.		
AH-2C	I can read most general fiction and non-fiction.		
Interpersonal Communication			
AH-3	I can express myself freely and spontaneously and, for the most part, accurately on concrete topics and on most complex issues. I can usually support my opinion and develop hypotheses on topics of particular interest or personal expertise.		
AH-3A	I can exchange complex information about academic and professional tasks.		
AH-3B	I can exchange detailed information on topics within and beyond my fields of interest.		
AH-3C	I can support my opinion and construct hypotheses.		
Presentational Speaking			
AH-4	I can deliver detailed presentations, usually with accuracy, clarity, and precision, on a variety of topics and issues related to community interests and some special fields of expertise.		
AH-4A	I can present complex information on many concrete topics and related issues.		
AH-4B	I can present a viewpoint with supporting arguments on a complex issue.		
AH-4C	I can use appropriate presentational conventions and strategies.		

Table 2.10.3. (continued)
 Can-Do Statements for Advanced High Learners

ADVANCED HIGH	
Presentational Writing	
AH-5	I can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.
AH-5A	I can write using target language and culture conventions to present and elaborate a point of view.
AH-5B	I can write using target language and culture conventions for informal purposes.
AH-5C	I can write using target language and culture conventions for formal purposes.
INTERCULTURAL COMPETENCIES	
Investigation of Products, Practices, and Perspectives	
AH-6	I can explain some diversity among products and practices and how it relates to perspectives within other cultures and my own.
AH-6A	I can explain how a variety of products of public and personal interest are related to perspectives within other cultures and my own.
AH-6B	I can explain how a variety of practices within familiar and social situations are related to perspectives within other cultures and my own.
Interaction in Another Culture	
AH-7	I can interact at a competent level in familiar and some unfamiliar contexts.
AH-7A	I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some acceptance of cultural differences.
AH-7B	I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.
Students apply the above when they:	
<ul style="list-style-type: none"> • Connect content from other disciplines to the target language. • Access information only available in the target language. • Compare English to the target language. 	<ul style="list-style-type: none"> • Compare their culture to the target language. • Experience the target language and culture both in their community and within their classroom. • Discover how they can use their target language skills for personal enjoyment and lifelong learning.

STANDARDS-BASED CLASSROOMS

3

Organizing Content: AP[®] World Language and Culture Program

The College Board’s Advanced Placement Program[®] is designed to enable “willing and academically prepared students to pursue college-level studies with the opportunity to earn college credit, advanced placement, or both—while still in high school” (College Board, 2017). The AP[®] World Language program offers courses and exams in the following languages:

- Chinese
- French
- German
- Italian
- Japanese
- Latin (not offered in DoDEA schools)
- Spanish (both Language and Literature courses)

As a part of its process of continual course and exam development, the College Board began structuring its World Language courses around six themes. The purpose of the themes is to facilitate the integration of language, content, and culture and promote the use of the language in a variety of contexts.

As DoDEA develops theme-based units of instruction for its secondary courses, each theme will be based on the following AP[®] themes:

- Global Challenges
- Science and Technology
- Contemporary Life
- Personal and Public Identities
- Families and Communities
- Beauty and Aesthetics

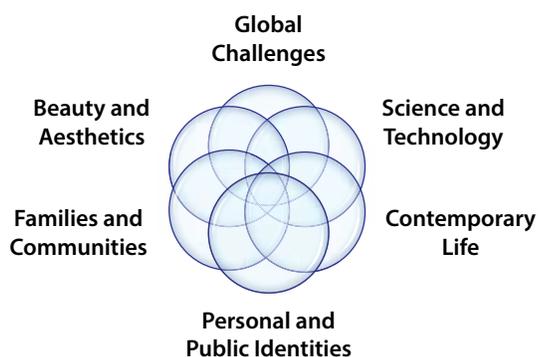


Table 3.1.
Themes for Secondary Courses

THEME	RECOMMENDED CONTEXTS	OVERARCHING ESSENTIAL QUESTIONS
Global Challenges	Communication	<p>What environmental, political, and social issues pose challenges to societies throughout the world?</p> <p>What are the origins of those issues?</p> <p>What are possible solutions to those challenges?</p>
	Diversity Issues	
	Economic Issues	
	Education	
	Environmental Issues	
	Geography	
	Health Issues	
	Human Rights	
	Migrations and Borders	
	Nutrition and Food Safety	
	Peace and War	
	Philosophical Thought and Religion	
	Political Issues	
	Population and Demographics	
Social Conscience		
Social Welfare		
Science and Technology	Access to Technology	<p>How do developments in science and technology affect our lives?</p> <p>What factors have driven innovation and discovery in the fields of science and technology?</p> <p>What role do ethics play in scientific advancement?</p>
	Alternative Resources	
	Current Research Topics	
	Discoveries and Inventions	
	Effects of Technology	
	Ethical Questions	
	Future Technologies	
	Healthcare and Medicine	
	Innovations	
	Intellectual Properties	
	Inventions are Catalysts of Change	
	Natural Phenomena	
	Personal Technology and Communication	
	Science and Ethics	
	Social Impact of Technology	
	The New Media	
Transportation		
Contemporary Life	Advertising and Marketing	<p>How do societies and individuals define quality of life?</p> <p>How is contemporary life influenced by cultural products, practices, and perspectives?</p> <p>What are the challenges of contemporary life?</p>
	Current Events	
	Education and Careers	
	Entertainment, Travel, Sports, and Leisure	
	Health and Well-Being	
	Holidays and Celebrations	
	Housing and Shelter	
	Lifestyles	
	Mass Media	
	Relationships	
	Rites of Passage	
	Social Customs and Values	
	Volunteerism	
	Youth Culture	

Table 3.1. (continued)
Themes for Secondary Courses

THEME	RECOMMENDED CONTEXTS	OVERARCHING ESSENTIAL QUESTIONS
Personal and Public Identities	Alienation and Assimilation Beliefs and Values Gender and Sexuality Generational Issues Heroes and Historical Figures History and Geography Language and Identity Multiculturalism National and Ethnic Identities Nationalism and Patriotism Personal Beliefs Personal Interests Self-Image Stereotypes	How are aspects of identity expressed in various situations? How do language and culture influence identity? How does one's identity develop over time?
Families and Communities	Age and Class Ceremonies Childhood and Adolescence Citizenship Community Service Customs and Values Diversity Education Communities Family Structures Friendship and Love Global Citizenship Human Geography Relationships Social Benefits Social Networking Urban, Suburban, and Rural Life	What constitutes a family in different societies? How do individuals contribute to the well-being of communities? How do the roles that families and communities assume differ in societies around the world?
Beauty and Aesthetics	Architecture Conservation and Restoration Contributions to World Artistic Heritage Cultural Perspectives Defining Beauty Defining Creativity Fashion and Design Ideals of Beauty Language and Literature Visual and Performing Arts	How are perceptions of beauty and creativity established? How do ideals of beauty and aesthetics influence daily life? How do the arts both challenge and reflect cultural perspective?



Communicative Language Teaching

When students are asked why they wish to study another language, they most often respond that they want to be able to communicate with other people and understand their culture. Indeed, language and culture are at the heart of the human experience. Through knowledge and skills gained from learning other languages, students come to understand that language and culture are inextricably linked and that individuals must abide by the constraints and freedoms afforded by their own and other cultures to become effective communicators.

Communicative language teaching, often referred to as a communicative approach, is a language-teaching approach that emphasizes interaction as both the means and the ultimate goal of learning another language. As the world becomes smaller and communication is but a click, call, or finger tap away, students are becoming more and more motivated to use languages in addition to English with people locally and around the world for a variety of purposes. Unhindered communication in multiple languages reinforces concepts and skills across disciplines, heightens college- and career-readiness, and enhances the overall quality of one's life. Being able to communicate with others allows speakers to interpret events of the modern and classical world from multiple perspectives as they experience language and culture within and beyond the classroom.

Through communication in other languages, students also develop an understanding of the relationship among cultural products, practices, and perspectives. They can enhance their understanding of language and culture by making linguistic and cultural comparisons and by developing insights into the nature of language and culture. Communicating about what people believe, what they do, and what they use or make enables students to understand authentic cultural contexts which define acceptable language and behavior.

Throughout the United States, world language education is undergoing a massive paradigm shift away from the grammar translation and audio-lingual teaching methods of past decades. Language educators at all levels are fully embracing the research-proven tenets of modern communicative language teaching. DoDEA's CCRSWL fully embrace and support communicative language teaching and learning with the end goals being communicative and cultural competence.

Communicative competence is defined as the ability to interpret and enact appropriate social behaviors through proficient use of language, and it requires the active involvement of the students in the production of the target language. This requires language students to demonstrate a wide range of abilities, including the ability to:

- Say the appropriate thing in a certain social situation (sociolinguistic competence);
- Accurately employ knowledge of grammar, vocabulary, and syntax (linguistic competence);
- Begin, enter, contribute to, and end conversations in a consistent and coherent manner (discourse competence);
- Communicate effectively and repair problems caused by communication breakdowns (strategic competence); and
- Engage and interact with others in culturally appropriate ways for common purposes (intercultural competence).

Communicative language learning requires language educators to:

- Place primary emphasis on functional use of the language being learned through the use of communicative tasks within culturally rich contexts;
- Deemphasize the role of grammar and structure in world language lessons;
- Provide students with substantial amounts of meaningful and comprehensible input through exclusive use of the target language (100% of the time in immersion classrooms and at least 90% of the time in all other language-learning settings);

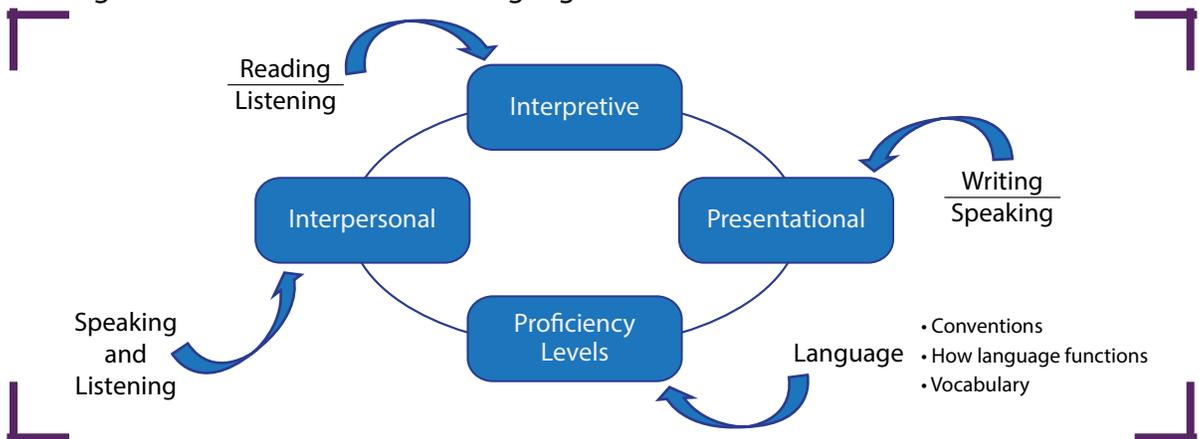
- Engage students with plentiful and well-balanced opportunities to engage in interpretive, interpersonal, and presentational communication;
- Incorporate the use of authentic texts and communication activities linked to real-world contexts that emphasize links across language skills and the various modes of communication;
- Utilize task-based cooperative and collaborative activities that require frequent interaction among students or with other target language users to exchange information and solve problems;
- Provide students with frequent feedback that is both positive and error-corrective in nature;
- Employ a student-centered approach that takes into account students' backgrounds, language needs, and personal goals;
- Create a positive affective learning environment that lowers anxiety levels and encourages students to take risks when attempting to use and create with the language; and
- Allow students to be creative and to take an integral role in instructional decision-making.

Anecdotal evidence indicates that, for far too long, a majority of students have exited K–12 language programs without attaining any measurable level of communicative competence. The CCRSWL address this deficiency by providing a rigorous, communicatively-based pathway to proficiency. When these learning standards supplant textbooks as the primary driver of instruction, K–12 language learners will have a real opportunity to gain measurably useful levels of language proficiency and intercultural competence, which will enhance their prospects for employment or postsecondary study following their graduation from high school.

World Languages and Literacy

The *College and Career Ready Standards for Literacy* (CCRSL) contain four strands: Reading, Writing, Speaking, and Listening. These four strands are represented in the *World-Readiness Standards for Learning Languages* by the Communication standards (interpersonal, interpretive, and presentational) and the level of proficiency demonstrated. In addition, the standards of the other four goals areas for learning languages—Cultures, Connections, Comparisons, and Communities—also support and are aligned with the Common Core. These standards describe the expectations to ensure all students are college-, career-, and world-ready.

Figure 3.1.
Linking Common Core and World Languages



Effective Language Classrooms and Programs

DoDEA endorses the following principles that describe the characteristics of highly effective language teaching and learning. An ideal learning experience is framed by a standards-based and thematically-organized curriculum that integrates culture, content, and language. Students work with authentic, age-appropriate texts in a student-centered environment as they engage in real-world performance tasks that allow them to use the target language beyond the classroom.

Implementing a Standards-Based and Thematically-Organized Curriculum

- The thematic unit is standards-based. The content is cognitively engaging and relevant to students.
- Every unit assesses a student's increasing ability to use language for real-world purposes.
- Each lesson supports the goals of the unit by having clearly stated learning targets that indicate what students will know and be able to do by the end of the lesson.
- Lesson design is research-based and learning experiences are sequenced in ways that allow for maximum student learning.
- Grammar is not the focus of the course, unit, or lesson. The teacher teaches grammar as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning.

Facilitating a Student-Centered Classroom

- The teacher acts as a partner with students in the learning process.
- The teacher demonstrates and models to make

input comprehensible. Students learn vocabulary from using it in language-rich contexts such as stories, hands-on experiences, picture descriptions, or subject-matter content.

- The teacher engages students in cognitively challenging real-world tasks.
- The teacher provides multiple opportunities for students to collaborate in pair and small group activities while interpreting and expressing ideas about topics of interest to them. There is frequent student-to-student interaction.
- The teacher makes instructional decisions based on student performance and allows for ongoing feedback from a variety of sources to improve performance.

Using the Target Language and Providing Comprehensible Input for Instruction

- The teacher uses the target language at least 90% of the time.
- The teacher uses a variety of strategies to make language comprehensible, monitors student comprehension, and makes adjustments as necessary.
- The teacher avoids the use of translation by using verbal and non-verbal strategies and also avoids eliciting translation from students.

Integrating Culture, Content, and Language in a World Language Classroom

- Students acquire cultural knowledge and insights as they consider and reflect on the relationships among the products, practices, and perspectives of the cultures being studied.
- Content-related instruction allows students to make meaningful connections to the world around them.
- Students build, reinforce, and expand their knowledge of other disciplines

and the world while using the target language.

- Learning experiences are designed to allow students to use language as they work with the content and cultural topics of the unit.
- Students engage in meaningful and purposeful communication. They communicate. They know how, when, and why to say what to whom.

Adapting and Using Age-Appropriate Authentic Materials

- The teacher uses authentic materials and designs tasks appropriate to the language proficiency and age level of the students.
- The teacher uses a variety of authentic print and non-print materials.

Conducting Performance-Based Assessment

- The teacher uses formative checks for learning during lessons to adjust instruction as needed and to provide timely feedback to students.
- Students know how well they are doing with regard to specific learning goals and they know what they can do to improve their performance.
- Students have the ability to assess their own learning.
- Students engage in summative real-world performance tasks to demonstrate how well they have met the performance goals of the unit.

The language classroom in the U.S. has been transformed in the last 20 years to reflect an increasing emphasis on developing students' communicative competence. Unlike the classroom of yesteryear that required students to know a great deal of information about the language but did not have an expectation

of language use, today’s classroom is about teaching languages so that students use them to communicate with native speakers of the language. This is what prepares them to use their language learning as a 21st century skill. The following is a chart comparing how language classrooms looked in the past compared to today.

Table 3.2.
Comparison of Language Classrooms in the Past vs. Today

In the Past	Today
Students learned about the language (grammar)	Students learn to use the language
Teacher-centered class	Student-centered with teacher as facilitator/ collaborator
Focused on isolated skills (listening, speaking, reading, and writing)	Focus on the three modes: interpersonal, interpretive, and presentational
Coverage of a textbook	Backward design focusing on the targeted proficiency goal
Using the textbook as the curriculum	Use of thematic units and authentic resources
Emphasis on teacher as presenter/lecturer	Emphasis on student as “doer” and “creator”
Isolated cultural “factoids”	Emphasis on the relationship among the perspectives, practices, and products of the culture
Use of technology as a “cool tool”	Integrating technology into instruction to enhance learning
Only teaching language	Using language as the vehicle to teach academic content
Same instruction for all students	Differentiating instruction to meet individual needs
Synthetic situations from textbook	Personalized real world tasks
Confining language learning to the classroom	Seeking opportunities for students to use language beyond the classroom
Testing to find out what students do not know	Assessing to find out what students can do
Only the teacher knows the criteria for grading	Students know and understand criteria on how they will be assessed by reviewing the task rubric
Students “turn in” work only for the teacher	Students create to “share and publish” to audiences more than just the teacher



Assessment in World Languages

Learning a language is a skill. As with any skill, it is impossible to effectively assess a student's progress via a multiple-choice examination. DoDEA's standard is that assessment in world language instruction should be performance-based so that students have the opportunity to demonstrate what they can do with the language, instead of what they know about the language. The following guidelines should assist teachers in developing appropriate assessments:

Effective Assessment Mirrors Instruction

1. Assessment should be an integral part of learning.
2. Assessment design should be the second step in planning and should follow the identification of learning targets.
3. Assessment should provide opportunities for students to show that they can communicate meaningfully in daily situations.

Effective Assessment Connects to Students

4. Assessment exists first and foremost for students as a way for them to show what they can do in the language. Assessment exists secondarily for teachers who facilitate their students' learning.
5. Assessment should connect students to real-life tasks and situations.
6. Assessment should encourage students to take charge of their own learning.
7. Assessment should command students' best effort.
8. Assessment that connects to what students want to learn how to do promotes continued learning.
9. Assessment should provide a variety of ways that students can demonstrate what they know and can do.

Effective Assessment is used to Measure, Advise, and Report

10. Assessment should use rubrics that are understood and valued by students in advance of the assessment experience.
11. Assessment should show students what their performance looks like compared to the learning targets.
12. Feedback that follows assessment should help students determine what they can do to improve performance.
13. Assessment should be used to report progress that reflects what students can do with the language they are learning.
14. Assessment should provide teachers meaningful information that they can use to improve teaching and learning.



Target Language Use

In May 2010, ACTFL released the following position statement on the use of the target language in the classroom:

Research indicates that effective language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency. The pivotal role of target-language interaction in language learning is emphasized in the *K-16 Standards for Foreign Language Learning in the 21st Century*. ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom. In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaning making. For example, they:

1. provide comprehensible input that is directed toward communicative goals;
2. make meaning clear through body language, gestures, and visual support;
3. conduct comprehension checks to ensure understanding;
4. negotiate meaning with students and encourage negotiation among students;
5. elicit talk that increases in fluency, accuracy, and complexity over time;
6. encourage self-expression and spontaneous use of language;
7. teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
8. offer feedback to assist and improve students' ability to interact orally in the target language.

ACTFL (2010) also noted, “Communication for a classical language refers to an emphasis on reading ability and for American Sign Language (ASL) to signed communicative ability.”

DoDEA supports this position statement and sets it as an instructional standard in all language classes. Teachers who spend the majority of instructional time speaking English are doing their students a great disservice and are keeping them from opportunities to acquire the language. Using English to teach another language has been compared to teaching a child to swim without water. Second language acquisition research shows that students must be surrounded with input that is meaningful and interesting in order to acquire a new language. The input must be provided consistently, beginning on the first day of instruction.

Teachers, administrators, parents, and students are all encouraged to review the article [“Going for 90% Plus: How to Stay in the Target Language”](#) published in the October 2012 edition of the *Language Educator* for more information and resources to help teachers meet this expectation.



Integration of Culture

The ACTFL Culture standards promote an understanding of the relationship between the products, practices, and perspectives of the culture(s) studied. It is through the intersection of these three concepts that students can gain a deeper and more robust understanding of the target culture. By incorporating realia and other authentic resources into language lessons, teachers can provide students with culturally-relevant themes and topics through which to acquire language, culture, and content.

- **Products** are the tangible or intangible creations of a particular culture. They reflect a culture’s perspectives.
- **Practices** are patterns of social interactions and behaviors. Practices involve the use of products. They represent the knowledge of “what to do when and where” and how to interact within a particular culture.
- **Perspectives** are the philosophical thoughts, meanings, attitudes, values, beliefs, and ideas that underlie the cultural practices and products of a society. They represent a culture’s view of the world.

Table 3.3.1.
Examples of Practices

Rites of passage	The use of forms of discourse (use of formal vs. informal forms of address)	The use of space (norms of respect in social interactions)
The social “pecking order”		
Gestures and other nonverbal forms of communication	Meal times	Playing behaviors
Traditions related to holiday celebrations	Turn-taking (in conversation or in games)	Socially appropriate behaviors for interviewing, dating, weddings, funerals, etc.
Table manners	Shopping behaviors	

Table 3.3.2
Examples of Products

Tangible Products	Intangible Products
Toys; household items; pottery	Dance
Musical instruments	Music
Traditional and contemporary dress	Language
Types of dwellings	Literary styles/genres
Foods; sports equipment	Social, economic, political institutions (e.g., the educational system of a country)
Literature	
Artwork; tools	
Political cartoons	

Table 3.3.3
Examples of Perspectives

Youth valued over age or vice versa	Valuing of sports/entertainment over education	Values attached to bilingualism, multilingualism, monolingualism
The belief that bigger is better	Belief that humans are part of the natural world and must respect and care for it	Value associated with personal privacy
Value of having (ownership)	Importance of family	
Importance of individual freedom; independence		

Whatever the form of a cultural product, its presence within the culture is required or justified by the underlying beliefs and values (perspectives) of that culture, and the cultural practices involve the use of that product.

In some Asian cultures, members are positioned (a perspective) on a hierarchical scale based on age, social status, education, or similar variables. In those cultures, the exchange of business cards (a product) that provides key information is a helpful practice. Because the cards facilitate social interaction and are treated with respect in those cultures, one should not scribble another name or phone number on the business card (taboo practice). The information on the card also directly affects the nonverbal behavior (practice) of those involved in the communicative interaction, as well as the choice of linguistic forms (products) that indicate status.

In the U.S., youth has traditionally been valued more than old age (a perspective). As a result,

products that purport to prolong youth and vitality (e.g., face creams, high fiber breakfast cereals, fitness equipment) have become an integral part of our culture. At the same time, practices that are perceived as prolonging youth and health are encouraged: school children have physical education to promote physical exercise; many invest in running shoes (products) or join a fitness club (product); some take extreme measures to look younger and have plastic surgery (practice) or wear clothes associated with a younger set (products).

In Spain, bread is considered a fundamental part of every meal (perspective). Fresh, long baguette-type loaves of bread (products) are baked and sold daily in *panaderías* (products). At the table, people break off (rather than slice) pieces of bread from the long loaves and often use the bread to scoop food onto eating utensils (practices). Butter is not served with bread (practice).

Developing an understanding and awareness of other cultures' perspectives is critical in the development of global competence, an essential theme in preparing learners for life and work in the 21st century. All students need to understand diverse cultural perspectives that exist both within the United States and other countries in order to function appropriately in varied cultural and linguistic contexts that they may encounter in their future. It is fundamental to develop an awareness of other people's world views and the rituals and patterns of behavior that characterize their world, as well as the products that the culture has created and the reasons for their existence.



The Role of Grammar Instruction

Just as a textbook is a resource for instruction, grammar is a resource for communication. It is not the only resource a person uses when communicating. Because of this, the grammatical knowledge of a language (i.e., tense, syntax, mode, and other elements of usage) is not an explicit goal of DoDEA's CCRSWL. Many years of research in second language acquisition has demonstrated that grammar learning must take place within a meaningful communicative context.

In a proficiency-oriented language program, there are no longer units based around grammar topics. The units of instruction are built around themes, and students are learning to complete tasks or functions that focus on the theme. The grammar that students learn must help them complete the tasks or functions being taught.

The CCRSWL support communicative, proficiency-based language learning. In communicative classrooms, grammar should never be the primary focus of instruction. Instead, grammar should be incorporated into lessons judiciously, using an inductive method. One widely-used inductive model, called the PACE Model, guides language instructors to:

- **P**resent meaningful language through a communicative context,
- Focus student **A**ttention on some grammatical aspect of the language,
- **C**o-construct grammatical explanations with the students, and
- **E**xtend the learning in a later lesson or task.

Students who are provided with ample communicative opportunities to create meaning and use critical thinking skills in the target language will be much better prepared to achieve the higher levels of proficiency envisioned by the CCRSWL. Conversely, students in programs that continue to place primary

emphasis on a progression of grammar learning in isolation will be severely disadvantaged as they attempt to meet the proficiency levels targeted by the standards.

This does not mean teachers no longer teach grammar. Students need to develop a certain level of grammatical control to communicate in the language, but the main focus on instruction and practice should not be spent on verb conjugations, fill-in-the blank exercises, and activities that require rote memorization of rules.

The grammar that the students must know should be based on the tasks they must complete. This does not mean that the students must be taught every single nuance of that grammatical concept; rather, they should learn enough to be able to complete the task.



The Role of Technology

The CCRSWL both support and promote the use of technology in the world language classroom and beyond. Ongoing technological advances and blended learning scenarios, which use a combination of technology-based and face-to-face learning, continue to expand the means by which students can interact with the world and learn other languages. Technological enhancements in schools throughout DoDEA have given students access to the informational power and expansiveness of the Internet. Online language-learning options now bring teachers to students, no matter where they might be in the world or what time of the day it is. Commercially available language-learning software products provide an increasing array of supplemental learning resources for a diverse range of language students.

One indisputable fact is that today's students are wired to the world 24 hours a day, seven days a week, through their iPads, laptop computers, and other mobile devices. Content is available from a variety of sources and from experts online, often free of charge. Indeed, today's students have a vast world of knowledge readily available at their fingertips. If they learn something of interest in school, they know they can find out more about the topic with just a few clicks. Consideration of these characteristics of contemporary language students is critically important when designing programs and planning lessons that align to the CCRSWL, which firmly embrace the use of technology to enhance learning in the world language classroom. Teachers should employ a variety of technologies to engage students in the learning process by building lessons and assessments around authentic examples of the target language and culture and by connecting their classrooms to other places in the world where the target language is spoken.

While schools and districts are strongly encouraged to consider the use of blended learning options to enhance world language study, it is important to understand clearly that the CCRSWL

cannot be fully or correctly implemented using language-learning software programs as the exclusive means of delivering language instruction. As stand-alone options for learning other languages, none of the products currently on the market can adequately address all of the communicative and cultural demands of the new world language learning standards.

A growing body of language acquisition research clearly shows that these products are appropriate only as supplemental materials and never as the primary vehicle for language instruction because the acquisition of language requires a significant level of varied human interaction for learning to be meaningful and for proficiency and intercultural competence to develop across all language skill areas and communication modes. The exclusive use of commercially available language-learning products as a replacement for licensed world language teachers and as the sole means of student language learning constitutes a serious departure from the practices proven to be most effective in communicative language teaching and learning.



Core Practices for World Language Learning

In 2009, ACTFL established a series of research priorities on five priority areas critical to improving language education. Among those priorities was the area of identifying High-Leverage Teaching Practices (HLTPs) for learning world languages.

HLTPs are the basic fundamentals of teaching. They are defined as the “tasks and activities that are essential for skillful beginning teachers to understand, take responsibility for, and be prepared to carry out in order to enact their core instructional responsibilities” (Glisan & Donato, 2017).

Much research has been done in recent years regarding HLTPs. This research has been spearheaded by the University of Michigan’s Teacher Education Initiative (TEI). Initial research by the TEI revealed the following eight characteristics of HLTPs:

1. They are effective and powerful in advancing student learning.
2. They are specifically effective in using and managing differences among students and in confronting inequities.
3. They are used in many contexts and across content areas, although some are unique to a particular subject area.
4. They can be assessed.
5. They serve usefully as building blocks for learning practice. They require multiple instructional moves and understanding of the relationship among them.
6. They can be unpacked and taught to beginners and learned by them through rehearsing and coaching.
7. They can be justified and made convincing to teacher candidates as being meaningful and useful for becoming skilled practitioners.
8. They are unlikely to be learned well through only experience, modeling, or observation.

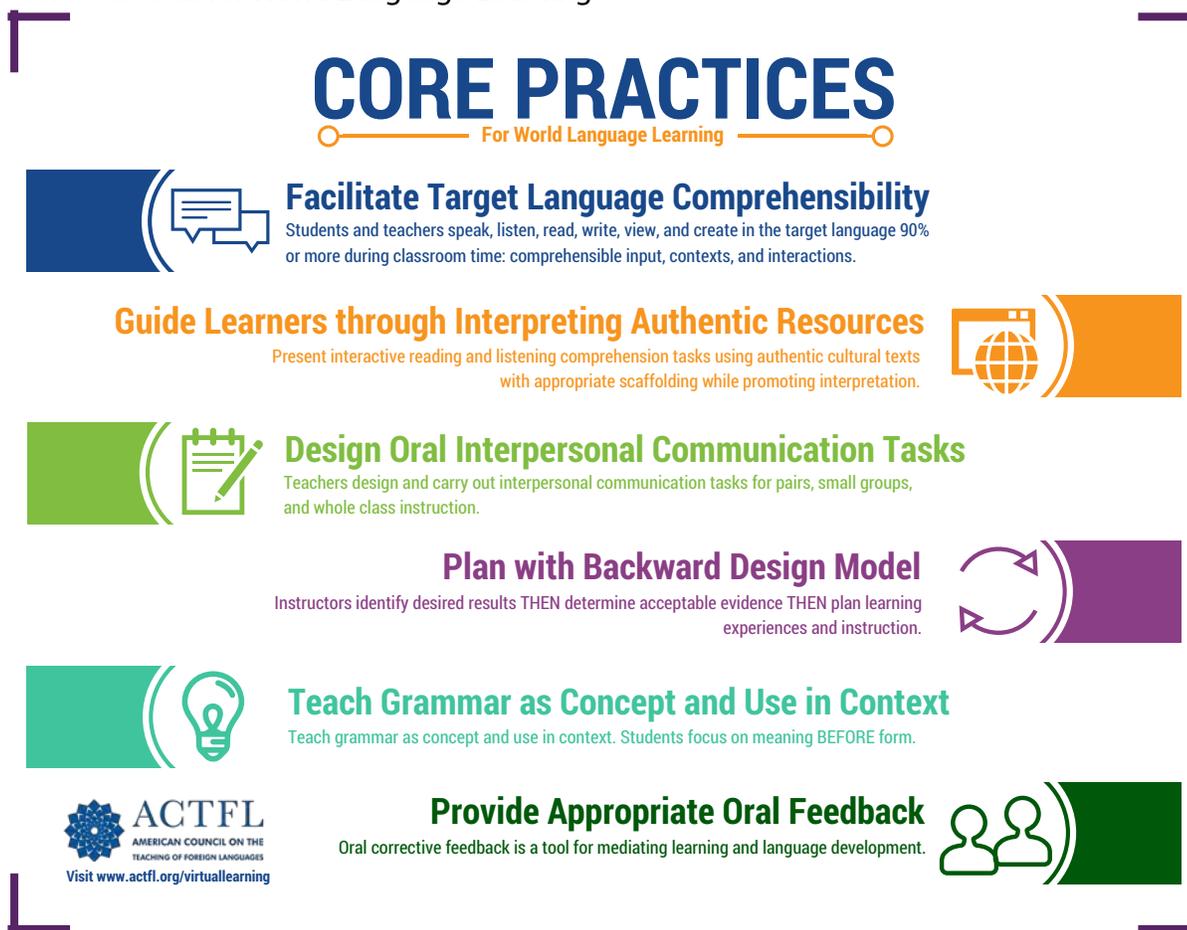
Often there is a misconception that HLTPs are merely best practices for teaching. The table below shows the differences:

Table 3.4.
Comparison of Best Practices and HLTPs

Best Practices	High-Leverage Teacher Practices
Are defined as “what works” based on experience and anecdotal evidence.	Are based on theory, research on student learning, and accumulated wisdom of practice.
Explain WHAT to do but not HOW to do it.	Can be deconstructed into instructional moves that explain HOW to enact the practice.
Are thought to be learnable through modeling and observation.	Cannot be learned through observation alone and require explicit instruction and practice.
Are reduced to general statements of practice or labels such as “use authentic resources” and “model activities.”	Are complex and are not reduced to a single label or professional slogan.
Consist of long lists of general statements that do not consider teacher experience, foundational pedagogical skills, or the relationship of one practice with another.	Are not as extensive in number but are selective, mutually supporting, and considered fundamental to teaching, especially for the beginning teacher.
Are sometimes associated with personality traits, intuition, or common sense, rather than being learned; e.g., <i>Don’t correct every error a student makes so as to lower the anxiety filter.</i>	Can be explained, taught, and coached.
Reflect good practices but are not used as a basis for a teacher education curriculum.	Are considered developmentally appropriate for novice teachers, describes what novice teachers need to know to be prepared for the world language classroom, and are useful and essential for teacher education purposes. A teacher education curriculum could be based on HLTPs.

In April 2015, ACTFL assembled a group of individuals who comprised the ACTFL Research and Assessment Committee and the ACTFL Research Priorities in Foreign Language Education Task Force to launch a dialogue about HLTPs and begin to identify them for world language instruction. After extensive discussion and deliberation, the following six practices were selected. They are identified as the *Core Practices for World Language Teaching*. These core practices are based on research and are proven to increase students’ proficiency as well as advance teachers’ skills in teaching.

Figure 3.2.
Core Practices for World Language Learning



These practices each include multiple steps or micro-practices, called instructional moves. Teachers will receive targeted professional development aimed at effectively implementing these core practices into their daily instruction.



National Language Organizations

[American Council on the Teaching of Foreign Languages \(ACTFL\)](#)

[National Council of State Supervisors for Languages \(NCSSFL\)](#)

[National Association of District Supervisors of Foreign Languages \(NADSFL\)](#)

[American Council on Immersion Education \(ACIE\)](#)

[Center for Advanced Research on Language Acquisition \(CARLA\)](#)

[Center for Applied Second Language Studies \(CASLS\)](#)

[Center for Applied Linguistics \(CAL\)](#)

[Center for Language Education and Research \(CLEAR\)](#)

[National Network for Early Language Learning \(NNELL\)](#)

[Joint National Committee for Languages-National Council for Languages and International Studies \(JNCL-NCLIS\)](#)

Regional Language Organizations

[Central States Conference on the Teaching of Foreign Languages \(CSCTFL\)](#)

[Northeast Conference on the Teaching of Foreign Languages \(NECTFL\)](#)

[Southern Conference on Language Teaching \(SCOLT\)](#)

State Language Organizations

Alabama World Language Association (AWLA)
 Foreign Language Association of Georgia (FLAG)
 Kentucky World Language Association (KWLA)
 New York State Association of Foreign Language Teachers (NYS AFLT)
 Foreign Language Association of North Carolina (FLANC)
 Foreign Language Association of Virginia (FLAVA)
 Greater Washington Association of Teachers of Foreign Languages (GWATFL)

Language-specific Organizations

American Association of Teachers of Arabic (AATA)
 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 Japanese (AATJ)
 American Association of Teachers of Korean (AATK)
 American Association of Teachers of Spanish and Portuguese (AATSP)
 American Association of Teachers of Turkic Languages (AATT)
 Chinese Language Teachers Association (CLTA)
 Chinese Language Association of Secondary-Elementary Schools (CLASS)

Other Organizations and Resources

Teacher Effectiveness for Language Learning (TELL)
 Path 2 Proficiency
 Annenberg Media – Teaching Foreign Languages K–12 Workshop
 Annenberg Media – Teaching Foreign Languages K–12: A Library of Classroom Practices
 Center for Open Educational Resources and Language Learning: Foreign Language Teaching Methods
 Avant Proficiency Assessments
 ACTFL Assessment of Performance Toward Proficiency in Languages (AAPPL)

LIST OF TABLES

A

No.	Title & Page
1.1.	World-Readiness Standards for Learning Languages 3
2.1.	Foreign Language Difficulty Categories 6
2.2.	Parameters for Language Learner's Performance 7
2.3.	Language Learner Understanding 7
2.4.1.	Performance Descriptors: Interpersonal Communication 8
2.4.2.Interpretive Communication 10
2.4.3.Presentational Communication 13
2.5.	Oral Proficiency in the Work World 15
2.6.1.	Proficiency Targets: Host Nation Program 18
2.6.2.Elementary Spanish (FLES) Program 18
2.6.3.Immersion Program 19
2.7.1.	Proficiency Targets: Category I and II Languages 19
2.7.2.Category III and IV Languages 20
2.8.1.	Can-Do Statements for Novice Low Learners 23
2.8.2.Mid Learners 25
2.8.3.High Learners 27
2.9.1.	Can-Do Statements for Intermediate Low Learners 29
2.9.2.Mid Learners 31
2.9.3.High Learners 33
2.10.1.	Can-Do Statements for Advanced Low Learners 35
2.10.2.Mid Learners 37
2.10.3.High Learners 39
3.1.	Themes for Secondary Courses 42
3.2.	Comparison of Language Classrooms in the Past vs. Today 50
3.3.1.	Examples of Practices 56
3.3.2.Products 57
3.3.3.Perspectives 57
3.4.	Comparison of Best Practices and HLTPs 64

B LIST OF FIGURES

No. Title & Page

A.	ACTFL Proficiency Pyramid	ix
1.1.	The Five Cs	1
1.2.1.	Communication Competencies	2
1.2.2.	Interculturality Competencies	2
1.3.	How to Read the Standards	4
2.1.	ACTFL Proficiency Progression	6
3.1.	Linking Common Core and World Language	47
3.2.	Core Practices for World Language Learning	65



BIBLIOGRAPHY

- American Council on the Teaching of Foreign Languages. (2015). *NCSSFL-ACTFL Can-Do Statements: Performance Indicators for Language Learners*. Retrieved July 27, 2016, from ACTFL Web site: <https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>
- American Council on the Teaching of Foreign Languages. (2015). *World-Readiness Standards for Language Learning*. Retrieved July 27, 2016, from ACTFL Web site: <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages>
- American Council on the Teaching of Foreign Languages. (2012). *ACTFL Performance Descriptors for Language Learners*. Retrieved July 27, 2016, from ACTFL Web site: <https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance-Descriptors.pdf>
- American Council on the Teaching of Foreign Languages. (2012). *ACTFL Proficiency Guidelines 2012*. Retrieved July 27, 2016, from ACTFL Web site: https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf
- American Council on the Teaching of Foreign Languages. (2012). *Alignment of the National Standards for Learning Languages with the Common Core State Standards*. Retrieved July 27, 2016, from ACTFL Web site: <https://www.actfl.org/sites/default/files/pdfs/CrosswalkFinalAligningCCSSLanguageStandards.pdf>
- American Council on the Teaching of Foreign Languages. (2010, May 22). *Use of the Target Language in the Classroom*. Retrieved July 12, 2017, from ACTFL Web site: <https://www.actfl.org/news/position-statements/use-the-target-language-the-classroom>
- College Board. (2017). *AP Overview*. Retrieved July 18, 2017, from College Board Web site: <https://aphighered.collegeboard.org/courses-exams>
- College Board. (2015, January). *AP Spanish Language and Culture*. Retrieved July 27, 2016, from AP Spanish Language and Culture Web site: <http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-spanish-language-and-culture-course-overview.pdf>
- College Board. (2009). *AP Vertical Teams Guide for World Languages and Cultures*. New York: College Board.
- Crouse, D. (2012, October). Going for 90% Plus: How to Stay in the Target Language. *The Language Educator*, pp. 22–27.
- Curtain, H. (n.d.). *Teaching in the Target Language*. Retrieved August 17, 2016, from National Capital Language Resource Center Web site: http://nclrc.org/about_teaching/topics/PDFs/FeatureCurtain-TeachingintheTargetLanguageFINAL.pdf

- Curtain, H., & Dahlberg, C. (2010). *Languages and Children Making the Match: New Languages for Young Learners, Grades K–8* (4th ed.). Boston: Pearson Publishing.
- Department of Defense Education Activity. (2016). *Standards for English Language Arts*. Retrieved July 27, 2016, from DoDEA Web site: <http://www.dodea.edu/collegeCareerReady/ela-standards.cfm>
- Department of Defense Education Activity. (2013). *Community Strategic Plan*. Retrieved July 27, 2016, from DoDEA Web site: <http://www.dodea.edu/CSP/>
- Duncan, G. (2016, Jan 3). *Principles of Assessment in World Languages*. Retrieved August 19, 2016, from Interprep: <http://resourcesfromgreg.wikispaces.com/Assessment+and+Rubrics>
- Fredericks, A. D. (2005). *The Complete Idiot's Guide to Success as a Teacher*. New York: Penguin Publishing Group. Retrieved August 17, 2016, from TeacherVision: <https://www.teachervision.com/curriculum-planning/new-teacher/48347.html>
- Glisan, E. W., & Donato, R. (2017). *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*. Alexandria, VA: American Council on the Teaching of Foreign Languages (ACTFL).
- Kentucky Department of Education. (2013). *Kentucky Standard for World Language Proficiency*. Retrieved July 27, 2016, from Kentucky Department of Education Web site: <http://education.ky.gov/curriculum/conpro/Worldlang/Documents/Complete%20Kentucky%20Standard%20for%20World%20Language%20Proficiency%20Document.pdf>
- National Council of State Supervisors of Foreign Languages. (2014). *NCSSFL Interculturality Can-Do Statements*. Retrieved July 27, 2016, from NCSSFL Web site: <http://ncssfl.org/wp-content/uploads/2016/04/NCSSFL-KY-SC-Intercultural-Can-Do-Statements.pdf>
- Partnership for 21st Century Skills (P21). (2011). *21st Century Skills Map: World Languages*. Washington, D.C. Retrieved July 27, 2016, from ACTFL Web site: https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf
- Polio, C. (2014, Spring). *Using Authentic Resources in the Beginning Language Classroom*. CLEAR News, 18(1), 1, 3–5. Retrieved from <http://clear.msu.edu/files/1314/0078/8342/2014-Spring.pdf>
- South Carolina Department of Education. (2013). *2013 South Carolina Standard for World Language Proficiency*. Retrieved July 27, 2016, from South Carolina Department of Education Web Site: http://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/2013_SC_Standard_for_WL_Proficiency_08-13-13.pdf
- Stanley, C. L. (2011). *Language and Culture: Changing the Perspective*. Washington, D.C.: Department of Defense.
- Teaching Works. (2017, January 15). *The Work of Teaching*. Retrieved from Teaching Works: University of Michigan: <http://www.teachingworks.org/work-of-teaching>

GLOSSARY

ACTFL — The American Council on the Teaching of Foreign Languages, the national foreign language association.

Alphabetic language — A language that uses a system in which a letter is linked to a particular sound (e.g., English, French, Spanish).

Authentic materials Materials produced by native speakers of the language for use by native speakers of the language.

Authentic text — Oral and written communication produced by native language users and directed to an audience of native language users in the target culture, such as a newspaper article. This contrasts with a text that is created for learners in the target language solely for instructional or assessment purposes, such as a textbook reading passage.

Bicultural — Of, pertaining to, or combining of two cultures.

Bilingual — Able to speak two languages with the facility of a native speaker.

Biliterate — Able to read and write in two languages.

Circumlocution — A strategy for describing or defining a concept in the target language when the learner does not know or remember the target language word or phrase.

Cultural perspectives — The meanings, attitudes, values, and ideas represented by a cultural group.

Cultural practices — The patterns of social interactions within the different people in the culture.

Cultural products — A tangible representation of the culture which can include items such as plays, music, architecture, food, artifacts, dresses, games, and songs.

Grammatical aspect — Expresses how an action, event, or state denoted by a verb relates to the flow of time (e.g., perfective vs. imperfective aspects).

Grammatical time — Locates a situation in time to indicate when it takes place; tense (e.g., present, past, future).

Heritage languages — Refers to immigrant languages, indigenous languages, and colonial languages; both Paiute people and Spanish-speaking Latinos in the United States are heritage language speakers.

Heritage speaker — Someone who has had exposure to another language outside the formal education system; most often refers to someone with a home background in the language, but may refer to anyone who has had in-depth exposure to another language.

Idiomatic expression — Expression that has a different meaning from the literal (e.g., by the skin of his teeth); makes no sense when translated literally from one language to another.

Interlocutor — The person with whom one is speaking; a conversation partner.

Interpersonal communication — One of the three modes of communication; interaction between two or more people in spoken or written conversation.

Interpretive communication — One of the three modes of communication; understanding, interpreting, and analyzing what is heard, read, or viewed.

Logographic languages — A language that uses a character writing system (e.g., Chinese, Japanese, Arabic).

Modern languages — Languages that are a first or native language for a population somewhere in the world.

Presentational communication — One of the three modes of communication; written or spoken presentation of information, concepts, and ideas.

Proficiency — A student's ability to perform certain language tasks.

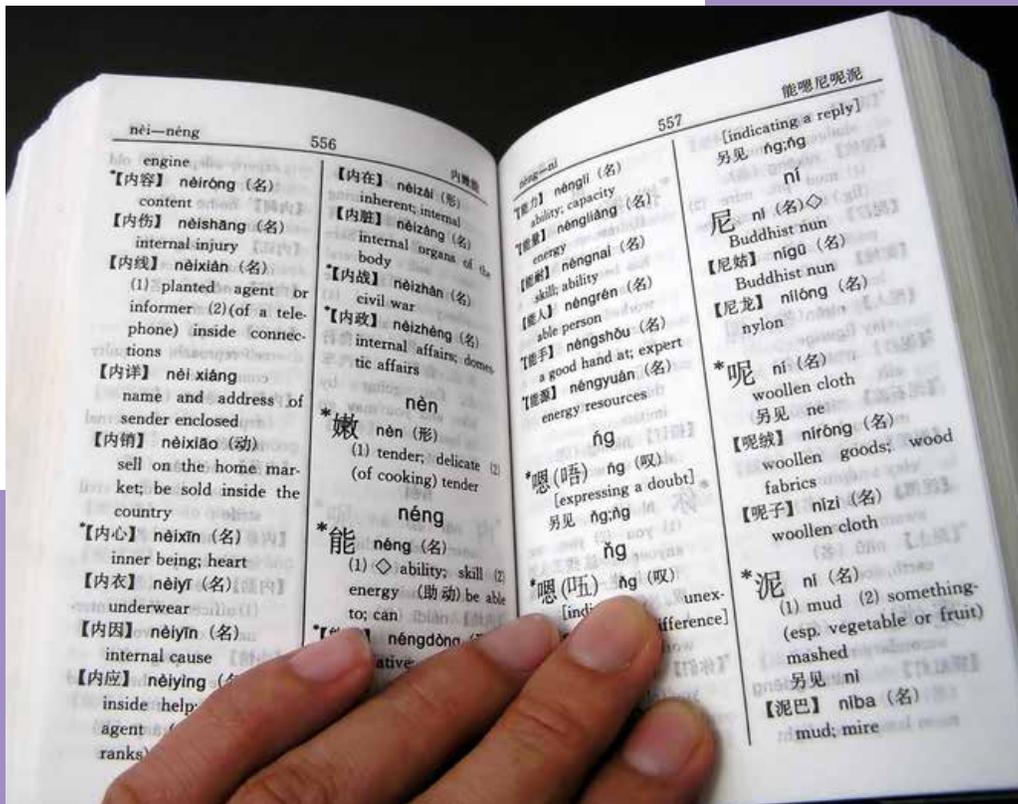
Proficiency level — Novice, intermediate, advanced, superior, and distinguished as outlined by ACTFL; novice, intermediate, and advanced are subdivided into the three sublevels of low, mid, and high.

Proficiency target — A specified proficiency level for the student after having studied a language for a determined number of hours.

Register — The level of language and formality used when interacting with different audiences.

Target language/target culture — The language that a student is studying and the culture(s) represented by speakers of that language.

Word family — The base form of a word plus its inflected and derived forms (play/player; work/worker/working).





dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



The appearance of external hyperlinks does not constitute endorsement by the United States Department of Defense Education Activity of non-U.S. Government sites or the information, products, or services contained therein. Although the DoDEA may or may not use these sites as additional distribution channels for Department of Defense information, it does not exercise editorial control over all of the information that you may find at these locations. Such links are provided consistent with the stated purpose of this website.

Responsible Office

Office of Communications Chief
Department of Defense Education Activity
4800 Mark Center Drive, Suite 04F09-02
Alexandria, VA 22350
Comm Tel: (571) 372-0613
DSN: 372-0613
webmaster@hq.dodea.edu
www.dodea.edu