



Indiana Content Standards for Educators

World Languages

World language teachers are expected to have a broad, working understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the 21st century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment. The Indiana Educator Standards for World Languages describe the knowledge and skills that teachers need to help students achieve the learning outcomes defined by the Indiana Academic Standards for World Languages. Links to relevant Indiana Academic Standards can be found [here](#).

World Languages Educator Standards

Standard 1: Language Acquisition

World language teachers have a broad, working understanding of the nature of language and of the theories and processes of new language acquisition.

Standard 2: Language Structures

World language teachers have a broad, working understanding of the linguistic features of the target language.

Standard 3: Interpretive Communication Skills

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

Standard 4: Presentational and Interpersonal Communication Skills

World language teachers demonstrate the ability to communicate effectively in the target language in a variety of contexts and through all modalities at least at a level equivalent to the Intermediate-High level as defined by the ACTFL Proficiency Guidelines.

Standard 5: Understanding the Target Language's Culture

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

Standard 6: Instruction and Assessment

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

Standard 1: Language Acquisition

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

- 1.1** the nature of language and the significance of language change over time
- 1.2** the various modalities in which languages occur on new language acquisition, including the influence of digital environment, technology-enhanced communication, and multilingual online context
- 1.3** major theories of first and new language acquisition
- 1.4** the influence of first language, heritage language, home literacies, prior knowledge, and cultural and educational background on new language acquisition
- 1.5** the influence of individual differences and learning styles on new language acquisition
- 1.6** the influence of age and developmental level on new language acquisition
- 1.7** the influence of cognitive and social factors on new language acquisition

Standard 2: Language Structures

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

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

Standard 3: Interpretive Communication Skills

World language teachers demonstrate the ability to effectively comprehend culturally authentic messages in the target language in a variety of contexts and through all modalities at least at a level equivalent to the Intermediate-High level as defined by the ACTFL Proficiency Guidelines.

3A American Sign Language

American Sign Language teachers demonstrate the ability to effectively comprehend culturally authentic signed messages in American Sign Language in a variety of contexts and through all modalities at least at a level equivalent to the Intermediate-High level as defined by the ACTFL Proficiency Guidelines, including:

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

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

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

3B Classical Languages

Classical language teachers demonstrate the ability to read and understand authentic written texts and basic spoken messages in the target language at least at a level equivalent to the Intermediate-High level as defined by the ACTFL Proficiency Guidelines, including:

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

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

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

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

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

3C Modern European and East Asian Languages

Modern language teachers demonstrate the ability to effectively comprehend culturally authentic messages in the target language in a variety of contexts and through all modalities at least at a level equivalent to the Intermediate-High level as defined by the ACTFL Proficiency Guidelines, including:

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

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

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

Standard 4: Presentational and Interpersonal Communication Skills

World language teachers demonstrate the ability to communicate effectively in the target language in a variety of contexts and through all modalities at least at a level equivalent to the Intermediate-High level as defined by the ACTFL Proficiency Guidelines.

4A American Sign Language

American Sign Language teachers demonstrate the ability to communicate effectively in American Sign Language in a variety of contexts and through all modalities at least at a level equivalent to the Intermediate-High level as defined by the ACTFL Proficiency Guidelines, including:

4A.1 communicating appropriately within everyday situations and social contexts

4A.2 communicating on a variety of familiar topics related to work, school, recreation, and personal interests using appropriate pace of sign production

4A.3 using appropriate vocabulary, visual-based intonation, idiomatic expressions, language structures, and pragmatics to convey messages in various contexts and for various audiences

4A.4 using clear and correctly formed articulation of American Sign Language with appropriate use of the signing space

4A.5 organizing ideas in a logically sequenced and well-connected fashion

4B Classical Languages

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

4B.1 using appropriate vocal inflection, phrasing, pronunciation, and metrical expression when reading aloud in the target language

4B.2 using greetings, questions, statements, or commands appropriate for the target-language classroom

4B.3 using appropriate vocabulary, idiomatic expressions, language structures, and conventions when writing sentences or short passages in the target language

4C Modern European and East Asian Languages

Modern language teachers demonstrate the ability to communicate effectively in the target language in a variety of contexts and through all modalities at least at a level equivalent to the Intermediate-High level as defined by the ACTFL Proficiency Guidelines, including:

4C.1 speaking and writing appropriately within everyday situations and social contexts, including instructional language in the classroom

4C.2 speaking and writing about familiar topics related to work, school, family, recreation, and personal interests

4C.3 using comprehensible pronunciation and appropriate rate of delivery when speaking

4C.4 using appropriate vocabulary, idiomatic expressions, language structures, and conventions to convey spoken and written messages in various contexts and for various audiences

4C.5 organizing ideas in a logically sequenced and well-connected fashion in spoken and written messages

Standard 5: Understanding the Cultural Practices Related to the Target Language

World language teachers have a broad understanding of the cultural practices, products, and perspectives related to the target language, including:

5.1 significant trends, perspectives, and topics that have shaped the target cultures of study over time

5.2 significant individuals and groups, major historical events, and important geographical sites related to and their influence on the development of the target cultures of study

5.3 significant practices (e.g., daily life and social customs) and how they reflect the perspectives of the target cultures of study

5.4 significant products (e.g., major literary works and major artistic achievements) and how they reflect the perspectives of the target cultures of study

5.5 ways in which understanding the practices, products, and perspectives of the target cultures promotes an understanding of important concepts of other disciplines

- 5.6** how the target cultures relate to U.S. cultures, including any similarities or differences
- 5.7** ways in which understanding the similarities and differences between one's own culture and the target cultures promotes an understanding of the concept of culture as a whole
- 5.8** ways in which understanding the practices, products, and perspectives of the target cultures promotes an understanding of the interrelationship between language and culture

Standard 6: Instruction and Assessment

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

- 6.1** the Indiana Academic Standards for World Languages
- 6.2** the national standards for world language learning as well as the specific standards associated with the learning of the target language
- 6.3** major methods, approaches, and tools used in world language instruction and assessment, including ethical use of existing and emerging technologies
- 6.4** strategies for designing and differentiating instruction to meet the various needs of all learners
- 6.5** strategies for maximizing the use of the target language in the language classroom and for providing students with opportunities to communicate in the target language in meaningful ways at all stages of language acquisition
- 6.6** strategies for promoting understanding of the cultural practices of the target language
- 6.7** strategies for selecting and using a variety of age-appropriate authentic materials to meet students' individual learning needs and foster high expectations in language learning for all students
- 6.8** strategies for maintaining and improving instructor proficiency in the target language and keeping current with the target cultures of study
- 6.9** strategies for promoting the value of knowing a world language for personal and professional development and for serving as an advocate for lifelong language learning within and beyond the school setting
- 6.10** strategies for continuously evaluating and improving instructional and assessment practices