

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
Languages Other Than English, Levels V-VII

Prepared by the State Board of Education (SBOE) TEKS Review Committees

First Draft, August 2013

These draft proposed revisions reflect the recommended changes to the languages other than English (LOTE) Texas Essential Knowledge and Skills (TEKS) for Levels V-VII that have been made by the SBOE-appointed TEKS review committees. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

ER—information added, changed, or deleted based on expert reviewer feedback

MV—multiple viewpoints from within the committee

VA—information added, changed, or deleted to increase vertical alignment

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§114.xx. Levels V (Intermediate High - Advanced Mid), ~~VI and VII~~- Advanced Progress Checkpoint (One Credit Per Level).

	TEKS with edits	Committee Comments
(a)	General requirements.	
(1)	<u>Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides connections to additional bodies of knowledge that may be unavailable to the monolingual English speaker. Through comparisons and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world. 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.</u>	
(2)	<u>The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for Languages Other Than English (LOTE), guided by the college and career readiness standards. By embedding interpretive, interpersonal, and presentational communication modes while focusing on fluency and cultural understanding, Texas will lead the way in modern and classical language acquisition and prepare all students for the challenges they will face in the 21st century. In all cases, the target language will be used in varying forms, including the use of technology.</u>	General statement regarding technology because not all districts have access to the same type of technology. Inclusion of CCRS (College and Career Readiness Standards)
(3)	<u>Students will have successfully completed Level IV, achieving an Intermediate Mid to Intermediate High proficiency level in the four skills of listening, reading, writing and speaking, or demonstrated equivalent proficiency as determined by the district.</u>	ACTFL Proficiency Guidelines 2012
(4)	<u>Students of classical languages read and comprehend on-level authentic texts of prose and poetry of selected authors. The skills of listening, speaking, and writing are used to reinforce the skill of reading. Students of classical languages may reach an Intermediate High proficiency level in reading during Level V.</u>	
(5)	<u>Students of logographic languages, whose characters often represent parts of words as well as whole words, read and comprehend authentic texts on level. The skill focus should be placed on speaking and listening, but without ignoring reading and writing, including the use of complex characters. By the end of Level V, students are expected to perform on a Novice High to Intermediate Low level in writing. At all levels, integration of the four skills is essential for progress towards the next proficiency level.</u>	
(1)	Levels V, VI, and VII—Advanced progress checkpoint can be offered in high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.	
(2)	Using age appropriate activities, students master novice tasks, expand their ability to perform intermediate tasks, and develop their ability to perform the tasks of the advanced language learner. The advanced language learner of modern languages, when dealing with events of the concrete world, should:	

(A)	participate fully in casual and formal conversations in culturally appropriate ways;	
(B)	explain, narrate, and describe in past, present, and future time when speaking and writing;	
(C)	understand main ideas and most details of material on a variety of topics when listening and reading;	
(D)	write coherent paragraphs;	
(E)	cope successfully in problematic social and survival situations;	
(F)	achieve an acceptable level of accuracy of expression by using knowledge of language components, including grammar; and	
(G)	apply knowledge of culture when communicating.	
(3)	The advanced language learner of classical languages reads and comprehends authentic texts of prose and poetry of selected authors. The skills of listening, speaking, and writing are used to reinforce the skill of reading.	
(4)	Students of classical languages may reach advanced proficiency in reading during Level IV. (A student who completes a College Board Advanced Placement course or the International Baccalaureate in Latin should reach advanced proficiency in reading during Level IV.)	
(b)	Introduction.	
(1)	<u>The study of world languages is an essential part of education. In the 21st century language classroom students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</u>	
(2)	<u>Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, present information to an audience, and to interpret culturally authentic materials in the language of study. There are three modes of communication: interpersonal, interpretive and presentational.</u>	
(A)	<u>In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this “two-way” communication include but are not limited to conversing face-to-face, participating in digital discussions and messaging, and exchanging personal letters.</u>	
(B)	<u>In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of “one-way” reading or listening include but are not limited to comprehension of digital texts, as well as printed, audio, and audiovisual materials.</u>	
(C)	<u>In the presentational mode of communication, students present orally or in writing information,</u>	

	<u>concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to a presentation to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</u>	
(3)	<u>The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study, enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</u>	
(4)	<u>The three modes of communication (interpersonal, interpretive, and presentational) provide the organizing principle for describing language performance across all ranges of performance: Novice, Intermediate, Advanced, Superior, and Distinguished.</u>	
(5)	<u>The Interpersonal Mode is characterized by the active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.</u>	
(6)	<u>The Interpretive Mode focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker.</u>	
(7)	<u>The presentational Mode refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.</u>	
(8)	<u>All student expectations and modes of communication are aligned and must address the National Standards for Foreign Language Learning: Communication, Cultures, Connections, Comparisons, and Communities.</u>	National Standards developed and refined through ACTFL
(9)	<u>Students will perform on the Intermediate High- Advanced Mid level as described by the ACTFL Proficiency Guidelines.</u>	
(10)	<u>Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(1)	Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.	
(2)	Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to	

	interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.	
(c)	Knowledge and skills.	
	<u>The Intermediate High to Advanced Mid student communicates in a language other than English using all three modes and all four skills.</u>	Agreed upon format (shared with I-IV committee)—already mentioned in a (3) above.
(1)	<u>Interpersonal. A hallmark function for interpersonal mode is the ability to ask, understand and answer questions in the target language. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The Intermediate High-Advanced Mid student is expected to:</u>	ACTFL Proficiency Descriptors, p.7
(A)	<u>engage in conversations in all time frames with generally consistent use of register to communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u>	1. The descriptor “generally” is the first step in the progression of levels V-VII. 2. See CCRS Cross-Disciplinary Standards, p. 30.
(B)	<u>write in all time frames with generally consistent use of register, in items such as correspondence, narratives, descriptions, and summaries of a factual nature that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u>	The descriptor “generally” is the first step in the progression of levels V-VII.
(2)	<u>Interpretive. A key function of interpretive mode is to comprehend main ideas and identify some supporting details in the target language. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The Intermediate High-Advanced Mid student is expected to:</u>	ACTFL Proficiency Descriptors, p.7
(A)	<u>listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u>	
(B)	<u>read and analyze information from a variety of authentic print and electronic resources, such as artwork, graphs, media, narratives, and descriptions, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u>	
(3)	<u>Presentational. An essential function of presentational mode is to present information by creating in the target language. The student communicates in the presentational mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The student’s presentation is comprehensible to an audience unaccustomed to interacting with language learners. The Intermediate High-Advanced Mid student is expected to:</u>	ACTFL Proficiency Descriptors, p.7

(A)	<u>plan, produce, and present spoken presentational communications, with some ease and clarity of expression, that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u>	1. The descriptor “some” is the first step in the progression of levels V-VII. 2. CCRS Academic Integrity, p. a61
(B)	<u>plan and produce written presentational communications, with some ease and clarity of expression, that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u>	1. The descriptor “some” is the first step in the progression of levels V-VII. 2. CCRS Academic Integrity, p. a61
(1)	Communication. The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:	
(A)	engage in oral and written exchanges, including providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions;	
(B)	interpret and demonstrate understanding of spoken and written language, including literature, on a variety of topics; and	
(C)	present information, concepts, and ideas on a variety of topics to listeners and readers.	
(2)	Cultures. The student gains knowledge and understanding of other cultures. The student is expected to:	
(A)	use the language at the advanced proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and	
(B)	use the language at the advanced proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.	
(3)	Connections. The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:	
(A)	use resources (that may include technology) in the language and cultures being studied at the advanced proficiency level to gain access to information; and	
(B)	use the language at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas.	
(4)	Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:	
(A)	use the language at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;	
(B)	use the language at the advanced proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and	

(C)	use the language at the advanced proficiency level to demonstrate an understanding of the influence of one language and culture on another.	
(S)	Communities. The student participates in communities at home and around the world by using languages other than English. The student is expected to:	
(A)	use the language at the advanced proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and	
(B)	show evidence of becoming a lifelong learner by using the language at the advanced proficiency level for personal enrichment and career development.	

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§114.24. Level VI (Advanced Mid to Advanced High) Advanced Progress Checkpoint (One Credit Per Level).

	TEKS with edits	Committee Comments
(a)	<u>General requirements.</u>	
(1)	<u>Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides connections to additional bodies of knowledge that may be unavailable to the monolingual English speaker. Through comparisons and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world. 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.</u>	
(2)	<u>The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for Languages Other Than English (LOTE), guided by the college and career readiness standards. By embedding interpretive, interpersonal, and presentational communication modes while focusing on fluency and cultural understanding, Texas will lead the way in modern and classical language acquisition and prepare all students for the challenges they will face in the 21st century. In all cases, the target language will be used in varying forms, including the use of technology.</u>	General statement regarding technology because not all districts have access to the same type of technology. Inclusion of CCRS (College and Career Readiness Standards)
(3)	<u>Students will have successfully completed Level V, achieving an Intermediate High to Advanced Mid proficiency level in the four skills of listening, reading, writing and speaking, or demonstrated equivalent proficiency as determined by the district.</u>	ACTFL Proficiency Guidelines 2012
(4)	<u>Students of classical languages read and comprehend on-level authentic texts of prose and poetry of selected authors. The skills of listening, speaking, and writing are used to reinforce the skill of reading. Students of classical languages may reach Advanced Mid proficiency level in reading during Level VI.</u>	
(5)	<u>Students of logographic languages, whose characters often represent parts of words as well as whole words, read and comprehend authentic texts on level. The skill focus should be placed on speaking and listening, but without ignoring reading and writing, including the use of complex characters. By the end of level VI, students are expected to perform on an Intermediate Low to Intermediate Mid level in writing. At all levels, integration of the four skills is essential for progress towards the next proficiency level.</u>	
(b)	<u>Introduction.</u>	
(1)	<u>The study of world languages is an essential part of education. In the 21st century language classroom students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</u>	

(2)	<u>Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, present information to an audience, and to interpret culturally authentic materials in the language of study. There are three modes of communication: interpersonal, interpretive and presentational.</u>	
(A)	<u>In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this “two-way” communication include but are not limited to conversing face-to-face, participating in digital discussions and messaging, and exchanging personal letters.</u>	
(B)	<u>In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of “one-way” reading or listening include but are not limited to comprehension of digital texts, as well as printed, audio, and audiovisual materials.</u>	
(C)	<u>In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to a presentation to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</u>	
(3)	<u>The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study, enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</u>	
(4)	<u>The three modes of communication (interpersonal, interpretive, and presentational) provide the organizing principle for describing language performance across all ranges of performance: Novice, Intermediate, Advanced, Superior, and Distinguished.</u>	
(5)	<u>The Interpersonal Mode is characterized by the active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.</u>	
(6)	<u>The Interpretive Mode focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker.</u>	
(7)	<u>The presentational Mode refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.</u>	
(8)	<u>All student expectations and modes of communication are aligned and must address the National Standards for Foreign Language Learning: Communication, Cultures, Connections, Comparisons, and Communities.</u>	National Standards developed and refined through ACTFL

(9)	<u>Students will perform on the Advanced Mid to Advanced High level as described by the ACTFL Proficiency Guidelines.</u>	
(10)	<u>Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
	<u>The Advanced Mid to Advanced High student communicates in a language other than English using all three modes and all four skills.</u>	Agreed upon format (shared with I-IV committee)—already mentioned in a (3) above.
(1)	<u>Interpersonal. A hallmark function for interpersonal mode is the ability to ask, understand and answer questions in the target language. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The Advanced Mid to Advanced High student is expected to:</u>	ACTFL Proficiency Descriptors, p.7
(A)	<u>engage in conversations in all time frames with mostly consistent use of register with some elaboration to communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u>	1. The descriptors “mostly” and “some” are steps in the progression of levels V-VII. 2. See CCRS Cross-Disciplinary Standards, p. 30.
(B)	<u>write in all time frames with mostly consistent use of register with some elaboration, in items such as correspondence, narratives, descriptions, and summaries of a factual nature that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u>	1. The descriptors “mostly” and “some” are steps in the progression of levels V-VII. 2. See CCRS Cross-Disciplinary Standards, p. 30.
(2)	<u>Interpretive. A key function of interpretive mode is to comprehend main ideas and identify some supporting details in the target language. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The Advanced Mid to Advanced High student is expected to:</u>	ACTFL Proficiency Descriptors, p.7
(A)	<u>listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u>	
(B)	<u>read and appraise information from a variety of authentic print and electronic resources, such as artwork, graphs, media, narratives, and descriptions, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u>	
(3)	<u>Presentational. An essential function of presentational mode is to present information by creating in the target language. The student communicates in the presentational mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The student’s presentation is comprehensible to an audience unaccustomed to interacting with language learners. The Advanced Mid to Advanced High student is expected to:</u>	ACTFL Proficiency Descriptors, p.7

(A)	<p><u>plan, produce, and present spoken presentational communications with mostly consistent ease and clarity of expression that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u></p>	<ol style="list-style-type: none"> 1. The descriptor “mostly” is a step in the progression of levels V-VII. 2. CCRS Academic Integrity, p. a61
(B)	<p><u>plan and produce written presentational communications with mostly consistent ease and clarity of expression that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u></p>	<ol style="list-style-type: none"> 1. The descriptor “mostly” is a step in the progression of levels V-VII. 2. CCRS Academic Integrity, p. a61

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§114.24. Level VII (Advanced High to Superior) Advanced Progress Checkpoint (One Credit Per Level).

	TEKS with edits	Committee Comments
(a)	<u>General requirements.</u>	
(1)	<u>Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides connections to additional bodies of knowledge that may be unavailable to the monolingual English speaker. Through comparisons and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world. 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.</u>	
(2)	<u>The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for Languages Other Than English (LOTE), guided by the college and career readiness standards. By embedding interpretive, interpersonal, and presentational communication modes while focusing on fluency and cultural understanding, Texas will lead the way in modern and classical language acquisition and prepare all students for the challenges they will face in the 21st century. In all cases, the target language will be used in varying forms, including the use of technology.</u>	General statement regarding technology because not all districts have access to the same type of technology. Inclusion of CCRS (College and Career Readiness Standards)
(3)	<u>Students will have successfully completed Level VI, achieving an Advanced Mid to Advanced High proficiency level in the four skills of listening, reading, writing and speaking, or demonstrated equivalent proficiency as determined by the district.</u>	ACTFL Proficiency Guidelines 2012
(4)	<u>Students of classical languages read and comprehend on-level authentic texts of prose and poetry of selected authors. The skills of listening, speaking, and writing are used to reinforce the skill of reading. Students of classical languages may reach Advanced Mid proficiency in reading during Level VII.</u>	
(5)	<u>Students of logographic languages, whose characters often represent parts of words as well as whole words, read and comprehend authentic texts on level. The skill focus should be placed on speaking and listening, but without ignoring reading and writing, including the use of complex characters. By the end of Level VII, students are expected to perform on an Intermediate Low to Intermediate Mid level in writing. At all levels, integration of the four skills is essential for progress towards the next proficiency level.</u>	
(b)	<u>Introduction.</u>	
(1)	<u>The study of world languages is an essential part of education. In the 21st century language classroom students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</u>	

(2)	<u>Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, present information to an audience, and to interpret culturally authentic materials in the language of study. There are three modes of communication: interpersonal, interpretive and presentational.</u>	
(A)	<u>In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this “two-way” communication include but are not limited to conversing face-to-face, participating in digital discussions and messaging, and exchanging personal letters.</u>	
(B)	<u>In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of “one-way” reading or listening include but are not limited to comprehension of digital texts, as well as printed, audio, and audiovisual materials.</u>	
(C)	<u>In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to a presentation to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</u>	
(3)	<u>The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study, enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</u>	
(4)	<u>The three modes of communication (interpersonal, interpretive, and presentational) provide the organizing principle for describing language performance across all ranges of performance: Novice, Intermediate, Advanced, Superior, and Distinguished.</u>	
(5)	<u>The Interpersonal Mode is characterized by the active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.</u>	
(6)	<u>The Interpretive Mode focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker.</u>	
(7)	<u>The presentational Mode refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.</u>	
(8)	<u>All student expectations and modes of communication are aligned and must address the National Standards for Foreign Language Learning: Communication, Cultures, Connections, Comparisons, and Communities.</u>	National Standards developed and refined through ACTFL

(9)	<u>Students will perform on the Advanced High to Superior level as described by the ACTFL Proficiency Guidelines.</u>	
(10)	<u>Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
	<u>The Advanced High to Superior student communicates in a language other than English using all three modes and all four skills.</u>	Agreed upon format (shared with I-IV committee)—already mentioned in a (3) above.
(1)	<u>Interpersonal. A hallmark function for interpersonal mode is the ability to ask, understand and answer questions in the target language. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The Advanced High to Superior student is expected to:</u>	ACTFL Proficiency Descriptors, p.7
(A)	<u>engage in conversations in all time frames, with consistent use of register, with frequent elaboration, to communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u>	1. The descriptor “frequent” is a step in the progression of levels V-VII. 2. See CCRS Cross-Disciplinary Standards, p. 30.
(B)	<u>write in all time frames, with consistent use of register, with frequent elaboration, in items such as correspondence, narratives, descriptions, and summaries of a factual nature that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u>	1. The descriptor “frequent” is a step in the progression of levels V-VII. 2. See CCRS Cross-Disciplinary Standards, p. 30.
(2)	<u>Interpretive. A key function of interpretive mode is to comprehend main ideas and identify some supporting details in the target language. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The Advanced High to Superior student is expected to:</u>	ACTFL Proficiency Descriptors, p.7
(A)	<u>listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u>	
(B)	<u>read and synthesize information from a variety of authentic print and electronic resources, such as artwork, graphs, media, narratives, and descriptions, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u>	
(3)	<u>Presentational. An essential function of presentational mode is to present information by creating in the target language. The student communicates in the presentational mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The student’s presentation is comprehensible to an audience unaccustomed to interacting with language learners. The Advanced High to Superior student is expected to:</u>	ACTFL Proficiency Descriptors, p.7

(A)	<u>plan, produce, and present spoken presentational communications with consistent ease and clarity of expression that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u>	
(B)	<u>plan and produce written presentational communications with consistent ease and clarity of expression that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities.</u>	CCRS Academic Integrity, p. a61

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§114.xx. Seminar in Languages Other Than English Advanced (One-Half to One Credit).

	TEKS with edits	Committee Comments
(a)	<u>General requirements.</u>	
(1)	<u>General requirements. The student shall be awarded either one-half or one unit of credit for successful completion of this course, as determined by the length and rigor of the course as well as consistency across curricular and departmental offerings. All products and presentations must be in the target language. A prerequisite to enroll into this course is a minimum performance level of Intermediate Mid to Advanced High on the ACTFL scale. The student may take this course with different course content for a maximum of four credits. The course shall be conducted in the target language.</u>	In accordance with and pursuant to HB 5, students needing opportunities to accrue additional elective credit may take this course to fulfill the needed graduation requirement. This course is designed for native speakers or students interested and capable of pursuing topics in the target language. Up to four elective credits may be awarded to enable students who have attained Advanced High proficiency on the ACTFL scale upon entering secondary level to choose a Seminar in Languages Other Than English instead of traditional LOTE courses.
(b)	<u>Introduction.</u>	
(1)	<u>The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</u>	
(2)	<u>Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, present information to an audience, and to interpret culturally authentic materials in the language of study. There are three modes of communication: interpersonal, interpretive and presentational.</u>	
(A)	<u>In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this “two-way” communication include but are not limited to conversing face-to-face, participating in digital discussions and messaging, and exchanging personal letters.</u>	
(B)	<u>In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of “one-way” reading or listening include but are not limited to comprehension of digital texts, as well as printed, audio, and audiovisual materials.</u>	

(C)	<u>In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to a presentation to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</u>	
(3)	<u>The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study, enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</u>	
(4)	<u>The student enrolled in a Seminar course in a modern or classical language will focus on a specialized area of study such as the work of a particular author, genre, or topic. The student will speak, write, read, and listen in the target language, as appropriate, for a variety of audiences and purposes. The student is expected to plan, draft, and complete written compositions as well as oral presentations on a regular basis and carefully examine his/her papers and presentations for clarity, engaging language, and the correct use of the conventions and mechanics of the target language as applicable.</u>	
(5)	<u>The student’s portfolio must be presented before a panel approved by the student's Seminar mentor.</u>	
(6)	<u>The essential knowledge and skills as well as the student expectations for Seminar in Languages Other Than English are described in subsection (c) of this section.</u>	
(7)	<u>Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student inquires through assigned topics and research in the target language. The student is expected to:</u>	
(A)	<u>generate relevant and researchable questions with instructor guidance and approval;</u>	
(B)	<u>communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from multiple perspectives;</u>	
(C)	<u>comprehend language from within the cultural framework, including the use of nuance and subtlety;</u>	
(D)	<u>produce formal and informal correspondence on a variety of social, academic, or professional topics;</u>	
(E)	<u>produce in-depth summaries, reports, or research papers on a variety of social, academic, or professional topics; and</u>	
(F)	<u>pose relevant questions for further study from the research findings or conclusions.</u>	