

Languages Other Than English Standards

FINAL

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LANGUAGES OTHER THAN ENGLISH

- Standard I.*** The LOTE teacher understands language learning theories and principles of second-language acquisition and uses this knowledge to plan instruction and assessment that promotes success for all students in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS).
- Standard II.*** The LOTE teacher understands assessment and instruction and applies this knowledge to monitor and promote student progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS).
- Standard III.*** The LOTE teacher implements the Texas Essential Knowledge and Skills (TEKS), enabling students to communicate in the target language, through which they gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture, and participate in multilingual communities at home and around the world.
- Standard IV.*** The LOTE teacher understands the nature of culture and the connections between language and culture, and understands the practices, products, and perspectives of the culture(s) in which the target language is used.
- Standard V.*** As a demonstration of listening proficiency, the LOTE teacher is able to derive essential information, interpret meaning, and evaluate oral communications in the target language (as applicable to the target language).
- Standard VI.*** As a demonstration of reading proficiency, the LOTE teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic materials written in the target language (as applicable to the target language).
- Standard VII.*** As a demonstration of speaking proficiency, the LOTE teacher is able to construct effective interpersonal and presentational oral discourse in the target language (as applicable to the target language).
- Standard VIII.*** As a demonstration of writing proficiency, the LOTE teacher is able to write effective interpersonal and presentational discourse in the target language (as applicable to the target language).

Standard I. The LOTE teacher understands language learning theories and principles of second-language acquisition and uses this knowledge to plan instruction and assessment that promotes success for all students in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS).

Teacher Knowledge: What Teachers Know

Teachers of Languages Other Than English

The beginning teacher knows and understands:

- 1.1k theories and processes of interlanguage development, including predictable patterns in second-language development and factors affecting the time required to learn a language;
- 1.2k similarities and differences between first- and second-language acquisition, including characteristic features of the stages of first- and second-language acquisition;
- 1.3k general learning theories and processes relevant to language acquisition;
- 1.4k theories and processes of second-language instruction and assessment (e.g., communicative approaches, content-based approaches);
- 1.5k the role of various learning styles (e.g., visual, tactile, auditory) in second-language acquisition;
- 1.6k the role of individual student characteristics (e.g., motivation, L1 background, developmental characteristics, learning style, anxiety, language-learning strategies) and other factors (e.g., family attitudes and behaviors) in second-language acquisition;
- 1.7k the role of social and interactive processes in second-language acquisition;
- 1.8k the role of linguistic factors (e.g., positive and negative language transfer, overgeneralization) in second-language acquisition;

Application: What Teachers Can Do

Teachers of Languages Other Than English

The beginning teacher is able to:

- 1.1s plan, select, and create a variety of instructional and assessment practices and sequences that reflect established, current knowledge and emergent research regarding language acquisition and language learning processes, and that promote the learning goals defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE;
- 1.2s design instruction and assessment to meet student needs and promote all students' success as language learners;
- 1.3s raise students' awareness of their own language-learning styles and help students explore the language-learning strategies that work best for their particular learning styles and needs;
- 1.4s plan, select, and create a variety of instructional and assessment materials, activities, and resources that are responsive to various language-learning styles; and
- 1.5s plan, select, and create instructional and assessment practices (e.g., cooperative learning, heterogeneous grouping, pair testing) that enhance language acquisition for all students, including special populations.

Standard I. The LOTE teacher understands language learning theories and principles of second-language acquisition and uses this knowledge to plan instruction and assessment that promotes success for all students in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS).

Teacher Knowledge: What Teachers Know

Teachers of Languages Other Than English (continued)

- 1.9k theories and processes guiding work with special student populations in the LOTE classroom (e.g., heritage speakers, gifted and talented, special needs);
- 1.10k that the study of LOTE integrates knowledge, experience, and understanding of communication, connections, communities, comparisons, and cultures; and
- 1.11k that all students can experience success in the study of LOTE.

Standard II. The LOTE teacher understands assessment and instruction and applies this knowledge to monitor and promote student progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS).

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Languages Other Than English</i></p> <p>The beginning teacher knows and understands:</p> <p>2.1k the importance of multiple, ongoing informal and formal assessments to inform and document the development of students' knowledge and skills in communication, including extemporaneous opportunities, cultures, connections, comparisons, and communities;</p> <p>2.2k that individual students have different language assessment needs based on their individual language-learning styles;</p> <p>2.3k concepts, issues, and practices related to performance-based assessment strategies that monitor growth in real-world language use;</p> <p>2.4k how to use assessment results to monitor students' language learning, to assist students in reflecting on their progress, to enhance instruction, and to evaluate students' ability to communicate in the target language;</p> <p>2.5k characteristics, uses, and limitations of informal and formal assessments used in LOTE (e.g., pre- and post-testing, self-assessment, diagnostic, classroom interactions, prochievement, proficiency designations, Bloom's Taxonomy, ACTFL K–12 Guidelines, OPI, MOPI, SOPI, SOPA, FL-NAEP);</p> <p>2.6k how to address and incorporate the Texas Essential Knowledge and Skills (TEKS) for LOTE in curriculum planning and teaching;</p> <p>2.7k the components of a successful language-learning environment;</p> <p>2.8k strategies for promoting students' motivation to learn a language and understand other cultures;</p>	<p><i>Teachers of Languages Other Than English</i></p> <p>The beginning teacher is able to:</p> <p>2.1s use a variety of informal and formal assessment methods to identify and interpret students' affective and cognitive needs (e.g., attitudes about language learning, language strengths and needs, cultural understandings); to determine students' strengths and weaknesses; to reflect on, adjust, and improve teaching practice; and to guide student learning;</p> <p>2.2s provide assessment opportunities that accommodate students' varied language-learning styles and assessment needs;</p> <p>2.3s plan and implement a variety of informal and formal assessment methods, tools, and rubrics to evaluate students' interpersonal, interpretive, and presentational communication skills in all modalities; to evaluate and promote students' knowledge of cultures, connections, comparisons, and communities; to evaluate students' progress; and to adjust teaching plans and strategies;</p> <p>2.4s select, adapt, or develop informal and formal assessments to assess students' language acquisition as reflected in state and national guidelines (e.g., TEKS for LOTE, the ACTFL K–12 Guidelines);</p> <p>2.5s plan, develop, and implement instructional strategies that encourage students' self-evaluation and self-monitoring, including self-selection of personal learning strategies relevant to second-language acquisition;</p> <p>2.6s plan curricula and implement instructional practices that are aligned with the TEKS for LOTE, using a variety of instructional methods and formats to promote students' proficiencies in all areas of language learning;</p> <p>2.7s plan, select, and implement classroom strategies that motivate students' language learning (e.g., reduce anxiety, provide opportunities to succeed);</p>

Standard II. The LOTE teacher understands assessment and instruction and applies this knowledge to monitor and promote student progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS).

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Languages Other Than English (continued)</i>	<i>Teachers of Languages Other Than English (continued)</i>
2.9k instructional strategies, materials, technologies, and activities that foster language learning, acquisition of communicative skills, and understanding of the products, practices, and perspectives of other cultures;	2.8s plan, select, and implement instructional activities, materials, and resources that are appropriate to students' varied interests, needs, backgrounds, life experiences, learning and performance styles, and multiple intelligences;
2.10k communicative instructional materials and techniques appropriate for students at given ages and levels of language proficiency;	2.9s select, create, and adapt age- and language-proficiency-level-appropriate materials, strategies, and applications of technology that promote language acquisition, including extemporaneous speaking, and cultural understanding;
2.11k the use of conversational models and methods for promoting meaningful discourse in the classroom, including extemporaneous opportunities within each theme addressed;	2.10s promote meaningful discourse in the classroom by providing comprehensible input and purposeful opportunities to interact, negotiate meaning, and participate in extended conversational interactions;
2.12k how to modify the teacher's own use of language so that it is comprehensible and appropriate for instruction at each level; and	2.11s use the target language, appropriately adjusted, for instruction and communication with students at all levels the majority of the time;
2.13k the importance of continued personal and professional growth to enhance assessment and instruction, including participation in the professional community (e.g., awareness of emergent research in the field, interaction with other LOTE educators and with educators across all disciplines, awareness of LOTE professional organizations and their publications, participation in local organizations and electronic communities).	2.12s use appropriate sequencing of learning goals and activities to foster students' language and communicative development while acknowledging and supporting the language learning needs of individual students;
	2.13s select, use, and adapt materials in a variety of media and modalities (e.g., videos, radio programs, realia, props) to foster second-language acquisition and understanding of other cultures;
	2.14s promote students' ability to use different types of technology, media, reference materials, and resources to enhance their understanding and acquisition of the target language and culture(s); and
	2.15s use workshops, coursework, travel abroad, professional organizations, and interactions with colleagues in LOTE and across disciplines to keep up with current technology, obtain new instructional materials and ideas, discover new approaches for LOTE assessment and instruction, promote LOTE instruction, and continue to explore and develop LOTE best practices.

Standard III. The LOTE teacher implements the Texas Essential Knowledge and Skills (TEKS), enabling students to communicate in the target language, through which they gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture, and participate in multilingual communities at home and around the world.

<p>Teacher Knowledge: What Teachers Know</p> <p><i>Teachers of Languages Other Than English</i></p> <p>The beginning teacher knows and understands:</p>	<p>Application: What Teachers Can Do</p> <p><i>Teachers of Languages Other Than English</i></p> <p>The beginning teacher is able to:</p>
<p>3.1k how to address and incorporate the Texas Essential Knowledge and Skills (TEKS) for LOTE in designing instruction and assessment across all areas of language learning;</p>	<p>3.1s plan and implement instructional and assessment strategies, practices, and sequences that facilitate the development of interpersonal communication (e.g., provision and obtainment of information, expression of basic needs, exchange of ideas and opinions, initiation and negotiation of conversations, variation of speech according to setting and purpose) in the target language, including extemporaneous opportunities;</p>
<p>3.2k strategies and practices for promoting the development of students' interpretive communication skills (e.g., listening, reading, viewing) in a variety of contexts;</p>	<p>3.2s plan and implement instructional and assessment strategies, practices, and sequences that facilitate the development of interpretive communication (e.g., understanding oral messages, reading written materials in a variety of formats) in the target language;</p>
<p>3.3k strategies and practices for promoting the development of students' presentational communication skills (e.g., speaking, writing, showing) in a variety of contexts;</p>	<p>3.3s guide students in the selection of materials for independent reading, listening, and viewing in the target language;</p>
<p>3.4k strategies to promote students' understanding of the practices, products, and perspectives of the target language's culture(s), as well as the interrelationship between the target language and its culture(s);</p>	<p>3.4s plan and implement instructional and assessment strategies, practices, and sequences that facilitate the development of productive communication (e.g., oral presentations or messages, letters, compositions, extemporaneous opportunities) in the target language, including strategies for making speech comprehensible;</p>
<p>3.5k how to help students access and recognize the distinctive viewpoints and cultural perspectives present within the target language and its culture(s);</p>	<p>3.5s plan and use instructional and assessment activities, materials, and practices that integrate culturally significant practices (e.g., rituals of greeting and leavetaking, nonverbal behavior, use of culturally specific words and idioms), products (e.g., works of art, television programs, menus), and perspectives (e.g., differing world views, attitudes, beliefs) into the language-learning environment;</p>
<p>3.6k ways to relate and connect LOTE disciplinary knowledge to other subject areas and topics and to coordinate language instruction with the total curriculum;</p>	
<p>3.7k how to help students develop a repertoire of resources for accessing the target language and culture in order to obtain, reinforce, or expand connections with other disciplines and other subjects of interest;</p>	

Standard III. The LOTE teacher implements the Texas Essential Knowledge and Skills (TEKS), enabling students to communicate in the target language, through which they gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture, and participate in multilingual communities at home and around the world.

Teacher Knowledge: What Teachers Know <i>Teachers of Languages Other Than English (continued)</i>	Application: What Teachers Can Do <i>Teachers of Languages Other Than English (continued)</i>
<p>3.8k how to compare and contrast features of the target language and the student's own language to help the student gain insight into the nature of language;</p> <p>3.9k how to compare and contrast features of the target culture and the student's own culture to help the student gain insight into the nature of culture;</p> <p>3.10k how to demonstrate the influence of one language and culture on another;</p> <p>3.11k the importance of language study for students' personal enjoyment and enrichment, career development, community relations, cultural understanding, and life-long learning; and</p> <p>3.12k the relevance of language learning outside the classroom and strategies for encouraging students to use the target language to participate effectively in social, professional, civic, and avocational activities in communities at home and around the world.</p>	<p>3.6s create interdisciplinary learning experiences to help students explore connections among disciplines; integrate knowledge, skills, and methods of inquiry from different subject areas; build vocabulary in other disciplines; and make personal connections across disciplines through the use of LOTE;</p> <p>3.7s provide opportunities for students to explore connections between the language(s) studied and their own interests and career goals;</p> <p>3.8s guide students to understand the nature of language through comparisons between the language(s) studied and the student's own language;</p> <p>3.9s guide students to understand concepts of culture through comparisons between the culture(s) studied and the student's own culture;</p> <p>3.10s guide students to understand the influence of one language and culture on another;</p> <p>3.11s plan, select, and implement instructional strategies that connect what is taught in the classroom to what is experienced outside the classroom;</p> <p>3.12s help students explore opportunities to use the language outside of class, and facilitate students' interactions with the target language and its communities both within and beyond the school setting (e.g., exploration of authentic and contemporary events in class, interaction with representatives from the target language community, social activities in the community);</p> <p>3.13s work with individuals from a variety of backgrounds and cultures to establish community learning opportunities outside the classroom; and</p>

Standard III. The LOTE teacher implements the Texas Essential Knowledge and Skills (TEKS), enabling students to communicate in the target language, through which they gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture, and participate in multilingual communities at home and around the world.

Application: What Teachers Can Do

Teachers of Languages Other Than English (continued)

3.14s identify and promote opportunities for students to study, travel, and work abroad and at home and to participate in extracurricular activities (e.g., contests, field trips) and in local ethnic organizations and events.

Standard IV. The LOTE teacher understands the nature of culture and the connections between language and culture, and understands the practices, products, and perspectives of the culture(s) in which the target language is used.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Languages Other Than English</i></p> <p>The beginning teacher knows and understands:</p> <p>4.1k the concept of culture and the role of culture in shaping practices and perspectives;</p> <p>4.2k the interconnected nature of cultural products, practices, and perspectives;</p> <p>4.3k the existence of multiple perspectives within the culture(s) studied;</p> <p>4.4k cultural factors within the target culture(s) that influence the use of the target language (e.g., word choice, use of culturally appropriate language, nonverbal behaviors);</p> <p>4.5k formal and informal cultural practices of the culture(s) studied (e.g., cultural values and mores, holidays and other cultural events) and how they reflect the perspectives of the culture(s);</p> <p>4.6k intellectual and artistic products of the culture(s) studied, including works in literature, art and architecture, drama, music, and film, and how they reflect the perspectives of the culture(s);</p> <p>4.7k important concepts and developments related to the political and social history of the culture(s) in which the target language is used, including historical and current perspectives and facts and important persons;</p> <p>4.8k important facts and concepts related to the economic and political geography of the culture(s) studied; and</p> <p>4.9k important facts and concepts related to the history and development of the target language.</p>	<p><i>Teachers of Languages Other Than English</i></p> <p>The beginning teacher is able to:</p> <p>4.1s integrate and highlight appropriate cultural connections among social sciences, literature, fine arts, and other disciplines;</p> <p>4.2s analyze and explore important historical and current developments within the culture(s) studied;</p> <p>4.3s analyze and explore connections among cultural practices, products, and perspectives in areas such as social institutions (e.g., education, family, media, law, social services), patterns of social interaction, products used in daily life (e.g., culinary items, clothing), works of art, and daily activities (e.g., transportation, technology, leisure activities);</p> <p>4.4s analyze and explore the development of contemporary practices and products in the culture(s) studied, including components of popular culture;</p> <p>4.5s analyze and interpret ideas from diverse perspectives within the culture(s) studied;</p> <p>4.6s compare and contrast cultural practices, products, and perspectives of the culture(s) studied with multiple cultures in the United States; and</p> <p>4.7s analyze and explore cultural influences on the use of the target language.</p>

Standard V. As a demonstration of listening proficiency, the LOTE teacher is able to derive essential information, interpret meaning, and evaluate oral communications in the target language (as applicable to the target language).

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

The beginning teacher knows and understands:

- 5.1k how to derive information from oral messages in a variety of forms in order to enhance communication in the target language;
- 5.2k how to interpret meaning from oral messages to enhance communication in the target language; and
- 5.3k how to evaluate oral messages to enhance communication in the target language.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

The beginning teacher is able to:

- 5.1s understand essential information (e.g., main ideas and details) from oral discourse on a variety of topics involving description and/or narration in different time frames (e.g., present, past, future) in a variety of contexts (e.g., lecture, conversation, telephone message, public address announcement, news item, oral instructions);
- 5.2s understand discourse likely to be encountered in social and professional situations;
- 5.3s interpret and evaluate oral discourse (e.g., characterize the tone, mood, or point of view of one or more speakers; identify a cause-and-effect relationship implied but not stated in an oral communication; analyze the sociocultural context of a spoken exchange; paraphrase an oral message); and
- 5.4s understand the meaning of often-used culturally specific words, expressions, and idioms used in oral discourse.

Standard VI. As a demonstration of reading proficiency, the LOTE teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic materials written in the target language (as applicable to the target language).

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

The beginning teacher knows and understands:

- 6.1k how to apply literal, inferential, and interpretive reading skills to a variety of text types and topics, both concrete and abstract, to enhance communication in the target language.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

The beginning teacher is able to:

- 6.1s apply reading comprehension skills to various types of texts (e.g., literary works, personal letters, newspaper and magazine articles, informational texts, Web sites, forms, menus, posters);
- 6.2s understand the literal content of a variety of authentic materials (e.g., determining the stated main idea of a passage; identifying an accurate summary of passage content; identifying the sequence of events in a passage; discerning details regarding character, setting, or events described in a passage);
- 6.3s apply critical-reading skills (e.g., inference, interpretation, evaluation) to a variety of authentic materials (e.g., making inferences about setting or character from information provided in a passage; discerning implied cause-and-effect relationships in a passage; inferring an author's assumptions, purpose, or point of view in a passage; interpreting figurative language such as metaphors and similes in a literary passage); and
- 6.4s understand often-used culturally specific words, expressions, and idioms used in a variety of authentic materials.

Standard VII. As a demonstration of speaking proficiency, the LOTE teacher is able to construct effective interpersonal and presentational oral discourse in the target language (as applicable to the target language).

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>7.1k how to communicate effective and appropriate interpersonal and presentational oral messages in the target language for a variety of audiences, purposes, and occasions; and</p> <p>7.2k how to use a broad range of vocabulary, often-used idiomatic expressions, and simple and complex language structures in interpersonal and presentational oral communication.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>7.1s initiate communication and respond orally to social and professional situations (e.g., by describing events or circumstances, explaining a problem, discussing advantages and disadvantages of an idea or proposed course of action);</p> <p>7.2s describe, narrate, and explain using oral discourse in tenses appropriate to the task and audience;</p> <p>7.3s present information about topics of personal and public interest using appropriate vocabulary;</p> <p>7.4s use spoken language in culturally appropriate ways, including the use of different registers (e.g., formal, informal) to satisfy the requirements of educational, professional, and social situations; and</p> <p>7.5s demonstrate a broad range of vocabulary, often-used idiomatic expressions, comprehensible pronunciation and intonation, and simple and complex language structures in oral discourse.</p>

Standard VIII. As a demonstration of writing proficiency, the LOTE teacher is able to write effective interpersonal and presentational discourse in the target language (as applicable to the target language).

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

The beginning teacher knows and understands:

- 8.1k how to write effectively in the target language for interpersonal and presentational communication and for various audiences, purposes, and occasions; and
- 8.2k how to use a broad range of vocabulary, often-used idiomatic expressions, and simple and complex language structures in interpersonal and presentational writing.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

The beginning teacher is able to:

- 8.1s express himself or herself through formal and informal writings on a variety of practical, social, and professional topics (e.g., writing a letter to a parent, administrator, or community member; responding to a literary passage; expressing views on a current issue; responding to an opinion or viewpoint; describing the reasoning behind a decision);
- 8.2s describe, narrate, and explain in tenses appropriate to the task and audience using different registers (e.g., formal, informal);
- 8.3s exhibit an appropriate level of cultural knowledge and sensitivity while writing cohesive summaries, letters, essays, narratives, explanations, and descriptions using appropriate vocabulary, idioms, grammar, and syntax; and
- 8.4s demonstrate a broad range of vocabulary, often-used idiomatic expressions, and simple and complex language structures and conventions in writing.