Georgia Professional Standards Commission

Guidance for Interpreting and Implementing Rule 505-3-.48

World Languages Education Program

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Introduction

Learning a World Language prepares students to interact successfully with others and to negotiate multiple perspectives with members of target language communities and their own. World language teaching is different from ESOL in that the goal is to optimize target language use in the classroom, given that the students may not have much exposure to the language outside of the classroom. For this reason, the American Council on the Teaching of Foreign Languages (ACTFL) advocates for 90% Target Language Use in classroom instruction, as outlined in their [position statement on this topic](#).

Most importantly, language instructors must be accountable for making the target language instruction comprehensible for students. The target language use must be comprehensible to be meaningful or relevant to students. According to leading Second Language Acquisition Theorists, it is important for target language instruction to be just a bit more difficult than students can understand (Krashen's i+1) and the students need to produce the language (Swain's Output Hypothesis), but with a lot of support in the beginning (sentence strips, word banks, graphic organizers). How do you make the target language comprehensible to learners on the first day of instruction? You use lots of images, gestures, and familiar topics. These familiar topics come in the form of thematic units. The State of Georgia provides a list of common thematic units for each level of instruction. The [ACTFL Guiding Principles for Language Learning](#) provide guidelines for implementing best teaching practices. The [ACTFL World-Readiness Standards for Learning Languages](#) create a roadmap to guide learners to develop intercultural communicative competence to engage with multilingual communities in Georgia and around the world.

Historically, world language instruction focused on grammar and translation. For example, in a thematic unit about Family, traditional teachers might have activities to match family members' names in English to the target language translation, conjugate the verb to be, etc.. Today, we focus on language use, demonstrated in performance assessments in which students use language functions that are expressed in the ACTFL Can-Do Statements (ex- "I can describe the people in my family") which demonstrate students have not only memorized forms, but they can use the forms in meaningful language functions.

Learning a world language is a long process. The [ACTFL Can-Do Statements](#) help create learning targets that show learners how they are advancing in their proficiency. Research shows that the majority of U.S. learners do not get to advanced levels of language study, thus cultural

investigations need to occur at beginning levels of instruction for learners to explore the multiple perspectives within target cultures and their own. Furthermore, student target language production is crucial to student development of intercultural competence. Even if a student never becomes fluent in a language, it is through grappling with trying to communicate in a new language that students gain compassion and insight into the struggles of non-native English speakers, thus preparing students for success in the global community and their own.

In the following pages, an implementation timeline is provided explaining when educator preparation providers (EPPs) are expected to fully implement the revised standards. Also included are resources and clarifications intended to assist EPPs in preparing world language instructors for success. Guidance is organized according to the six standards delineated in Educator Preparation Rule 505-3-.48, World Languages Education.

Implementation Timeline

GaPSC-approved EPPs will be expected to provide evidence of having implemented the revised standards by July, 2025.

Guidance Topics

1. Standard 1. Language Proficiency: Interpersonal, Interpretive, and Presentational.

    (i)   The program shall prepare candidates who demonstrate proficiency speaking the language of the field of certification sought;

    (ii) The program shall prepare candidates who interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension; and

    (iii) The program shall prepare candidates who demonstrate proficiency presenting oral and written information to audiences of listeners or readers.

    World Language Instructors need to be able to teach in the target language. For this reason there are required assessments to demonstrate proficiency such as the GACE Assessments--content exams and the ACTFL Oral Proficiency Interview and Writing Proficiency Tests. Please verify the requirements for specific languages.

2. Standard 2. Cultures, Linguistics, Literatures, and Concepts from Other Disciplines.

    (i)   The program shall prepare candidates who demonstrate target cultural understandings and are able to compare perspectives toward cultural products and practices in target cultures to their own;

    (ii) The program shall prepare candidates who demonstrate understanding of linguistics and the changing nature of language (honoring language varieties), and are able to compare language systems with their own; and

    (iii) The program shall prepare candidates who demonstrate understanding of authentic historical and authentic resources representing literary and cultural themes as well as interdisciplinary topics.

    World Language Instructors need to be familiar with target cultures' practices, products and perspectives. This can be demonstrated through having a degree in the target language or lived experiences. The following resources will provide some direction:

    - Can Do Statements Target language use in intercultural communication.

    - Intercultural Communication Reflection Document. This link is helpful with English, typically outside classroom instruction.

3.   Standard 3. Language Acquisition Theories and Knowledge of Students and Their Needs.

(i)   The program shall prepare candidates who demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments; and

(ii) The program shall prepare candidates who demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student that includes a variety of instructional practices.

World Language Teachers need to be familiar with current Second Language Acquisition Theories and their practical applications. This is often demonstrated by taking a Second Language Acquisition course. Following are several well-known theories of language acquisition:

- Krashen i+ 1 (Comprehensible Input Hypothesis)
- Swain (Output Hypothesis)
- Interaction Hypothesis (e.g., Long, Gass, Mackey)
- Sociocultural Theories
  - Vygotsky (Lantolf, Swain)
- Language Processing (Processing Instruction [i.e., structured input/structured output])
  - Bill Van Patten

4.   Standard 4. Integration of Standards in Planning and Instruction.

(i)   The program shall prepare candidates who demonstrate an understanding of the ACTFL World-Readiness Standards for Learning Languages (2015) and Georgia Department of Education Standards World Language Standards and use the ACTFL Core Practices for Language Learning as the basis for instructional planning;

(ii) The program shall prepare candidates who integrate the goal areas of the ACTFL World-Readiness Standards for Learning Languages (2015) and Georgia Department of Education Standards World Language Standards and use the ACTFL Core Practices for Language Learning in their classroom practice; and

(iii) The program shall prepare candidates who use the ACTFL World-Readiness Standards for Learning Languages (2015) and Georgia Department of Education World Language Standards to select and integrate authentic resources, use technology, and adapt and create instructional materials for use in communication.

This standard is often demonstrated with lesson plans or teaching observations. Listed below are resources to prepare for optimal language teaching.

- ACTFL Position Statement on Target Language Use

- [ACTFL Position Statement on Global Competence](#). This link is helpful for administrators to value our work.

- [TELL Project (domains and evaluation tools)](#). The Teacher Effectiveness for Language Learning (TELL) Project, a project of the [National Foreign Language Center](#), is a collection of products and processes that can be used to enhance the effectiveness of world language teachers. TELL, which emanates from an understanding that student achievement is influenced more by an effective teacher than any other factor, synthesizes work from the general education arena regarding those things that effective teachers do and make that information specific to the work of language teachers. The heart of the TELL Project is the [Teacher Effectiveness for Language Learning Framework](#), which is supported by a variety of [tools and resources](#).

- [Georgia Standards for Modern Languages and Latin](#). The standards for Communication, Cultures, Communities, and Connections published by the Georgia Department of Education (GaDOE) are contained here for K-12 programs.

- [GaDOE Teacher-developed Unit and Lesson Plans](#). The unit and lesson plans contained on this site were developed by Georgia teachers with the ACTFL core principles in mind. Languages represented: Spanish, French, German, and ASL. Dual Language Immersion (DLI), French, and Spanish resources are available for K-5 programs.

- https://www.georgiastandards.org/Georgia-Standards/Pages/World-Languages.aspx This link is helpful for Dual Language Immersion

- ACTFL Core Practices. The American Council on the Teaching of Foreign Languages (ACTFL) guides language instructors toward teaching language proficiency rather than simply teaching about the target language. The Core Practices are now found in the High Leverage Teaching Practices found here: https://www.actfl.org/educator-resources/guiding-principles-for-language-learning

ACTFL High-Leverage Teaching Practices https://nflrc.hawaii.edu/events/view/120/

- These practices present an approach to teacher education and professional development that emphasize carefully deconstructing fundamental instructional practices that are complex and often not visible through observation, definition, or brief explanation. These practices are deemed essential to world language learning and are situated in theory and research.

  - Facilitating Target Language Comprehensibility

  - Building a Classroom Discourse Community

  - Guiding Learners to Interpret and Discuss Authentic Texts

  - Focusing on Form in a Dialogic Context Through Presentation, Attention, Co-Construction, Extension (PACE) https://wlclassroom.com/2010/08/24/the-pace-model/

- Focusing on Cultural Products, Practices, and Perspectives in a Dialogic Context
- Providing Oral Corrective Feedback to Improve Learner Performance
- Establishing a Meaningful and Purposeful Context for Language Instruction
- Planning for Instruction Using an Iterative Process for Backward Design
- Engaging Learners in Purposeful Written Communication
- Developing Contextualized Performance Assessments

- [Can-Do Statements / ACTFL information on the three Modes of Communication](#). This provides target functional language goals for students to reach across proficiency levels.

- [Proficiency Guidelines](#). The ACTFL Proficiency Guidelines describe broad, general language proficiency regardless of when, where or how language is acquired.

- [Guiding Principles for Language Learning](#). These Guiding Principles for Language Learning identify what is effective in language learning and guide educators and learners. They are presented to lead and shape the discussion on effective instructional practices.

- [Performance Descriptors for Language Learners](#). The ACTFL Performance Descriptors for Language Learners are designed to describe language performance that is the result of explicit instruction in an educational setting. They form a roadmap for teaching and learning, helping teachers create performance tasks targeted to the appropriate performance range, while challenging learners to also use strategies from the next higher range. The Performance Descriptors also help educators set realistic expectations at the summative assessment level.

- [Georgia Standards for Modern Languages and Latin](#). The standards for Communication, Cultures, Communities, Comparisons, and Connections are contained here for K-12 programs.

- [Intercultural Communication Reflection Document](#). This link is helpful with English typically outside classroom instruction.

- *Languages and Learners: Making the Match: World Language Instruction in K-8 Classrooms and Beyond* (Curtain & Dahlberg) 3rd Edition, 2005, publisher= Allyn & Bacon 4th Edition, 2008, publisher = Allyn & Bacon 5th Edition, 2014, publisher =Pearson (This book is VERY expensive and many of the materials are found online. The two previous editions are fantastic and very affordable when used)

- Teachers Handbook: Contextualized Language Instruction (Shrum and Glisan). 5th Edition. Cengage. https://www.cengage.com/c/teacher-s-handbook-5e-shrum-glisan/9781305109704/

5. Standard 5. Assessment of Language and Cultures-Impact on Student Learning.

   (i) The program shall prepare candidates who design and implement ongoing authentic performance assessments using a variety of assessment models for all learners;

   (ii) The program shall prepare candidates who reflect on and analyze the results of student assessments, adjust instruction accordingly and use data to inform and strengthen subsequent instruction; and

   (iii) The program shall prepare candidates who interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.

   This is often demonstrated through the performance assessments used and the feedback provided by the instructor to promote growth.

   - [Performance and Feedback](#)

   - Integrated Performance Assessments (IPAs). The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal, and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction necessary for students to complete the subsequent task. IPAs are designed for students at the novice, intermediate, and advanced levels of proficiency. They are standards-based, performance-based, developmental in nature, and integrative. IPAs are designed to be used with scoring rubrics that rate performance in terms of whether the performance meets expectations, exceeds expectations, or does not meet expectations for the task.

     - [Center for Advanced Research on Language Acquisition (CARLA) IPA Resources](#). This is a step-by-step guide (including nine steps) for creating IPAs.

   - [Can do statements / ACTFL information on modes of communication](#). This provides target functional language goals for students to reach across proficiency levels.

   - [Proficiency Guidelines](#). The ACTFL Proficiency Guidelines describe broad, general language proficiency regardless of when, where or how language is acquired.

6. Standard 6. Professional Development, Advocacy, and Ethics.

   (i) The program shall prepare candidates who engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence, and promote reflection on practice;

(ii) The program shall prepare candidates who articulate the role and value of languages and intercultural competence in preparing all students to interact in the global community through collaboration and advocacy; and

(iii) The program shall prepare candidates who use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator, and demonstrate a commitment to fair and ethical interactions with all students, colleagues and other stakeholders.

This is often demonstrated by showing familiarity with the professional organizations and/or attending a conference, webinar, or podcasts to promote professional development for language teachers and an awareness of the ACTFL Position Statements.

- Support Organizations: Foreign Language Association of Georgia (FLAG), Southern Conference on Language Teaching (SCOLT), American Council for the Teaching of Foreign Languages (ACTFL). Each of these organizations sponsors conferences yearly for teacher and leader professional development.

- Professionalism -- domain of the TELL project.

- TELL Project - Guidance Documents. A teacher evaluation template is provided that can be shared with administrators.

- ACTFL Position Statements. The ACTFL Board of Directors periodically releases position statements that clarify and outline ACTFL's official stance on important issues in language education.