**Section 27.340 World Language**

By October 1, 2024, all candidates for an endorsement in World Language will be required to complete a program aligned to the ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers (2015), published by the American Council on the Teaching of Foreign Languages, 1001 North Fairfax Street, Suite 200, Alexandria VA 22314, and available at https://www.actfl.org/assessment-professional-development/program-review-services. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024 are as follows:

a) The competent world language teacher comprehends the processes involved in acquiring another language.

1) Knowledge Indicators – The competent world language teacher:

A) comprehends the processes involved in developing listening skills in a second language.

B) comprehends the processes involved in developing speaking skills in a second language.

C) comprehends the processes involved in developing reading comprehension skills in a second language.

D) comprehends the processes involved in developing writing skills in a second language.

2) Performance Indicators – The competent world language teacher:

A) applies knowledge about second language acquisition by designing a simple activity to promote listening skills.

B) applies knowledge about second language acquisition by critiquing an activity for developing speaking skills.

C) applies knowledge about second language acquisition by designing an appropriate comprehension activity for a selected reading.

D) applies knowledge about second language acquisition by designing a simple writing activity.

b) The competent world language teacher understands oral communication and interacts appropriately in the target language in various settings.

1) Knowledge Indicator – The competent world language teacher has the ability to understand the main idea and details of oral and audio presentations unsupported by visual aids.

2) Performance Indicators – The competent modern world language teacher:

A) participates in conversations on familiar topics related to daily activities and the personal environment with a high degree of grammatical accuracy.

B) initiates, sustains, and brings to a close uncomplicated communicative exchanges in response to a given situation.

C) makes oral presentations in academic, social, or work situations.

D) approximates native-like pronunciation, intonation, and inflection.

3) Performance Indicators – The competent classical language teacher:

A) uses the target language with a high degree of grammatical accuracy.

B) initiates, sustains, and brings to a close uncomplicated communicative exchanges in a classroom context.

C) uses the target language in academic, social, or work situations.

D) uses appropriate pronunciation, intonation, and inflection.

c) The competent world language teacher understands and creates written materials in the target language for a variety of purposes and audiences.

1) Knowledge Indicator – The competent world language teacher comprehends the main message, supporting details, and cultural context of complex materials.

2) Performance Indicators – The competent world language teacher:

A) uses printed information obtained from various sources, including electronic media.

B) creates written materials that include description, definition, and analysis.

d) The competent world language teacher is able to use the target language to explain its structure in a manner understandable to a variety of learners.

1) Knowledge Indicators – The competent world language teacher:

A) has a thorough understanding of the grammar and syntax of the target language.

B) is aware that differences exist in language use among different groups in such areas as vocabulary, pronunciation, and level of formality.

2) Performance Indicators – The competent world language teacher:

A) organizes parts of speech into grammatically and syntactically correct sentences.

B) analyzes linguistic structures of the target language.

C) compares and contrasts distinctions among standard and non-standard varieties of the target language.

e) The competent world language teacher understands manners, customs, and ranges of cultural expression of various societies that use the target language.

1) Knowledge Indicator – The competent world language teacher understands cultural practices of one or more areas where the target language is spoken.

2) Performance Indicators – The competent world language teacher:

A) identifies and models culturally appropriate social behaviors (e.g., greeting rituals, gestures, etc.) in a variety of contexts.

B) compares and contrasts cultural practices and social roles (e.g., bartering, ceremonies, interpersonal relationships, etc.) among various countries where the target language is spoken.

f) The competent world language teacher demonstrates general knowledge of expressive forms (e.g., music, dance, folk art, visual art, drama, and architecture) related to various societies that use the target language.

1) Knowledge Indicators – The competent world language teacher:

A) knows the essential target language vocabulary referring to tools, processes, and products (e.g., art materials, painting, portraits, etc.) in one or more of the art forms.

B) understands the cultural and historical significance of characteristic art forms of a society that uses the target language.

2) Performance Indicators – The competent world language teacher:

A) uses the essential target language vocabulary referring to tools, processes, and products in one or more of the art forms.

B) explains the cultural and historical significance of characteristic art forms of a society that uses the target language.

C) describes characteristics and origins of various art forms, using target language vocabulary.

g) The competent world language teacher understands representative types of literature and various media of societies that use the target language.

1) Knowledge Indicators – The competent world language teacher:

A) understands literary themes and perspectives across authors and genres.

B) comprehends meaning and implications drawn from various target language media.

2) Performance Indicators – The competent world language teacher:

A) compares and analyzes literary themes and perspectives across authors and genres.

B) explains the influence of historical context on form and point of view for a variety of literary works.

C) compares and analyzes topics as presented in various media (e.g., television, radio, CD-ROM, software, films, Internet sites, periodicals, inscriptions, graffiti, and other text).

h) The competent world language teacher understands the history, geography, social institutions, and contemporary events of various societies that use the target language.

1) Knowledge Indicators – The competent world language teacher:

A) understands the significance of key figures (e.g., scientists, mathematicians, inventors, leaders,) and events, both past and present.

B) understands geographical aspects (e.g., natural resources, weather/climate, population distribution, and main economic activities) and how they relate to the development of at least two of the countries where the target language is spoken (if applicable).

C) understands social structures, roles and attitudes (e.g., class, gender, population, family, work, leisure) of at least two of the countries where the target language is spoken (if applicable).

D) understands political systems and institutions (e.g., government, education, law, and justice) of at least two of the countries where the target language is spoken (if applicable).

2) Performance Indicators – The competent world language teacher:

A) uses maps, charts, graphs, electronic images, and other geographical representations to describe and discuss countries where the target language is used.

B) identifies and describes significant social institutions, roles, and perspectives of the cultures that use the target language.

C) compares and contrasts the impact of key figures and events on the development of countries that use the target language.

D) analyzes different perspectives of historical and contemporary events of countries that use the target language, using a variety of media and technology.

i) The competent world language teacher uses the target language to reinforce and further the knowledge of other disciplines.

1) Knowledge Indicator – The competent world language teacher understands connections among various disciplines and the target language.

2) Performance Indicators – The competent world language teacher:

A) solves math problems and analyzes data (e.g., based on timetables, schedules, charts and graphs) in the target language.

B) describes and compares nutrition, physical fitness, sports, and leisure activities in areas where the target language is spoken.

C) identifies the currency, principal agricultural and manufactured products, and systems of trade and exchange (e.g., bargaining and bartering) of countries where the target language is spoken.

D) analyzes scientific issues from more than one cultural perspective.

j) The competent world language teacher uses the target language to demonstrate knowledge and understanding of a variety of career options.

1) Knowledge Indicator – The competent world language teacher is aware of various occupations and career opportunities for people who are proficient in the target language.

2) Performance Indicators – The competent world language teacher:

A) explains advantages of target language proficiency for careers in the global marketplace.

B) identifies, describes, and compares occupations in situations where the target language is spoken.

C) uses print, electronic, and other resources to obtain information on careers (e.g., roles, status, and qualifications) in which a second language is an asset.

(Source: Amended at 44 Ill. Reg. 8630, effective May 12, 2020)