

Languages Other Than English Subject Matter Requirements

Part I: Content Domains for Subject Matter Understanding and Skill in Languages Other Than English

Domain 1. General Linguistics

Candidates demonstrate knowledge of the nature, process, and components of language at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate both broad and deep conceptual understanding of the subject matter, including the universal characteristics of human languages and the ways in which linguistics describes and categorizes language structures. They analyze the processes by which languages change over time, understand how languages vary geographically, socially, and ethnographically, and recognize the family relationships among different languages. Candidates show an awareness of the communicative functions of language and how those functions vary depending upon the context and purpose of communication. They demonstrate a thorough understanding of language acquisition, including the processes by which new languages are acquired and the developmental patterns of language learning, and recognize that language acquisition involves the interrelationship of language and culture.

1.1 The Nature of Language

- a. Demonstrate an understanding of the nature, purposes, and uses of language. For example:
 - ◆ Demonstrate an understanding of the elements of language structure (i.e., phonology, morphology, syntax, semantics) and how they are interrelated.
 - ◆ Demonstrate an understanding of the basic principles of grammar and what is meant by a productive rule of language.
 - ◆ Demonstrate an understanding of the distinction between deep structure and surface structure.
- b. Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation. For example:
 - ◆ Demonstrate an understanding of the classification of languages into families and branches.
 - ◆ Describe different perspectives on the study of language (e.g., synchronic vs. diachronic).
 - ◆ Identify the different types of change that languages undergo at all levels (e.g., phonetic and phonological, morphological and syntactic, lexical and semantic).
 - ◆ Analyze the mechanisms by which language change occurs (e.g., umlaut, phonemic splits and mergers, borrowing, euphemisms, folk etymologies, metaphors, taboos).

1.2 Language Use

- a. Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts. For example:
 - ◆ Demonstrate an understanding of how sentences may be used to communicate more than they literally say.
 - ◆ Analyze principles of structure, regularity, and coherence in extended texts.
 - ◆ Demonstrate an understanding of distinctions between different types (e.g., direct vs. indirect) and varieties (e.g., commands, questions, assertions, exclamations) of speech acts.
 - ◆ Demonstrate an understanding of the functions of speech acts (e.g., to inform, to amuse, to control, to persuade).
 - ◆ Apply concepts of reference, sense, force, tone, and conversational implicature (contextualized meaning) to the analysis of speech acts.
 - ◆ Demonstrate an understanding of the distinction between performative and constative utterances (speech that constitutes an act vs. speech that describes facts or provides information).

1.3 Applied Linguistics

- a. Demonstrate an understanding of theories of language acquisition and learning. For example:
 - ◆ Analyze potential differences between learning first and second languages.
 - ◆ Identify the developmental stages through which language learners acquire first and second languages.
 - ◆ Demonstrate an understanding of the cognitive, affective, and social factors that affect second-language acquisition and learning (e.g., the concept of critical period, family and peer attitudes, linguistic interference).
 - ◆ Demonstrate an understanding of how theories of language acquisition can be applied to facilitate language instruction and learning.
 - ◆ Demonstrate an understanding of the creativity and recursive character of human languages.

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.b, 1.c)

Domain 2. Linguistics of the Target Language

Candidates demonstrate a broad and deep knowledge of target-language linguistics at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate an understanding of the languages they teach, including sound systems, the rules by which words are formed, and the ways in which phrases, clauses, and sentences are structured, and can explain the major levels and features of the target-language grammar. They understand articulatory phonetics and are able to describe target-language phonological features, orthography, morphological rules, syntactic patterns, and semantics. Candidates are able to describe the rules for word and sentence formation, as well as the structure, function, and meaning of target-language discourse, including features for producing coherence in spoken and written discourse, pragmatic features, and sociolinguistic features of target-language discourse. Candidates are familiar with rhetorical and stylistic devices, figures of speech, and the levels of language appropriate for various tasks and communicative purposes. In addition, they understand the historical changes in the target language and the variations among regional dialects, including differences in pronunciation, orthography, vocabulary, and grammatical structures, as well as register.

2.1 Language Structures

- a. Demonstrate an understanding of the phonology of the target language. For example:
 - ◆ Describe the segmentals of the target language and their allophones.
 - ◆ Describe the suprasegmentals of the target language (e.g., significant tones, accents, intonation patterns).
 - ◆ Describe the syllable structure of the target language (e.g., CV, CVC).
 - ◆ Describe the phonological and morphophonemic rules of the target language.
- b. Demonstrate an understanding of the orthography of the target language. For example:
 - ◆ Demonstrate an understanding of the principles of the standard system for writing the target language (e.g., alphabets, syllabaries, logographic systems).
 - ◆ Demonstrate an understanding of the origins and development of different systems for writing the target language.
- c. Demonstrate an understanding of the morphology of the target language. For example:
 - ◆ Understand inflectional morphology (e.g., verb conjugations, noun declensions).
 - ◆ Understand derivational morphology (e.g., rules for forming derived and compound words).
 - ◆ Describe strategies for identifying and using new words in the target language by recombining morphemes.
- d. Demonstrate an understanding of the syntax of the target language. For example:
 - ◆ Demonstrate an understanding of the rules that govern the formation of phrases and sentences.
 - ◆ Demonstrate an understanding of the significance of word order in the target language.
 - ◆ Identify ways in which syntactic patterns in the target language can be used to convey nuances of meaning.
 - ◆ Identify linguistic devices used to create connected and cohesive discourse in the target language.

- e. Demonstrate an understanding of the semantics of the target language. For example:
 - ◆ Demonstrate an understanding of how meanings are structured and communicated in the target language.
 - ◆ Demonstrate an understanding of the cultural meaning of words and sentences and the cultural significance of a variety of idiomatic expressions.
- f. Describe changes that occur in the target language over time.

2.2 Error Analysis

- a. Identify, analyze, and correct grammatical and mechanical errors in the target language.

2.3 Contrastive Analysis

- a. Analyze and contrast linguistic structures of the target language and English.
- b. Compare and contrast particular words, idioms, and inflections in the target language and English.

2.4 Sociolinguistics and Pragmatics

- a. Demonstrate an understanding of pragmatic and sociolinguistic features of target-language discourse. For example:
 - ◆ Explain how linguistic choices depend on the setting, goals, and participants in communicative interactions (e.g., the use of honorifics).
 - ◆ Demonstrate an understanding of the influence of social and cultural norms on the use of the target language (e.g., use of formal vs. informal forms of speech).
- b. Demonstrate an understanding of the origins and social implications of accentual and dialectal differences within the target language.
- c. Describe the differences among the varieties of the target language and the factors that account for these differences (e.g., cultural factors, political factors, level of education, gender, social class).

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.b, 1.c)

Domain 3. Literary and Cultural Texts and Traditions

Candidates demonstrate a broad and deep knowledge of literary and cultural texts and traditions, and of their contexts, at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates are familiar with major literary and intellectual movements, genres, writers, and works. They can analyze, interpret, and synthesize ideas as well as critical issues from a wide range of writers and thinkers across a variety of forms and media. They understand the historical, social, and cultural contexts in which literary and cultural texts were created, the influence of these factors on ideas and forms of expression, and the ways in which those texts both reflect and shape the target culture. Finally, candidates use literary and cultural texts to interpret and reflect upon the perspectives of the target culture over time.

3.1 Major Movements, Genres, Writers, and Works

- a. Demonstrate an understanding of major movements, genres, writers, and works in the literature of the target language.
- b. Demonstrate an understanding of the historical, social, and cultural influences on works of literature in the target language.
- c. Use knowledge of the literary and cultural traditions of the target culture to interpret changes in that culture over time.
- d. Demonstrate an understanding of the ways in which literary and intellectual works and movements of cultures associated with the target language both reflected and shaped those cultures.

3.2 Analysis of Literary and Cultural Texts

- a. Analyze and interpret a wide range of literary and cultural texts (e.g., oral traditions, folk tales, novels, short stories, poetry, drama, history, philosophy, biography, essays, speeches, film, electronic media).
- b. Evaluate the use of language (e.g., register, function) to convey meaning, to inform, to persuade, or to evoke reader response.
- c. Analyze the elements of literary works (e.g., setting, plot, theme, character, tone, style).
- d. Interpret the use of rhetorical and literary techniques (e.g., metaphor, personification).

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 2.a, 2.b)

Domain 4. Cultural Analysis and Comparisons

Candidates possess a broad and deep knowledge of the cultures associated with the target language and demonstrate an understanding of the interrelationships among the perspectives, practices, and products of those cultures at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates recognize culture as a dynamic, interrelated system and employ a variety of processes to identify, analyze, and evaluate cultural themes, values, and ideas. They are able to explore relationships among cultural perspectives and social institutions, and they understand how cultural practices and products exemplify the perspectives of cultures associated with the target language. Candidates recognize important geographical features and analyze the impact of geographical factors on the development of cultures associated with the target language. They exhibit familiarity with contemporary and historical issues, significant works of art, cultural attitudes and priorities, daily living patterns, and social institutions. They are able to identify the roles and contributions of major political figures, artists, and cultural icons, and references made to them in the culture. Candidates are able to interpret ideas, values, and beliefs that represent the target culture's traditions and contemporary variations and are able to compare and contrast social, historical, and artistic traditions in the target culture with those of other cultures.

4.1 Cultural Perspectives

- a. Demonstrate an understanding of how all of the cultural perspectives within nations and cultures associated with the target language interact to influence the development and evolution of the target cultures (e.g., worldview, core beliefs, values).
- b. Demonstrate familiarity with how the major physical and other geographical features of countries and cultures associated with the target language have influenced the cultures' development and evolution.
- c. Analyze how political factors have influenced the development and evolution of cultures associated with the target language, including the interrelationship between geography and political systems.
- d. Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within nations and cultures associated with the target language, and analyze their influence on the development and evolution of the target cultures.
- e. Demonstrate an understanding of how the political, religious, social, economic, and educational systems and institutions in nations and cultures associated with the target language have been shaped by and have influenced the development and evolution of the target cultures (e.g., traditions, social conventions, social relationships, and social status).

4.2 Cultural Practices

- a. Demonstrate an understanding of how cultural practices exemplify cultural perspectives. For example:
 - ◆ rituals and traditions
 - ◆ social institutions such as marriage and family
 - ◆ social status and social relationships
 - ◆ holidays and festivals
 - ◆ health practices and traditions
 - ◆ patterns of work and leisure
 - ◆ culinary traditions and practices
- b. Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures.

4.3 Cultural Products

- a. Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives. For example:
 - ◆ architecture
 - ◆ works of art (e.g., painting, sculpture, handicrafts)
 - ◆ artistic performance (e.g., music, dance, drama)
 - ◆ literature
 - ◆ technology and media (e.g., Web sites, advertisements)
 - ◆ entertainment
 - ◆ fashion
 - ◆ manufactured goods

(American Council on the Teaching Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 2.a, 2.b)

Domain 5. Language and Communication: Listening Comprehension

Candidates demonstrate proficiency in the comprehension of oral messages in the individual target language as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). For individual target languages, candidates may be asked to demonstrate all or some of the following knowledge and skills. Candidates demonstrate the ability to listen effectively and understand oral messages in the target language for various purposes in different contexts, including a variety of text types, and to accurately comprehend ideas and vocabulary across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. They demonstrate the ability to comprehend and interpret both limited and extended oral messages, including monologues, conversations, news broadcasts, narratives and descriptions in various time frames, speeches, and debates. Candidates are not only able to identify the main ideas and supporting details of oral messages, but also to infer the meaning of unfamiliar words from their contexts, interpret oral messages on a number of levels, analyze them from multiple perspectives, and give detailed personal interpretations that are supported by a rich range of cultural knowledge and understanding. Finally, they demonstrate the ability to think critically about oral messages and to evaluate them in relation to logical and stylistic standards and social relationships, as well as the speaker's purposes, assumptions, and intended audience.

5.1 Literal Comprehension of Spoken Communication

- a. Demonstrate an understanding of the main ideas and significant details of oral messages in a variety of authentic contexts. For example:
 - ◆ Understand the main point of an oral message.
 - ◆ Identify the sequence of steps described in a set of spoken directions.
 - ◆ Recognize a stated cause or effect in a situation described in an oral message.
 - ◆ Choose or provide an appropriate response to a spoken question or comment.
 - ◆ Respond appropriately to a request for information.

5.2 Inferential and Interpretive Comprehension of Spoken Communication

- a. Make deductive and inductive inferences based on information contained in oral messages. For example:
 - ◆ Draw conclusions based on information presented in oral messages.
 - ◆ Characterize the tone or mood of one or more speakers.
 - ◆ Infer the social relationships among speakers (e.g., gender, age, social status).
 - ◆ Analyze a personal relationship implied but not stated in an oral communication.
 - ◆ Interpret the cultural context of spoken communications.

5.3 Critical Analysis of Spoken Communication

- a. Analyze and evaluate oral messages in relation to their purpose, context, and point of view. For example:
 - ◆ Analyze a speaker's assumptions or point of view.
 - ◆ Analyze the historical, social, or cultural context of an oral message.
 - ◆ Evaluate the sufficiency and reliability of evidence presented in support of statements made in oral messages.
 - ◆ Evaluate the social and cultural appropriateness of the language used in oral messages.
 - ◆ Analyze the communicative and discourse strategies employed in oral messages.

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.a.)

Domain 6. Language and Communication: Reading Comprehension

Candidates demonstrate proficiency in the comprehension of written texts in the individual target language as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). For individual target languages, candidates may be asked to demonstrate all or some of the following knowledge and skills. Candidates demonstrate the ability to read effectively and understand written texts in the target language for multiple purposes in different contexts, including a variety of text types, and to accurately comprehend ideas and vocabulary across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. They demonstrate the ability to comprehend and interpret a variety of texts written in the target language, including expository prose, personal essays, newspaper and magazine articles, narratives and descriptions, correspondence, Web sites, electronic messages, and realia (e.g., signs, flyers, menus). Candidates interpret written texts on a number of levels, analyzing them from multiple perspectives, synthesizing concepts and ideas, and giving detailed personal interpretations that are supported by a rich range of cultural knowledge and understanding. Finally, they demonstrate the ability to think critically about what they read and to evaluate written texts in relation to logical and stylistic standards and social relationships, as well as the author's purposes, assumptions, and intended audience.

6.1 Literal Comprehension of Written Texts

- a. Demonstrate an understanding of the main ideas and significant details of written texts. For example:
 - ◆ Demonstrate an understanding of the main idea or compose an accurate summary of a written text.
 - ◆ Recognize supporting evidence for an argument made in a passage.
 - ◆ Analyze a passage to determine a causal or temporal sequence of events.

6.2 Inferential and Interpretive Comprehension of Written Texts

- a. Make deductive and inductive inferences based on information contained in written texts. For example:
- ◆ Make inferences about purpose and audience from information provided in a passage.
 - ◆ Identify a writer's intent, assumptions, or point of view.
 - ◆ Recognize implied cause-and-effect relationships in a passage.
 - ◆ Interpret figurative language (e.g., metaphors, similes) in a passage.
 - ◆ Draw conclusions from information presented in a passage.
 - ◆ Analyze a passage to determine assumptions that are implied, but not explicitly stated, in the passage.

6.3 Critical Analysis of Written Texts

- a. Apply critical reasoning skills to written texts. For example:
- ◆ Analyze the historical, social, and cultural contexts of written texts.
 - ◆ Analyze relationships among ideas in written texts.
 - ◆ Distinguish between fact and opinion in written texts.
 - ◆ Assess the sufficiency and reliability of evidence presented in support of statements made in written texts.
 - ◆ Recognize fallacies in the logic of a writer's argument.
 - ◆ Assess the credibility, objectivity, or bias of material contained in written texts.

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.a.)

Domain 7. Language and Communication: Oral Expression

Candidates demonstrate proficiency in oral expression in the individual target language as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). For individual target languages, candidates may be asked to demonstrate all or some of the following knowledge and skills. Candidates demonstrate the ability to speak effectively in everyday situations and to react competently when asked to respond orally to a complication or an unexpected turn of events. They speak with good pronunciation and intonation and with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics and are able to narrate and describe in major time frames, providing detailed accounts and exhibiting good control of aspect. Candidates demonstrate the ability to speak effectively in the target language for various purposes in different contexts, employing a variety of text types and accurately expressing ideas in culturally appropriate language across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. Finally, they are able to deliver oral presentations on a wide range of topics, employing strategies and vocabulary tailored to the speaking situation, and present narrations and descriptions that relate relevant and supporting facts in extended and cohesive discourse.

7.1 Speaking in the Target Language for a Variety of Purposes in Authentic Contexts

- a. Construct connected oral discourse that communicates a message effectively, demonstrating a wide range of vocabulary, idiomatic expressions, and linguistic structures. For example:
 - ◆ Speak appropriately within the context of everyday situations (e.g., school, work, shopping).
 - ◆ Respond to a variety of unexpected situations (e.g., misplaced luggage at an airport) by explaining or describing events or by requesting assistance.
 - ◆ Formulate and defend a hypothesis in response to a given situation.
 - ◆ Narrate or describe a personal experience.
 - ◆ Deliver oral presentations on a wide variety of topics to diverse audiences.
 - ◆ Talk formally and informally about topics of current public and personal interest, demonstrating an ability to use different registers and styles of speech in appropriate contexts.
 - ◆ Discuss the advantages and disadvantages of an idea or a proposed course of action.
 - ◆ Take a position on an issue and support it with persuasive evidence.
 - ◆ Demonstrate the ability to speak effectively on abstract topics and themes.

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.a.)

Domain 8. Language and Communication: Written Expression

Candidates demonstrate proficiency in written communication in the individual target language as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). For individual target languages, candidates may be asked to demonstrate all or some of the following knowledge and skills. Candidates write in major time frames, employ vocabulary appropriate to purpose and audience, and use a variety of different syntactic structures. When writing texts of several paragraphs in length, they demonstrate competence in the use of a variety of cohesive devices and discourse strategies. Candidates demonstrate the ability to write effectively in the target language for various purposes in different contexts, employing a variety of text types, and to accurately express ideas in culturally appropriate language and vocabulary across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. Finally, they demonstrate the ability to express themselves through formal and informal writings on practical, social, and professional topics and to write about issues and events of public and personal relevance through extended written texts.

8.1 Writing in the Target Language for a Variety of Purposes in Authentic Contexts

a. Compose a well-organized passage in the target language, employing styles and levels of diction appropriate for a given audience, purpose, and occasion and demonstrating command of a wide range of vocabulary, idiomatic expressions, and linguistic structures. For example:

- ◆ Demonstrate the ability to compose written texts in appropriate orthography and writing systems.
- ◆ Compose personal correspondence.
- ◆ Compose formal correspondence for a variety of purposes and audiences.
- ◆ Write cohesive summaries of a variety of extended written texts (e.g., a newspaper article, an excerpt from a textbook).
- ◆ Write extended narratives and detailed descriptive accounts of events.
- ◆ Formulate and defend a hypothesis in response to a given situation.
- ◆ Describe the reasoning behind a personal or professional decision.
- ◆ Discuss the advantages and disadvantages of an idea or a proposed course of action.
- ◆ Take a position on an issue and support it with persuasive evidence.
- ◆ Demonstrate the ability to write effectively on abstract topics and themes.

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.a.)