

## Endorsement Competencies for Designated World Language

*K=Knowledge; S=Skills*

2002 Standards	Course Alignment	Evidence of Mastery
<b>1.0 Common Core: Child and Adolescent Development, Individuality, and Diversity</b>	<b>Put course numbers in each cell that correspond with the knowledge and/or skills described.</b>	<b>Describe what students do (produce, present, write, create, etc.) to show mastery of each competency. Significant assignments and/or tests may cover several competency clusters.</b>
<b>K1.1</b> Knowledge of child and adolescent development.	All foreign language courses; plus FORL 440	Quizzes, compositions, midterm & final exams. Adult learners of a foreign language, who often rely on structures and reading to learn a language, become aware of how infants and children learn their native language through listening, imitating, and speaking long before the written language is introduced.
<b>K1.2</b> Understanding of the individuality of language learners	All foreign language courses , plus FORL 440, 441	Mentoring, practicum, pedagogy courses Anyone who has taught Foreign Languages (FL) recognizes the variety in language learning styles: some are more comfortable drilling verb conjugations, others respond better with the use of listening and speaking exercises. For that reason, all FL courses at WSU emphasize all four language skills: reading, writing, listening and speaking. The two pedagogy courses we offer integrate and encourage such methodologies.
<b>K1.3</b> An awareness of fairness as it relates to world language instruction.	All foreign language courses, plus FORL 440, 441, basic tenets of all FL teaching	Mentoring, practicum, pedagogy courses The learning of a foreign language and the contextual exposure to foreign cultures promotes the idea of diversity and an openness toward ‘difference’, thus bringing an awareness of fairness in dealings with foreigners. One is always a foreigner somewhere, so students are encouraged to put themselves in the shoes of the ‘foreign’ other.

<b>Teachers of World Languages are able to:</b>		
<b>S1.1</b> Use understanding of child and adolescent development, value their students as individuals, and actively acquire knowledge of their students to foster their students' skills and interests as individual language learners.	All foreign language courses, plus FORL 440, 441, basic tenets of all FL teaching	Preparation, participation and patience. FL instructors interact with their students at an interpersonal level that is rarely replicated in other departments, since we teach them how to speak in a different tongue, a daunting task for most adults. We must make them feel at ease to speak out in small and large groups at the infant level through to adult level of competency. To do this, we are obliged to 'value them as individuals' and 'foster their skills'.
<b>S1.2</b> Demonstrate through their practices toward all students their commitment to the principles of equity, strength through diversity, and fairness.	All foreign language courses, plus FORL 440, 441, basic tenets of all FL teaching	See K1.3.
<b>2.0 Common Core: Language and Culture</b>		
<b>K2.1</b> Knowledge of language and culture of the target world language.	All foreign language courses	Quizzes, compositions, midterm & final exams. In our courses, we emphasize all of the prime areas and locations in the world where the target language is spoken, not just the Euro-centric world.
<b>K2.2</b> Knowledge of how language and culture are linked with one another.	All foreign language courses	Discussions, essays. The learning of a foreign language is unseparable from awareness of the culture(s) in which the language is spoken. In a lesson on food, for example, students learn the word for 'baguette' in French and one can discuss the role of bread in French cuisine, the government control of bread prices, the sale of 'pain industriel' in large supermarkets vs. the local boulangerie, etc.
<b>K2.3</b> In-depth knowledge of at least one region where the	All foreign language courses	Presentations, research. Faculty often have students speak of their own

language is spoken.		experiences in the foreign cultures: one may have traveled in France, one in Mali, one in Québec, and one in Louisiana, so a wider view of French culture is gained. All modern textbooks also highlight regional and national language zones.
<b>Teachers of World Languages are able to:</b>		
<b>S2.1</b> Function at a proficiency level equivalent to the Intermediate High as defined by the American Council of Teaching Foreign Languages in speaking (1999), listening, reading, and writing. (1986)	Major checklist includes requirement for four courses at the advanced level, 407, 408 plus two 400-level seminars.	Quizzes, compositions, midterm & final exams. The four required advanced level courses – 407, 408 and two 400-level seminars – are taught in the target language and require students to express themselves in speaking and writing on topics of a high level of sophistication.
<b>S2.2</b> Demonstrate competencies that include various components of the linguistic system-grammatical, lexical, phonological, orthographic, semantic, pragmatic, and discourse features needed to communicate in a variety of settings. This knowledge is in addition to the ability to speak and write a language.	101 through 400-level language courses	Quizzes, compositions, midterm & final exams. From day one in the FL courses, we are dealing with the ‘linguistic system’ – grammar, vocab, pronunciation. At first, structures are taught and drilled without weighing students down with terminology. In upper level courses, however, the students are exposed to the formal structures and mechanisms, so that they can make the jump from a structure that is memorized to one that they can construct themselves when needed for communication.
<b>S2.3</b> Draw on the knowledge of language and culture to set attainable and worthwhile goals for their students.	FORL 440, 441	Quizzes, compositions, midterm & final exams. The pedagogy courses taught in the DFLLC provide students with concrete tools for presentation, drilling, evaluating FL structures at all levels.
<b>S2.4</b> Demonstrate that an integral part of the effective world language instruction is knowing the target cultures and	All foreign language and culture courses	Discussions, essays. Students are curious about other cultures, so the job of teaching a FL is made easier when the lesson is couched in cultural terms. It is in the

language and how they are intimately linked with each other. Demonstrate in-depth knowledge and understanding of at least one region where the language is spoken, and demonstrate awareness of the close link between language and culture.		teacher's interest to build a lesson around an exciting and interesting aspect of the FL culture that s/he is most familiar with, as this energy will pass to the students and spark their interest and will to learn.
<b>3.0 Common Core: Language Acquisition Methodologies</b>		
<b>K3.1</b> Current second language acquisition theories which can be used to help students develop proficiency, increase knowledge and strengthen higher cognitive learning skills.	All foreign language courses	Workshops, research, peer evaluation. The FL instructor is very serious about choosing a textbook that presents the material in the most attractive and effective way, and contains the most creative and engaging ancillary materials (video, audio, online quizzes, lively web site, etc.). These textbooks are often very well done in providing instructors with advice on how to present the materials and maximize use of the book/materials. Small groups, large group, oral and written exercises, online immediately self-correcting drills – plus a variety of in-class activities to try to match to a variety of learning styles.
<b>K3.2</b> The articulation of curriculum and instruction to ensure a sequence of age appropriate learning experiences, from one level to the next, so that students can progress from a simple to a sophisticated use of the language.	Curricular design that builds layer upon layer to reinforce the fundamental structures.	Discussions, self & peer-reflection. FL sections meet to decide on textbooks at each level, and the books themselves self-define, so that the flow is smooth from each level to the next. FL learning is a constant revisiting of elemental structures so as to imprint them and to allow students to modify structures to fit various situations.
<b>Teachers of World Languages</b>		

<b>are able to:</b>		
<p><b>S3.1</b> Apply different methodologies based on an understanding of current second language acquisition theories to the teaching of world languages to help students develop proficiency, increase knowledge and strengthen higher cognitive learning skills.</p>	<p>FORL 440, 441</p>	<p>Mentoring, peer-evaluation. Students in FORL 440, 441 are given extensive exposure to new trends and theories in SLA with regard to learning styles and methodologies that respond to these styles. They are also given real-life tools to bring to the classroom to leverage classroom time to bring students to a natural and easy use of a FL in order to connect with non-English speakers.</p>
<p><b>S3.2</b> Plan a curriculum that includes age-appropriate learning experiences from one level to the next that are sequential, long range, and continuous with the goal that over a period of years students will progress from a simple to a sophisticated use of the language.</p>	<p>Target Language 101-102, 203-204 → 300-level content courses (conversation, composition, translation, film, culture, literature, etc.)</p>	<p>Mentoring, oversight by experience instructor. In the first year of foreign language instruction (101-102) the basic elements of the language are presented so that students can function in a variety of interpersonal relations—conversations, writing letters, etc. The second year (203-204) adds a second layer of all of the same concepts, with expanded vocabulary and idiomatic structures. Third year courses continue to build on the foundations laid in the first two years. Language learning is reinforced by continual revisiting of structures, vocab and concepts.</p>
<p><b>S3.3</b> Incorporate other content areas such as history, geography, art, music, and economics into learning experiences.</p>	<p>All foreign language courses, plus 110, 111, 310, 311, 410 – Film courses 120, 121, 320, 420 – Culture courses 130, 131, 430 - Literature in translation 350, 351 – Literature surveys</p>	<p>Textbook foundation, personal research. In all foreign language courses, aspects of culture (art, music, literature), history, geography, etc. are discussed and studied for themselves and also used as a context for language practice.</p>
<p><b>S3.4</b> Engage students in language learning and cultural studies using techniques which support mastery of the Washington Essential Academic Learning Requirements (EARL)</p>	<p>All foreign language courses, plus 110, 111, 310, 311, 410 – Film courses 120, 121, 320, 420 – Culture courses 130, 131, 430 - Literature in translation 350, 351 – Literature surveys</p>	<p>Presentations, exposé, discussions. Students in language courses prepare exposés on foreign films, prepare team presentations on aspects of culture, write research papers on literary topics, view films and hold discussions on their themes and write papers on these themes, etc.</p>

<p><b>S3.5</b> Draw attention to career options available for those who are proficient in world languages, emphasizing that knowledge of a language can provide career advancement within a given profession as well as expand employment opportunities for people around the globe.</p>	<p>From earliest level courses through advanced, as well as with advisees (majors and minors)</p>	<p>Presentations. Advising for majors and minors and SALC advisees – we encourage students to do either a double major in FL and any other field, or at least a minor in FL, as knowledge of a language enhances employment options. We also invite guest speakers from government (Peace Corps) and private industry to discuss with students how they can use their FL skills.</p>
<p><b>4.0 Common Core: Learning Environment</b></p>		
<p><b>K4.1</b> The importance of creating an inclusive, caring, challenging, and stimulating classroom environment in which meaningful communication in the target language occurs and in which students actively learn.</p>	<p>All foreign language courses</p>	<p>Basic departmental philosophy. As stated above, all FL courses are conceived as incorporating all four language skills: reading, writing, listening and speaking. Classroom time is leveraged to maximize opportunities for students to actively use the language skills they are learning. They are instructed, from the first class, to respect others’ attempts at learning, because everyone will make silly mistakes and no one should be ridiculed for that.</p>
<p><b>K4.2</b> The variety of language appropriate resources, available technologies, and current national standards which meet instructional and linguistic needs of all students.</p>	<p>Language Learning Resource Center</p>	<p>Accessibility to LLRC. The DFLC is very fortunate to have the Language Learning Resource Center (LLRC) in Thompson Hall, a state-of-the-art center equipped with computers, recording materials, video and audio players, etc. Students in most FL courses have access in this lab to learning materials that are organized on a special desktop for the target language, from streamed, textbook-specific video and audio components, word processing software for FL, online quizzing tools, links to foreign TV/radio shows, etc.</p>
<p><b>Teachers of the world are able</b></p>		

<b>to:</b>		
<b>S4.1</b> Create an inclusive, caring, challenging, and stimulating classroom environment in which meaningful communication in the target language occurs and in which students actively learn.	All foreign language and culture courses.	See K4.1
<b>S4.2</b> Use language appropriate resources, available technologies, and current national standards to meet the instructional and linguistic needs of all students and to foster critical creative thinking.	All foreign language and culture courses	Make students aware of resources in LLRC. Especially in literature, culture and film courses, FL instructors use a variety of resources, from films, to TV, magazines, WWW, etc. to present students with materials to use to discuss the culture where the target lang. is used. Within this context, students are asked to compare these aspects of cultural identity with their own identity as American college students.
<b>5.0 Common Core: Assessment</b>		
<b>K5.1</b> A variety of assessment strategies appropriate to the curriculum and to the learner.	All foreign language and culture courses	Quizzes, compositions, interviews, exposés, reports, role-plays, games, midterm & final exams. Instructors strive to vary the assessment tools that they use so as to accommodate the variety of learning styles and to maximize the range of learning. In a chapter test of a basic 101 course, for example, includes a listening comprehension section, a reading comprehension section, a guided writing/grammar verification section, and an open-ended writing section that allows them to show how much versatility they have gained in the FL.
<b>Teachers of world languages are able to:</b>		
<b>S5.1</b> Employ a variety of	FORL 440, 441	Quizzes, compositions, interviews, exposés,

assessment strategies appropriate to the curriculum and to the learner		reports, role-plays, games, midterm & final exams. In the pedagogy course, students are exposed to a variety of testing methodologies and assessment tools.
<b>S5.2</b> Use assessment results to monitor student learning, to assist students in reflecting on their progress, to report student progress, and to shape instruction.	All foreign language and culture courses	Assessment of assessment results. Faculty are constantly trying to adapt their instruction using, among other things, assessment results. These results are transmitted to the student in a timely way, and major weaknesses in the student responses are reviewed, in order to show students how to avoid the errors in the future.
<b>6.0 Common Core: Professional Development</b>		
<b>K6.1</b> The value of reflection and professional growth	All foreign language and culture courses	Regular self- and peer-evaluation. Critical reflection is encouraged in all courses.
<b>K6.2</b> The importance of professional growth opportunities such as membership in professional organizations, reading professional journals, attending conferences, etc.	All foreign language and culture courses	Encouragement by department to be involved. Faculty model such behavior and bring information about their activities to especially upper level courses.
<b>K6.3</b> Their professional responsibility to keep current with events relevant to the culture of the target language.	All foreign language and culture courses	A natural tendency given chosen field. Faculty often use 'realia' in their classes (magazines, web sites, TV shows, radio, etc.) and use these as jumping off points in class discussions.
<b>Teachers of world languages are able to:</b>		
<b>S6.1</b> Continually analyze, evaluate, and strengthen the effectiveness and quality of their teaching in order to	All foreign language and culture courses	Self- and peer-evaluation. Daily self-observation, analysis of student outcomes and evaluations, peer-review and peer-observation, reading pedagogical materials.

enhance student learning.		
<b>S6.2</b> Recognize the importance of professional growth opportunities such as membership in professional organizations, reading professional journals, attending conferences, etc.	All foreign language and culture courses	Faculty model involvement in professional workshops and associations.
<b>S6.3</b> Keep current with events relevant to the culture of the target language.	All foreign language and culture courses	Scholars who choose to go into FL field are naturally curious about other cultures and peoples.
<b>7.0 Classical Languages</b>		
<b>K7.1</b> The vocabulary, phonetics, morphology, and syntax of the language taught and of its etymological impact (these competencies refer to language skills).	CLAS 101, 102 GREEK 101, 102	Quizzes, translations, exercises, midterm & final exams. These aspects are automatically included in instruction in Latin and Greek.
<b>K7.2</b> Significant masterpieces of Classical literature and their relationship to the historical and social context of the society (these competencies refer to knowledge of culture, civilization, and literature).	CLAS 101, 102 GREEK 101, 102	Class readings and translations. Classical texts, even diluted down to elementary level, are used and discussed in the process of reading and translating.
<b>K7.3</b> Current methodologies for teaching Classical languages at the appropriate level, including designing lessons, sequencing material, employing various instructional strategies and technologies and assessing students.	FORL 440, 441	Correct textbook and ancillary materials choice. The pedagogy courses offered in DFLLC cover these aspects of teaching in the FL classroom.
<b>K7.4</b> The culture and civilization of Greco-Roman society, including history, daily	CLAS 101, 102 GREEK 101, 102	Quizzes, compositions, interviews, exposés, reports, role-plays, games, midterm & final exams.

life, art, and civilizations.		A variety of coursework is demanded to highlight links between language and culture, no matter the era.
<b>K7.5</b> The relationship of Greco-Roman culture and civilization to subsequent cultures and civilizations	CLAS 101, 102 GREEK 101, 102	Exposés and the classical texts themselves that are used in the teaching of the language.
<b>Teachers of Classical languages are able to:</b>		
<b>S7.1</b> Read and comprehend texts in the original language	CLAS 101, 102 GREEK 101, 102	Textbooks include original, sometimes adapted classical texts.
<b>S7.2</b> Pronounce the language consistent with classical or ecclesiastical norms	CLAS 101, 102 GREEK 101, 102	CLAS/GREEK faculty are trained in the correct and accepted pronunciation of these languages.
<b>S7.3</b> Discuss the culture and civilization of Greco-Roman society, including history, daily life, art, architecture, and geography	CLAS 101, 102 GREEK 101, 102	Lectures, student exposés and the classical texts themselves that are used in the teaching of the language tell about all aspects of classical society.
<b>S7.4</b> Explain the relationship of Greco-Roman culture and civilization to subsequent cultures and civilizations.	CLAS 101, 102 GREEK 101, 102	Lectures, student exposés and the classical texts refer to such matters, but these are not history or philosophy classes, they are language classes.
<b>S7.5</b> Use oral language to the extent of giving directions in class and engaging students on simple, everyday topics	CLAS 101, 102 GREEK 101, 102	Instruction is typically given in the target language when possible, appropriate and understandable by the students.
<b>S7.6</b> Relate Classical culture and language to contemporary culture and the various languages influenced, if not derived from, the Classical language.	CLAS 101, 102 GREEK 101, 102	Lectures, student exposés and the classical texts refer to such matters, but these are not history or philosophy classes, they are language classes.
<b>S7.7</b> Insure that the student has not only a body of knowledge	CLAS 101, 102 GREEK 101, 102	Classical languages are highly structured, so the skills and patience learned in dissecting and

relating to Classical Languages but also acquires a tool for analysis that can be applied to other subject areas (these competencies refer to knowledge of pedagogy).		deciphering classical texts utilize quantitative and symbolic competencies that can be put to use in other fields.
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