

ATTACHMENT II
Text of Proposed New 19 TAC

Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

Subchapter C. High School

§114.53. Advanced Language for Career Applications (One Credit).

(a) General requirements.

- (1) Advanced Language for Career Applications may be offered in high school. Students shall be awarded one credit for successful completion of this course. Successful completion of Level III, achieving an Intermediate Low to Intermediate Mid proficiency level, or demonstrated equivalent proficiency as determined by the district is a prerequisite for this course.
- (2) Districts may offer this course in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.

(b) Introduction.

- (1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture.
- (2) The Advanced Language for Career Applications course provides students with instruction in terminology that prepares students to communicate in a language other than English in a professional, business, or industry setting.
- (3) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.
 - (A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.
 - (B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.
 - (C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.
- (4) The use of age-level appropriate and industry-specific authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of authentic resources enables students to increase their academic vocabulary and to participate in local and global communities.
- (5) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register (formal or informal language use), appropriate discourse level, and text type.

- (6) Students in Advanced Language for Career Applications are expected to reach a proficiency level of Intermediate Mid to Intermediate High, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.
- (A) Students at the Intermediate Mid proficiency level express meaning in straightforward and personal contexts by easily combining and recombining what they know, what they read, and what they hear in short statements and a mixture of sentences and strings of sentences. Intermediate Mid students are able to understand some information from connected statements in oral or written sources. Intermediate Mid students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Mid students are consistently successful when performing Intermediate-level tasks.
- (B) Students at the Intermediate High proficiency level express meaning in a variety of contexts by creating with the language, easily combining and recombining what they know, what they read, and what they hear in a mixture of sentences and connected discourse. Intermediate High students are able to understand information from connected statements in oral or written sources. Intermediate High students are generally understood by listeners and readers unaccustomed to dealing with language learners. Intermediate High students are consistently successful when performing Intermediate-level tasks. Intermediate High students show evidence of Advanced Low proficiency but lack consistency.
- (7) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts appropriate to the professional, business, or industry setting. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes. The student is expected to:
- (A) use professional etiquette and protocol such as making introductions, speaking on the telephone, and offering and receiving feedback appropriate to the professional, business, or industry setting;
- (B) participate appropriately in conversations and in informal written exchanges related to the professional, business, or industry setting;
- (C) identify and use appropriate strategies for communicating with diverse individuals;
- (D) evaluate the effectiveness of one's own and others' communication;
- (E) give and receive complex oral instructions to perform tasks specific to the professional, business, or industry setting;
- (F) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and
- (G) interact and react in writing using culturally appropriate expressions, register, and style.
- (2) Interpretive communication: reading and listening. The student comprehends connected statements appropriate to the professional, business, or industry setting from culturally authentic print, digital, audio, and audiovisual materials. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes. The student is expected to:
- (A) employ appropriate verbal, nonverbal, and listening comprehension skills to enhance relationships in the professional, business, or industry setting;
- (B) paraphrase the main idea and supporting details from professional, business, or industry-related texts, audio, and audiovisual materials;

- (C) compare and contrast practices and perspectives related to the professional, business, or industry setting from authentic print, digital, audio, and audiovisual materials;
 - (D) use prior knowledge and experiences to understand and interpret meanings in oral and written print, digital, audio, and audiovisual materials appropriate to the professional, business, or industry setting;
 - (E) apply data to evaluate performance or provide solutions to problems specific to the professional, business, or industry setting; and
 - (F) understand and follow directives and procedures within the context of the professional, business, or industry setting.
- (3) Presentational communication: speaking and writing. The student presents business or industry-related information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes. The student is expected to:
- (A) apply the spoken and written conventions and mechanics of the target language;
 - (B) present analyzed data and communicate findings in a variety of formats specific to the professional, business, or industry setting;
 - (C) design and present an effective professional, business, or industry-related product using appropriate register for the audience, occasion, and purpose; and
 - (D) create written, oral, and visual presentations of professional, business, or industry-related information to inform, persuade, or motivate an audience.
- (4) Professional, business, or industry-specific terminology. The student effectively communicates using the target language in rehearsed and unrehearsed situations using professional, business, or industry-specific terminology. The student is expected to:
- (A) use various strategies to infer the meaning of unfamiliar words or phrases in business or industry-specific texts, audio, and audiovisual materials such as trade publications, case studies, business journals, or conference presentations;
 - (B) apply newly acquired basic and academic language related to the professional, business, or industry setting in meaningful ways that build concepts and language implementation;
 - (C) demonstrate an understanding of different dialects used in communities served by the profession, business, or industry; and
 - (D) communicate using advanced technical vocabulary, jargon, and abbreviations necessary for communicating with employers, clients, and other professionals in the target language.
- (5) Career applications. The student demonstrates professional standards/employability skills as required in the professional, business, or industry setting. The student is expected to:
- (A) demonstrate appropriate communication for employers, clients, and coworkers in the target language through verbal, nonverbal, and digital means;
 - (B) demonstrate professional etiquette appropriate to the professional, business, or industry setting;
 - (C) demonstrate an understanding of relevant ethical and legal issues such as confidentiality and fiduciary responsibility;
 - (D) communicate effectively in the target language in career development activities such as mock interviews;
 - (E) set goals and reflect on progress in using the target language for career development and advancement; and

(F) adhere to ethical codes of conduct by following copyright laws and restrictions and using technology responsibly.