WORLD LANGUAGE AND INTERCULTURAL COMPETENCY (formerly Plurilingualism)

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Note to Montclair Core Task Force:
The subcommittee has proposed the following SLOs and rubrics based on those adopted by the American Council on the Teaching of Foreign Languages (ACTFL) and governing K-12 and higher education. These SLOs and rubrics have been created with the assumption that the current graduation requirements for world language (intermediate proficiency) will remain in place.

The subcommittee feels strongly that all Montclair students, including transfer students, should:
- Acquire or hone the necessary intercultural communicative skills to interact with diverse local and global communities, a component of the goal of Diversity, Equity and Inclusion as described by the National Association of Colleges and Employers
- Have access to the linguistic and cultural capital provided by world language and culture study and related international experiences to increase their earning potential in the global marketplace, especially to adapt to global power shifts
- Develop or strengthen through world language and intercultural competence the knowledge, skills, and attitudes characteristic of a global citizen engaged in constructing a democratic society

The subcommittee also feels strongly that Montclair State University, as New Jersey's second largest state university, should continue to reflect and promote the state's linguistic diversity. The institution has an ethical responsibility to protect, promote and practice less-dominant languages than English to counteract the suppression and pressures to assimilate experienced by minority communities in the USA through history and today. Submitting to short-term political or budget pressures today will only result in tomorrow's linguistic and cultural impoverishment and reduced competitiveness of NJ's and the USA's workforce.

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Possible acronyms: WLIC (or RELATE, ADAPT, INTERACT if we want words)

1.- Learning Outcome definition:

Students will build confidence, flexibility, empathy, and employment potential by demonstrating and/or enhancing their communicative skills and intercultural competence in a natural world language other than English with which they have previous experience, or by embarking on the study of a new language and its associated cultures. Courses in this category are designed to help students advance toward achieving, at minimum, the intermediate proficiency level as described by ACTFL.

2.- Criteria for certification of courses: Practices, Assignments and Learning Objectives.

Courses certified in this category should meet all five criteria.

1. Courses must be conducted primarily in a natural language (or signed language, for American Sign Language [ASL]) other than English.
2. Courses must foster both written and oral (or signed, for ASL) student production in this language. Instruction will include both explicit and implicit language instruction, since improving students' communicative skills is the primary objective.
3. Courses will integrate a variety of authentic materials from the target culture into class activities and assignments.
4. Courses will privilege activities that foster student recognition, investigation, or comparison of products, social norms and behaviors in their own and other cultures.
5. Assignments will include IPAs, Integrated Performance Assessments, and may include activities such as personal interviews (audio, video), writing assignments in real-world genres, audiovisual translation, group surveys, virtual tours, digital story maps, and/or collaboration with international or community partners.

STUDENT LEARNING OUTCOMES

- [**ACTFL "Interpretive Mode"**] Students can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed in the target language.
- [**ACTFL "Interpersonal Mode"**] Students can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions in the target language
- [**ACTFL "Presentational Mode"**] Students can communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences in the target language whether through speech, writing or sign.
- [**ACTFL "Intercultural Communication, Investigation"**] In their own and other cultures students can make comparisons between products and practices in order to access the cultural perspectives that underlie them.
- [**ACTFL "Intercultural Communication, Interaction"**] Students can interact at a functional level in some familiar context.

Intermediate Level Rubrics
Integrative Performance Assessment
Intercultural Competence (Adapted from the NCSSFL-ACTFL CAN-DO STATEMENTS)

LEARNING OUTCOME	Exceeds Expectations	Meets Expectations Strong	Meets Expectations Basic	Does Not Meet Expectations
Interpretive Mode *Literal Comprehension*	Identifies all key words appropriately within context of the text; Identifies the complete main idea(s) of the text; Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies majority of key words appropriately within context of the text; Identifies the key parts of the main idea(s) of the text but misses some elements; Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies half of key words appropriately within the context of the text; Identifies some part of the main idea(s) of the text; Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few key words appropriately within the context of the text; May identify some ideas from the text but they do not represent the main idea(s); Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
Interpretive Comprehension	Identifies the organizational feature(s) of the text and provides an appropriate rationale; Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate; Infers and interprets the text's meaning in a highly plausible manner; Identifies the author's perspective and provides a detailed justification; Identifies cultural perspectives/norms	Identifies the organizational feature(s) of the text; rationale misses some key point; Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate; Infers and interprets the text's meaning in a partially complete and/or partially plausible manner; Identifies the	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided; Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate; Makes a few plausible inferences	Attempts to identify the organizational feature(s) of the text but is not successful; Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking; Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible; Unable to identify the author's perspective; Identification of

	accurately. Provides a detailed connection of cultural products/practices to perspectives.	author's perspective and provides a justification; Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	regarding the text's meaning; Identifies the author's perspective but justification is either inappropriate or incomplete; Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/ products to perspectives is superficial or lacking.
Interpersonal Mode *Language Function & Control; Communication Strategy; Comprehensibility*	Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently; Uses mostly connected sentences and some paragraph-like discourse; Converses with ease and confidence when dealing with routine tasks and social situations. May clarify by paraphrasing; Is generally understood by those unaccustomed to interacting with	Creates with language by combining and recombining known elements; ability to express own meaning expands in quantity and quality. Handles success-fully a variety of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures. These exchanges include personal information related to self, interests, and personal preferences, as well as physical and social needs such as food, shopping, and travel; Uses strings of sentences, with some complex	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures; Uses simple sentences and some strings of sentences; Responds to direct questions and requests for information. Asks a few appropriate questions, but is primarily reactive. May try to restate in the face of miscommunication;	Has no real functional ability; Uses some simple sentences and memorized phrases; Responds to basic direct questions and requests for information. Asks a few formulaic questions but is primarily reactive. May clarify by repeating and/or substituting different words; s understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or rephrasing may be required; Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.

	non-natives, although interference from another language may be evident and gaps in communication may occur; Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.	sentences (dependent clauses); Responds to direct questions and requests for information. Asks a variety of questions to obtain simple information but tends to function reactively. May clarify by restating; Is generally understood by those accustomed to interacting with non-natives; Demonstrates significant quantity and quality of Intermediate-level language. Accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex.	Is generally understood by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required; Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	
Presentational Mode *Language Function & Control; Impact; Comprehensibility*	Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently; Uses mostly connected sentences and some paragraph-like discourse;	Creates with language by combining and recombining known elements; ability to express own meaning expands in quantity and quality. Handles success-fully a variety of uncomplicated communicative tasks and topics necessary for survival in target-language cultures. These exchanges include personal information related to self, interests,	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target-language cultures; Uses simple sentences and some strings of sentences; Presented in a clear and organized	Has no real functional ability; Uses some simple sentences and memorized phrases; Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention; Is understood with occasional difficulty by those accustomed to the speaking/writing of non-natives, although additional effort may be required; Is most

	Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience; Is generally understood by those unaccustomed to the speaking/writing of non-natives, although interference from another language may be evident and gaps in comprehension may occur; Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.	and personal preferences, as well as physical and social needs such as food, shopping, and travel; Uses strings of sentences, with some complex sentences (dependent clauses); Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest; Is generally understood by those accustomed to the speaking/writing of non-natives; Demonstrates significant quantity and quality of Intermediate-level language. Accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex.	manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details; Is generally understood by those accustomed to interacting with non-natives, although additional effort may be required; Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.
Intercultural Communicative Competence *Investigation & Interaction*	In own and other cultures, can make comparisons between products and practices to help them understand perspectives; Can	In own and other cultures, can start to make comparisons between products and practices to help them understand	In own and other cultures, can identify products and practices to help them understand perspectives; Can interact at a	In own and other cultures, can start to identify products and practices to help them start to understand perspectives; Can start to interact at a

	interact at a functional level in more familiar contexts.	perspectives; Can start to interact at a functional level in some familiar contexts.	survival level in more familiar everyday contexts.	survival level in some familiar everyday contexts.

Sources:
https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors.pdf
https://www.actfl.org/resources/ncssfl-actfl-can-do-statements