# Module 7: Interpretive Communication Standards

* 1. **Start Module**
     1. **Part 1: Welcome**

Welcome to the Massachusetts World Languages Curriculum Framework Implementation Training Series! This training is brought to you by the Massachusetts Department of Elementary and Secondary Education in collaboration with the Center for Applied Linguistics. These Online Learning Modules are one component of the Implementation Training Series and are designed to support you in understanding and using the 2021 Massachusetts World Languages Curriculum Framework.

You are in Module 7: Interpretive Communication Standards. This module will discuss the Interpretive Communication Standards in the Framework and highlight ways in which you can address these Standards in your classroom.

* + 1. **How do I navigate this module?**

First, let’s talk about how to navigate this module. To navigate between the slides of this module, you can click here: on the NEXT button, to see the next slide, and here: on the PREVIOUS button, to go back to the last slide. Please note that on slides that have interactive features, such as clickable icons or tabs to learn more, you will not be able to click NEXT to see the next slide until you click on each of these features.

At the bottom of each slide, you will also see the volume button to make the audio louder or quieter; the closed-captions button to turn on closed captions and read along with the audio; a seek bar, and a replay button.

You can click on the seek bar to control which part of the screen you want to see, and you can click on the replay button to replay the entire slide.

On the left, you can see the menu. You can click on any title to navigate to the slide you want to view. The menu also has a search bar, here. If you are looking for a particular topic, you can search for it. For example, if you want to learn about the Framework, you can type the word “Framework” into the search bar, and the menu will display all slides that mention the Framework.

On the top right, you can click here on the Resources button where you can find a transcript of the full text of this module as well as a one-page summary.

* + 1. **What are the goals of this module?**

Now let’s talk about the goals of this module. At the end of the module, you will be able to answer these questions:

* + What is the Interpretive Communication mode and why is it important to develop proficiency in this mode?
  + What are the Massachusetts World Languages Standards for Interpretive Communication?
  + How can I address the Interpretive Communication Standards in my classroom?

**1.2. Part 2: Interpretive Communication**

* + 1. **What is the mode of Interpretive Communication?**

Interpretive Communication focuses on one-way communication between a person and a text. The listener, reader, or viewer seeks to understand the message of an authentic text from the creator’s point of view. To successfully execute this practice, students must have an understanding of language, culture, the social and emotional context behind the message, and the medium in which the message is transmitted. Interpretive Communication is an important component of how students use the target language to acquire linguistic and cultural proficiency, and it is one of the four communicative modes included in the Domain of Communication Practices.

**1.2.2. What is an authentic text?**

The Framework takes a broad view of the term *text.* In the Framework, texts are defined as any authentic conveyor of information from target-language cultures. Authentic texts are texts that were created by a member of the target-language culture for other members of the target-language culture, and they provide real-life examples of everyday language use. Texts can include written, signed, and spoken fiction and nonfiction, books, poems, songs, articles, dramatic performances, emails, posts on social media, photographs, paintings, dances, or any other cultural artifact that transmits meaning.

**1.2.3. What do students do in the mode of Interpretive Communication?**

In the Interpretive Communication mode, students exercise age- and developmentally-appropriate reading, viewing, and listening skills across a variety of genres as they engage with a text. Students also demonstrate understanding of the characteristics and viewpoints of multiple cultures and communities. Students use the target language in the Interpretive Communication mode to demonstrate understanding of messages, main ideas, and supporting details in written, spoken, or signed texts on a variety of topics.

**1.2.4. Why is it important to develop proficiency in Interpretive Communication?**

It is important to develop proficiency in Interpretive Communication for many reasons. Click on each section of the circle to learn more.

Proficiency in this mode increases students’ abilities to understand other cultures and different people’s perspectives, which helps them build social and emotional competence through improved social awareness.

Proficiency in Interpretive Communication also supports students in developing strategies to understand texts in any language, such as using context clues, recognizing word-order patterns, and analyzing sentence structures.

Proficiency in Interpretive Communication is essential for advancing proficiency in other communicative modes, acquiring the cultural knowledge needed to communicate effectively in the target language, and applying what has been learned to make connections with diverse perspectives and communities.

Finally, authentic texts that are relevant to both the student and the target-language culture support students to engage with diverse perspectives and see themselves in the curriculum.

**1.2.5. Pause for Equity**

Now, let’s take a few minutes to pause for equity in line with Massachusetts’ vision for [Deeper Learning](https://www.doe.mass.edu/kaleidoscope/overview.html), which encompasses the Framework’s priorities for Social Justice and reflects Massachusetts’ goals for having all students explore identity, diversity, justice, and action, combined with mastery. If you are completing this module in a group, you may find it helpful to talk about the guiding questions on this slide with your colleagues and take this opportunity to share your insights and experiences. If you are completing this module on your own, you can independently reflect on these questions and consider ways in which they apply to your own teaching context and experiences.

Before we dive into the individual standards, consider the following questions:

* How do you think students might demonstrate mastery in the Interpretive Mode?
* How might teachers leverage Interpretive texts and tasks to center their students’ perspectives and experiences?
* How might Interpretive texts and tasks inspire students to pursue independent learning?

**1.3. Part 3: Interpretive Communication Standards**

* + 1. **What are the Interpretive Communication Standards?**

The Interpretive Communication Standards are descriptions of the skills that students can demonstrate at different levels of proficiency in the Interpretive Communication mode. The Standards in the Framework correspond to the ACTFL standards for Interpretive Communication, and the Standards are organized by proficiency level from Novice Low to Superior. Each Interpretive Communication Standard contains two different Functions, and each Function has a Standard Identifier numbered 1.a. and 1.b along with the proficiency level abbreviation.

* + 1. **How do the Interpretive Communication Standards progress across proficiency levels?**

In Module 4, you learned that Context, Text Type, Supports, and Comprehensibility progress in a similar way across proficiency levels for all of the Communication Standards. In addition to these linguistic components, Functions, which describe what students can do with the language, gradually progress in difficulty, rigor, and/or complexity across proficiency levels in the Communication Standards, though this progression may look different for each of the communicative modes. Click here to see a chart showing how Functions progress across proficiency levels within the Interpretive Communication Standards.

As shown in the chart, some Functions are repeated from level to level (as indicated by a check mark) and some Functions progress from level to level (as indicated by a check mark with a plus sign). These Functions, which in the Interpretive Communication mode are new, more rigorous features of a previously acquired Function, appear in bolded text within the Framework. We will look at the Interpretive Communication Standards in greater detail in the following slides, and while we will be focusing on the progression of Functions across proficiency levels, we recommend that you also reflect on ways in which other linguistic components (Context, Text Type, Supports, and Comprehensibility) progress from level to level throughout this Module.

* + 1. **What is the Interpretive Communication Standard at the Novice Low level?**

The two Functions within the Interpretive Communication Standard at the Novice Low level are NL 1.a and 1.b. As you can see, students at this level can recognize traits of multiple cultures and communities. Students at this level can also identify words, phrases, and basic information.

* + 1. **What is the Interpretive Communication Standard at the Novice Mid level?**

The two Functions within the Interpretive Communication Standard at the Novice Mid level are NM 1.a and 1.b. As you can see, the first Function, 1.a, is repeated from the Novice Low level. The second Function is more rigorous, as students at this level can identify some basic facts from the text.

* + 1. **Discussion/Reflection**

There will be several opportunities for discussion and reflection in this part of the Module. The questions presented on the Discussion/Reflection slides are designed to help you discuss or reflect on what you have learned so far in this module. If you are completing this module in a group, you may find it helpful to talk about these questions with your colleagues and take this opportunity to share your insights and experiences. If you are completing this module on your own, you can independently reflect on these questions and consider ways in which they apply to your own teaching context and experiences.

This set of questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Novice Low to Novice Mid levels?
* What can your Novice-level students do with the target language? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Novice standards?
* What do you expect Novice High students who are moving up into the Intermediate level to be able to do with the target language?
  + 1. **What is the Interpretive Communication Standard at the Novice High level?**

The two Functions within the Interpretive Communication Standard at the Novice High level are NH 1.a and 1.b. At this level, both Functions have a more rigorous feature of the previously acquired Functions. As you can see, the first Function now involves understanding traits of multiple cultures and communities. Students at this level can also identify and recognize the main topic and some related information.

* + 1. **What is the Interpretive Communication Standard at the Intermediate Low level?**

The two Functions within the Interpretive Communication Standard at the Intermediate Low level are IL 1.a and 1.b. As you can see, IL 1.a is repeated from the Novice High level. The second Function is more rigorous, as students at this level are able to understand the main idea and related information.

* + 1. **What is the Interpretive Communication Standard at the Intermediate Mid level?**

The two Functions within the Interpretive Communication Standard at the Intermediate Mid level are IM 1.a and 1.b. As you can see, the first Function is repeated from the Novice High and Intermediate Low levels and the second Function, IM 1.b, is more rigorous than the previous level: students can understand the main idea and some supporting details.

* + 1. **Discussion/Reflection**

The questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Novice High to Intermediate Mid levels?
* What can your Intermediate-level students do with the target language? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Intermediate standards?
* What do you expect Intermediate High students who are moving up into the Advanced level to be able to do with the target language?
  + 1. **What is the Interpretive Communication Standard at the Intermediate High level?**

The two Functions within the Interpretive Communication Standard at the Intermediate High level are IH 1.a and 1.b. As you can see, both Functions are more complex than those at the Intermediate Mid level as they require students to undertake analysis. As shown in IH 1.a., students at this level can analyze traits of multiple cultures and communities, and for IH 1.b, students are expected to analyze the main message or story line and some supporting details.

* + 1. **What is the Interpretive Communication Standard at the Advanced Low level?**

The two Functions within the Interpretive Communication Standard at the Advanced Low level are AL 1.a and 1.b. As you can see, both Functions have more rigorous features of the previously acquired Functions. Students at this level can analyze not only traits of multiple cultures and communities but also how this may influence the author’s interpretive lens, as shown in AL 1.a. Students can also analyze an underlying message or story line and some supporting details in addition to the main message or story line, as can be seen in 1.b.

* + 1. **What is the Interpretive Communication Standard at the Advanced Mid level?**

The two Functions within the Interpretive Communication Standard at the Advanced Mid level are AM 1.a and 1.b. Both Functions have more rigorous features of the previously acquired Functions. Students at this level can analyze traits of multiple cultures and communities and how this may influence the author’s lens and their own understanding, as shown in 1.a. They can also analyze the main message or story, some supporting details, and underlying or subtle features of the text, as seen in 1.b.

* + 1. **Discussion/Reflection**

The questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Intermediate High to Advanced Mid levels?
* What can your Advanced-level students do with the target language? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Advanced standards?
* What do you expect Advanced High students who are moving up into the Superior level to be able to do with the target language?
  + 1. **What is the Interpretive Communication Standard at the Advanced High level?**

The two Functions within the Interpretive Communication Standard at the Advanced High level are AH 1.a and 1.b. As you can see, one of the Functions is repeated from the Advanced Mid level and the other is more rigorous. Students at this level can evaluate the main message or story, its supporting details, and its underlying and even subtle features and nuances of the text.

* + 1. **What is the Interpretive Communication Standard at the Superior level?**

The two Functions within the Interpretive Communication Standard at the Superior level are S 1.a and 1.b. These Functions are repeated from the Advanced High level. The progression from Advanced High is instead seen in understanding of richly organized and extended texts, including precise, sophisticated, and academic language.

* + 1. **Discussion/Reflection**

The questions for discussion and reflection are:

* What do you notice about how the Standard progresses within the Advanced High to Superior levels?
* What can your Advanced High and Superior students do with the target language? Does your experience align with the expectations outlined in the Standards?
* Where do you see Social Justice or SEL implications within these Superior standards?
  1. **Part 4: Addressing the Standards**
     1. **How do I address the Interpretive Communication Standards in my classroom?**

To address the Interpretive Communication Standards in your classroom, it is important to set unit goals/objectives for Interpretive Communication; design summative assessment tasks to determine if students have met unit goals/objectives for Interpretive Communication; and plan student-centered learning experiences that develop and advance students’ Interpretive Communication skills and abilities and that support them to independently extend their learning.

* + 1. **How do I set goals and objectives for Interpretive Communication?**

When setting unit goals/objectives for Interpretive Communication, we recommend that you start by selecting at least one NCSSFL-ACTFL Can-Do Statement for this mode of communication. You should then align the statement with the Massachusetts World Languages Standards for Interpretive Communication that are listed for the targeted proficiency level(s) of your unit. Finally, you should adapt the statement based on your students’ individual needs, interests, and abilities, as well as the topics or themes of your unit. Click here to learn more and to view the [NCSSFL-ACTFL Can-Do Statements](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) for Interpretive Communication.

**1.4.3. How do I select appropriate texts?**

When selecting texts for students to interpret, it is important to consider several factors. First, remember that the Framework considers a text to be any cultural artifact that transmits meaning. This includes, but is not limited to written, spoken, or signed stories, poems, songs, announcements, and articles; non-fiction and fiction of all genres; as well as non-linguistic cultural artifacts such as musical compositions, dances, paintings, sculptures, and architectural features. Selected texts should be suitable for the learners’ age and developmental levels. Texts should also be of relevance and interest to students, keeping in mind that Novice students work best in contexts and with topics that are of immediate relevance and interest; Intermediate students can best handle topics and genres that are part of their everyday lives, and that Advanced and beyond can handle more general-interest or academic topics. Finally, students should access a broad array of texts, so that they will sometimes see their own identity or perspective centered in the text, and just as frequently encounter perspectives of varying, diverse and/or minoritized speakers, writers, signers, or artists from many local and/or global communities in which the language is spoken.

Many disciplines in addition to world languages challenge educators to present students with texts that center students and diverse experiences. Click here to see how DESE supports art educators to select texts and artworks, through [a Guidebook of Culturally Diverse Artists and Artworks](https://www.doe.mass.edu/instruction/arts/diverse-arts-guidebook.docx).

* + 1. **How do I assess Interpretive Communication?**

To assess Interpretive Communication, we recommend that you use the Integrated Performance Assessment (IPA) model, in which Interpretive Communication provides students with information that will be used in subsequent tasks. This is shown in the graphic on the right, which describes the overall structure and flow of an IPA, in which learners first demonstrate their understanding of an Interpretive task before engaging in related tasks that build upon it. Interpretive tasks can be followed next by an Interpersonal task or a Presentational task, and we recommend that you consider your context and needs when determining the order in which these tasks are introduced in your IPAs.

For Interpretive Communication, it is important to design tasks that align with your unit goals/objectives, and tasks should involve authentic texts, materials, and resources related to the overall theme of the IPA. Finally, Interpretive Communication tasks will ideally include opportunities for both literal comprehension, which relates to the surface-level meaning of what is actually said in the text, and interpretive comprehension, which relates to identifying and drawing conclusions about the deeper meaning of what is said in the text. Click on the boxes at the bottom of the slide to view resources from [CARLA](https://carla.umn.edu/assessment/vac/CreateUnit/unit_examples.html), the Center for Advanced Research on Language Acquisition, [STARTALK](https://www.startalk.info/educators-principles-conducting/), and the [Ohio Department of Education](https://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/Model-Curriculum-for-World-Languages-and-Cultures/Instructional-Strategies#assessmentrubrics) that may support you in assessing Interpretive Communication.

* + 1. **How should Interpretive Communication tasks be designed?**

Tasks used in IPAs and independent performance tasks should be designed with all students in mind, including students with disabilities and students from diverse linguistic, racial, and cultural backgrounds. As mentioned on the previous slide, Interpretive Communication tasks in IPAs should provide information that can be built upon and connected to subsequent tasks, and these tasks will ideally be based on the same authentic texts. It is also important to think about how you will evaluate student performances on Interpretive Communication tasks, and you may find it helpful to rate the following aspects of student performance:

* For literal comprehension, you may rate:
  + Key word recognition (identifying key words and context clues in the text)
  + Main idea detection (identifying main ideas in the text)
  + Supporting detail detection (identifying important details related to the main ideas)
* For interpretive comprehension, you may choose to rate:
  + Organizational features (identifying how the text is organized)
  + Guessing meaning from context (using context clues to understand new words in the text)
  + Inferences (making inferences about the overall meaning of the text)
  + Author’s perspective (identifying the authors’ perspective in the text)
  + Cultural perspectives (identifying cultural perspectives in the text)

Click here to learn more about the use of English when designing and administering Interpretive Communication tasks.

ACTFL recommends that teachers and students use the target language 90% of the time or more while in world language classes. The little bit of English that is used in the classroom should be thoughtfully considered. Many world language teachers dedicate some or all of their limited use of English to the assessment of Interpretive tasks, fearing that students might simply copy language from the text. We do not discourage teachers from using English for the purpose of Interpretive assessment, but we do encourage educators to also include Interpretive tasks that can be fully and meaningfully completed while remaining in the target language. Tasks that include images and graphic organizers, as well as restatement and circumlocution can be completed without relying on English. The included resources on this slide provide examples of tasks that can be completed in English and in the target language.

* + 1. **How do I teach Interpretive Communication?**

Click on each tab to learn more about how to teach Interpretive Communication.

When teaching Interpretive Communication, it is important to design learning activities and experiences with all students in mind, including students with disabilities and students from diverse linguistic and cultural backgrounds. You should provide scaffolding as needed to ensure that all students are able to able to access the texts being used, and this can be done through activating background knowledge prior to introducing a text as well as building in comprehension checks after texts have been introduced.

Learning activities and experiences should align with your unit goals/objectives and students’ interests.

When teaching Interpretive Communication, use authentic materials (text, audio, video) to provide examples of real-life language use and deeper insights into the target culture. It is important to select materials that are age- and proficiency-level appropriate, connected to the theme of your unit, and comprehensible for the students in your classroom. If you are working with Novice-level students, you may find it helpful to first ask students to interact with texts through non-verbal processing tasks followed by tasks of increasing difficulty, and you should plan for the language and supports students may need to interpret and discuss cultural perspectives demonstrated in the text (Blouwolff, 2017).

Activities should be targeted for students’ current proficiency levels while supporting them in developing and advancing their comprehension strategies over time. This will also support their literacy skills in their native language(s). Remember to tailor the task, not the text, so that students at different levels have an opportunity to interact with the same text in different ways based on their needs and abilities.

Students will benefit from continuous and varied opportunities to practice their Interpretive Communication skills. You may find it helpful to provide students with opportunities to learn about the context of the selected texts; explore the deeper meaning of the texts; and critically analyze what they read, hear, or view. It is important for students to be exposed to a variety of types of texts representing different perspectives, and we encourage you to provide students with choices when selecting and interacting with different texts to give them a voice in their learning. Finally, it is important to facilitate interpersonal engagement around the texts you are exploring in the classroom. You should design Interpersonal tasks around a text that require students to elevate, comment on, defend, argue, and/or question a text or a selection of the text. This empowers students to think deeply about the text and to further their understanding of the author’s perspective, their own perspective, and the varying perspectives of their peers.

Click on the boxes at the bottom of the slide to view resources from [ACTFL](https://www.actfl.org/resources/guiding-principles-language-learning/authentic-texts), [STARTALK](https://startalkcreate.org/lpg/learning-plan/show/search-form?query=share&data=%7b%22cn__proficiencyIndicator___TEMP%22:%5b%22Interpretive%22%5d,%22xx__custom%22:%5b%22All%20Published%22%5d,%22_action%22:%22db-search%22,%22_asciiOnly%22:1,%22_forceNotLoggedInExperience%22:%220%22,%22_actionFlowFromClient2DB%22:%22tbd%22%7d), and the [Ohio Department of Education](https://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Interpretive_MCwebsite.pdf.aspx) that may support you in teaching Interpretive Communication.

* + 1. **What does addressing Interpretive Communication look like in different contexts?**

Click on the boxes to see examples of Interpretive Communication goals/objectives and tasks for different contexts. The example tasks provided on this slide could be used in IPAs for summative assessment purposes or included as key learning activities and/or formative assessments during the course of instruction. You can view all examples or the one that is most similar to your context, as you only need to click on one example before you are able to move on to the next slide.

* Elementary Novice
  + Context: Elementary French (Novice Mid)
  + Goal/objective: I can identify some phrases describing a character in a story with the help of repetition, visual aids, or gestures.
  + Task: Students listen to a read aloud of the French children’s book “Comme un Millon de Papillons Noirs” by Laura Nsafou and circle phrases from the story that describe the main character. Note how this task asks students to demonstrate real understanding of the language (Mastery).
  + Discussion: What is one way that this task could be extended to further consider diverse experiences?
* Classical Intermediate
  + Context: Secondary Latin (Intermediate Mid)
  + Goal/objective: I can identify the main conflict in a play, sometimes supported by repetition and plain language.
  + Task: Students read and act out excerpts from the Latin play Adelphoe and use a graphic organizer to identify the main conflicts between the pairs of fathers and sons. Note how this task asks students to demonstrate real understanding of the language (Mastery).
  + Discussion: What is one way that this task could be extended to further consider diverse experiences?
* Secondary Novice
  + Context: Secondary Japanese (Novice High)
  + Goal/objective: I can follow directions to reach a destination, supported by repetition or plain language.
  + Task: Students use online maps to look up directions between two cities in Japan and two cities in the United States and map out different ways to reach each destination. Note how this task asks students to demonstrate real understanding of the language (Mastery).
  + Discussion: What is one way that this task could be extended to further consider diverse experiences?
* Secondary Advanced:
  + Context: Secondary Spanish (Advanced High)
  + Goal/objective: I can follow an author’s analysis of a personal reflection on a cultural experience.
  + Task: Students read the Spanish autobiography “Mi País Inventado” by Isabel Allende and analyze ways in which Allende’s cultural experiences in Chile and America have shaped her life. Note how this task asks students to demonstrate real understanding of the language (Mastery).
  + Discussion: What is one way that this task could be extended to further consider diverse experiences?
    1. **Discussion/Reflection**

The following questions are designed to help you discuss or reflect on what you have learned so far in this module. If you are completing this module in a group, you may find it helpful to talk about these questions with your colleagues and take this opportunity to share your insights and experiences. If you are completing this module on your own, you can independently reflect on these questions and consider ways in which they apply to your own teaching context and experiences.

The questions for discussion and reflection are:

* What is your experience setting goals or objectives for Interpretive Communication?
* What Interpretive Communication learning activities or assessment tasks have you used in your classroom, and which would you like to use more?
* What resources do you find most helpful for teaching or assessing Interpretive Communication?
* How do you ensure that diverse perspectives are represented in your Interpretive tasks?
  1. **Part 5: Conclusion**
     1. **What did we learn in this module?**

We have now come to the end of Module 7. Let’s summarize the topics this module covered. In Module 7, we learned what Interpretive Communication is and why it is important to develop proficiency in this mode; what the Interpretive Communication Standards are, and how to address the Interpretive Communication Standards in your classroom.

You can check the Resources section for a one-page summary of the topics covered in this module.

* + 1. **Check for Learning**

Complete the following check for learning to see what you have learned in this module. After answering each question, click submit to check your answer against the expected response. You will have two opportunities to answer the questions correctly, and if you do not answer correctly, you will see the correct response before being prompted to move on to the next question.

**1.5.2.1 Question 1**

True or false: Interpretive Communication involves one-way communication in which one person engages with a cultural artifact that transmits meaning.

**1.5.2.2. Question 2**

What are Novice Low to Novice Mid students able to do in the Interpretive Communication mode? Select all that apply.

**1.5.2.3. Question 3**

Match the Function with the appropriate proficiency level.

**1.5.2.4. Question 4**

Place the Interpretive functions in order of their progression across proficiency levels.

**1.5.2.5. Question 5**

Which of the following tasks can be used to address the Interpretive Communication Standards?

**1.5.2.6. Question 6**

How might students demonstrate the elements of Deeper Learning (Mastery, Identity, Creativity) through the Interpretive Communication Standards?

**1.5.2.7. Question 7**

Using the CASEL model, how are the following social and emotional learning competencies addressed through the Interpretive Communication Standards?

**1.5.2.8. Question 8**

Which of the following would be considered a text? Select all that apply.

**1.5.2.9. Question 9**

How can you round out your text selection to elevate diverse perspectives in the following situations?

* + 1. **What’s next?**

We hope you will also join us for the next module, Module 8: Intercultural Communication Standards.

**1.5.4. Thank you!**

Thank you for completing this module and showing your commitment to providing high-quality world language education by learning more about the 2021 Massachusetts World Languages Framework!

**Reference**

Blouwolff, R. (2017). Going deep with novice learners: Reimaging a school unit with authentic resources. *The Language Educator, 12*(4), 42-46.