

Description of Target Student Abilities: First-Year Less Commonly Taught Languages

The information outlined in the following document attempts to describe, in a generic fashion, what students in less commonly taught languages (LCTL) should be able to achieve at the end of one year of instruction. Each quarter (10 weeks) of instruction entails 30-50 instructional hours, depending upon the curricular structure of the particular language. Less commonly taught languages are often offered on a tutorial basis, hence, differences in contact hours. Themes used in each LCTL vary, but often include daily life, travel, family, friendship, weather, entertainment, health, occupation, and employment. The grammatical structures of LCTLs are obviously language dependent, therefore rendering the use of specific grammatical terms within this document moot. Generally speaking, the oral and writing proficiency level targeted for one year of instruction is novice high/intermediate low on the ACTFL/FSI scale.

Interpersonal Communication Abilities	SPECLANG Course# A Beginning, First Quarter	SPECLANG Course# B Beginning, Second Quarter	SPECLANG Course# C Beginning, Third Quarter
<p>First year students are able to engage in simple conversations about most common aspects of daily life using basic grammatical structures and lexical forms. They can personalize and adapt memorized information to a limited degree in conversational contexts. Students demonstrate an awareness of socially appropriate behavior and cultural norms. They will be understood by sympathetic</p>	<p>During the first quarter, students begin to use basic vocabulary and phrases to participate in simple exchanges of personal information using mostly memorized material.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Meet, greet, introduce themselves using formal and informal greetings • Identify and name objects, places, and people in their 	<p>During the second quarter, students gain better control over communicative skills addressed in the previous quarter and expand their repertoire of simulated situations and tasks. Students engage in simple interactions such as presenting themselves, interviewing and taking part in simulated situations with native speakers. They expand their range of topics and are able to perform more complex tasks using new linguistic structures.</p>	<p>During the third quarter, students gain better control of structures and vocabulary and show greater complexity of expression. They expand the repertoire to include a broader range of topics and tasks. Students are able to ask more questions, follow up a question and sustain a longer exchange on a limited number of personal topics.</p> <p>At the end of the quarter, students will be able to:</p>

<p>native speakers accustomed to dealing with language learners.</p>	<p>immediate surroundings.</p> <ul style="list-style-type: none"> • Give simple descriptions of the above entities using basic vocabulary. • Make and understand simple requests. • List facts about self and others • Express likes and dislikes, preferences 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Participate in simulated tasks such as apologizing, giving explanations, asking for favors, etc. using mostly memorized gambits • Exchange information with classmates or a sympathetic native speaker about familiar topics (weather, sports, family, school and travel experiences). • Create some original simple sentences. 	<ul style="list-style-type: none"> • Make simple comparisons • Talk about own/other interests & occupations. • Express possession • Express quantity • Express emotions and opinions using simple structures in a culturally appropriate manner
<p>Interpretive Abilities</p> <p>During the first year, students are able to read and listen to a variety of uncomplicated oral and written texts relating primarily to their own lives and the classroom community. These texts will include</p>	<p>SPECLANG Course# A Beginning, First Quarter</p> <p>At the end of the first quarter, students will be able to</p> <ul style="list-style-type: none"> • Read texts aloud • Understand simple 	<p>SPECLANG Course# B Beginning, Second Quarter</p> <p>At the end of the second quarter, students will be able to:</p> <ul style="list-style-type: none"> • Comprehend and respond to simple 	<p>SPECLANG Course# C Beginning, Third Quarter</p> <p>At the end of the third quarter, students will be able to do:</p> <ul style="list-style-type: none"> • Understand and respond to more extended

<p>authentic materials from the target culture. Students will manifest their understanding of both oral and written texts using English as necessary to demonstrate that understanding.</p>	<p>announcements, instructions, and conversations related to topics studied in class.</p> <ul style="list-style-type: none"> • Comprehend main ideas of short texts related to everyday situations • Identify websites related to themes studied in class. • Read for instructional and directional purposes standardized messages, phrases, or expressions, in areas of practical need, e.g., menus, schedules, timetables, maps, and signs. 	<p>exchanges about daily situations such as travel, family, friendship, health.</p> <ul style="list-style-type: none"> • Understand simple reports on personal and more general topics • Follow the sequence of events in simple narrations • Understand the main ideas of simple and short authentic texts such as poems, songs, and advertisements • Find basic information on the internet related to themes/topics studied in class (e.g., menus, train schedules, apartments for rent, etc.) 	<p>conversations about daily life, surrounding environment, occupations, employment, health issues</p> <ul style="list-style-type: none"> • Understand main ideas and/or facts of extended and more comprehensive oral and written texts that are linguistically non-complex • Begin to identify genre and general internal structure of more complex, yet everyday, texts, such as local newspapers and interviews.
<p>Presentational Abilities</p> <p>Students will be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics pertaining to their own lives</p>	<p>SPECLANG Course# A Beginning, First Quarter</p> <p>At the of end first quarter, students will be able to</p> <ul style="list-style-type: none"> • Write a short composition on course- 	<p>SPECLANG Course# B Beginning, Second Quarter</p> <p>At the end of the second quarter, students will be able to</p> <ul style="list-style-type: none"> • Write a simple composition on 	<p>SPECLANG Course# C Beginning, Third Quarter</p> <p>At the end of the third quarter, students will be able to</p> <ul style="list-style-type: none"> • Write a longer composition on

<p>and/or the classroom community. Presentational language will be comprised of vocabulary and structures that students have practiced on a regular basis.</p>	<p>related topics using simple fixed expressions and limited memorized material with some recombinations.</p> <ul style="list-style-type: none"> • Present a memorized oral report of 3-5 minutes about a topic of personal interest related to course material • Answer questions about the prepared presentation using lists and short responses. 	<p>personal information that can be understood by a sympathetic reader.</p> <ul style="list-style-type: none"> • Prepare and present short oral reports of 5-8 minutes on familiar topics, that include functions such as stating opinions and preferences • Write short and simple texts such as e-mail messages, notes, ads, announcements or short texts for own enjoyment such as poems. 	<p>personal but more complex topics such as a memorable experience incorporating some cohesive devices.</p> <ul style="list-style-type: none"> • Prepare a 10-minute oral presentation on a cultural or social event, tradition or celebration. • Write short texts such as business letters, professional e-mails, and blogs using appropriate yet simple phrases and structures
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