

Description of Target Student Abilities: Second-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 two years 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 second-year LCTL vary, but should include cultural and social issues related to area(s) in which the language is spoken. 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 two years of instruction is intermediate mid to intermediate high on the ACTFL/FSI scale.

Interpersonal Communication Abilities	SPECLANG Course# A Intermediate, First Quarter	SPECLANG Course# B Intermediate, Second Quarter	SPECLANG Course# C Intermediate, Third Quarter
<p>Second-year students are able to engage in communication on socio-cultural topics using expanded utterances and a high level of grammatical accuracy. They become more aware of cultural appropriateness as reflected in various situations.</p> <p>They are understood by native speakers accustomed to dealing with language learners.</p>	<p>During the first quarter of the second year, students build on their first-year ability to communicate in oral and written form. Themes and topics become more community-oriented and language production becomes lengthier.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Describe friends and 	<p>During the second quarter, of the second year, students gain better control over communicative skills addressed in the previous quarter and engage in more complex interactions. They expand their range of topics and are able to perform more complex tasks using expanded linguistic structures.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Describe persons, 	<p>During the third quarter of the second year, students communicate with linguistic accuracy and complexity of expression. Their repertoire includes a broad range of socio-cultural topics and tasks. Students are able to sustain conversation on specific socio-cultural topics.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Describe interests, careers, and life plans, schedules and activities.

	<p>family using vocabulary denoting specific characteristics and attributes.</p> <ul style="list-style-type: none"> • Describe activities and related processes using some discourse markers • Ask questions of others related to descriptions of persons and activities. • Provide comparisons of equality and inequality using nouns, adjectives, and adverbs • Exchange information based on facts, opinions and preferences. • Express opinions, emotions, e.g. approval, doubt, surprise, etc using basic structures and straightforward vocabulary • Offer advice and ask for advice and information using non-complex linguistic forms • Supply directions and describe locations. 	<p>objects and situations with confidence</p> <ul style="list-style-type: none"> • Retell events and situations in a fashion that reveals some complexity • Initiate and react in social interactions that may involve complications. • Compare life styles and discuss differences • Engage in extended interactions on current events with classmates and teacher 	<ul style="list-style-type: none"> • Give and support opinions, agree/disagree, using expanded syntactic and semantic forms • Express emotions and feelings, conditions and obligations using expanded vocabulary choices. • Narrate in most time frames, revealing detail and discourse structure • Use connectors to link strings of sentences and begin to create paragraphs.
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<p>Interpretive Abilities</p> <p>During the second year, students focus on increasing their vocabulary, on developing reading proficiency and on advancing their interpretive abilities. Second-year materials are meant to develop reading proficiency and prepare students to move toward authentic material in written or oral form.</p>	<p>SPECLANG Course# A Intermediate First Quarter</p> <p>During the first quarter of the second year, students demonstrate comprehension of oral and written linguistically familiar material; they read and comprehend selected abridged authentic texts as well as web-based materials.</p> <p>At the end of the first quarter of the second year, students will be able to:</p> <ul style="list-style-type: none"> • Read and understand short stories, excerpts from selected authors/media, abridged texts • Read and understand selected short authentic texts of different genres • Comprehend listening material, related to class material thematically and structurally • View and understand 	<p>SPECLANG Course# B Intermediate, Second Quarter</p> <p>During the second quarter of the second year, students focus on expanding their interpretive skills by working with lengthier and more complex materials and a wider variety of oral and written topics. They are able to read selected authentic materials.</p> <p>At the end of the second quarter of the second year, students will be able to:</p> <ul style="list-style-type: none"> • Read and understand longer texts, more complex conversations, presentations, stories, and reports. • Summarize, analyze main ideas of listening material • Interpret material and process information with sociocultural accuracy 	<p>SPECLANG Course# C Intermediate, Third Quarter</p> <p>During the third quarter of the second year, students work with complex materials based in their academic areas and selected authentic texts. They learn to use formal language, syntactic complexities, and style to understand and interpret oral and written texts.</p> <p>At the end of the third quarter, of the second year, students will be able to:</p> <ul style="list-style-type: none"> • Research a variety of topics related to academic and cultural interests • Comprehend material on familiar and on some unfamiliar topics • Understand authentic oral, written, and visual material in detail

	<p>film clips.</p> <ul style="list-style-type: none"> • Understand conversations in class and in a variety of media • Identify main ideas and pose /answer questions • Begin to interpret information with an eye toward sociocultural relevance 	<ul style="list-style-type: none"> • Discuss material with the purpose of better understanding form, style • Understand selected abridged, authentic texts (news articles, culturally appropriate humor, etc) 	<ul style="list-style-type: none"> • Understand, interpret and use material for their own academic needs
<p>Presentational Abilities</p> <p>During the second year students are able to present information, ideas and opinions to an audience of listeners or readers on a variety of familiar topics mostly related to class material.</p> <p>Presentational language includes the use of major time frames, a high level of accuracy and fairly well developed paragraphs. Media-based learning environments provide tools in support of the presentational communication skills.</p>	<p>SPECLANG Course# A Intermediate, First quarter</p> <p>During the first quarter of the second year, students present oral reports, write compositions, ask or post questions to other student presenters, critique and comment after viewing film clips, material on YouTube and web sites, and respond to recorded audio material.</p> <p>At the of end first quarter, students will be able to</p> <ul style="list-style-type: none"> • Present work (8-10 minutes) followed by 	<p>SPECLANG Course# B Intermediate, Second quarter</p> <p>During the second quarter of the second year, students focus on presenting oral reports, writing compositions, asking or posting questions to other student presenters in a socioculturally appropriate way. They learn to produce more elaborate critiques and comments to recorded audio material such as film clips and YouTube as well as to web sites.</p> <p>At the end of the second</p>	<p>SPECLANG Course# C Intermediate, Third Quarter</p> <p>During the third quarter of the second year, students produce lengthier reports and essays. They work on blogs and collaborative learning tasks. Fluency and accuracy increase and content includes academic, career, and contemporary cultural topics.</p> <p>At the end of the third quarter, students will be able to</p> <ul style="list-style-type: none"> • Write a 5-7 page paper • Debate various topics

	<p>question-answer session</p> <ul style="list-style-type: none"> • Submit written summary of presentations (1 page) • Provide commentary on specific topic • Present on personal experiences using extended description discourse markers • Write short compositions (2 pages) on community-oriented topics 	<p>quarter, students will be able to</p> <ul style="list-style-type: none"> • Write a composition/essay (2-4 pages) on a topic that has been researched • Present prepared and extemporaneously on a specific topic • Ask questions/respond to comments related to a presentation • Debate issues using appropriate vocabulary 	<p>orally and in writing</p> <ul style="list-style-type: none"> • Formulate opinions using appropriate vocabulary and discourse structure • Present extemporaneously on personal/professional interests • Develop commentaries that offer descriptive and interpretive data within the structure of a socioculturally appropriate argument
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