DOCUMENT RESUME

ED 294 462 FL 017 399

TITLE	Foreign Language Model Curriculum Standards, Grades Nine Through Twelve. First Edition.
INSTITUTION	California State Dept. of Education, Sacramento.
PUB DATE	85
NOTE	29p.; For the comprehensive standards, see ED 252 891.
AVAILABLE FROM	Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($5.50).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Course Content; *Curriculum Development; Curriculum Guides; Graduation Requirements; Secondary Education; *Second Language Programs; *State Standards; Statewide Planning
IDENTIFIERS	*California

ABSTRACT

Curriculum standards for California's secondary school foreign language programs are outlined. An introductory section describes the instructional approach and objectives and the organization of the curriculum model. Subsequent sections on receptive language skills, productive language skills and culture describe the specific language functions, content, forms, and subskills targeted. For each language skill (listening, reading, speaking, and writing) and for culture, general standards, curriculum content and range indications, and examples of enabling activities are provided for each of four program years. Some additional expectations for speech in the fifth and sixth years are appended. (MSE)

Model Curriculum Standards

Grades Nine Through Twelve

First Edition

Foreign Language

Adopted by
CALIFORNIA STATE BOARD OF EDUCATION

Published by
CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bill Honig, Superintendent of Public Instruction
Sacramento, 1985

Model Curriculum Standards

Grades Nine Through Twelve

First Edition

Foreign Language

Publishing Information

When this first edition of the *Model Curriculum Standards: Grades Nine Through Twelve* was adopted by the California State Board of Education on January 11, 1985, the members of the Board were Sandra J. Boese, President; David T. Romero, Vice-President; Henry Alder; Josie Gray Bain; Agnes Chan; Daniel M. Chernow; Gloria Sun Hom; Angie Papadakis; Kenneth L. Peters; Mark Sedway; and John L. Ward.

This document, which was prepared under the direction of the Curriculum and Instructional Leadership Branch, California State Department of Education, was published by the Department, 721 Capitol Mall, Sacramento, CA 95814-4785; was printed by the Office of State Printing; and was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

Copies of the complete *Model Curriculum Standards* are available for $5.50 each, plus sales tax for California residents, from Publications Sales, P.O. Box 271, Sacramento, CA 95802-0271.

CONTENTS

PREFACE

In 1983, the California Legislature enacted Senate Bill 813 (Chapter 498, Statutes of 1983), a far-reaching reform measure designed to improve financing, curriculum, textbooks, testing, and teacher and administrator training in the state's elementary and secondary schools. One of the central themes of SB 813 is the reestablishment of high expectations for the content that would be taught in secondary schools and for the level of effort and performance by students.

Consistent with this theme, SB 813 reinstituted statewide high school graduation requirements. Before receiving a diploma, every student must complete at least the following courses:

- English--three years
- History-Social Science--three years
- Mathematics--two years
- Science--two years
- Foreign Language; Visual and Performing Arts--one year of either
- Physical Education--two years

To assist school districts in upgrading of course content, SB 813 also requires the Superintendent of Public Instruction to develop and the State Board of Education to adopt model curriculum standards for the newly mandated high school course of study. School districts are required to compare their local curriculum to the model standards at least once every three years. The full text of the Education Code Section 51226, which requires the model curriculum standards, is as follows:

> 51226. (a) The Superintendent of Public Instruction shall coordinate the development, on a cyclical basis, of model curriculum standards for the course of study required by Section 51225.3. The superintendent shall set forth these standards in terms of a wide range of specific competencies, including higher level skills, in each academic subject area. The superintendent shall review currently available textbooks in conjunction with the curriculum standards. The superintendent shall seek the advice of classroom teachers, school administrators, parents, postsecondary educators, and representatives of business and industry in developing these curriculum standards. The superintendent shall recommend policies to the State Board of Education for consideration and adoption by the board. The State Board of Education shall adopt these policies no later than January 1, 1985. However, neither the superintendent nor the board shall adopt rules or regulations for course content or methods of instruction.
>
> (b) Not less than every three years, the governing board of each school district shall compare local curriculum course content, and course sequence with the standards adopted pursuant to subdivision (a).

Development of the model curriculum standards began in early 1984 when the Superintendent of Public Instruction appointed broadly representative advisory committees in six of the mandated subject areas. (Physical education standards will be developed in early 1985.) The committees worked for more than six months, frequently consulting nationally recognized experts, to produce draft standards. The draft standards were then reviewed and critiqued by teachers and administrators from more than 80 school districts throughout the state. The results of this extensive field review were used to make final refinements to the standards.

In recognition that this is California's first effort to prepare model curriculum standards, the standards are being published in a first edition to allow for revisions, where appropriate, as they are further reviewed and used by school district personnel over the next nine months. A second edition is expected to be published in early 1986.

As specified in SB 813, the standards are a model, not a mandate. They reflect the strongest possible professional consensus about the content that every student should be exposed to before graduating from high school. Some school districts will find that their programs are already consistent with the standards; others will set them as a goal to strive towards. Whatever the results of each district's curriculum review, the Superintendent of Public Instruction and the State Board of Education hope that the standards will be of help as teachers, administrators, members of school district governing boards, and others concerned with the schools work to build a stronger, richer curriculum for all our students.

ACKNOWLEDGMENTS

To secure statewide participation in the formulation of Department policy and model curriculum standards for foreign language education as required by SB 813, Superintendent Bill Honig established a Foreign Language Advisory Committee of 25 Californians concerned with developing second language competence in the public schools. The model curriculum standards for modern foreign language learning are the result of three advisory committee meetings and various smaller working sessions with the Superintendent.

Appreciation is extended to the following members of the advisory committee for their suggestions and commitment to improving foreign language education.

Hal Wingard, Chairperson; and Director of Basic Education, San Diego Unified School District

Zoe Acosta, Commissioner, Curriculum Development and Supplemental Materials Commission, Arvin Union Elementary School District
James Asher, Professor, San Jose State University
Donald Butler, President, Merchants and Manufacturers Association, Los Angeles
Mary Louise Castillo, Spanish Teacher, Mercy High School, Burlingame
Madeline Ehrlich, President, Advocates for Language Learning, Culver City
Eduardo Eusebio, Vice-President, Luso-American Education Foundation, Oakland
Alice Frayne, Member, Foreign Language Association of Santa Clara County, San Jose
Ellen Gary, Spanish Teacher, Novato Unified School District
Barbara Gonzalez, Foreign Language Consultant, Office of the Orange County Superintendent of Schools, Costa Mesa
David Grossman, Director, Stanford Program in International and Cross-Cultural Education
*Bette Hirsch, Head of French Department, Cabrillo College, Aptos
*Sylvia Jones, Mentor Teacher in German and French, Pasadena Unified School District
Dick Lambert, Jr., President, Kokubu-Lambert, Inc., West Sacramento
*Gerald Logan, German Teacher (Retired), Morgan Hill Unified School District
E. Jules Mandel, Foreign Language Specialist, Los Angeles Unified School District
Bernard Marsadie, Assistant Cultural Attache, Consulate General of France, Los Angeles
Consuelo Nieto, Professor, California State University, Long Beach
Sheila Oberst, Resource Teacher, San Diego City Unified School District
F. Bernard Rang, President, California Foreign Language Teachers Association, Burbank
Roberto V. Rubalcava, Director, La Raza Political Association, Aptos
*Robert Sanchez, Mentor Teacher in Spanish, Santa Clara Unified School District
Willard S. Snyder, Superintendent, Bassett Unified School District, La Puente
Ronald L. Stewart, Superintendent, Office of the Contra Costa County Superintendent of Schools, Pleasant Hill
Anita Stovall, Paralegal Assistant, San Francisco

State Department of Education staff support was provided by the members of the Foreign Languages Unit:

Fred Dobb, Manager; and Adele Martinez, Consultant

*Member of the writing subcommittee.

INTRODUCTION

The ultimate goal of foreign language learning in California public secondary schools is to develop Californians with "international competence." These are individuals who:

- Communicate accurately and appropriately with representatives of other languages and cultures.
- Understand themselves as individuals shaped by a particular language and culture.
- Function appropriately in at least one other culture and are sensitive to cultural differences in general.

Achievement of this goal requires that students participate in an articulated foreign language sequence, kindergarten through grade twelve. Students can use the skills gained from such a sequence for realizing more fully their own human potential, for enhancing their career potential, and for helping the citizens of the United States to deal more effectively with people from other nations.

Foreign language programs should focus on specific objectives designed to meet the ultimate goal of developing "international competence." Such objectives are expressed in the State Board of Education's Raising Expectations: Model Graduation Requirements; and the State Department of Education's Foreign Language Framework for California Public Schools; and Handbook for Planning an Effective Foreign Language Program. These program objectives are to:

- Develop the receptive language skills of listening and reading.
- Develop the productive language skills of speaking and writing.
- Emphasize communication in the foreign language as both the main objective and the continuing enabling activity of classroom learning.
- Employ proficiency standards for assessing the major accomplishments of students and programs.
- Provide students with insight into the structure, history, and vocabulary of their own language.
- Change students' unconscious, language-filtered view of themselves, other people, and the world into a more objective view through comparing and understanding languages and cultures.

Since the function of language is to facilitate communication among human beings, excellence in a foreign language program is determined by how well students can actually use the language and cultural skills in all their modes for communicative purposes. Students should experience the function of language from the beginning of their foreign language exposure. Language tasks in the classroom should consist of meaningful interchange in the foreign language. This meaningful interchange should include several basic features:

- o There is an obvious purpose in communicating.
- o There is some personal significance to the content.
- o There is some resolution of uncertainties as a result of communicating.
- o There are cultural features of the language and society.
- o There is also an aspect of spontaneity and unpredictability to the sequence and the outcome if the communication is conversational in nature.

Throughout the earlier stages of such a program, receptive skills precede productive skills, often in an alternating pattern. All instruction emphasizes cultural awareness, knowledge, and sensitivity.

A detailed curriculum for such a program would list, in priority ranking, the basic language functions, content and vocabulary, forms, and subskills to be learned. The priority listing can be based on immediacy of need, adaptability of the language functions to many situations, student interest, natural order of language acquisition, etc. The list would then be divided into subgroups corresponding to each course or unit in a foreign language sequence. Designated for each course would be the listening, speaking, reading, writing, and cultural skills and activities to be included. Also designated would be the performance objectives or outcomes expected and the degree of accuracy expected for each activity. The functions and vocabulary selected for learning units or courses might be designed to create special purpose outcomes, such as foreign language competency for business, commerce, school attendance, health services, traveling, or living abroad.

Students entering the program with previous foreign language experience, either in school or elsewhere, should be tested to determine where along the continuum they could most profitably enter and continue.

Ideally, students entering such a program in secondary school would have had six to eight years of foreign language learning, and instruction could proceed at a more advanced level, with a focus on educational content and human issues rather than on language proficiency. Since such preparation is not yet generally the case, these model curriculum standards focus on skills attainable in courses beginning at the secondary level. The standards are, however, applicable at any age level, although classroom activities employed in reaching the standards would usually differ for different age groups.

ORGANIZATION OF THE STANDARDS

The model standards for foreign language are divided into the following areas:

- o Receptive Skills: Listening and Reading
- o Productive Skills: Speaking and Writing
- o Culture

Each area is further divided into four component categories:

1. Language functions: the use or purpose served by particular language expressions (requesting, complimenting, commanding, comparing, promising, advising, agreeing, describing, etc.)

2. Language content: the vocabulary knowledge essential for the specific application of the chosen functions (requesting items of food or clothing, socializing with greetings, describing facial features, reporting actions, sharing feelings, etc.)

3. Language forms: the grammar competencies necessary for carrying out the functions to be learned

4. Language subskills: additional competencies necessary for receiving or sending effective messages in the language (significance of gestures, voice tone, pauses, facial expressions, "vocal underlining," minimal phoneme differences, body language, etc.)

The general standards in this model curriculum guide are valid for all levels of foreign language instruction, including special purpose courses, since the standards indicate what learners should be able to do with the skills they acquire. The standards, however, do not limit the number nor complexity of the skills; neither do the standards limit the kinds of topics or vocabulary included.

The content and range indications, given in part B of each set of standards, apply mainly to Western European languages. For most other languages, such as the Slavic, the Asian, or the Semitic, it generally takes English speakers about twice as long to reach comparable levels of proficiency. Note that the content and range specifications for listening, reading, speaking, and writing for each year are presented in two paragraphs. The paragraph on the left side represents student performance in a nonrestricted language setting in the target culture; the paragraph on the right side represents student performance in the restricted language setting of the classroom. In other words, the first paragraph tells how well a student could perform tasks in a language environment not geared to the content of any specific course. The second paragraph tells how well a student could perform in a language environment based largely on material presented in the course.

The examples of enabling activities for each standard are drawn mainly from beginning levels, since this is where the majority of students will be in the immediate future. However, the last activity in each group is an example from an advanced level and illustrates the flexibility of each standard. The examples, of course, are merely illustrative and are not meant to be a necessary part of any course.

Each of the first four activity examples in each of the five skill areas represents, in sequence, the four component categories described above.

Listening Standards

Listening comprehension is the foundation skill on which the other language skills are built. Students are unlikely to produce messages with any degree of spontaneity or flexibility until they have assimilated the necessary forms and vocabulary through extensive listening and comprehension activities. Students are unlikely to receive written messages and react to the language as a native speaker might if the students have never heard similar language first.

A. General Standards/Skills

Students are able to demonstrate comprehension of:

1. Oral messages selected as typifying the language functions chosen for the course

2. Vocabulary essential to the communicative situations or topics specified for the course

3. Differences in meaning conveyed by differences in grammatical structures in the types of messages chosen for the course

4. Communicative signals such as gestures, pauses, intonation, facial expressions, body language, etc., which have been designated as essential for the course

B. Specific Level/Range/Content

First Year

When exposed to the entire range of language as it might occur in the target culture, students can recognize most words and phrases they have learned. Even in unfamiliar contexts they will comprehend words here and there, if spoken slowly and distinctly. Students at this stage typically confuse similar sounding words and tend to ask for repetition or a slower pace. They are unlikely to encounter entire language sequences of any great length which they can comprehend, since they have not yet had time to acquire sufficient vocabulary and forms.

If the language interchange is restricted to material students have practiced and learned, they can comprehend the language quite well. Such language typically includes, but is not limited to, basic objects, colors, clothing, family members, time, days of the week, months, dates, weather, numbers, greetings, frequent adjectives and verbs, and classroom expressions. Students should be able to comprehend a vocabulary of at least 1,000 words in context.

Second Year

After two years, the students comprehend most words and phrases dealing with immediate needs and dealing with common, everyday situations in a home or while traveling. Students comprehend simple questions and statements about family, residence, self, weather, time, and interests. Lack of perception of differences in sounds and endings can cause misunderstanding. Long or complex expressions are often not understood, except for the familiar words and phrases when they occur.

With restricted material, the students understand readily whatever was part of the course. The content commonly includes, among other topics, vocabulary and functions concerning meals, lodging, transportation, and time; normal commands; frequent instructions; and courtesy interchanges. Students recognize differences in the present, past, and future tenses and respond to other frequently encountered grammatical signals. Students can understand stories and other longer language sequences when the vocabulary and structures are mainly familiar. A listening comprehension vocabulary of at least 1,700 words in context can be expected.

Third Year

When encountering "unedited language," as in a target society setting, students can understand conversations relating to basic needs and basic social conventions. They can comprehend some topics beyond basic needs. They also understand the past, present, and future tenses and word order, unless patterns get quite complex. Long descriptions or detailed accounts are often not understood. The students are beginning to become reliable in comprehending pronoun forms and verb and noun/adjective agreement.

Students can now understand much authentic material which uses vocabulary and forms studied and practiced in class. They can comprehend movie dialogues, recorded stories and dramas studied in class, and fairly complex directions and explanations by the teacher. They can comprehend information about some sophisticated topics and readings which they have studied in class. Receptive vocabulary should have reached at least 2,000 words. Control of grammar should include the most frequent verb forms for operating in the past, present, and future; basic pronoun forms; prepositions; frequent adjective forms; genders; possessives; etc.

Fourth Year

In native-speaker encounters of an unrestricted nature, students are able to engage in conversation and comprehend the other party without much repetition or rewording. Topics go well beyond basic needs and include personal and family affairs, some current events, school, work, etc. Students can comprehend descriptions and narration referring to past, present, or future events. They can also comprehend talk about special fields of interest. They can understand most of the language used in movies or broadcasts of a nontechnical or very specialized nature.

When students are listening to material restricted mainly to vocabulary and structures studied in class, their comprehension appears to be on a near native-like level. Many students comprehend in-depth material about special interest topics with which they have worked. Vocabulary comprehended should be at least 2,500 words. Grammar control should include all but the infrequently used and the most complex forms and word order problems (varies by language).

For fifth and sixth years, see the Appendix.

C. Examples of Enabling Activities

- Teachers give all routine classroom instructions and directions in the foreign language: taking roll, sending students to the office or to counselors, asking for absence slips, directing students to get and to put away learning materials, etc.

- For comprehending certain types of instructions and commands, students watch and listen to (or perhaps participate in) a cooking demonstration in which a popular target culture dish is prepared. The instructor can do the demonstration or can direct an assistant (or all students): "Take . . . , measure . . . , add . . . , cut . . . , put . . . , fold . . . , turn . . . , test . . . ," etc. As a reinforcement activity students listen and respond while a coach commands certain actions: "put . . . , turn . . . , run . . . , jump . . . ."

- The teacher provides a listening activity featuring ways of making requests. Students listen, via recording (perhaps accompanied by appropriate reinforcing visuals), to two teenagers going through a catalogue. The teacher concentrates on two of the possible common ways of requesting. In English, for example, one could select from such expressions as: "I want _____," "I have to have _____," "I need a _____," "Let me see/have that," "Give me _____," "I'll buy one," "I'd like two of those!" The teacher frequently checks for understanding. A reinforcement tape is played, featuring two people at a bargain sale.

- Getting medical treatment is chosen as one of the important situations for the school's foreign language course. Students listen to or watch a film, videotape, slide show, or tape-recorded or teacher-presented dialogue in a hospital outpatient clinic. This is then reinforced by two students preparing and presenting a humorous skit of "a visit to a doctor's office." The performers might include instructions to which the entire class could respond physically.

- Students listen to a monologue, dialogue, or story containing words they often confuse because the words are distinguished from others by a slight sound difference. As the teacher evaluates student feedback, the troublesome words might be modeled as contrasting pairs and/or listed on the chalkboard.

- Advanced students listen to a biology lecture in the target language which focuses on the function of classifying and on establishing criteria for comparing and contrasting. Students discuss the language uses or purposes following the lecture. They do this in the foreign language. The teacher may ask leading questions and provide any necessary explanations or elaborations.

Any media or printed materials used in classroom activities should be from the target culture wherever possible.

Reading Standards

Communication is more than just conversation. A large amount of information is communicated in written form. The use of computers has increased the proportion of written communication for many. The following standards are written with the assumption that the teacher is aware of, and is giving instruction in, the reading subskills (character recognition, punctuation, sound-symbol correspondence, syntactic skills, etc.). It is also assumed that the development of reading skills during the early levels of instruction is being built on a foundation of aural/oral skills. To the degree possible, written material used in instruction should come from the target culture.

A. General Standards/Skills

Students are able to demonstrate understanding of:

1. Written messages which represent the language functions chosen for the course

2. Vocabulary essential to the various communicative settings and topics included in the course

3. Differences in meaning conveyed by differences in selected structures in the written messages of the course

4. Graphic signals/cues used in the written materials of the course

B. Specific Level/Range/Content

First Year

When encountering language materials which are not restricted to any particular course content, students should be able to recognize all the letters in the alphabet and high-frequency elements in a syllabary or a character system. They should be able to understand standard written messages in situations of basic needs, such as informational signs. They can understand common items on menus, timetables, traffic signs, and calendars.

Where the language is restricted mainly to the structures and vocabulary practiced in the classroom, students can read sentences, connected passages, and simple stories for meaning. They can read printed versions of any oral material learned. The language functions and vocabulary they can read and comprehend will parallel those found in the listening skills section, although students should be able to recognize more vocabulary items--more than the 1,000 or more they can comprehend by listening.

Second Year

Given printed material of an unrestricted nature, students can comprehend much connected writing of a simple nature, especially if it deals with basic situations. They can understand recombinations of material they have learned in practice. Where structure and syntax are similar to the students' own language, students can understand the main ideas of much material. They can also read most notes, greetings, etc. Miscues are frequent when syntax and grammatical structures are complex or vary significantly from the students' native language.

Given printed material restricted to structures and content practiced previously, students' reading ability is extensive. Students can read prepared or edited stories, essays, etc. They can often read carefully selected authentic documents for meaning and for specific information. Their reading vocabulary should surpass 1,700 words.

Third Year

When presented a cross section of reading matter as it might occur in the target culture, students can comprehend popular advertising, most newspaper headlines, etc. They

With the help of a dictionary, the teacher, and footnotes, the reading material that can be comprehended in the third- and fourth-year courses becomes very extensive. When presented this

should be able to guess at many words in context. Straightforward paragraphs dealing with personal information, recreation, common activities, and so forth are comprehended. Notes, letters, and invitations can be understood. Students can get the main meaning and often many details of news stories in popular periodicals. They can read many popular stories and comprehend what is going on. Students' reading vocabulary should be at least 2,000 words.

material, or quite similar material, later, the student can usually still demonstrate comprehension. It is probably pedagogically unsound to have students master reading material that is far in advance of the vocabulary and structures with which they are familiar and which they can handle orally and aurally.

Fourth Year

Students can now read a great deal of the material they encounter in the target society. They can read much authentic prose of a serious but uncomplicated nature. Business letters, biographic information, and news reports can be understood. Students can follow the main ideas in many essays and comprehend major supporting ideas, especially if the topic is one of personal interest. The reading vocabulary should be at least 2,500 words, with many more words deduced from the context and others recognized because they have cognates in English.

With the help of a dictionary, the teacher, and footnotes, the reading material that can be comprehended in the third- and fourth-year courses becomes very extensive. When presented this material, or quite similar material, later, the student can usually still demonstrate comprehension. It is probably pedagogically unsound to have students master reading material that is far in advance of the vocabulary and structures with which they are familiar and which they can handle orally and aurally.

For fifth and sixth years, see the Appendix.

C. Examples of Enabling Activities

- A series of actions is written on the chalkboard or distributed as a handout. Each action is numbered and is written in command form. One student is selected as the performer. As the teacher calls out each number, the student reads and performs the action. Classmates also read and then register their agreement or disagreement with the student's performance, using prearranged oral or physical responses. Reinforcement tasks can include reading typical warning signs (Drive slowly! Stop here! Don't smoke! Enter here! etc.), instructions on labels, and/or directions in recipes or for assembly if such instructions are given in a command form in the target language.

- A trip through the country in which the people speak the target language is described in a handout. A map accompanies the handout. Each student marks the route taken. The student also writes (copies) one or two adjectives used in the trip description alongside any towns, geographical features, or stretches of countryside so described. Students keep the maps for a possible future trip reference.

- Students are given pairs of short written messages. The messages in each pair differ in meaning, and the difference in meaning is communicated by a structural (grammatical) difference. The students' task is to comprehend each message. (The difference might be when, conveyed by tense; who, conveyed by verb form; whom, or to whom, conveyed by pronoun form, etc.) Students can demonstrate their comprehension by briefly answering or marking appropriately constructed questions.

- Students are given a long list of words, at least half of which are items in one category, such as one might find on a target culture's laundry, grocery, or drugstore list or on any other kind of list. Many of the other words on the list outside the chosen category are similar to the selected shopping items, differing only slightly in spelling or diacritical marking or form. Students are directed to make up a shopping list by circling a specified number of items on the page. A comparison or checking of lists reveals some reading problems—and often reveals some interesting shopping items.

- Advanced students read several editorials from respected newspapers published in the country of the target language. Students discuss the content, the viewpoint, the underlying tone or attitude, and the language signals which reflect the tone. They also point out and discuss underlying cultural features, especially if they are unique to the target culture. They predict how a person unacquainted with the culture would misinterpret a straight translation of the article.

Speaking Standards

A skill is developed only through extensive practice of that skill in its typical contexts. The most common context for speaking a language is conversation. The speakers participate in the activity on a one-to-one basis. In a classroom, with many students and one teacher, such an activity is often perceived as difficult to direct, control, and evaluate. For this reason, development of speaking skills in a communicative context is often neglected, and practice quite commonly consists of individual or choral drills in one form or another. A student practicing conversation without a partner might be compared to a tennis player doing all of his or her training against a backboard. In both instances only certain predictable components of a complex activity are exercised. If the practice is to lead to real proficiency in either activity, it must involve as much as possible the spontaneity and unpredictability of free interchange between two or more people. Practicing certain components of a skill may have value, but in the main, real proficiency develops through extensive employment of the skill under realistic conditions. Providing and managing communication tasks for pairs and small groups of students are accomplished effectively and frequently by most teachers who decide to include such activities and who prepare their techniques and materials in advance.

A. General Standards/Skills

Students are able to produce:

1. Oral messages to effect the language purposes selected for the course
2. Vocabulary selected as essential to the language settings and topics chosen for the course
3. Oral messages whose differences in meaning are conveyed by differences in certain structures
4. Signals other than speech necessary for carrying out the communicative tasks of the course

B. Specific Level/Range/Content

First Year

In unrestricted conversational settings, students can give short responses when they encounter fairly simple questions. Their ability to initiate language is limited to well-learned material. Although the teacher can usually understand, natives not used to

In controlled language situations, students can produce simple questions, answers, and descriptions. They can make statements about things and actions within their vocabulary range. Language included in typical first-year courses: common

dealing with nonnatives might have some difficulty understanding.	objects, numbers, colors, family, time, days, months, weather, clothing, use of basic grammar forms, and the vocabulary of special situations selected as part of the local course. Students' active vocabulary should consist of at least 500 words and phrases.
Second Year	
In an unrestricted conversational situation, students can meet basic survival needs in the foreign language. They can engage in common courtesy exchanges and carry on simple conversations, even initiating many questions and statements. Errors are frequent due to lack of grammatical control and interference in structure and pronunciation from their own language.	In controlled situations using material practiced in the course, students can ask and answer many quite sophisticated questions. Expressions are increasing in length, and some creativity is beginning to show up. The past, present, and future tenses are used, as is the grammar necessary for expressing accurately the functions which are part of the course. Active vocabulary should consist of at least 800 words and typically includes words dealing with food, transportation, lodging, the courtesies, school, holidays, stores, entertainment, sports, medicine, post office, and countryside.
Third Year	
In unrestricted language encounters, students can handle most survival and social situations. Spontaneity should begin to occur. There is still hesitation and searching for substitute words. Students are showing an ability to use the present, past, and future tenses, although errors are common. Question forms are fairly well under control. Word order is not a major problem, except in the more complex patterns. Students are beginning to be able to	When speaking tasks are limited to material practiced in the classroom, students can form complete sentences and can sustain some lengthy conversations. They can discuss topics beyond basic needs when the topics are part of the course content. They are often quite creative with well-learned material. Productive vocabulary should be at least 1,000 words, many of which extend into areas beyond survival needs.

describe and to give information. They can handle the more frequent pronoun and verb forms. Expressions during discourse still tend to be short. The sound system usually does not cause much trouble, except for certain difficult combinations.

Fourth Year

In unrestricted target-culture settings, students can comply with common social demands and handle some work requirements. They can discuss information about themselves and their family. They may still have difficulty if complications arise. Errors are now infrequent in the frequently used structures, but a thorough control of grammar is usually not yet evident. Pronunciation is under sufficient control, so that most native speakers have little difficulty understanding. Students can describe and narrate.

When language interchange involves structures and vocabulary practiced in the classroom, students can handle most tenses, gender, prepositions, verb forms, adjective endings, pronouns, and word order problems while speaking about familiar topics. The topics include almost all everyday situations, current events, job-related information, and subject matter encountered in reading assignments. Students use longer expressions and join sentences and clauses properly, except for the more complex structures which contrast greatly with the students' native language. Active vocabulary should now surpass 1,300 words.

For fifth and sixth years, see the Appendix.

C. Examples of Enabling Activities

- Students socialize in pairs. Each pair is given a card with a different picture or drawing or cartoon strip showing a particular type of weather; some indication of whether it is morning, afternoon, or night; a few people; and several objects (car, house, bus, street, etc.). Students are directed to carry on a conversation based on the picture. Each partner must participate in the interchange at least five times. Students are informed that the conversation should include at least greetings appropriate to the time of day, other courtesy remarks, comments about the weather, questions or comments about objects or persons, and leave-taking. Cards can be exchanged and the routine repeated.

- Students prepare and deliver a brief description of their home and family to the class or to other members of smaller groups. Classmates may ask questions.

- One student of each pair watches the teacher perform a familiar, multi-faceted action, such as getting up, walking over to a bookshelf, taking out a book, opening it, reading a little, closing it, replacing it, turning around, etc. The students report each facet to the partner as it occurs. The partners then exchange roles and the teacher performs a different action. Variations are: (1) one of the partners then summarizes the entire sequence for the other in the appropriate past tense form; and (2) one partner commands the other to duplicate each facet of the sequence.

- Students are required to use appropriate gestures and other actions (shaking hands, bowing, etc.) when greeting, being introduced, taking leave, and performing other acts of courtesy during communicative activities in the classroom.

- Advanced students prepare and engage in a debate about the role of competitive sports in public schools. Included in the research and debate should be the situation in the schools of the target culture and the perspective on the problem from the students' cultural background and point of view.

Writing Standards

For most students of foreign languages, writing is the least used skill. In fact, natives, too, usually employ writing skills less often than any of the other language skills. Writing practice most commonly follows practice with oral and reading skills. Students can best formulate words and expressions in writing when they can already produce the material orally and when they have seen it sufficiently to recreate the graphics involved. For some languages with unfamiliar alphabets or character systems, extensive work with the graphic system may be necessary.

A. General Standards/Skills

Students are able to produce:

1. Written messages that exemplify the language functions chosen for the course

2. Written vocabulary, in lists and in context, which has been chosen as essential for the language situations and topics practiced in the course

3. Written messages whose specific meaning is generated by differences in certain structures chosen as necessary for the course

4. Punctuation, diacritics, and other graphic signals necessary for conveying accurately the expected written messages of the course

B. Specific Level/Range/Content

First Year

When responding to typical everyday language demands, students can fill out simple forms, write basic biographic information, write out lists of a limited nature, write the alphabet (or a limited number of characters in a character system), and write phrases or sentences if what is requested has been learned.

If the language demands are restricted to material practiced in class, students can write dictations, put almost all learned oral material into written form, and in general, write anything they can say (see oral skills section).

Students' working vocabulary consists of at least 500 words.

Second Year

In unrestricted language situations, students can now meet many everyday writing demands, such as writing questions, notes, phone messages, postcards, etc. They can take simple notes on familiar topics. They can put together phrases and sentences beyond those learned. Errors often occur, but natives used to dealing with foreigners can usually understand.

In restricted language situations, students can write letters, summarize messages, retell in writing simple stories, deal with other than the present tense, and fill out health, customs, and some job application forms. Students can write original dialogues and paragraphs, using well-learned structures and an active vocabulary of at least 800 words.

Third Year

Students should be able to handle many survival and social demands in writing. They should be able to take notes on familiar topics. They can write short paragraphs about themselves and their daily routine. They should show better control of grammar than they do in speaking, since they have more time to reflect before writing.

When dealing with course material, students can write long answers to questions, can write most material they produce orally, and can create dialogues and short stories. Errors are frequent if students try to be creative beyond their current level of competence in classroom practice with the language. Students can keep a journal or diary. Active writing vocabulary should be at least 1,000 words (which can be expanded with the use of a dictionary when writing).

Fourth Year

Students can write letters, summaries, and paraphrases. They can create their own sentences. They can write paragraphs and join them together to discuss personal history, likes, and dislikes. They can use the present, past, and future tenses without gross errors. Control of grammar parallels that practiced in class and is more sure than that exhibited orally. Native speakers are usually able to comprehend what the fourth-year student writes, even if the native speakers are not used to dealing with nonnatives.

Students in class can retell in writing stories they have listened to and which consist of vocabulary and structures already practiced. They can describe and narrate in writing. The graphics and other writing conventions are observed. Errors in grammar and spelling are infrequent when students are handling course material. They can write longer essays. Their active vocabulary surpasses 1,300 words.

C. Examples of Enabling Activities

- Students cut out advertising pictures from old target culture magazines (or of products in American magazines if the products are also sold abroad). They select three pictures each, for which they will compose target language ads. They are directed to concentrate on imperatives (Buy! Use! Try! Drink! Taste! Discover! Start! Feel! Enjoy! Imagine! Choose! etc.) and descriptive adjectives (best, more, happy, new, healthy, modern, beautiful, good, delicious, etc.). "Negative" words might be used to emphasize what is not true of the product or to describe a competitive product ("brand x").

- In small groups, students pool their cultural knowledge to write newspaper articles about the target society. One group writes about family life, others about school, sports, farming, restaurants, transportation, etc. A newspaper or newsletter might be the result.

- Students write a letter home or to a friend telling what they have learned about the target language people. (They talk a lot at meals. They work hard. They eat five meals a day. They sleep on the floor. They play soccer, not football, etc.) The students are then told the letter might be more interesting if it were personalized. They are requested to change the letter to refer to a person they know in the country or to refer to themselves, since they now do these things.

- Students are given five sentences in the target language. They are to play a game in which the winner is the student (or group) who can construct the most new sentences by adding, subtracting, or changing only the punctuation, diacritical marks, or other distinguishing marks. Students must be able to show that they understand the changes in meaning resulting from their manipulations.

- Advanced students "are arrested" and accused of offending public morality for behavior acceptable at home but not in the target culture. (The offense might concern dress, rowdy behavior, religion, showing too much affection in public, etc.) The students are then released and asked to write an explanation of their behavior, send it to the authorities, and then appear in person before the authorities at a later date for disposition of their case. The students discuss the offense thoroughly in the target language. They then (individually or in small groups) compose an angry letter of explanation. They are then advised to reconsider and to change the letter to one of objective explanation and plead ignorance. They are then asked to change the letter a second time, rewriting it with a tone of apology. They finally discuss the letters and decide which one would be the best version to send.

STANDARDS FOR CULTURE

Cross-cultural understanding does not come easily. It is an attitude and a skill which must be developed, like communicative proficiency, through practice and experience. One does not become culturally proficient by memorizing a list of do's and don'ts, nor by being able to refer to a set of postulates concerning a target society's customs, values, and other components of a culture. One becomes culturally proficient through involvement in a great many real, realistic, and simulated language and cultural tasks which are planned to lead the learner to act and react much like a native in various social and communicative settings. Such training is likely to be more effective if preceded by instruction in "culture" in general.

Teachers should be constantly on guard against the development of cultural stereotypes in students. All members of a particular foreign society do not react or believe alike, any more than do all Americans. Teachers should remain aware that U.S. ethnic groups have become acculturated and seldom mirror closely the culture of origin. Teachers also need to remember that cultures change. What was typical 20 years ago may not be characteristic today.

A. General Standards/Skills

Students understand and appreciate:

1. The universality of human needs, the physical and psychological bases of cultural behaviors, and the unconscious ways in which they themselves prejudge behaviors different from their own.

2. Cultural skills in selected target culture contexts or situations; students can demonstrate appropriate employment of such skills as relating to members of different social classes and acting correctly with respect to religion, politics, food, etc.

3. The significance of specific behaviors of a target culture; students can react appropriately to, as well as exhibit, selected behaviors during communicative tasks.

4. Cultural connotations of selected key words and phrases, gestures, facial expressions, and other body language; students employ these elements properly in communicative and social tasks.

B. Specific Levels/Range/Content

First Year

Students are at least aware of the major cultural contrasts within their own culture, aware of the major taboos, and know the basic courtesies. They have participated in enough culture-oriented tasks in the classroom

to act appropriately when faced with situations involving these cultural features. Students are generally not sensitive to other than the major cultural patterns practiced. Such patterns typically involve greetings, leave-taking, dress codes, food, personal relationships, religion, and hygiene.

Second Year

Students can interact with appropriate behavior in most basic social situations, especially if the citizen from the target culture is used to dealing with foreigners. Students can express wants with tact, ask directions appropriately, obtain food, use local transportation, and tip. Errors occur because students still have limited ability with the language and because they still lack many of the more subtle cultural skills.

Third and Fourth Years

At these levels, students should have developed enough practice, experience, and sensitivity not to offend a native of the target society. Misunderstandings will still occur. Routine social situations should be well under control. Rules of etiquette have been practiced, and students are aware of taboos and special sensitivities. Students can make polite requests, accept and refuse invitations appropriately, present and receive gifts, make introductions, place telephone calls, buy and bargain, and carry on transactions properly in a bank or post office.

For fifth and sixth years, see the Appendix.

C. Examples of Enabling Activities

- The teacher directs the students to go through a task involving an ordinary everyday occurrence in the target society which is rare in the students' own culture. After the students become familiar with the occurrence (such as the role of women, concepts of time, manifestations of certain beliefs or values, type of clothing worn, hairstyle, food preparation, child-adult relationships, seeming cruelty, reaction to authority, ways of greeting, etc.), language tasks are performed in which students incorporate the newly learned cultural feature. Finally, the students discuss the basic need being satisfied by the occurrence.

- Students choose or are assigned partners at the beginning of the course. Partners might be changed each week or month. Every day when students arrive in class, they must greet each other with appropriate language and actions. They must also take leave as would be appropriate in the target culture. Students also get the teacher's attention and respond to questions with actions and courtesies of the target culture.

- Students learn a new cultural feature of the target society through a cultural capsule, cultural assimilator, teacher presentation, student skit, or media presentation. After practicing the feature during a communicative task, students discuss the function of the cultural feature and the effect of omitting it.

- Students are presented a demonstration of facial expressions and other body language and gestures which signal exasperation (anger, doubt, joy, ridicule, etc.). They practice these expressions. They employ them when performing communicative tasks involving language functions in the same categories.

- Advanced students analyze one of the following from the target society: a political speech; a column from the editorial or commentary page of a newspaper or news magazine; or a script or videotape of a satirical cabaret-type performance. They look for and list all the cultural elements and references they can find whose significance would escape most Americans if they were to study an English version of the same material. The teacher might point out some the students missed. Students then discuss the mistaken impressions which might result from being unaware of some of the cultural elements they were able to recognize because of their cultural knowledge.

Fifth Year

In general, students are now able to handle some complications which arise in daily and travel situations. They can discuss current events and work if these areas don't become too technical. They can explain. Grammatical errors are not frequent in the more frequently used grammatical structures. Productive vocabulary is at least 1,500 words. Receptive vocabulary should be at least 3,000 words.

Sixth Year

Students can talk at length about many topics, including their special interests. They can handle emergencies, give opinions, argue, evaluate, express intentions, tease, and joke. A certain fluency and feeling for the language is often quite noticeable by this stage of learning. Productive vocabulary is at least 2,000 words. Receptive vocabulary is about 4,000 words.

For details concerning more specific expectations for fifth and sixth years in the areas of listening, speaking, reading, writing, and culture, two resources are recommended: American Council on the Teaching of Foreign Languages Provisional Proficiency Guidelines, levels "Advanced" and "Advanced Plus"; and the Foreign Language Competency Statement of the California Roundtable for Educational Opportunity, stages three and four.

F85-238 03-0419Q 300 2-85 1,500