TO: Persons With Responsibility for Developing, Implementing, and Evaluating Modern
        Language Programs

This publication, *Modern Languages for Communication*, is a framework for the development of local curriculum which will integrate principles of second language acquisition with New York State program requirements and the Board of Regents goals for elementary and secondary education.

The syllabus places emphasis on communicative proficiency and the understanding and appreciation of other cultures.

It is intended as a working document for educators at the district and classroom level to use when they assess, modify, or develop their local district curriculum and classroom instructional objectives. It serves as a guide to the following areas:

- Statement of philosophy
- Review of Regents goals
- Components of communication
- Description of learning outcomes
- Process of curriculum development
- Implications for instruction
- Outline for planning
- Role of evaluation
- Suggestions for interdisciplinary activities
- Uses of technology

This publication has been sent to District Superintendents, Superintendents and Administrators of Public and Nonpublic Schools, Public School Teachers of Modern Languages K(c)12 and Public School Supervisors.

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FOREWORD

Modern Languages for Communication is designed to help local school district personnel develop cur-

INTRODUCTION

Modern Languages for Communication integrates principles of second language acquisition with the Board of Regents goals for elementary and secondary education and New York State's program requirements. It is meant to provide for school district personnel a framework for program development, management, and implementation.

This syllabus specifies goals and identifies the components of intended outcomes of second language learning so that administrators, supervisors, and teachers may design programs to achieve them. These outcomes are stated in terms of the students' anticipated ability to communicate in a second language at three different checkpoints in the program. In each case, this ability is identified by the purposes for communication (functions), the situation or context in which the communication may occur, the topics on which communication may occur, and the proficiencies, which describe the scope and level of linguistic accuracy that are expected. The achievement of these outcomes requires the integration of skills, knowledge, and cultural insight.

Although this syllabus identifies the components of intended learning outcomes, it does not prescribe specifically the methodology to be used. It does,

PHILOSOPHY

Language is our connection to our community and to the world. Through language, we identify the world around us, express our concerns and dreams, and share our experiences and ideas.

The ability to communicate in a second language increases the opportunities to interact with other peoples and to understand other cultures. As the world becomes increasingly interdependent, it is important for every person to acquire the skills for communication with others and for cross-cultural understanding.

In addition to the practical application of communication skills, the benefits derived from the study of a second language are many and contribute to the attainment of the Regents goals for elementary and secondary education.

Empirical findings indicate that second language study:

- fosters a sense of humanity and friendship;
- increases students' adaptability to different environments and modes of acting and thinking
- furnishes the key to thinking patterns, cultures, and social institutions of other peoples;
- provides insights into the human mind and language itself;
- prepares students for a world in which nations and peoples are increasingly interdependent;
- develops the skills and habits essential to the learning process, creative inquiry, and critical thinking

- helps students to increase their sensitivity to and understanding of the language, values, customs, and traditions of others;
- leads students to discover and examine their own personal values and civic responsibilities;
- provides insights into America's values and an appreciation of national responsibilities in the world community;
- is an asset to many careers and to professional advancement.

In light of these benefits, the study of a second language should be an integral part of every student's educational experience. All students deserve the opportunity to study a second language in order to prepare themselves for an informed and productive role in tomorrow's world community.

In the teaching of a modern language, the fundamental purpose is to enable students to communicate with native speakers of that language and to understand their culture better. Thus, this syllabus emphasizes a communicative rather than a linguistic approach to teaching modern languages. Rather than teaching students vocabulary words or grammatical structures in isolation, teachers are urged to help students regard and use the modern language as a tool that will enable them to accomplish a specific communicative purpose (function) in a particular form and setting (situation) about a particular subject (topic). The focus is always on **what** the students can do with the language and **how well** they can do it (proficiency).

"Global interdependence virtually demands an ability to communicate in a language other than English."

William D. Sims
Schooling for a Global Age

GOALS OF MODERN LANGUAGE EDUCATION

The goals of *Modern Languages for Communication,* in the spirit of the Regents Action Plan, address the needs of today's students as they prepare to meet the challenges of the 21st century in a rapidly changing world.

The underpinnings of the Regents Action Plan critical thinking, reasoning skills, the synthesis of knowledge, humanistic understanding, social awareness, creativity, and self esteem are the foundation of the three major goals of the modern language syllabus: Communication Goals, Cultural Goals, and General Educational Goals. Although the three major goals are listed separately, they are not intended to remain isolated, but rather to be integrated into an interdependent whole.

COMMUNICATION

The primary goal of second language teaching is the achievement of functional communication in the context of the target language culture.

The goals expressed by the Regents Action Plan delineate specific areas of concentration related to second language instruction:

Each student will master communication and computation skills as a foundation to:

Comprehend written, spoken, and visual presentations in various media.

Speak, listen to, read, and write at least one language other than English.

Each student will develop the ability to understand and respect people of different

race; sex; ability; cultural heritage; national origin; religion; and political, öeconomic, and

social background, and their values, beliefs and attitudes.

CULTURE

Achievement of the cultural goals will enable students to develop greater understanding and appreciation of cultures in other countries as well as in their own country and community.

The Regents have incorporated cultural goals in the following statements:

Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in

interdisciplinary applications:

-language 1 Td (E 11 the ta <<rsferend)Tj EMC DC

LEARNING OUTCOMES: AN INTRODUCTION

This syllabus defines communication in terms of four components: functions, situations, topics, and proficiencies. The integration of these components constitutes learning outcomes. These outcomes are presented at three instructional intervals, Checkpoints A, B, and C.

In the context of a communicative emphasis teachers should be concerned with the skills to be developed and the way students process information according to their learning styles, needs, interests, and abilities. Since students are less concerned about the nature of language than about what they want to do with it, the emphasis in the foreign language classroom should be on the negotiation of meaning rather than on the structure of language. The crucial issue is what students communicate and how well. The **what** refers to the purpose and the content of the communication (functions, situations, and topics); the **how well** relates to the linguistic accuracy, originality, scope, and cultural authenticity with which the communicative task is carried out (proficiency). All four components are essential in constructing learning outcomes.

- **FUNCTIONS**
- **SITUATIONS   WHAT**
- **TOPICS   = LEARNING**
- **PROFICIENCY   HOW WELL   OUTCOMES**

The four components are defined as follows:

- *Function* - the purpose of communication. In any given communication, an attempt is made to achieve one or more ends, for example, asking for help, giving advice, or seeking information. The functions listed in this syllabus are broad enough to include more specific purposes for communication.
- *Situation* - the context in which the communication occurs. Situations in this syllabus indicate the communicative partners, their roles, and the channels of communication.
- *Topic* - the subject of the communication. Topics are universal elements about which communication takes place.

- Proficiency - the degree of accuracy and the scope of the communication. Proficiency does not mean native or near-native command of the language. It refers to the various degrees of control of the basic elements of language.

Culture is an integral part of communication. The aspirations, beliefs, and understandings that shape patterns of behavior of a linguistic group form the cultural context that makes accurate and meaningful communication possible. This cultural dimension pervades all four of the components of communication.

The combination of these four components constitute the learning outcomes. These outcomes are measured at the following three instructional intervals:

Checkpoint A - learning outcomes for one unit of Regents credit. (Proficiency Examination)

challenge their abilities.

The components of learning outcomes are displayed in two different ways, first by component, and

point on the following pages:

The graphic to the right provides a visual display of the integration of the four components at each checkpoint.

COMPONENTS OF COMMUNICATION

FUNCTIONS   SITUATIONS

TOPICS

PROFICIENCIES

CHECKPOINT A   CHECKPOINT B   CHECKPOINT C
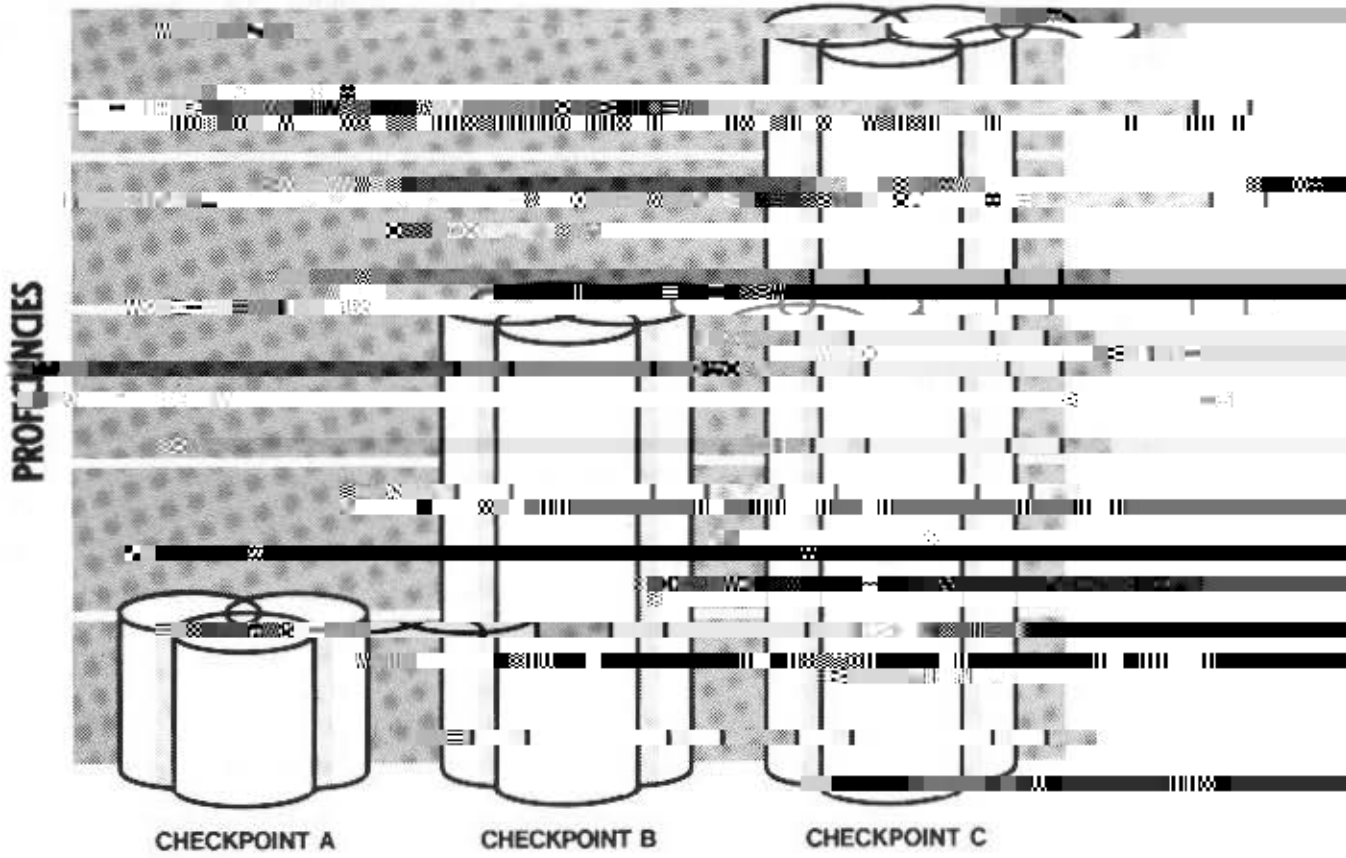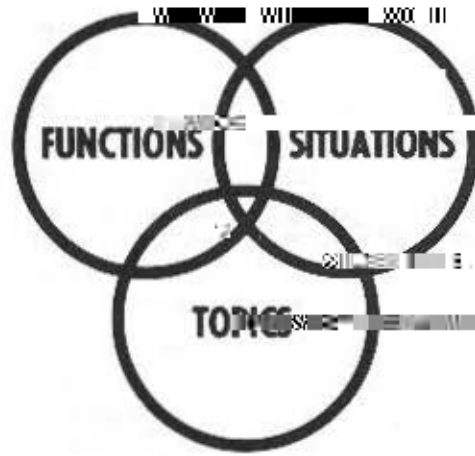
LEARNING OUTCOMES: COMPONENTS

FUNCTIONS

Functions denote the purposes for communication. For example, in a given situation one may wish to ask for help, give advice, issue a warning, or try to convince someone. The functions listed here are broad and may be applied to any communicative situation or given topic at any checkpoint.

SITUATIONS

The situations listed here indicate the contexts in which communication occurs. They define the communicative partners, their roles, and the channels of communication (oral or written). They establish the parameters for the negotiation of meaning between two or more people or between one person and an oral and/or written sample of language.

FUNCTIONS

- Socializing
  — greeting
  — leave-taking
  — introducing
  — thanking
  — apologizing
- Providing and obtaining information about:
  — facts
  — events
  — needs
  — opinions
  — attitudes
  — feelings
- Expressing personal feelings about:
  — facts
  — events
  — opinions
  — attitudes
- Getting others to adopt a course of action by:
  — suggesting
  — requesting
  — directing
  — advising
  — warning
  — convincing
  — praising

SITUATIONS

LISTENING

	A	B	C
Information and announcements from providers of common public services* in face-to-face communications	•	•	•
Information (bulletins/announcements) provided over loudspeakers, radio, and television	•	•	•
Short presentations of interest to the general public given in person, on radio or on television		•	•
Songs, live and recorded			•
Feature programs on television, in the movies, and on the radio			•

LISTENING/SPEAKING

	A	B	C
Interaction with providers of common public services* in face-to-face communications	•	•	•
Informal everyday conversations with individual peers and adults	•	•	•
Informal conversations with peers and familiar adults	•	•	•
Interaction with providers of common public services* by telephone		•	•
Group conversations among peers and familiar adults		•	•
Group discussions with peers		•	•
Informal presentations to groups of peers and familiar adults		•	•

READING

	A	B	C
Information provided to the general public on forms, signs, billboards and posters, labels, programs, timetables, maps, plans, menus, etc.	•	•	•
Announcements, ads, and short reports of general interest in newspapers, magazines, and other publications; short, informal notes	•	•	•
Simple business correspondence and pamphlets		•	•
Facts, opinions, feelings, and attitudes in correspondence from acquaintances and friends (peers and adults)		•	•
Letters to the editor and feature articles from general-interest publications		•	•
Excerpts from poetry and prose for cultural appreciation		•	•

WRITING

	A	B	C
Forms to be filled out for the use of common public services	•	•	•
Informal notes for communications in everyday life situations	•	•	•
Brief reports describing simple situations and sequences of events		•	•
Personal letters to acquaintances and friends (peers and adults)		•	•
Formal letters to agencies, institutions, and businesses on topics of personal needs		•	•
Short samples of expository or creative writing			•

*Sales personnel, bank tellers, ticket agents, police, hotel personnel, etc.

1. PERSONAL IDENTIFICATION

	A	B	C
Biographical Information			
age	•	•	•
nationality	•	•	•
address and telephone number	•	•	•
family	•	•	•
occupation	•	•	•
place and date of birth	•	•	•
Physical Characteristics			
Height	•	•	•
Weight	•	•	•
Complexion	•	•	•
facial features	•	•	•
body shape	•	•	•
color of hair/eyes	•	•	•
disabilities	•	•	•
Psychological Characteristics			
Character	•	•	•
Personality	•	•	•
likes and dislikes	•	•	•
tastes and interests	•	•	•

2. HOUSE AND HOME

	A	B	C
Types of Lodging			
House	•	•	•
Apartment	•	•	•
rental/ownership		•	•
Rooms and Other Lodging Components			
Identification	•	•	•
size/function	•	•	•
furnishings	•	•	•
garden/terrace/balcony	•	•	•
appliances		•	•

3. SERVICES

	A	B	C
repairs		•	•
public utilities			•
deliveries			•

4. FAMILY LIFE

	A	B	C
family members	•	•	•
activities	•	•	•
roles and responsibilities		•	•
rapport among family members			•

	A	B	C
common activities	•	•	•
local stores/facilities	•	•	•
recreational opportunities	•	•	•
responsibilities/expectations			•
rapport among members of the community			•

6. PHYSICAL ENVIRONMENT

Physical Features

	A	B	C
big city	•	•	•
small town	•	•	•
village	•	•	•
suburb	•	•	•
country	•	•	•
geography of area	•	•	•

Climate and Weather

	A	B	C
seasons	•	•	•
temperature/precipitation/wind	•	•	•
natural catastrophes		•	•
flora and fauna		•	•
impact on human life			•

Quality of Environment

	A	B	C
opportunities for recreation and entertainment	•	•	•
ecology			•
economy			•
aesthetics			•

7. MEAL TAKING/FOOD/DRINK

Types of Food and Drink

	A	B	C
everyday family fare	•	•	•
regional and national specialties	•	•	•
fast food	•	•	•
food and drink preparation	•	•	•
special occasion menus		•	•

Mealtime Interaction

	A	B	C
regular family meals	•	•	•
eating with friends/relatives	•	•	•
eating out	•	•	•
socializing in public establishments			•

8. HEALTH AND WELFARE

Parts of the Body

	A	B	C
Identification	•	•	•
Care		•	•

Illness and Accidents

symptoms of illness	•	•	•
medical services/treatment		•	•
insurance/social services			•

9. EDUCATION

Secondary School Organization

types of schools	•	•	•
subjects	•	•	•
schedule/school year	•	•	•
programs		•	•
content		•	•
examinations/grading		•	•
diploma			•
students' organizations			•

School Life

extracurricular activities	•	•	•
relationships among students		•	•
relationships between staff and students		•	•
discipline		•	•
roles/responsibilities/expectations			•

Educational System

Structure			•
personnel			•
society's needs/expectations			•

10. EARNING A LIVING

Types of Employment

commonly known occupations	•	•	•
summer/part-time employment		•	•
volunteer work			•

Work Conditions

preparation/training		•	•
work roles/responsibilities		•	•
remunerations/benefits		•	•
relations with colleagues and employer			•

Major Issues in Employment

job market situation			•
new trends in employment			•
labor/management relations			•

Available Leisure Time

after school _____ • • • _____

weekends _____ • • • _____

holidays _____ • • • _____

vacations _____ • • • _____

Activities

hobbies/sports/other interests _____ • • • _____

use of media _____ • • • _____

organizations and facilities _____ • • _____

cultural resources _____ • • _____

Special Occasions

religious events _____ • • • _____

traditions and customs _____ • • • _____

family occasions _____ • • • _____

12.Ã PUBLIC AND PRIVATE SERVICES

Communications

Telephone _____

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Cultural Aspects

arts (theater/cinema/music) _____ •   •   •

people in the arts _____ •   •   •

special events _____ •   •   •

institutions/facilities _____ •   •

historical and artistic sites _____ •   •

folklore _____ •   •

trends _____ •

Relations between United States and Target Language Countries

opportunities for exchange _____ •

_____

_____

_____

_____

_____

PROFICIENCIES

The proficiencies listed here are descriptions of standards of competence in listening comprehension, speaking, reading, writing, and culture that are expected to be achieved at each of the three checkpoints. The term "proficiency" does not mean native or near-native "fluency." Instead, it refers to the degree of control of the language that the student should be able to demonstrate at each checkpoint.

The proficiencies in this syllabus are stated in such a way as to accommodate the varied learning designed to stress the successful communication of meaning rather than placing undue emphasis on attaining structural accuracy, particularly at the early stages of language learning.

Proficiencies are to be applied to the functions, situations, and topics as indicators of how well students are expected to communicate.

LISTENING

Checkpoint A

Can comprehend simple statements and questions. Usually comprehends the main idea of extended but simple messages and conversations. Often requires repetition for comprehension even when listening to persons who are used to speaking with non-natives.

Checkpoint B

Can comprehend short conversations on simple topics in everyday situations. Limited vocabulary range necessitates repetitions and/or circumlocutions for understanding. Can understand frequently used tense forms and word-order patterns in simple sentences. Has both general and detailed understanding of short, discrete expressions but has only general understanding of longer conversations and messages within familiar communicative situations. Can sustain comprehension