

Performance Standards - Non-native speakers - upon Completion of the Intermediate Level of Instruction of Commonly Taught Languages

Grammar Scope:

The student can understand the use of most tenses, moods and grammatical features; production of these in writing and speaking is still quite limited; the sense of CTL grammar as a coherent system is understood, while not fully utilized; more complex structures (e.g., use of relative conjunctions) are employed appropriately. A variety of appropriate idiomatic expressions can be applied.

Oral Proficiency (Speaking) may include familiar and unfamiliar topics within the contexts of traditional work, activity and cultural experiences. The student should be able to use compound and complex sentences in a limited way and to express him/herself in more than one tense, though not always successfully.

Writing Skill may extend from a few cohesive paragraphs to development of a short paper by combining these, especially when aided by outlines and other preparation. Writing style may include both informal (notes, letters, etc.) and formal (reports, tests). Accents and punctuation are generally correct. Style may not be authentic, but control of vocabulary and language details permit description and narration in some detail and in past, present and future time.

Aural Skills:

The student can comprehend a variety of materials, including those with no visual aids or introductory context. These may include conversations, anecdotes, other student presentations and short instructor lectures. Contexts may include a variety of known and unfamiliar contexts, but vocabulary must still be limited to familiar topics unless provided by the speaker. Repetition, slower speed of delivery and paraphrasing are helpful to the listener. Students understand "information" better than cultural allusions, irony, satire, etc.

Reading:

The student can read new materials limited in length (4-6 pp. per assignment) and scope on specific topics in culture and literature, picking out main ideas and related arguments. These skills are enhanced when class activities include techniques such as paraphrasing, summarizing, explaining idioms, explaining the discourse structures, etc. The student can benefit from acquired vocabulary by reading increasing amounts by the same author in new chapters and by other authors in similar contexts.

Cultural Insights:

The students will have a sense of the history and scope of CTL culture and be able to contrast it with U.S. culture in several fundamental areas. Students will enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons). From project work done, they can use original materials (short articles, pages from books) to support new assertions (limited research projects.)