

LANGUAGE LEARNING CONTINUUM
STAGE I

FUNCTION	CONTEXT	TEXT TYPE
Students develop the ability to: <ul style="list-style-type: none">■ greet and respond to greetings;■ introduce and respond to introductions;■ engage in conversations;■ express likes and dislikes;■ make requests;■ obtain information;■ understand some ideas and familiar details;■ begin to provide information.	Students can perform these functions: <ul style="list-style-type: none">■ when speaking, in face-to-face social interaction;■ when listening, in social interaction and using audio or video texts;■ when reading, using authentic materials, e.g., menus, photos, posters, schedules, charts, signs, and short narratives;■ when writing notes, lists, poems, postcards, and short letters.	Students can: <ul style="list-style-type: none">■ use short sentences, learned words and phrases, and simple questions and commands when speaking and writing;■ understand some ideas and familiar details presented in clear, uncomplicated speech when listening;■ understand short texts enhanced by visual clues when reading.

ACCURACY

Students:

- communicate effectively with some hesitation and errors, which do not hinder comprehension;
- demonstrate culturally acceptable behavior for Stage I functions;
- understand most important information.

CONTENT

Stages I and II often include some combination of the following topics:

- **the self:** family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals.
- **beyond self:** geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.

LANGUAGE LEARNING CONTINUUM
STAGE II

FUNCTION	CONTEXT	TEXT TYPE
Students expand their ability to perform all the functions developed in Stage I. They also develop the ability to: <ul style="list-style-type: none">■ make requests;■ express their needs;■ understand and express important ideas and some detail;■ describe and compare;■ use and understand expressions indicating emotion.	Students can perform these functions: <ul style="list-style-type: none">■ when speaking, in face-to-face social interaction;■ when listening, in social interaction and using audio or video texts;■ when reading, using authentic materials, e.g., short narratives, advertisements, tickets, brochures, and other media;■ when writing letters and short guided compositions.	Students can: <ul style="list-style-type: none">■ use and understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking and listening;■ create simple paragraphs when writing;■ understand important ideas and some details in highly contextualized authentic texts when reading.

ACCURACY

Students:

- demonstrate increasing fluency and control of vocabulary;
- show no significant pattern of error when performing Stage I functions;
- communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions;
- understand oral and written discourse, with few errors in comprehension when reading; demonstrate culturally appropriate behavior for Stage II functions.

CONTENT

Stages I and II often include some combination of the following topics:

- **the self:** family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals.
- **beyond self:** geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.

LANGUAGE LEARNING CONTINUUM STAGE III

FUNCTION	CONTEXT	TEXT TYPE
<i>Students expand their ability to perform all the functions developed in Stages I and II. They also develop the ability to:</i>	<i>Students can perform these functions:</i>	<i>Students can:</i>
<ul style="list-style-type: none">■ clarify and ask for and comprehend clarification;■ express and understand opinions;■ narrate and understand narration in the present, past, and future;■ identify, state, and understand feelings and emotions.	<ul style="list-style-type: none">■ when speaking, in face-to-face social interaction and in simple transactions on the phone;■ when listening, in social interaction and using audio or video texts;■ when reading short stories, poems, essays, and articles;■ when writing journals, letters, and essays.	<ul style="list-style-type: none">■ use strings of related sentences when speaking;■ understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners when listening;■ create simple paragraphs when writing;■ acquire knowledge and new information from comprehensive, authentic texts when reading.

ACCURACY

Students:

- tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning;
- generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation;
- generally use culturally appropriate behavior in social situations;
- are able to understand and retain most key ideas and some supporting detail when reading and listening.

CONTENT

Content includes cultural, personal, and social topics such as:

- history, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in these fields;
- career choices, the environment, social issues, and political issues

LANGUAGE LEARNING CONTINUUM STAGE IV

FUNCTION	CONTEXT	TEXT TYPE
<i>Students expand their ability to perform all the functions developed in Stages I, II, and III. They also develop the ability to:</i>	<i>Students can perform these functions:</i>	<i>Students can:</i>
<ul style="list-style-type: none">■ give and understand advice and suggestions;■ initiate, engage in, and close a conversation;■ compare and contrast;■ explain and support an opinion.	<ul style="list-style-type: none">■ when speaking, in face-to-face social interaction, in simple transactions on the phone, and in group discussions, prepared debates, and presentations;■ when listening, in social interaction and using audio or video texts, including TV interviews and newscasts;■ when reading short literary texts, poems, and articles;■ when writing journals, letters, and essays.	<ul style="list-style-type: none">■ use simple discourse in a series of coherent paragraphs when speaking;■ understand most authentic spoken language when listening;■ create a series of coherent paragraphs when writing;■ acquire knowledge and new information from comprehensive, authentic texts when reading.

ACCURACY

Students:

- can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary;
- demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate;
- are able to understand and report most key ideas and some supporting detail when reading and listening.

CONTENT

Content embraces:

- concepts of broader cultural significance, including institutions such as the education system, the government, and political and social issues in the target culture;
- topics of social and personal interest such as music, literature, the arts, and the sciences.

LANGUAGE LEARNING CONTINUUM STAGE V

FUNCTION	CONTEXT	TEXT TYPE
<p><i>Students expand their ability to perform all the functions developed in Stages I, II, III, and IV. They also develop the ability to:</i></p> <ul style="list-style-type: none"> ■ conduct transactions and negotiations; ■ substantiate and elaborate opinions; ■ convince and persuade; ■ analyze and critique. 	<ul style="list-style-type: none"> ■ Students can perform these functions in almost any context, including many complex situations. 	<ul style="list-style-type: none"> ■ Students can perform these functions in extended discourse when appropriate.

ACCURACY

Students:

- use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitation and normal pauses;
- comprehend significant ideas and most supporting details.

CONTENT

Content embraces:

- concepts of broader cultural significance, including social issues in the target culture, such as the environment and human rights;
- abstract ideas concerning art, literature, politics, and society.