

# Second Language

Modern Languages: Arabic, Chinese, French, German, Italian, Japanese, Russian, Spanish

**Student Learning Outcomes (Communication):** Students will demonstrate an ability to negotiate meaning in the target language in familiar contexts. **(Culture):** Students will demonstrate cultural competence in the target culture.

## The Value of Second Language (Modern)

Second-language learning is a multi-faceted intellectual endeavor that promotes enhanced communication skills in both the native and target language and that fosters cross-cultural communication and understanding. Second-language learners analyze the nature of language through comparison between the target language and their own language. Second-language learners also evaluate

information and diverse perspectives that are available through the language and its cultures and engage in critical analysis of culture and identity; they are therefore more readily able to participate in multiple, multicultural communities and are, as a result, adaptable to the challenges of a changing world.

## Supporting Skills

### Communication

1. Students will demonstrate appropriate verbal control of form, vocabulary, and fluency in the target language.
2. Students will manipulate and vary learned vocabulary and expressions in the target language in order to orally express diverse aspects of personal experience.
3. Students will maintain conversation in the target language by asking and answering questions.

### Culture

1. Students will demonstrate an understanding of the target culture in English or the target language.
2. Students will engage in cross-cultural analysis in English or the target language.

## Course Content Criteria

1. Courses in this category are characterized by a consistent and active use of the target language by students and the instructor.
2. Courses in this category utilize secondary content as a vehicle for language instruction.
3. Courses in this category socialize students into the target culture.
4. Courses in this category utilize multi-modal material, authentic material, and non-verbal cues to promote proficiency in the target language.
5. Courses in this category promote not only reflection about the target language or culture but also active metacognition on the part of the student.
6. Courses in this category require students to read and write in the target language (although not always in class).
7. Courses in this category include an assessment assignment that requires students to demonstrate each of the modes in the Second Language Assessment Rubric (below). This assessment assignment should be one of the following: an objective exam, an essay question on an exam, an essay, or a research paper.

## Glossary

1. **Active use:** Involves spontaneous, meaningful, contextualized communication by students that is facilitated by the instructor and course materials.
2. **Authentic material:** Objects and materials from everyday life (in the target cultures and languages) used for instruction.
3. **Complex:** In this context, demonstrating use of structures and vocabulary above the level expected in the course; this could include the ability to manage multiple tenses or time frames, or the use of elevated vocabulary or grammatical structures.
4. **Cross-cultural analysis:** Comparison across cultures that yields an understanding of the similarities and differences between the studied cultures.
5. **Cultural competence:** An ability to communicate and effectively interact with people across cultures. It is based on a nuanced understanding of the similarities and differences between one's home culture(s) and a target culture or target cultures.
6. **Cultural practices:** Patterns of social behaviors and interactions, such as table manners, gestures, the use of space, and formal versus informal discourse.
7. **Cultural products:** The tangible or intangible creations that reflect cultural perspectives and practices, such as a piece of artwork, a piece of literature, a monument, a dish, a dance, a tradition, or an oral tale.
8. **Form:** The inflection of words, be they nouns, verbs, adjectives, or pronouns.
9. **Metacognition:** Awareness and understanding of one's own thought processes, and in this context, an awareness and understanding of the processes required to acquire, comprehend, and produce a second language.
10. **Negotiate meaning:** An ability to communicate meaningfully and to understand the meaning of others in a variety of interpersonal contexts, including, but not limited to, interactions with people one does not know, interactions with people one knows well, and interactions with professionals with whom one comes into contact (such as doctors, professors, waiters, and travel agents).
11. **Secondary content:** Content (e.g. films, authentic texts, history) that is used in second-language instruction to support the learning of the primary content, which is vocabulary, grammar, phonetics, and culture.
12. **Target culture:** The culture(s) of study in a second-language course.
13. **Target language:** The language of study in a second-language course.

## Second Language Assessment Rubric: Communication Modern Languages

Supporting Skills	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
<b>Demonstrate appropriate verbal control of form, vocabulary, and fluency.</b>	Communicates effectively, accurately, and with ease in using connected sentence-level discourse in present-time, using a variety of sentence structures; accuracy decreases as language becomes more complex, but communication is rarely impeded.	Communicates effectively using connected sentence-level discourse in present time, though with occasional minor errors. Sentence structures are mostly simple or familiar, with some variation. Accuracy decreases more noticeably when attempting more complex language or less familiar topics, but the speaker generally maintains comprehensibility.	Communicates using simple sentence-level discourse in present time with moderate accuracy. Relies primarily on basic and familiar sentence structures, showing limited ability to vary language. Errors are frequent, especially when attempting more complex or unfamiliar constructions, and communication often becomes unclear or difficult to follow as complexity increases.	Struggles to communicate in connected sentence-level discourse, relying heavily on memorized phrases and isolated words in present-time. Sentence structures are minimal and repetitive, with frequent errors that impede understanding. Accuracy decreases significantly with any attempt to use more than basic language, often leading to communication breakdowns.
<b>Manipulate and vary learned vocabulary and expressions in order to orally express diverse aspects of personal experience.</b>	Flexibly combines and varies vocabulary to express ideas related to personal experiences in familiar and some unfamiliar contexts, including opinions, preferences, and plans; demonstrates a strong ability to elaborate on memorized vocabulary with appropriate use of modifiers, connecting phrases, and transitions.	Combines and varies vocabulary to describe personal experiences in familiar contexts, though with some hesitation and/or repetition; relies on familiar vocabulary but can introduce more advanced vocabulary words with reasonable accuracy.	Able to describe personal experiences using limited vocabulary; heavily reliant on memorized vocabulary and formulaic phrases; struggles to vary expressions or elaborate without significant hesitation.	Expresses ideas using only basic, memorized vocabulary and cannot vary phrases or introduce new terms without assistance; reliant on simple, repetitive language patterns with little to no ability to elaborate.
<b>Maintain conversation by asking and answering questions.</b>	Maintains conversation on familiar topics by asking and answering a variety of questions, including follow-up questions to keep the conversation going; demonstrates flexibility in responding with detail and expanding upon answers, showing clear engagement in the conversation; occasionally hesitates when introducing less familiar topics but quickly recovers and continues conversation without significant breakdowns.	Generally maintains conversation on familiar topics, using appropriate questions and responses with some ability to ask follow-up questions; responses are generally clear and relevant, though elaboration may be minimal and there is more reliance on rehearsed or predictable language; hesitation occurs when asked to move beyond familiar contexts, but communication continues with some effort	Can maintain basic conversation with simple, direct questions and responses, relying on formulaic expressions; follow-up questions are limited or nonexistent, and responses are often brief or repetitive; communication breaks down frequently when asked to discuss unfamiliar topics or elaborate beyond initial answers.	Struggles to maintain even basic conversation, often repeating memorized questions and responses without variation; unable to ask follow-up questions, and responses are limited to single words or very short phrases; Communication frequently breaks down without support or significant prompting.

**Second Language Assessment Rubric: Culture** Modern Languages

Supporting Skills	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
<b>Demonstrate an understanding of the target culture in English or the target language.</b>	Provides detailed and nuanced descriptions of cultural products and practices, connecting them meaningfully to personal interests or studies; demonstrates a deep understanding of the cultural significance behind these practices and articulates how they reflect broader societal values.	Describes cultural products and practices with some detail, relating them to personal experiences or academic interests; displays a solid understanding of the cultural significance, though the explanation may lack depth or nuance.	Provides basic descriptions of cultural products and practices, often missing key details or demonstrating limited understanding of their significance; lacks depth in explaining how these practices relate to broader cultural values or perspectives.	Struggles to provide even basic descriptions of cultural products and practices, with frequent inaccuracies; Demonstrates little to no understanding of the cultural significance or how these practices relate to societal values.
<b>Engage in cross-cultural analysis in English or the target language.</b>	Provides a thorough, detailed comparison of cultural attitudes and perspectives, highlighting similarities and/or differences in a meaningful way; demonstrates critical thinking by discussing the deeper cultural values that underpin attitudes and how they manifest in everyday life.	Offers a relatively thorough explanation of similarities and/or differences, with some insightful observations on cultural attitudes and perspectives; may lack depth of critical analysis but still demonstrates a solid understanding of underlying cultural values.	Provides a basic comparison of similarities and/or differences but may miss key cultural insights or provide superficial explanations; struggles to discuss the underlying cultural values in any depth, focusing more on surface-level observations.	Provides little to no explanation of similarities or differences, often missing key cultural perspectives entirely; struggles to articulate any deeper understanding of cultural attitudes or values.