

Figure 1

LANGUAGE LEARNING CONTINUUM STAGE I		
<p>FUNCTION</p> <p>Students develop the ability to:</p> <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. 	<p>CONTEXT</p> <p>Students can perform these functions:</p> <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. 	<p>TEXT TYPE</p> <p>Students can:</p> <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.
<p>ACCURACY</p> <p>Students:</p> <ul style="list-style-type: none"> • communicate effectively with some hesitation and errors, which do not hinder comprehension; • demonstrate culturally acceptable behavior for Stage I functions; • understand most important information. 		
<p>CONTENT</p> <p>Stages I and II often include some combination of the following topics:</p> <ul style="list-style-type: none"> • <i>the self</i>: family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals. • <i>beyond self</i>: 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. 		

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Figure 1 (Continued)

LANGUAGE LEARNING CONTINUUM STAGE II		
<p>FUNCTION</p> <p>Students expand their ability to perform all the functions developed in Stage I. They also develop the ability to:</p> <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. 	<p>CONTEXT</p> <p>Students can perform these functions:</p> <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. 	<p>TEXT TYPE</p> <p>Students can:</p> <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.
<p>ACCURACY</p> <p>Students:</p> <ul style="list-style-type: none"> • 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. 		
<p>CONTENT</p> <p>Stages I and II often include some combination of the following topics:</p> <ul style="list-style-type: none"> • <i>the self</i>: family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals. • <i>beyond self</i>: 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. 		

Figure 1 (Continued)

LANGUAGE LEARNING CONTINUUM STAGE III		
<p>FUNCTION</p> <p>Students expand their ability to perform all the functions developed in Stages I and II. They also develop the ability to:</p> <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. 	<p>CONTEXT</p> <p>Students can perform these functions:</p> <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. 	<p>TEXT TYPE</p> <p>Students can:</p> <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.
<p>ACCURACY</p> <p>Students:</p> <ul style="list-style-type: none"> • 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. 		
<p>CONTENT</p> <p>Content includes cultural, personal, and social topics such as:</p> <ul style="list-style-type: none"> • 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. 		

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