



Department of World Languages & Cultures Program Goals

The purpose of the Department of World Languages and Cultures is to foster a deep sense of passion, curiosity, discovery, understanding, and connectedness with communities at all levels, from local to global, in order to empower our students to engage and act responsibly in a culturally sensitive and multilingual manner.

Our goal is that, in every class, from 111 to 400-level courses, students will develop the skills, knowledge, and attitudes needed to interact with people who are different from them. We aspire that, by the end of our program, students will go beyond being just responsible global citizens to becoming partners, true partners, alongside people around the world, using our intercultural and communicative competencies.

To accomplish this, we endorse the World-Readiness Standards, often referred to as the “5 C’s”. The image below helps explain how these work in the context of traditional acquisition skills. The full description follows as well.

We expect students to reach intermediate-high proficiency in speaking (interpersonal mode of communication) and Advanced-Low in all other areas, including intercultural competence. Skills and benchmark performance indicators for each of these acquisition levels follow.





WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
C OMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
C ULTURES Interact with cultural competence and understanding	<div> Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. </div> <div> Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. </div>		
C ONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
C OMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
C OMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	



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Goals for Communication at the Advanced Level





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Investigate	Interact
Investigate products and practices to understand cultural perspectives: In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.	Interact with others in and from another culture: I can interact at a competent level in familiar and some unfamiliar contexts.
Performance Indicators	
Investigate products: In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.	Interact with language: I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.
Investigate practices: In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.	Interact with behavior: I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.

Adapted from LinguaFolio® – National Council of State Supervisors for Languages © 2018

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