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## A CURRICULUM MODEL FOR THE NEW PARADIGM

This a preliminary sketch of a possible curriculum for a postsecondary FL program designed to bring students to high levels of proficiency in language and culture. It is not a fully worked out plan or even a statement about priorities; it's intended only as pump-priming, suggestions to get the thinking going. Not all of these need be full-semester courses; some might be modules for students to do as independent study, or combined with others in a semester course. Some items would be optional, others required.

### The Foreign Language Major

A. *Core curriculum for all tracks* (Students who demonstrate proficiency in any of these areas will be exempted.)

1. Technological proficiency -- word-processing (including multilingual fonts), dictionaries and other on-line tools, text management and analysis (i.e., concordancing), multimedia and hypermedia, network management, Internet, World Wide Web and other communications, etc.; includes term project in student's second language.
2. (first year) Intensive language preparation for any track of the curriculum, achieving **Intermediate high** (?) in at least three skills (skills = speaking, listening, reading, writing, translation, advanced grammar/vocabulary).
3. Language learning styles and strategies, esp. for self-managed instruction.
4. Immersion and/or study abroad (summer camps, Middlebury, exchange programs, "Maymester" total immersion, etc.) -- minimum of four weeks, preferably full summer or semester.
5. Overview (in English) of history, /c/C/ulture, politics, contemporary social issues, etc. of the countries/cultures of the second language, and of immigrant cultures of the language in the US.
6. Strategies for post-classroom maintenance, refresher/relearning, and moving to related languages (i.e., from Spanish to Portuguese, from German to Dutch).

### B. *Four tracks*

1. Literature
2. Linguistics
3. Foreign Language Pedagogy
4. Language-Career Specialization

1. Literature. In addition to conventionally offered courses:
  - a. contemporary thought and intellectual issues, cultural studies
  - b. folklore and children's literature
  - c. contemporary literature

- 2. **Linguistics.** In addition to conventionally offered courses:
  - a. sociolinguistics
  - b. psycholinguistics
  - c. second language acquisition (SLA)
  - d. contemporary language -- non-standard varieties/accents, slang, current idioms and word-coinage, syntactic change
  - e. comparative/contrastive linguistics of the second language and related LCTLs
  - f. advanced structure, advanced vocabulary-building, differences between oral and written language

- 3. **Foreign Language Pedagogy.**
  - a. several courses from Linguistics track, possibly in a combination/overview
  - b. several courses from Literature track, esp. those suggested above
  - c. methodology, esp. focusing on use of technology and authentic materials
  - d. history of and policy-making in FL education
  - e. curriculum design and evaluation
  - f. testing
  - g. instructional technology -- design, authoring, development
  - h. TESOL (as a minor?)
  - i. practice teaching

4. **Language-Career Specialization.** e.g., business, law, medicine, engineering, environmental studies/agriculture, translation and interpretation, social services, religion, journalism/communications, science/technology, cultural studies, information and library sciences, politics and history, economics, government (foreign service, Peace Corps, etc.)

**Advanced level, domain-and-language-specific:**

- a. language use:
  - vocabulary, idioms, special usage
  - listening comprehension
  - writing
  - reading comprehension, skimming and scanning
- b. reference works and tools
- c. communications (telephone, Internet, radio/TV, newspapers, professional lit)
- d. culture, interpersonal relations, politics of the profession, contemporary issues
- e. content courses in relevant departments
- f. internships

**Other curriculum issues or components --**

- a. heritage language students (programs for other special populations)
- b. specific curriculum-integrated ways of following up on study-abroad
- c. different expectations for students in the much more difficult languages (i.e., in the government's Category 3 (c.f. Russian, Turkish, Finnish, Hindi) or Category 4, c.f. Chinese, Japanese, Korean, Arabic)?