

FLAS Minority Language Proficiency Objectives

Beginning Level Proficiency in Maya Language (Year 1)

Objectives provided by U.S. Dept. Education Foreign Language Area Studies (FLAS) for the evaluation of students receiving FLAS grants to study Less Commonly Taught Languages.
Modified by Dr. Quetzil Castañeda for learning Maya language

- **The student can make social introductions and use greeting and leave-taking expressions.**
- **The student can ask and answer simple questions about where someone is from, where they are going, who is with them, nationality, marital status, occupation, etc.**
- **The student can order a simple meal and have a basic conversation about food, eating, drinking, and meal-taking; including core knowledge of names of Maya foods**
- **The student can tell/ask someone directions, for example how to go to or find the town plaza, hotel, a restaurant, post office, church, bus and taxi, a friend's house, market, pharmacy or doctor.**
- **The student can make simple purchases, including asking for and giving information about the details of a hotel room or taxi ride, groceries, clothing, or other everyday commercial products**
- **The student can handle conversations about familiar topics in an organized way, such as related to the weather, specific meals, work or employment, routines, family members (how many siblings, ages, occupations, residence; whether alive or dead)**
- **Rudimentary conversations about whether something is pleasing, liked, appreciated or not;**
- **Basic conversation about where someone has traveled/visited; questions about travel (durations, distances, costs, transportation)**
- **Basic conversation related to identifying common animals, including pets, farm animals, insects (mosquitoes, bugs), wild things (snakes, spiders, scorpions, birds)**
- **Basic conversation about sleeping and waking up; using hammocks; washing and bathing;**
- **Being able to locate objects in space and indicated and understand basic spatial relations of proximity and distance**
- **Being able to talk about pain in the body, whether one self or other persons are feeling good or bad**
- **Basic conversation and meta-communicative messages regarding understanding, repeating, learning, studying, thinking, hearing, saying; how to learn names of persons and things, including being able to ask for information about how to say specific words, phrases, and ideas**

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Intermediate Level Proficiency in Maya Language (Year 2)

- Be able to initiate conversations with all the question words – how, when, where, who, how much – and to follow the gist of explanatory answers that go beyond yes or no. Be able to maintain a conversation with follow up questions that are appropriate to the cultural context, semantic content, and speech situation
- Be able to answer yes or no questions through the re-formulation of the core verb or noun phrase that forms the question; be able to answer yes or no in linguistically and culturally appropriate ways involving the rephrasing of questions.
- Be able to follow and participate in the rhythm of conversational speech through the use of intonations, restating phrases, and the use of stock expressions of interest, attention, understanding, and cultural commentary
- Be able to participate in conversations by contributing some brief, matter-of-fact, uncomplicated informational content related to the topic and theme with the use of ongoing-incomplete or if possible with simple past conjugations
- Be able to listen to and follow short conversational descriptions or accounts of activities or events; be able to ask basic questions to clarify your understanding and knowledge of the content of the description in terms of who is doing what, when, where, why.
- Be able to verbally recap the main ideas of a conversation, description of an event or activity involving someone else, or an interaction.
- Be able to listen to short stories of a structured type and follow the storyline, plot, main action, the gist of the story; and then be able to recount in a minimalist manner the main storyline or action in increasing degrees of coherence and completeness
- Be able to listen to everyday conversation and understand double meanings in everyday speaking and be able to attempt to make quick simple sentences rejoinders, questions, or comments that acknowledge the double meanings and references; in other words be able to start thinking about how to formulate jokes through appropriate responses
- Be able to ask how to do some common work or play activity, listen to and understand the description of how it is done; be able to repeat the key ideas.
- Be able to generate ideas in descriptive sentences about immediately accessible experience; create descriptions or descriptive accounts of actions, objects, occurrences, interactions, activities;
- Comprehensive controlled use of Ongoing Incomplete with major aspects and the Simple Past of Transitives and most Root Intransitives,
- Be able to use and understand other person's use of the Reflexive, Hortative, and Imperative
- Be able to identify and make sense of other persons' use of the Passive Voice and Subjunctive conjugational forms and Positional verbs; limited use of recurrent idiomatic expressions or common content phrases with these forms and verbs