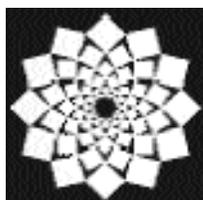


Appendix A

ACTFL Proficiency Guidelines



ACTFL PROFICIENCY GUIDELINES

The 1986 proficiency guidelines represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an “all-before-and-more” fashion.

Because these guidelines identify stages of proficiency, as opposed to achievement, they are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do, regardless of where, when, or how the language has been learned or acquired; thus, the words “learned” and “acquired” are used in the broadest sense. These guidelines are not based on a particular linguistic theory or pedagogical method, since the guidelines are proficiency-based, as opposed to achievement-based, and are intended to be used for global assessment.

The 1986 guidelines should not be considered the definitive version, since the construction and utilization of language proficiency guidelines is a dynamic, interactive process. The academic sector, like the government sector, will continue to refine and update the criteria periodically to reflect the needs of the users and the advances of the profession. In this vein, ACTFL owes a continuing debt to the creators of the 1982 provisional proficiency guidelines and, of course, to the members of the Interagency Language Roundtable Testing Committee, the creators of the government’s Language Skill Level Descriptions.

ACTFL would like to thank the following individuals for their contributions on this current Guidelines project:

Heidi Byrnes
James Child
Nina Levinson
Pardee Lowe, Jr.
Seiichi Makino
Irene Thompson
A. Ronald Walton

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Generic Descriptions-Speaking

See the revised (1999) speaking guidelines that follow (A-8 through A-13). The revision updates the original ACTFL Proficiency Guidelines (1986), introducing the addition of Advanced Low and Advanced Mid sublevels.

Generic Descriptions-Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

Novice-Low Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

Novice-Mid Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

Novice-High Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.

Intermediate-Low Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Intermediate-Mid Able to understand sentence-length utterances which consist of

recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

Intermediate-High Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

Advanced Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Advanced-High Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.

Superior Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within

the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

Distinguished Able to understand all forms and styles of speech pertinent to personal, social and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

Generic Descriptions-Writing

See the revised preliminary writing proficiency guidelines that follow (A-14 through A-20). These guidelines were updated in 2001. They introduce the addition of Advanced Low and Advanced Mid sublevels and refer to both spontaneous and reflective writing.

Generic Descriptions-Reading

These guidelines assume all reading texts to be authentic and legible.

Novice-Low Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

Novice-Mid Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

Novice-High Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on

menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.

Intermediate-Low Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Intermediate-Mid Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

Intermediate-High Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Advanced Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at

this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.

Advanced-High

Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

Superior

Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.

Distinguished

Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and under-

stand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader.

ACTFL Proficiency Guidelines—Speaking *Revised 1999*

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Preface

The ACTFL Proficiency Guidelines — Speaking (1986) have gained widespread application as a metric against which to measure learners' functional competency; that is, their ability to accomplish linguistic tasks representing a variety of levels. Based on years of experience with oral testing in governmental institutions and on the descriptions of language proficiency used by Interagency Language Roundtable (ILR), the ACTFL Guidelines were an adaptation intended for use in academia (college and university levels particularly) in the United States. For this reason, the authors of the Provisional Guidelines (1982) conflated the top levels (ILR 3-5), expanded the descriptions of the lower levels (ILR 0-1), and defined sublevels of competency according to the experience of language instructors and researchers accustomed to beginning learners. Their efforts were further modified and refined in the ACTFL Proficiency Guidelines published in 1986.

After additional years of oral testing and of interpretation of the Guidelines, as well as numerous research projects, scholarly articles, and debates, the time has come to reevaluate and

Acknowledgments

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We would also like to thank the following committee members and reviewers who generously gave of their time and expertise during the current revision process: Lucia Caycedo Garner, Helen Hamlyn, Judith Liskin-Gasparro, Arthur Mosher, Lizette Mujica Laughlin, Chantal Thompson, and Maureen Weissenreider.

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refine the Guidelines, initially those for Speaking, followed by those for the other skills. The purposes of this revision of the Proficiency Guidelines — Speaking are to make the document more accessible to those who have not received recent training in ACTFL oral proficiency testing, to clarify the issues that have divided testers and teachers, and to provide a corrective to what the committee perceived to have been possible misinterpretations of the descriptions provided in earlier versions of the Guidelines.

An important example is the treatment of the Superior level. The ILR descriptions postulate a spectrum of proficiency abilities from 0 which signifies no functional competence, to 5 which is competence equivalent to that of a well-educated native speaker. Due to the language levels most often attained by adult learners, the ACTFL Guidelines do not include descriptions of the highest ILR levels. The ACTFL Superior level, roughly equivalent to the ILR 3 range, is thus to be seen as a baseline level; that is, it describes a particular set of functional abilities essential to that level, but not necessarily the whole range of linguistic activities that an educated speaker with years of experience in the target language and culture might attain. Keeping this distinction in mind reduces the tendency to expect the Superior speaker to demonstrate abilities defined at higher ILR levels.

For this reason, among others, the committee has broken with tradition by presenting this version of the Speaking Guidelines — in descending rather than ascending order. This top-down approach has two advantages. First, it emphasizes that the High levels are more closely related to the level above than to the one below, and represents a considerable step towards accomplishing the functions at the level above, not just excellence in the functions of the level itself. Second, it allows for fewer negatives and less redundancy in the descriptions when they refer, as they must, to the inability of a speaker to function consistently at a higher level.

Another significant change to the 1986 version of the Guidelines is found in the division of the Advanced level into the High, Mid, and Low sublevels. This decision reflects the growing need in both the academic and commercial communities to more finely delineate a speaker's progress through the Advanced level of proficiency. The new descriptors for Advanced Mid and Advanced Low are based on hundreds of Advanced-level language samples from OPI testing across a variety of languages.

The committee has also taken a slightly different approach to the presentation of these Guidelines from previous versions. The Guidelines are accompanied by a Chart of Summary Highlights intended to alert the reader to the major features of the levels and to serve as a quick reference, but not in any way to replace the full picture presented in the descriptions themselves. Indeed, at the lower levels they refer to the Mid rather than to the baseline pro-

ficiency, since they would otherwise describe a very limited profile and misrepresent the general expectations for the level.

This revision of the ACTFL Proficiency Guidelines—Speaking is presented as an additional step toward more adequately describing speaking proficiency. Whereas this effort reflects a broad spectrum of experience in characterizing speaker abilities and includes a wide range of insights as a result of on-going discussions and research within the language teaching profession, the revision committee is aware that there remain a number of issues requiring further clarification and specification. It is the hope of the committee that this revision will enhance the Guidelines' utility to the language teaching and testing community in the years to come.

Superior

Speakers at the Superior level are able to communicate in the language with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They explain their opinions on a number of topics of importance to them, such as social and political issues, and provide structured argument to support their opinions. They are able to construct and develop hypotheses to explore alternative possibilities. When appropriate, they use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by the Superior speakers' own language patterns, rather than those of the target language.

Superior speakers command a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic and lexical devices, as well as intonational features such as pitch, stress and tone. They demonstrate virtually no pattern of error in the use of basic structures. However, they may make sporadic errors, particularly in low-frequency structures and in some complex high-frequency structures more common to formal speech and writing. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

Advanced High

Speakers at the Advanced-High level perform all Advanced-level tasks with linguistic ease, confidence and competence. They are able to consistently explain in detail and narrate fully and accurately in all time frames. In addition, Advanced-High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at

that level across a variety of topics. They can provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced-High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

Advanced Mid

Speakers at the Advanced-Mid level are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest or individual relevance.

Advanced-Mid speakers demonstrate the ability to narrate and describe in all major time frames (past, present, and future) by providing a full account, with good control of aspect, as they adapt flexibly to the demands of the conversation. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

Advanced-Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced-Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Dominant language discourse structures tend to recede, although discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced-Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey

their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline. Advanced-Mid speakers are often able to state an opinion or cite conditions; however, they lack the ability to consistently provide a structured argument in extended discourse. Advanced-Mid speakers may use a number of delaying strategies, resort to narration, description, explanation or anecdote, or simply attempt to avoid the linguistic demands of Superior-level tasks.

Advanced Low

Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance.

Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language.

While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative, with noticeable self-correction and a certain 'grammatical roughness.' The vocabulary of Advanced-Low speakers is primarily generic in nature.

Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics

associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

Intermediate High

Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident.

Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation.

Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

Intermediate Mid

Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.

Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate-Mid speakers are able to express personal meaning by creating with the language, in part by com-

bining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Intermediate Low

Speakers at the Intermediate-Low level are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and family, some daily activities and personal preferences, as well as to some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low level, speakers are primarily reactive and struggle to answer direct questions or requests for information, but they are also able to ask a few appropriate questions.

Intermediate-Low speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language but, in spite of frequent misunderstandings that require repetition or rephrasing, Intermediate-Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

Novice High

Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.

Novice-High speakers are able to express personal meaning by relying heavily on learned phrases or combinations of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes incomplete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. These speakers' first language may strongly influence their pronunciation, as well as their vocabulary and syntax when they attempt to personalize their utterances. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle simply a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence level discourse.

Novice Mid

Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular

context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Novice Low

Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

SUMMARY HIGHLIGHTS
ACTFL PROFICIENCY GUIDELINES—SPEAKING (REVISED 1999)

SUPERIOR	ADVANCED	INTERMEDIATE	NOVICE
<p>Superior-level speakers are characterized by the ability to:</p> <ul style="list-style-type: none"> • participate fully and effectively in conversations in formal and informal settings on topics related to practical needs and areas of professional and/or scholarly interests • provide a structured argument to explain and defend opinions and develop effective hypotheses within extended discourse • discuss topics concretely and abstractly • deal with a linguistically unfamiliar situation • maintain a high degree of linguistic accuracy • satisfy the linguistic demands of professional and/or scholarly life 	<p>Advanced-level speakers are characterized by the ability to:</p> <ul style="list-style-type: none"> • participate actively in conversations in most informal and some formal settings on topics of personal and public interest • narrate and describe in major time frames with good control of aspect • deal effectively with unanticipated complications through a variety of communicative devices • sustain communication by using, with suitable accuracy and confidence, connected discourse of paragraph length and substance • satisfy the demands of work and/or school situations 	<p>Intermediate-level speakers are characterized by the ability to:</p> <ul style="list-style-type: none"> • participate in simple, direct conversations on generally predictable topics related to daily activities and personal environment • create with the language and communicate personal meaning to sympathetic interlocutors by combining language elements in discrete sentences and strings of sentences • obtain and give information by asking and answering questions • sustain and bring to a close a number of basic, uncomplicated communicative exchanges, often in a reactive mode • satisfy simple personal needs and social demands to survive in the target language culture 	<p>Novice-level speakers are characterized by the ability to:</p> <ul style="list-style-type: none"> • respond to simple questions on the most common features of daily life • convey minimal meaning to interlocutors experienced with dealing with foreigners by using isolated words, lists of words, memorized phrases and some personalized recombinations of words and phrases • satisfy a very limited number of immediate needs



PRELIMINARY

Proficiency Guidelines • Writing

Revised 2001

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INTRODUCTION

The ACTFL Proficiency Guidelines, first published in 1986, are global characterizations of integrated performance in each of four language skills • speaking, writing, reading, and listening. The ACTFL Guidelines are based in large part on the language skill level descriptions used by the Interagency Language Roundtable (ILR) and adapted for use in academic environments.

The ACTFL Speaking Guidelines have been extensively tested and interpreted, owing to their role as the evaluative core of the Oral Proficiency Interview (OPI) and in the context of research projects, articles, and debates. In 1999, the time had come for them to be reevaluated, revised, refined, with the anticipation of a reworking of the remaining three skills • writing, listening, and reading • to follow.

This revision of the Writing Guidelines follows the precedent set in the revised guidelines for speaking • they are presented in a top-down fashion (from Superior to Novice) rather than in a bottom-up order, thereby allowing for more positive descriptive statements for each level and sublevel, stressing what language users *can do* with the language rather than what they cannot do. This top-down ordering also manifests more clearly the close link between a specific proficiency level and the next lower level by focusing on a narrower sphere of performance rather than by regarding the expansion of functional tasks and expectations as leaps as one moves up the proficiency scale. It must be noted that the Superior level encompasses levels 3, 4, and 5 of the ILR scale. However, the abilities at the Superior level described in these guidelines are *baseline* abilities for performance at that level rather than a complete description of the full range of Superior.

For the two productive skills (speaking and writing), commercial and academic requirements have demonstrated the need for more clearly delineated language proficiency criteria and specific distinctions in performance at the Advanced level (described as •Limited working proficiency• for level 2 on the ILR scale). The division of the Advanced level into High, Mid, and Low responds to these needs and is consonant with the distinctions made at lower levels of the Writing Guidelines and also in the revised guidelines for speaking.

Most significantly, writing, as discussed in this document, refers to both spontaneous and reflective writing. *Spontaneous* writing does not incorporate sufficient time for revision, rewriting, or clarification and elaboration. *Reflective* writing, on the other hand, affords the writer the time to better plan and organize the written material, and to be fully involved in the entire writing process through rereading, revising, and rewriting. Both types of writing can be evaluated using these guidelines since it is not the *type of writing* but the *product* that is being evaluated. One might anticipate that reflective writing would result in a richer and more accurate sample than spontaneous writing.



PRELIMINARY

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As tasks shift upward, the writing, by necessity, becomes more reflective in order to satisfy the demands of the higher levels. Writers become more aware of and more focused on the other, on the reader of the text, and also on the aims that they have for the reception of the text. In the real world, most writing tasks above the Intermediate level require some degree of reflective writing. At higher proficiency levels, more tools are used and are used more skillfully (proofreading, editing, use of dictionary, spell checks, and other printed and electronic resources). Upper-level writers function as their own editors to enhance the content, style, and impact of their text.

These revisions of the Writing Guidelines are provided as a first step in the revision process. Since language as communication is a constantly evolving phenomenon, we anticipate additional study, discussion, and research on writing itself and on its place in teaching, learning, and life. The committee invites the profession to use these guidelines to assess writing proficiency and to consider the implications of these revisions on instruction and curricular design. The committee also invites the profession to continue to study, discuss, and carry out research on these writing guidelines so that they can be further refined to more precisely describe writing performance.

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SUPERIOR

Writers at the Superior level are able to produce most kinds of formal and informal correspondence, complex summaries, precis, reports, and research papers on a variety of practical, social, academic, or professional topics treated both abstractly and concretely. They use a variety of sentence structures, syntax, and vocabulary to direct their writing to specific audiences, and they demonstrate an ability to alter style, tone, and format according to the specific requirements of the discourse. These writers demonstrate a strong awareness of writing for the other and not for the self.

Writers at the Superior level demonstrate the ability to explain complex matters, provide detailed narrations in all time frames and aspects, present and support opinions by developing cogent arguments and hypotheses. They can organize and prioritize ideas and maintain the thrust of a topic through convincing structure and lexicon and skillful use of writing protocols, especially those that differ from oral protocols, to convey to the reader what is significant. Their writing is



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characterized by smooth transitions between subtopics and clear distinctions made between principal and secondary ideas. The relationship among ideas is consistently clear, evidencing organizational and developmental principles such as cause and effect, comparison, chronology, or other orderings appropriate to the target language culture. These writers are capable of extended treatment of a topic which typically requires at least a series of paragraphs but can encompass a number of pages.

Writers at the Superior level demonstrate a high degree of control of grammar and syntax, both general and specialized/professional vocabulary, spelling or symbol production, cohesive devices, and punctuation. Their vocabulary is precise and varied with textured use of synonyms, instead of mere repetition of key words and phrases. Their writing expresses subtlety and nuance and is at times provocative. Their fluency eases the reader's task.

Writers at the baseline of the Superior level will not demonstrate the full range of the functional abilities of educated native writers. For example, their writing may not totally reflect target language cultural, organizational, syntactic, or stylistic patterns. At the baseline Superior level, occasional errors may occur, particularly in low-frequency structures, but there is no pattern. Errors do not interfere with comprehension and they rarely distract the native reader.

ADVANCED-HIGH

Writers at the Advanced-High level are able to write about a variety of topics with significant precision and detail. They can handle most social and informal correspondence according to appropriate conventions. They can write summaries, reports, precis, and research papers. They can also write extensively about topics relating to particular interests and special areas of competence, but tend to emphasize the concrete aspects of such topics. Advanced-High writers can describe and narrate in all major time frames, with good control of aspect. In addition, they are able to demonstrate some ability to incorporate the functions and other criteria of the Superior level, showing some ability to develop arguments and construct hypotheses. They cannot, however, sustain those abilities and may have difficulty dealing with a variety of topics in abstract, global, and/or impersonal terms. They often show remarkable ease of expression when writing at the Advanced level, but under the demands of Superior-level writing tasks, patterns of error appear. Although they have good control of a full range of grammatical structures and a fairly wide general vocabulary, they may not use these comfortably and accurately in all cases. Weaknesses in grammar, syntax, vocabulary, spelling or symbol production, cohesive devices, or punctuation may occasionally distract the native reader from the message. Writers at the Advanced-High level do not consistently demonstrate flexibility to vary their style according to different tasks and readers. Their writing production often reads successfully but may fail to convey the subtlety and nuance of the Superior level.

ADVANCED-MID

Writers at the Advanced-Mid level are able to meet a range of work and/or academic writing needs with good organization and cohesiveness that may reflect the principles of their first language. They are able to write straightforward summaries and write about familiar topics relating to interests and events of current, public, and personal relevance by means of narratives and descriptions of a factual nature. Advanced-Mid writers demonstrate the ability to narrate and describe with detail in all major time frames. Their writing is characterized by a range of general vocabulary that expresses thoughts clearly, at times supported by some paraphrasing or elaboration. Writing at the Advanced-Mid level exhibits some variety of cohesive devices in texts of several paragraphs in length. There is good control of the most frequently used target language syntactic structures, e.g., common word order patterns, coordination, subordination. There may be errors in complex sentences, as well as in punctuation, spelling, or the formation of non-alphabetic symbols and character production. While features of the written style of the target language may be present, Advanced-Mid writing may at times resemble oral



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discourse or the writing style of the first language. Advanced-Mid writing incorporates organizational features both of the target language or the writer's first language. While Advanced-Mid writers are generally aware of writing for the other, with all the attendant tailoring required to accommodate the reader, they tend to be inconsistent in their aims and focus from time to time on the demands of production of the written text rather than on the needs of reception. When called on to perform functions or to treat topics at the Superior level, Advanced-Mid writers will generally manifest a decline in the quality and/or quantity of their writing, demonstrating a lack of the rhetorical structure, the accuracy, and the fullness of elaboration and detail that would be characteristic of the Superior level. Writing at the Advanced-Mid level is understood readily by natives not used to the writing of non-natives.

ADVANCED-LOW

Writers at the Advanced-Low level are able to meet basic work and/or academic writing needs, produce routine social correspondence, write about familiar topics by means of narratives and descriptions of a factual nature, and write simple summaries. Advanced-Low writers demonstrate the ability to narrate and describe in major time frames with some control of aspect. Advanced-Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writings, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced-Low level demonstrate an ability to incorporate a limited number of cohesive devices but may resort to much redundancy, and awkward repetition. Subordination in the expression of ideas is present and structurally coherent, but generally relies on native patterns of oral discourse or the writing style of the writer's first language. Advanced-Low writers demonstrate sustained control of simple target-language sentence structures and partial control of more complex structures. When attempting to perform functions at the Superior level, their writing will deteriorate significantly. Writing at the Advanced-Low level is understood by natives not used to the writing of non-natives although some additional effort may be required in the reading of the text.

INTERMEDIATE -HIGH

Writers at the Intermediate-High level are able to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest. Intermediate-High writers connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated, and with some breakdown in one or more features of the Advanced level. They can write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies. For example, they may be unsuccessful in their use of paraphrase and elaboration and/or inconsistent in the use of appropriate major time markers, resulting in a loss in clarity. In those languages that use verbal markers to indicate tense and aspect, forms are not consistently accurate. The vocabulary, grammar, and style of Intermediate-High writers essentially correspond to those of the spoken language. The writing of an Intermediate-High



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writer, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur.

INTERMEDIATE-MID

Writers at the Intermediate-Mid level are able to meet a number of practical writing needs. They can write short, simple communications, compositions, descriptions, and requests for information in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings. Most writing is framed in present time, with inconsistent references to other time frames. The writing style closely resembles the grammar and lexicon of oral discourse. Writers at the Intermediate-Mid level show evidence of control of syntax in non-complex sentences and in basic verb forms, and they may demonstrate some ability to use grammatical and stylistic cohesive elements. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together; there is little evidence of deliberate organization. Writers at the Intermediate-Mid level pay only sporadic attention to the reader of their texts; they focus their energies on the production of the writing rather than on the reception the text will receive. When Intermediate-Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear. Intermediate-Mid writers can be understood readily by natives used to the writing of non-natives.

INTERMEDIATE-LOW

Writers at the Intermediate-Low level are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic subject-verb-object word order. They are written mostly in present time with occasional and often incorrect use of past or future time. Writing tends to be a few simple sentences, often with repetitive structure. Vocabulary is limited to common objects and routine activities, adequate to express elementary needs. Writing is somewhat mechanistic and topics are limited to highly predictable content areas and personal information tied to limited language experience. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. When Intermediate-Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required.

NOVICE-HIGH

Writers at the Novice-High level are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes, and to express themselves within the context in which the language was learned, relying mainly on practiced material. The writing is generally writer-centered and is focused on common, discrete elements of daily life. Novice-High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but the language they produce may only partially communicate what is intended. Control of features of the Intermediate level is not sustained due to inadequate vocabulary and/or grammar. Novice-High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.



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NOVICE-MID

Writers at the Novice-Mid level are able to copy or transcribe familiar words or phrases, and reproduce from memory a modest number of isolated words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice-Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to reading the texts of non-natives.

NOVICE-LOW

Writers at the Novice-Low level are able to form letters in an alphabetic system and can copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.



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Summary Highlights

SUPERIOR	ADVANCED	INTERMEDIATE	NOVICE
<p>Superior-level writers are characterized by the ability to</p> <ul style="list-style-type: none"> express themselves effectively in most informal and formal writing on practical, social, and professional topics treated both abstractly as well as concretely. present well developed ideas, opinions, arguments, and hypotheses through extended discourse. control structures, both general and specialized/professional vocabulary, spelling or symbol production, punctuation, diacritical marks, cohesive devices, and other aspects of written form and organization with no pattern of error to distract the reader. 	<p>Advanced-level writers are characterized by the ability to</p> <ul style="list-style-type: none"> write routine informal and some formal correspondence, narratives, descriptions, and summaries of a factual nature. narrate and describe in major time frames, using paraphrase and elaboration to provide clarity, in connected discourse of paragraph length. express meaning that is comprehensible to those unaccustomed to the writing of non-natives, primarily through generic vocabulary, with good control of the most frequently used structures. 	<p>Intermediate-level writers are characterized by the ability to</p> <ul style="list-style-type: none"> meet practical writing needs • e.g., simple messages and letters, requests for information, notes • and ask and respond to questions. create with the language and communicate simple facts and ideas in a loosely connected series of sentences on topics of personal interest and social needs, primarily in the present. express meaning through vocabulary and basic structures that is comprehensible to those accustomed to the writing of non-natives. 	<p>Novice-level writers are characterized by the ability to</p> <ul style="list-style-type: none"> produce lists and notes and limited formulaic information on simple forms and documents. recombine practiced material supplying isolated words or phrases to convey simple messages, transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy. communicate basic information.

Activity 3: Understanding Progress Checkpoints

To prepare for this activity, write each of the following sentences on a separate strip of poster board using the colors (or similar) indicated. Laminate if possible and use these “cards” to conduct the following activity. Distribute a card to each participant (or pair, depending on the size of the group). Ask them to read the description and determine if it describes a novice-, intermediate-, or advanced-level task. Once the determination has been made, they should move to the corner of the room you have designated for each proficiency level. Now begin at one corner, asking participants to read their statement and explain their choice, then eliciting the whole group’s reaction: e.g., “Does everyone agree that this is a novice (intermediate, advanced) level task?” Lead participants to understand why the choice is or isn’t correct. Once you’ve done a couple of the sentences, you’ll probably find participants changing their mind and moving to another corner. This is fine! Once participants are all in their correct groups, there should not be more than one of each color in any corner.

NOTE: Use the TEKSpectations handout to review/reinforce the characteristics of each proficiency level *after* completing the Understanding Progress Checkpoints activity.

White cards

- Reconocer la importancia de la precisión y del conocimiento acerca de la cultura en la comunicación
- Emplear el conocimiento de la cultura para desarrollar las destrezas de la comunicación y de la gramática para mejorar precisión
- Emplear el conocimiento de la cultura y un aceptable nivel de precisión al comunicarse

Green cards

- Reconocer las ideas principales en materia conocida sobre temas cotidianos
- Comprender las ideas principales y algunos detalles de materia sobre temas conocidos
- Comprender las ideas principales y la mayoría de los detalles de materia sobre una variedad de temas

Red cards

- Hacer listas, copiar con precisión y tomar del dictado
- Enfrentarse con éxito a básicas situaciones sociales y las que requieren negociar necesidades
- Enfrentarse con éxito a difíciles situaciones sociales y las que requieren negociar necesidades

Yellow cards

- Participar con confianza y de una manera culturalmente apropiada en conversaciones informales
- Comprender frases cortas sobre temas cotidianos
- Participar persona a persona en sencillas comunicaciones sobre la historia personal o pasatiempos

Blue cards

- Crear y comprender oraciones y preguntas sencillas
- Explicar, narrar y describir un discurso por medio de párrafos usando los tiempos del pasado, presente, y futuro.
- Producir palabras, frases y oraciones aprendidas sobre temas cotidianos

APÉNDICE C

Annotated Bibliography

Reference

Aparicio, F. R. (1983, May) "Teaching Spanish to the native speaker at the college level." *Hispania*, 66(2),: 232-239.

Discusses problems encountered when working with the native speaker of Spanish. Recommendations are made for developing programs and materials for teaching Spanish to Spanish speakers.

Benjamin, R. (1997, Fall). What do our students want? Some reflections on teaching Spanish as an academic subject to bilingual students. *ADFL Bulletin*, 29(1), 44-47.

Looks at the history of teaching Spanish to native speakers. Suggests that bilingual educators and Spanish language teachers really have more in common than they think. Refers to a study of five fifth-grade bilingual students.

Blanco, George M. et al. (1987). *Español para el hispanohablante: Función y noción*. Austin, Texas: Texas Education Agency.

A curriculum guide that proposes a shift in the teaching of Spanish to Spanish speakers. The teaching approach proposed is based on functions, the purposes for which language is used, and notions, the ideas or information to be communicated.

Blanco, George M. (1971). "Teaching Spanish as a Standard Dialect in Grades 7-12: A Rationale for a Fundamental-Skills Approach." Diss. University of Texas at Austin.

Suggests that there is a need to change the approach to teaching the native speaker. Also emphasizes that Spanish is not a foreign language for the Spanish speaker who commands more Spanish than what he is given credit for knowing.

Campbell, R, & Peyton, J. (1998, Fall). "Heritage Language Students: A Valuable Language Resource." *ERIC Review*, 6 (1).

The article emphasizes that little has been done to develop and coordinate well-designed and carefully articulated language programs for heritage language students. Schools face a number of challenges as they try to provide appropriate instruction for heritage language students. Two major challenges concern assessment and the development of appropriate materials.

Collison, M. (1994, Feb. 2). Spanish for Native Speakers. *Chronicle of Higher Education*, 40(22), A15-16.

This article explains how colleges are offering Spanish courses for Hispanic-American students who have little formal training in their native language. Discusses the controversy that exists over the kind of Spanish that is used in instruction.

Colombi, M. C., & Alarcón, F. (1997). *La enseñanza del español a hispanohablantes: praxis y teoría*. Boston: Houghton Mifflin.

A collection of articles that resulted from a conference on the teaching of Spanish to Spanish speakers held at University of California-Davis. The articles deal with various

topics related to the teaching of Spanish, the type of Spanish that should be taught, the use of culture in teaching the language and the policies associated with teaching Spanish to native speakers.

Dreyfus, D., & Willetts, K. (1988, Feb.) Spanish courses for Spanish speakers: Partial listing of programs and Spanish materials being used in courses for native Spanish speakers at the secondary level. CLEAR Materials Resource Series, Numbers 3 and 5, 12 pages; see FL 018 004-005.

Includes a description of courses and curricula developed by various school districts and a bibliography of Spanish materials used in courses at the secondary level in 10 high schools in the U.S.

Faltis, C. (1990, April). Spanish for native speakers: Freirian & Vygotskian perspectives. *Foreign Language Annals*, 23, 117-126.

This article offers an alternative to other approaches to teaching Spanish to native speakers. The author draws from Freire's problem-posing procedure for critical dialogue and Vygotsky's theory of social learning.

Gutiérrez, J. R. (1997, Fall). "Teaching Spanish as a Heritage Language: A Case for Language Awareness." *ADFL Bulletin*, 29, 33-36

Emphasizes that pre-service teachers and teachers of college Spanish should have an awareness of how and why the language and dialects are used in real-life contexts. These educators should also understand the value of the variations and the standard usage.

Hidalgo, M. (1987). On the question of "Standard" versus "Dialect": Implications for teaching Hispanic college students. *Hispanic Journal of Behavioral Sciences*, 9(4), 375-95.

Discussion of theoretical and pedagogical issues related to the teaching of Spanish to Hispanic bilingual college students.

Lewelling, V.W., & Peyton, J.K. (1999, May). Spanish for native speakers: Developing dual language proficiency. ERIC Digest.

This digest gives an overview of Spanish for native speakers (SNS) programs, the need for special courses, student characteristics, the goals of SNS instruction, and some resources.

Marcos, K. (1999, October). Are we wasting our nation's language resources? Heritage languages in America. *ERIC/CLL Language Link*, 2-5.

Explains that the linguistic and cultural knowledge that heritage language speakers possess is a valuable resource for the speakers and for the nation, and that preserving the language and cultural knowledge of heritage language students is an important educational priority. Gives some examples of resources in the field of teaching Spanish to heritage language learners.

Merino, B. J., Trueba, H. T., & Samaniego, F. A.. (Eds.). (1993). *Language & Culture in Learning: Teaching Spanish to Native Speakers of Spanish*. London: Falmer Press.

Deals with the relationship of language and culture to learning. Attempts to go beyond traditional theory to real life issues of practical methods of teaching. Divided into three parts: theory, pedagogical approaches, and case studies of successful curriculum development and teaching effectiveness.

Olstad, C. (1982). "The Local Colloquial in the Classroom." *Bilingualism in the Southwest*. Ed. Paul R. Turner Arizona: The University of Arizona Press., 245-259.

Gives a description of the informal language spoken by many students. Suggests that the teacher should respect the local colloquial and the students' linguistic knowledge that can serve as a base for amplification and sophistication as they grow in the language. He also emphasizes that it is important for the teacher to show that an understanding exists for the students' own form of language.

Peale, C. G. (1991, May). Spanish for Spanish Speakers in California's Schools: A Rationale Statement." *Hispania*, 74(20); 446-451.

Discusses the rationale and the importance of instruction in the native language for those students whose language is not English. Uses the California Foreign Language Framework as a basis to show that a model curriculum should include instruction in the native language.

Roca, A., & Marcos, K. (1999, November). Resources for Teaching Spanish to Spanish speakers. ERIC/CLL Resource Guides Online: <http://www.cal.org/ericcll/faqs/rgos/sns.html>.

Provides a list of resources including ERIC Digests, ERIC Annotated Bibliographies, articles, books and reports, curricula and teaching materials, listservs, and web sites. All the resources are related to the instruction of Spanish for native speakers.

Roca, A. (1997, Fall). Retrospectives, Advances, and Current Needs in the Teaching of Spanish to United States Hispanic Bilingual Students," *ADFL Bulletin*, 29, 37-43.

Considers the teaching of Spanish to Hispanic bilinguals as a distinct field within language education. States the importance of considering first and second language acquisition, bilingualism, and psycho-sociolinguistic issues as the field develops.

Roca, A. (1992). "Spanish for U.S. Hispanic Bilinguals in Higher Education, *ERIC Digest*. ED350881.

Addresses student motivation for studying Spanish, implementing instruction in Spanish for native speakers, and existing programs for native speakers.

Rodríguez Pino, C. (1997, September). Teaching Spanish to Native Speakers: A new perspective in the 1990s. *ERIC CLL News Bulletin*, 21(1).

A brief overview of the challenges of teaching Spanish to native speakers.

Rodríguez Pino, C. (1994). *Teaching Spanish to Native Speakers of Spanish Newsletter*, 1(1), ED410765.

This newsletter describes a 5-day conference on teaching Spanish to Southwest Hispanic Students" funded by the National Endowment for the Humanities that was held at New Mexico State University in 1993.

Rodríguez Pino, C. (1993). Selected Bibliography of Spanish for Native Speaker Source (29 pages) ED 410763.

This bibliography was prepared for teachers participating in a conference at New Mexico State University on teaching Spanish to native speakers.

Valdés-Fallis, G. (1989). "Teaching Spanish to Hispanic Bilinguals: A Look at Oral Proficiency Testing & the Proficiency Movement. *Hispania*, 72(2), 392-401.

Discusses how Spanish is taught to Hispanic bilinguals and how the oral proficiency movement directly affects the teaching of Spanish to Spanish speakers. Major issues

regarding the profession's attempts to apply the ACTFL Proficiency Guidelines are discussed.

Valdés, G. (1995, Autumn). The teaching of minority languages as academic subjects: Pedagogical and theoretical concerns. *Modern Language Journal*, 79(3), 299-328.

Discusses the practice of teaching minority languages as academic subjects and gives suggestions as to the directions in which the field of applied linguistics must move in order to support such instruction.

Villa, D. J. (1996, Summer). Choosing a "Standard" Variety of Spanish for the Instruction of Native Spanish Speakers in the U.S. *Foreign Language Annals*, 29(2), 191-200.

This article presents a discussion on the different varieties of Spanish and what "standard" usage is. A spoken and written variety of Spanish is proposed for the instruction of native speakers in the U.S.

Research

Alonso, E. (1997). La evaluación de la actuación oral de los hispanoparlantes bilingües mediante las directrices de ACTFL. *Hispania*, 80(2), 328-341.

Research that explores the validity of the ACTFL Proficiency Guidelines as a measure of communicative competency for bilingual speakers of Spanish.

Contreras, V. M. (1989). "A Rationale for the Teaching of Spanish Composition to the Native Speaker at the College Level." Diss. University of Texas at Austin.

The purpose of this study was to present a rationale for the establishment of a one semester program in Spanish composition at the intermediate level (for Spanish speakers). Some of the questions addressed were (1) Why is the native speaker so unique? (2) Why must methodology for the native speaker be different from that of the monolingual? (3) What kinds of texts are available for teaching the native speaker? (4) What are some effective ways of teaching composition?

Delaney-Barman, G. (1997). United States native Spanish speakers and their Spanish language education: Needs, attitudes, and characteristics. Unpublished doctoral dissertation, Northern Arizona University.

This doctoral study describes the needs, attitudes, and characteristics of 82 bilingual young adults. Data were gathered using several methods, including a survey, interviews, and observations. Results of the study are given and recommendations are made that the optimal Spanish for native speakers program should encourage continued home language acquisition and maintenance in home, community, and academic settings.

Elías-Olivares, L. E. (Ed.) (1983). Spanish in the U.S. Setting: Beyond the Southwest. Rosslyn, VA: National Clearinghouse for Bilingual Education.

A collection of articles that resulted from a research conference on the topics of language contact, language variation, and language planning, with special emphasis on bilingual communities outside the U.S. Southwest.

Hernández-Chávez, E., Cohen, A., & Beltrano, A.F. (Eds.) (1975). *El lenguaje de los chicanos*. Virginia: Center for Applied Linguistics, 1975.

A collection of articles that describe the regional and social characteristics of language used by Mexican Americans.

Santiestevan, S. (1991). Use of the Spanish language in the United States: Trends, challenges and opportunities. ERIC Digest. ED335176.

This article is based on a study by sociologist Calvin Veltman (1988), *The Future of the Spanish Language in the United States*. The Digest examines the Spanish-speaking group in the U.S. its growth through immigration and natural increase and its speakers' shift to English.

Sole, Yolanda (1976). "Variantes morfosintácticas en el español de Tejas." *Interdisciplinary Working Papers in Language Sciences*, Special Issue Louisville Univ, KY.

This paper describes morphosyntactic variants in the Spanish of bilinguals in Texas and compares them to equivalents in Latin American Spanish. Discusses phonological variation, including vowel reduction, consonant reduction, vowel alternation, verbal inflection and variation due to the influence of English.

Valdés, G. (1982). "Social Interaction & Code-Switching Patterns: A Case Study of Spanish/English Alternatives." *Spanish in the United States: Sociolinguistic Aspects*. Eds. Jon Amastae & Lucía Elias-Olivares. London:University Press.

This collection of papers is divided into four parts: (1) Rationale for the Teaching of Spanish to the Spanish Speaking, which deals with the philosophy and theory; (2) Linguistic Description of Dialects; Methods and Techniques; and (4) Evaluation. Includes papers by well-known researchers in the teaching of Spanish.

Textbooks and Curricula

Alonso-Lyrintzis, D., Zaslow, B., & Villarreal, H. (1996). *Entre mundos: An Integrated Approach for the Native Speaker*. Englewood Cliffs, N. J.: Prentice-Hall.

An activity based language text that is organized around thematic units that highlight Hispanic cultures within and beyond the United States. It has a proficiency-based approach and provides for the development of the four basic skills.

Azevedo, M. & McMahon, K.K. (1981). *Lecturas periodísticas*. Boston, MA: D.C. Heath.

Collection of articles organized into 14 thematic chapters. Introduces the student to different points of view, events, and issues of interest.

Baker, Pauline. (1966). *Español para los hispanos*. Illinois: National Textbook Co.

Corrective type text that gives lists of words (barbarismos, arcaísmos, anglicismos) or terms the author believes should be eliminated from the Spanish speakers' vocabulary. Includes fill-in-the-blank exercises so students can practice the terminology that should be used.

Barker, Marie Esman. (1962). *Español para el bilingüe*. Illinois: National Textbook Company.

Text that contains short readings and exercises that define "correct" and "incorrect" forms. Based on the premise that native speakers of Spanish should correct the language that they already speak.

Blanco, G. M., Contreras, V. M., & Márquez, J. M. (1995). *¡Ahora sí!: Expresión comunicativa para hispanohablantes*. Boston: Heinle & Heinle.

This text is organized around themes of interest to the college student. Each thematic unit contains several chapters. The chapters include literary and journalistic type reading selections, reading comprehension questions, and enrichment and expansion activities. The

writing process and reading strategies are also included in the text. Grammatical instruction stems from the readings.

Burunat, S., & Starcevic, E. (1983). *El español y su estructura: lectura y escritura para bilingües*. New York: Holt, Rinehart, & Winston.

This text is organized around grammatical aspects of the language. Grammar explanations are followed by traditional exercises in which the student should apply the rules learned. Some short stories are included.

Marqués, S. (1986). *La lengua que heredamos: Curso de español para bilingües*. New York: John Wiley & Sons.

Beginning level text organized by the countries in which Spanish is spoken. Each chapter contains information on the country followed by comprehension questions. Grammar rules and traditional grammar exercises are an integral part of the text.

Mejías, H. & Garza-Swan, G. (1981). *Nuestro español*. New York: Macmillan Publishing Company.

Text that consists of fill-in-the-blank exercises that focus on making students aware of the differences between informal and formal Spanish. Contains some short reading selections.

Rodríguez Pino, C. (1994). Teaching Spanish to Hispanic Students: Thematic Teaching Units for Middle and High School Teachers. ED410764.

The six thematic units were produced by a group of teachers who participated in a 5-day conference on teaching Spanish to Southwest Hispanic Students” funded by the National Endowment for the Humanities that was held at New Mexico State University in 1993. The units contain lesson outlines, activities, tests, and readings. Topics include: family relationships, personal stories, and careers.

Valdés, G., Pagán Hannum, T., & Teschner, R. V. (1982). *Cómo se escribe: Curso de secundaria para estudiantes bilingües..* New York: Charles Scribner’s Sons.

A text designed specifically for high school Spanish for native speakers’ classes. Focuses on developing basic spelling and reading skills, introducing grammatical terminology, expanding vocabulary, and developing composition skills.

Walqui-van Lier, A., & Barraza, R. (1995). *Sendas literarias*. Boston: Heinle & Heinle.

High school text for Spanish for native speakers classes. Consists of five thematic units with five to seven lessons within each unit. Each of the lessons includes a literary selection and comprehension activities.