

Application for a New Course v9

Course ID <i>Subject and Number</i>	SPAN 290
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Paul Roggendorff
2	Course Teacher	TBA
3	Course Title	Intermediate Conversation Lab
4	Course Abbreviation (if title is over 30 characters)	
5	College	Arts and Sciences
6	Department	Language and Literature
7	Number of Credit Hours	1
8	Is the course Fixed Credit or Variable Credit?	fixed
9	Is the course repeatable?	yes
10	Maximum number of times course may be repeated	5
11	Maximum number of hours credit	5
12	Explanation for variable credit	Lab goal is to pass the Oral Proficiency Interview with an Intermediate Mid rating. Lab may be repeated if goal is not achieved
13a	Course contact hours - LEC	n/a
13b	Course contact hours - Lab	2
13c	Course contact hours - Practicum	n/a
13d	Course contact hours - Seminar	n/a
13e	Course contact hours - Studio	n/a
13f	Course contact hours - Online	n/a
13g	Course contact hours - Colloquium	n/a
13h	Course contact hours – Field Experience	n/a
13j	Course contact hours - Internship	n/a
13k	Course contact hours - Research	n/a
13m	Course contact hours - Workshop	n/a
13n	Course contact hours – Other (specify)	n/a
14	Instructor Workload	2
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	Focused practice listening and especially speaking in Spanish at the intermediate level, in informal and formal modalities. Ultimate goal is passing the Oral Proficiency Interview with an Intermediate Mid rating or higher. May be repeated up to three times for credit. May not count towards electives for the Spanish major.

18	List any prerequisites (course/s, test scores, class standing, major, etc.)	
19	List any co-requisites	SPAN 221, 222 and/or 301 (if not already taken)
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	Yes; See attached Request to Add or Change Course Fees form.
22	How often will it be offered? Fall	yes
23a	How often will it be offered? Spring	yes
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	every semester
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2014
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	FLSP 388 Advanced Conversation Fall 2013
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes See new degree plan for Spanish.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	n/a

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This lab represents a shift in thinking about completing degree requirements from a calculus of classroom seat time to student achievement.
2	Justification State the justification for adding this course to the current	Assessment analysis has shown that students are not performing well in the speaking section

	curriculum. Represent the need	of the TEAKS. Instructors in the department have also noted informally a general lower than desired performance among students. The implementation of this exam is one measure to raise student performance.
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III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Intended audience are Spanish majors and minors
2	State the overarching course goal(s) in performance terms.	The goal is to score an Intermediate mid on the Oral Proficiency Interview.

2. Competencies and Measurements

	Competency	Measurement
1	Be able to speak in Spanish at the Intermediate Mid level, as per the ACTFL's OPI (American Council of Teachers of Foreign Language, Oral Proficiency Interview).	Scoring an Intermediate Mid on the ACTFL OPI.
2		
3		
4		
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8		
9		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

A subscription to www.nulu.com articles for four months.

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department



Department Chair

3/28/14
Date



Dean of the College

3-31-14
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

SPAN 290: Intermediate Conversation Lab

Expense

Item	Estimated Cost	Source
Native Conversation Partners (NCP, or Student Workers)	\$10/hour X 2 hours/week X 15 weeks = \$300/NCP 3 NCPs = \$900	Department Student Worker Budget Lab fee
Nulu Subscription	\$20/ student x 20 students (max) = \$400	Lab fee
Sub Total	\$ 1300, or \$65/ student	\$50/student in lab fees with the balance coming from Department Student Worker funds
Adjunct	\$1,200	Department adjunct funds



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Nulu Languages <alan@nulu.com>

Responder a: alan@nulu.com

Para: par08b@acu.edu

6 de enero de 2014, 13:58



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Licenses	0-49	50-149	150-299	300-499	500-999	1,000+
Price*	\$25	\$22	\$19	\$16	\$13	\$10
20% Off Price*	\$20	\$17.60	\$15.20	\$12.80	\$10.40	\$8

**Price is per student, per semester.*

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To take advantage of this offer, please email me at alan@nulu.com.

We are excited to have you use Nulu with your students next semester and are happy to assist you in doing so. Please don't hesitate to contact me with any questions or comments.

Happy Nulu-ing!

- Alan & the Nulu Team

nulu

www.nulu.com

"Nulu is a great tool for both teachers and students to use. I have never seen a learning tool that combined reading comprehension and listening comprehension so effectively." - Rodolfo Mata, Spanish Instructor, UCSD

"I found Nulu to be a great tool for students!! It is easy to use, pedagogically sound, and is above and beyond any other tool I have seen that works on reading comprehension. Thank you!" - Melissa Boroughs, Spanish Instructor, Loyola University Chicago

"It's a great program...it is based on sound pedagogical principles for second-language acquisition." - Karen Breiner-Sanders, Ph.D., Associate Professor of Spanish and Hispanic Studies, Georgetown University

"I love it! Nulu is refreshing and relevant. I am excited to try this out in the Spring with my Intermediate I students!!" - Kristy Britt, Senior Instructor of Spanish, Director of Language Resource Center, University of South Alabama

"Nulu does something that we as language instructors do not have the time or resources or ability to create ourselves. I think it can really be a useful tool." - Brian Cope, Associate Professor, Chair of Spanish Department, Wooster College

"I'm going to lay it out there - I love this site! I love everything about it! What can I say - it is what I have always dreamed of for years - the hover-over translation is perfect! My students very much appreciate the ability to follow along with the dialogues as well." - Jason Pactz, Spanish Teacher, Frankenmuth High School

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Nulu Languages | 101 West Broadway | Suite 200 | San Diego | CA | 92101

SPAN 290: Intermediate Conversation Lab

Syllabus, Fall 2014

About the University

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. The college offers a broad spectrum of programs in the arts, humanities, mathematics and social behavioral and natural sciences as well as professional and pre-professional programs. Every student at ACU regardless of major passes through the College of Arts and Sciences because most of the university's core curriculum is housed in the college.

About the Course

SPAN 290.01, 1 credit

Time: TR 11:30 – 12:30

About the Teacher

Instructor: Carolina Archer

Lab location: Chambers 321

Office: Chambers 325

Phone: 674-2494

Email: cga06a@acu.edu

Office Hours: TR 8:00 – 11:00

Please feel free to contact me if you have any difficulty with this lab. Keep in mind that if you wait until the last minute, options for dealing with a problem may be limited. Coming to see me ahead of time makes possible greater flexibility.

About the Student

This lab is intended for Spanish majors and minors, students who wish to improve or practice their oral proficiency to the intermediate level.

About the course content

SPAN 290 Intermediate Conversation (0-1-2), fall, spring. Focused practice listening and especially speaking in Spanish at the intermediate level, in informal and formal modalities. Ultimate goal is passing the Oral Proficiency Interview with an Intermediate Mid rating or higher. May be repeated up to three times for credit. Prerequisite: Concurrent enrollment in SPAN 221, SPAN 222, or SPAN 301 (unless already completed).

About the Lab Format

This is strictly a lab for practicing speaking and listening. Grammar and vocabulary is presented in other courses and in class materials. Homework outside of lab is to enhance performance in lab and to have common topics for lab discussion.

About the Course Learning Materials

4 month premium subscription to NULU (News for You, Language for You). www.nulu.com, paid for through the lab fees.

About the Teaching/Learning Methods

Before each meeting, students will read and listen to articles from NULU in order to gain the main idea of the topics of conversation for the day. During each meeting, students will be divided into groups of four or five in which they will engage in talking about the various topics of conversation for the day. The conversation partner (a native speaker, usually), will be present in every group to guide the students with just-in-time vocabulary and grammatical corrections. Students will receive a lab participation report once a week which will let them know how they have performed and what to work on to improve. Towards the end of the semester, students will sign up for an Oral Proficiency Interview, the results of which can be recorded in the student portfolio.

About the Christian Perspective for the Course

From a Biblical perspective, the mere existence of different languages could be viewed as a curse from God. This is especially the view presented in the story of Babel (Genesis 11: 1-9): God created different languages to confuse the people as a punishment for their hubris. However, since the death and resurrection of Jesus Christ, what was once the result of sin was transformed into an instrument of redemption. On the day of Pentecost, through the Holy Spirit, the first apostles were able to bridge the curse of Babel –the curse of different languages– by preaching the Good News in the languages of the people assembled there (Acts 2: 1-11). Therefore, the study of another language –its syntax, grammar, punctuation, etc – is seen as participating in the redemptive work God initiated through His son Jesus Christ.

About Overall Lab Outcome

Upon successful completion of this lab, you will be able to score at the Intermediate Mid level or above in the Oral Proficiency Interview.

About the Evaluation Methods

I believe that my role as teacher is not so much to impart information as to facilitate learning. And learning does not occur without effort and involvement on the part of the students.

I hope that the variety of topics and assignment types will appeal to the diversity of interests and learning styles among class members. Every week, you should set aside three or four hours outside of class for completing the various learning activities.

1. **Lab participation.** You will be expected to come to lab prepared to engage in conversation. Engagement means listening attentively to others and replying in turn. Lab participation assessments will be handed out weekly so you know how you are doing on pronunciation, vocabulary range, and fluidity, as well as engagement and preparation.
2. **NULU-ing.** The professor will monitor from time to time the amount of time and the types of activities you are doing in NULU in order to assign a grade.
3. **Oral Proficiency Interview.** Towards the end of the semester, you will sign up for an OPI, which will serve as the final exam for the lab.

About the Grading Criteria

Lab participation

	A	B	C	D
Pronunciation	Near-native pronunciation of most common words on a consistent basis.	Very good pronunciation of most common words on a consistent basis, but still exhibits some anglicized phonemes.	Good pronunciation of most common words on a consistent basis, but still exhibits many anglicized phonemes.	Understandable pronunciation of most common words, but exhibits a strong propensity for anglicized phonemes.
Vocabulary Range	Vocabulary range is superior to expected.	Vocabulary range is good for the task.	Vocabulary range is minimally acceptable for the task.	Vocabulary range is insufficient for the task.
Fluidity	Speaks with security and generally with accuracy. Only very infrequent hesitation or searching about for the right vocabulary or conjugation.	Speaks with security, if not always with accuracy, or viceversa. Exhibits little hesitation to search for the right vocabulary or conjugation, but does not distract from effective communication.	Speaks with some insecurity, as well as some inaccuracy. Exhibits some hesitation to search for the right vocabulary or conjugation, but corrections usually improve communication.	Speaks with insecurity and inaccuracy. Frequent hesitation while searching for the right vocabulary or conjugation which makes communication difficult.
Engagement	Always attentive to the conversation, even when the topic is not personally the most interesting. Always contributes to the conversation with insights or observations of substance.	Always attentive to the conversation, even when the topic is not personally the most interesting. Always has something good to contribute about the topic.	Mostly attentive to the conversations, although prone to 'drift' when the topic is not personally interesting. Usually has something to say about the topic.	Sometimes attentive, but prone to 'drift.' Sometimes has something to say which is on-topic.

Oral Proficiency Interview

	A	B	C	D
OPI Ranking	Intermediate High	Intermediate Mid	Intermediate Low	Novice

See appendix for how OPI Rankings are determined.

About the Grade

“Teachers do not **give** grades; they record what the student has accomplished.”

Participation	20 %
NULU	20 %
OPI	60 %

In all cases, an A is 90 – 100%, a B is 80 – 89%, a C is 70 – 79%, a D is 60 – 69%, and an F is 59% and below. Averages with decimals will be rounded to the nearest whole number.

About the Course Policies

Academic Integrity: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one’s own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one’s own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link:

<http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>.

Golden Rule: We are a learning community. Do not engage in any behavior that will keep you—or the people around you—from learning. This includes checking Facebook and texting.

Attendance: Attendance is mandatory. Unexcused absences will receive a zero for participation that day. Excused absences will be waived. After 4 unexcused absences, the final grade will be deducted 4% per absence.

Accommodations for Students with Special Needs: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Late work policy: Late work will not be accepted.

About the Course Schedule

Sem.	Tópicos	Lecturas y tareas
1	Introducción This week's NULU articles.	5 new articles. Vocabulary flashcard.
2	This week's NULU articles.	5 new articles. Vocabulary flashcard.
3	This week's NULU articles.	5 new articles. Vocabulary flashcard.
4	This week's NULU articles.	5 new articles. Vocabulary flashcard.
5	This week's NULU articles.	5 new articles. Vocabulary flashcard.
6	This week's NULU articles.	5 new articles. Vocabulary flashcard.
7	This week's NULU articles.	5 new articles. Vocabulary flashcard.
8	This week's NULU articles.	5 new articles. Vocabulary flashcard.
9	This week's NULU articles.	5 new articles. Vocabulary flashcard.
10	This week's NULU articles.	5 new articles. Vocabulary flashcard.
11	This week's NULU articles.	5 new articles. Vocabulary flashcard.
12	This week's NULU articles.	5 new articles. Vocabulary flashcard.
13	This week's NULU articles.	5 new articles. Vocabulary flashcard.
14	This week's NULU articles.	5 new articles. Vocabulary flashcard.
15	This week's NULU articles.	5 new articles. Vocabulary flashcard.
16	OPI	

This is a tentative schedule and subject to change.

The American Council on the Teaching of Foreign Languages

www.actfl.org



Oral Proficiency Interview
Familiarization Manual





What is ACTFL?

The American Council on the Teaching of Foreign Languages (ACTFL) is a national membership organization dedicated to promoting the study of languages and cultures as an integral component of American education and society. ACTFL seeks to provide effective leadership for the improvement of teaching and learning of all languages at all levels of instruction. It was established in 1967 by the Modern Language Association. Prior to that time, there was no single society representing teachers of all foreign languages at all educational levels. ACTFL was organized to fill that need.



What are the ACTFL Proficiency Guidelines?

The *ACTFL Proficiency Guidelines*, first published in 1986, are global characterizations of integrated performance in each of four language skills: speaking, listening, reading, and writing. The ACTFL Guidelines were based on the language skill level descriptions as used by the Foreign Service Institute (FSI) and the Interagency Language Roundtable (ILR) and were designed for use in academic environments.

The ACTFL Proficiency Guidelines – Speaking (Revised 1999) outline four major levels, divided into ten sublevels, of oral proficiency, presented and arranged in a hierarchical order. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all levels below it. These guidelines describe oral language ability rating from Superior to Novice Low. The ten sublevels are: Superior, Advanced High, Advanced Mid, Advanced Low, Intermediate High, Intermediate Mid, Intermediate Low, Novice High, Novice Mid, and Novice Low. *The ACTFL Proficiency Guidelines – Speaking (Revised 1999)* are found in the appendix of this manual.



What is the Oral Proficiency Interview?

The ACTFL Oral Proficiency Interview, or OPI, as it is often called, is a valid and reliable testing method that measures how well a person speaks a language. It is a standardized procedure for the global assessment of functional speaking ability, i.e., it measures language production holistically by determining patterns of strengths and weaknesses. Through a series of personalized questions a sample of speech is elicited and rated in terms of the proficiency levels described in the *ACTFL Proficiency Guidelines – Speaking (Revised 1999)*.

The OPI assesses language proficiency in terms of the ability to use the language effectively and appropriately in real-life situations. It does not address when, where, why, or the way in which a speaker has acquired his/her language. The OPI is not an achievement test assessing a speaker's acquisition of specific aspects of course and curriculum content, nor is it tied to any specific method of instruction. The OPI does not compare one individual's performance to others, but each individual performance to the assessment criteria.



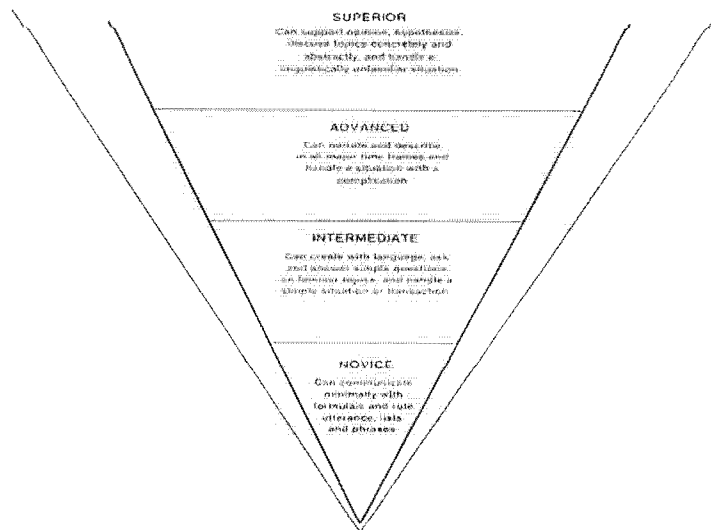
What is the ACTFL Rating Scale?

The ACTFL rating scale describes four major levels of language performance. These four major levels are:

Superior
Advanced
Intermediate
Novice

The four major levels are delineated according to a hierarchy of global tasks. This hierarchy is summarized in a rating scale spanning a wide range of performance profiles, from those of speakers who are able to participate effectively in most formal and informal conversations on practical, social, and professional topics and issues to those of beginning learners. The scale describes a full range of proficiency from Superior to Novice.

Major borders divide the major levels of the scale (Superior, Advanced, Intermediate, Novice) As shown in the inverted pyramid (see Figure 1), each level represents a different profile of functional language ability.



The major levels are further divided by minor borders into high, mid and low sub-levels. These sub-levels differ from each other in terms of the quantity as well as the quality of language produced and in some cases by the tasks performed.

- The “High” sub-level.

Speakers at “High” sub-level communicate with ease and confidence when performing the functions of their respective level. They are capable of functioning much of the time at the next higher major level and may spontaneously raise the exchange to that level, but they are unable to sustain language at that next higher level without intermittent lapses or evidences of difficulty.

- The “Mid” sublevel.

Speakers at the “Mid” sub-level represent a number of speech profiles, based on their particular mix of quantity (sheer volume of speech produced) and/or quality (efficiency and effectiveness with which meaning is communicated) at level, and/or the degree to which they control language features from the next higher major level base level.

- The “Low” sublevel.

Speakers at the “Low” sub-level summon up all their linguistic energy to sustain the requirements of the level. The “Low” functions primarily within the level with minimal quantity and quality of language and little or no demonstrated ability to perform the tasks of the next higher level.



What Assessment Criteria are Used?

The Oral Proficiency Interview is an integrative test, i.e., it addresses a number of abilities simultaneously and looks at them from a global perspective rather than from the point of view of the presence or absence of any given linguistic feature. Linguistic components are viewed from the wider perspective of their contribution to overall speaking performance. In evaluating a speech sample, the following criteria are considered:

- the functions or global tasks the interviewee performs,
- the social contexts and specific content areas in which the interviewee is able to perform them,
- the accuracy (i.e., degree to which the message is understood), and
- the type of oral text or discourse the interviewee is capable of producing.

A summary of assessment criteria according to level of proficiency is presented in the following table:

ASSESSMENT CRITERIA—SPEAKING

PROFICIENCY LEVEL*	GLOBAL TASKS AND FUNCTIONS	CONTEXT / CONTENT	ACCURACY	TEXT TYPE
Superior	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation.	Most formal and informal settings / <i>Wide range of general interest topics and some special fields of interest and expertise.</i>	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message.	Extended discourse
Advanced	Narrate and describe in major time frames and deal effectively with an unanticipated complication.	Most informal and some formal settings / <i>Topics of personal and general interest.</i>	Understood without difficulty by speakers unaccustomed to dealing with non-native speakers.	Paragraphs
Intermediate	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Some informal settings and a limited number of transactional situations / <i>Predictable, familiar topics related to daily activities.</i>	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Discrete sentences
Novice	Communicate minimally with formulaic and rote utterances, lists and phrases.	Most common informal settings / <i>Most common aspects of daily life.</i>	May be difficult to understand, even for speakers accustomed to dealing with non-native speakers.	Individual words and phrases



What is the Structure of the ACTFL OPI?

The primary goal of the OPI is the efficient elicitation of a ratable sample. To be ratable, a speech sample must clearly demonstrate the highest sustained level of performance of the speaker (known as the “floor”) and the level at which the speaker can no longer sustain the performance (known as the “ceiling”), over a variety of topics. To this end, the tester respects a protocol and structures the interview in a specific way.

The four mandatory phases of the OPI are the:

Warm up
Level checks
Probes
Wind down



What Strategies are Used to Elicit a Ratable Sample?

Successful OPI testers use a number of strategies to elicit ratable samples. Among these are:

- Listen and process: “What am I hearing?”
- Ask open-ended questions
- Develop topics within the functions of a level
- Spiral topics from one level to the next



How is the Sample Rated?

Once a ratable sample of speech has been elicited, that sample is rated by finding the best match between the sample and the assessment criteria of the rating scale. A rating at any major level is arrived at by the sustained performance across ALL of the criteria of the level. An appropriate sublevel can then be determined, and one of ten possible ratings is assigned.



Who are the Testers?

ACTFL certified testers are highly specialized language professionals who have completed a rigorous training process that concludes with a tester's demonstrated ability to consistently elicit ratable speech samples and consistently rate samples with a high degree of reliability.

ACTFL offers two levels of tester certification. ACTFL testers with **Full Certification** are authorized to conduct and rate OPIs across all proficiency levels. Testers with **Limited Certification** are authorized to conduct and rate OPIs at the Novice and Intermediate levels.

ACTFL certified Oral Proficiency Testers are a critical resource for academic programs throughout the United States. ACTFL certified testers conduct OPIs and assign Advisory ratings within their own academic institutions for purposes of placement, graduation, research, and program evaluation. ACTFL certified OPI testers may participate in the ACTFL Testing Program through Language Testing International (LTI).

ACTFL certified testers conduct ACTFL OPIs in accordance with the policies, procedures and protocol established by ACTFL. ACTFL certified testers agree to maintain membership in ACTFL, follow renorming and recertification procedures, and uphold the highest professional and ethical standards in test administration and rating.



How are OPI Testers Trained?

ACTFL offers OPI Tester Training Workshops as a first step toward OPI Tester Certification. Since 1982 ACTFL has conducted Full Oral Proficiency Interview Workshops for teachers of Arabic, Chinese, Dutch, English, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Polish, Portuguese, Russian, Spanish, Ukrainian, and Vietnamese. ACTFL also offers Modified Oral Proficiency Interview (MOPI) Tester Training Workshops for individuals who teach and test primarily at the Novice and Intermediate levels for teachers of Chinese, English, French, German, Japanese, Russian, and Spanish.



What is the Tester Certification Process?

Following attendance at an ACTFL OPI or MOPI Tester Training Workshop, a participant may apply for ACTFL Tester Certification. The certification process involves:

- preparation and submission of a practice set of OPIs
- detailed feedback from a trainer on interview structure, elicitation, and rating
- preparation and submission of a certification set of OPIs
- evidence of trainee's own language proficiency as demonstrated through an

Official OPI: Full Tester Certification – Superior
Limited Tester Certification – Advanced Mid

ACTFL Tester Certification is awarded for a period of four years during which testers participate in ongoing renorming and tester refresher activities. All testers must be recertified every four years.



What is an Advisory OPI Rating?

Advisory OPI Ratings are assigned to those OPIs conducted within a certified tester's own academic institution for internal purposes. Advisory OPIs are intended for advisory purposes only, such as placement, program evaluation, graduation, and/or articulation. Advisory ratings cannot be validated by ACTFL.



What is an Official ACTFL OPI Rating?

Official ACTFL OPI ratings are assigned to those OPIs conducted under the supervision of the ACTFL Testing Office. Each Official OPI is blindly rated by a second certified tester. When a final rating is assigned, an ACTFL OPI Certificate is issued. The terms "ACTFL OPI", "Official ACTFL OPI", and the ACTFL Oral Proficiency Interview protocol are the property of the American Council on the Teaching of Foreign Languages and their use is restricted to those purposes intended by ACTFL.



How is the ACTFL OPI Currently Being Used ?

The ACTFL OPI is currently being used for a variety of purposes in the academic, commercial, and government communities.

Because an ACTFL OPI rating provides a common metric for describing a speaker's functional ability in a language, it serves as a way of providing articulation among language programs. OPI ratings are commonly used for purposes of admission into programs, placement, within a language sequence, and determination of the fulfillment of exit or graduation requirements.

Establishing proficiency outcomes in terms of the descriptors contained in the ACTFL Proficiency Guidelines provides a framework for design and development of curriculum for language courses and sequences of language courses. Proficiency testing of students is also used as a means of evaluating the effectiveness of language programs.

Teacher Certification Boards in some states require evidence of spoken language competency as demonstrated through an Official ACTFL OPI. In some cases an ACTFL Official OPI rating can waive certain language requirements for teacher certification.

Official ACTFL OPI ratings are recommended for the awarding of college credit by the American Council on Education (ACE) Credit Recommendation Service .

The OPI and OPI ratings are widely used in the business world and in government for purposes of hiring and promotion in multi-lingual positions.

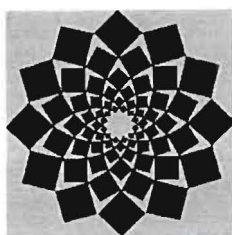
For more information, contact:

ACTFL Professional Programs

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NOTES



ACTFL PROFICIENCY GUIDELINES - SPEAKING

Revised 1999

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 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 full **prose descriptions** of each level (and, when applicable, its sub-levels) are preceded by clearly delineated **thumb-nail sketches** that are 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 proficiency, 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.

Acknowledgments

ACTFL is indebted to the following individuals who contributed to the original *ACTFL Proficiency Guidelines Project* of 1986: Heidi Byrnes, James Child, Nina Patrizio, Pardee Lowe, Jr., Seiichi Makino, Irene Thompson, and A. Ronald Walton. Their work was the foundation for this revision project.

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.

Finally, ACTFL wishes to acknowledge the work of the *Guidelines'* editors, and authors of the Explanatory Notes that accompany the *ACTFL Proficiency Guidelines–Speaking* (Revised 1999). They are Karen E. Breiner-Sanders, Pardee Lowe, Jr., John Miles, Elvira Swender.

The Revision of the *ACTFL Proficiency Guidelines* was supported by a grant from the United States Department of Education International Research and Studies Program.

The *ACTFL Proficiency Guidelines–Speaking* (Revised 1999) may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.

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 speaker's 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 combining 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-native speakers.

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 recombinations 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.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 12, 2014
TO: Dr. Paul Roggendorff
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Application – SPAN 290 – Intermediate Conversation Lab

After reviewing the course proposal for SPAN 290 – Intermediate Conversation Lab, the library is able to support the proposed course. Thank you for letting us review the course application.

Monday, March 10, 2014
Paul Roggendorff
Abilene Christian University

Re: SPAN 290 Application

Dear Paul,

The Adams Center has completed the review SPAN 290: Intermediate Conversation Lab. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds the expectations described in these guidelines.

Here are some notes and suggestions for improving the syllabus's accuracy and clarity.

- Included a rubric for evaluation - excellent addition.
- Times, dates, and instructor information need to be added.
- You may want to add a section discussing how students can discuss their grades, especially if they disagree with the grade received.
- This is a good example of a competency-based course. Well done.

Please address these items before submitting your syllabus to the council. There is no need to return the syllabus to the Adams Center for further review if these items are completed. Of course, if you would like to discuss these suggestions or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,

David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University