Language Requirement Waiver for Multilingual Students

________________________
Name of Student (please print)      Davidson ID#

Davidson Email: ____________________  Phone Number: ____________________

Language (other than English): ____________________

International students, native/heritage speakers, multilingual students who seek to get the language requirement waived must meet the minimum threshold of proficiency that is determined as follows for all four skills: listening, speaking, reading, and writing.

Please remember that self-reporting falls under the Honor Code.

We encourage native and heritage speakers to contact the corresponding language department if you have questions and/or would like to get involved in the diverse language communities on campus. Language department faculty also can suggest courses in your language that would be appropriate for you.

Important: Examples are provided to help you decide whether you are able to use the structures described not to test your knowledge of any given topic.

Speaking/Signing: I am able to:

- communicate with accuracy and fluency & participate fully and effectively in conversations on a variety of topics in formal (with professors or in a professional setting) and informal settings (with family and friends) from both concrete and abstract perspectives.
  
  Example: I am able to discuss a book, a film, a political or historical event with a language professor, and I am able to discuss complex ideas like global warming, injustice, education, etc.

- discuss my interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy.
  
  Example: I am able to describe my major field of study (or the content of my classes) in detail to a new acquaintance; I am able to describe the details of everything I did last summer and what was interesting about it.

- present my opinions on a number of issues of interest to me and provide structured arguments to support these opinions.
  
  Example: I am able to give my opinion on the latest film/music/book/sports award/competition ceremony and explain why I think the person(s)/team I support are the best suited to win (same with socio-political issues or issues on which you have opinions).

- construct and develop hypotheses to explore alternative possibilities.
  
  Example: I am able to speculate on what I would do if I got into the graduate program of my choice or I am able to explain why it is urgent to limit pollution and what the consequences would be if we don’t.
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<th>Listening/Comprehension: I am able to:</th>
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| • use extended discourse without unnaturally lengthy hesitation to make my point, even when engaged in abstract elaborations.  
  *Example: I am able to explain a complex (but familiar) idea about science, art, literature or society without hesitating too much, and taking too long.*  |
| • 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.  
  *Example: When I am missing the exact term, I am able to use a synonym or a quick description to make up for the missing term.*  |
| • use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech.  
  *Example: I am able to use specific vocabulary when I need it. I don’t need a dictionary for elementary or common words/verbs, etc.*  |
| • make few to no mistakes using basic language structures  
  *Example: I am able to talk about events in the past, present and future without making mistakes in the verbs. I can ask questions properly, etc.*  |
| • understand the details of conversations on a variety of general interest topics in formal (with professors or in a professional setting) and informal settings (with family and friends) from both concrete and abstract perspectives.  
  *Example: I am able to follow a conversation about a book, a film, a political or historical event with a language professor, & I am able to understand complex discussions around concepts like global warming, injustice, education, etc.*  |
| • compensate for limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues, when listening to specialized discourse.  
  *Example: I am able to use the context and some of my own knowledge when I do not understand all the details of a conversation on an unknown topic. I can still follow the main ideas and learn new information.*  |
| • follow academic lectures, speeches, and reports.  
  *Example: I am able to sit in a culture/literature language class in my language and understand the lesson/content of the lesson.*  |
| • understand a conversation on an unknown topic in formal (with professors or in a professional setting) and informal settings (with family and friends) from both concrete and abstract perspectives.  
  *Example: I am able to follow a conversation about something I have never heard of and understand the arguments made as well as all the contextual information.*  |
| • understand cultural references, specialized vocabulary and advanced grammatical structures.  
  *Example: I am able to listen to a documentary, specialized podcast meant for native speakers.*  |
if a written version of your language exists:

**Reading:** I am able to:

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<td>● understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events. <em>Example: I am able to read a short story, or young adult literature fairly easily.</em></td>
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<td>● understand the main ideas, facts, and many supporting details. <em>Example: I am able to read newspapers in my language and understand the arguments and the details of the context/history.</em></td>
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<td>● read short and long texts on topics with which I am unfamiliar. <em>Example: I am able to pick up a newspaper and magazine and understand what I read well enough to retell what I just read.</em></td>
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<td>● distinguish different writing styles and conventions (academic writing, journalistic, etc.) and approach the various readings with the appropriate reading strategies. <em>Example: I am able to look for the important information in different types of texts. I am able to recognize the style authors use in their writing.</em></td>
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<td>● recognize the aesthetic properties and literary styles of a text. <em>Example: I am able to recognize a poetic, lyric, scientific style when a text is presented to me, even if I do not understand everything in the text.</em></td>
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<td>● make sense of a specialized text using all the clues available when I do not understand all the vocabulary</td>
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**Writing:** I am able to:

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<td>● write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. <em>Example: I can text my family/friends in my language; I can email a professor to describe why I chose Davidson and how my first week on campus went; I can write a thorough summary/description of my favorite film/book/art piece or performance.</em></td>
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<td>● narrate and describe in the major time frames or verbal aspects of past, present, and future, using paraphrasing and elaboration to provide clarity. <em>Example: I can describe my last summer before college, I can describe my current life in college and I am able to explain what I will do next summer/during my next break.</em></td>
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<td>● produce connected discourse of paragraph length and structure. <em>Example: I can explain in a coherent paragraph (150 words) the pros and cons of attending a small Liberal Arts College.</em></td>
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• show good control of the most frequently used structures, case usage, and
generic vocabulary, allowing them to be understood by others.

Example: I can write an error-free email or a letter of introduction to my future
roommate in which I explain who I am, my likes and dislikes, my personality traits,
say a bit about my family and friends, my activities, etc., with minimal spelling
and grammar mistakes.

If 3 or more of these boxes are unchecked, we recommend that you speak with the Registrar or the Chair of the
language department corresponding to your language and take a placement test (if applicable).

How/where did you acquire proficiency? ____________________________

Did you take the TOEFL Exam? _________ Yes _________ No

Was your secondary schooling in another language: _________ Yes _________ No

Helpful additional information: ____________________________________________

Adviser’s Name: ____________________________ Expected Graduation Year: _____________

The information I have provided is both truthful and accurate:

_________________________________________ _________________  
Student Signature Date

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Approved by: ____________________________ Date: ____________________________

Davidson College
Office of the Registrar