

# 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:

<ul style="list-style-type: none"> <li>● communicate with accuracy and fluency &amp; 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. <i>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.</i></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>● 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. <i>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.</i></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>● present my opinions on a number of issues of interest to me and provide structured arguments to support these opinions. <i>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).</i></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>● construct and develop hypotheses to explore alternative possibilities. <i>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.</i></li> </ul>	<input type="checkbox"/>

<ul style="list-style-type: none"> <li>● use extended discourse without unnaturally lengthy hesitation to make my point, even when engaged in abstract elaborations. <i>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.</i></li> </ul>	□
<ul style="list-style-type: none"> <li>● 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. <i>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.</i></li> </ul>	□
<ul style="list-style-type: none"> <li>● use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. <i>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.</i></li> </ul>	□
<ul style="list-style-type: none"> <li>● make few to no mistakes using basic language structures <i>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.</i></li> </ul>	□

**Listening/Comprehension:** I am able to:

<ul style="list-style-type: none"> <li>● 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. <i>Example: I am able to follow a conversation about a book, a film, a political or historical event with a language professor, &amp; I am able to understand complex discussions around concepts like global warming, injustice, education, etc.</i></li> </ul>	□
<ul style="list-style-type: none"> <li>● 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. <i>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.</i></li> </ul>	□
<ul style="list-style-type: none"> <li>● follow academic lectures, speeches, and reports. <i>Example: I am able to sit in a culture/literature language class in my language and understand the lesson/content of the lesson.</i></li> </ul>	□
<ul style="list-style-type: none"> <li>● 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. <i>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.</i></li> </ul>	□
<ul style="list-style-type: none"> <li>● understand cultural references, specialized vocabulary and advanced grammatical structures. <i>Example: I am able to listen to a documentary, specialized podcast meant for native speakers.</i></li> </ul>	□

if a written version of your language exists:

**Reading:** I am able to:

<ul style="list-style-type: none"> <li>understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events. <i>Example: I am able to read a short story, or young adult literature fairly easily.</i></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>understand the main ideas, facts, and many supporting details. <i>Example: I am able to read newspapers in my language and understand the arguments and the details of the context/history.</i></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>read short and long texts on topics with which I am unfamiliar. <i>Example: I am able to pick up a newspaper and magazine and understand what I read well enough to retell what I just read.</i></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>distinguish different writing styles and conventions (academic writing, journalistic, etc.) and approach the various readings with the appropriate reading strategies. <i>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.</i></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>recognize the aesthetic properties and literary styles of a text. <i>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.</i></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>make sense of a specialized text using all the clues available when I do not understand all the vocabulary</li> </ul>	<input type="checkbox"/>

if a written version of your language exists:

**Writing:** I am able to:

<ul style="list-style-type: none"> <li>write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. <i>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.</i></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>narrate and describe in the major time frames or verbal aspects of past, present, and future, using paraphrasing and elaboration to provide clarity. <i>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.</i></li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>produce connected discourse of paragraph length and structure. <i>Example: I can explain in a coherent paragraph (150 words) the pros and cons of attending a small Liberal Arts College.</i></li> </ul>	<input type="checkbox"/>

<ul style="list-style-type: none"> <li>● show good control of the most frequently used structures, case usage, and generic vocabulary, allowing them to be understood by others.</li> </ul> <p><i>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.</i></p>	<input type="checkbox"/>
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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

\*\*\*\*\*

Approved by: \_\_\_\_\_

Date: \_\_\_\_\_

Davidson College  
 Office of the Registrar