

California State University Monterey Bay School of World Languages and Cultures

Syllabus

SPAN 350: World Culture and Language: Spanish (3 units)

Fall 2020•Section 2- 12:00pm-1:20pm

Contact Information

Instructor: Dr. Daniela Raducanu

Class Zoom link: <https://csumb.zoom.us/j/91008750036>

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Office hours: T/TH 2:00pm-3:00pm or by appt.

Office hours Zoom link: <https://csumb.zoom.us/j/6629502335>

NOTE: *Students are welcome to visit the instructor during regularly scheduled virtual office hours (to be held via Zoom) or by appointment. If you need any help, please do not hesitate to see me.*

Accommodations

Students are welcome and encouraged to visit me during regularly scheduled virtual office hours and by appointment. *Students with disabilities who require accommodations such as time extensions or alternate media/format must present current verification from Student Disability Resources as soon as possible.* Please see me by the end of the second week, during office hours or by appointment, to discuss your needs. If you think a disability may impact your performance in this class, meet with SDR professional staff in the Health and Wellness Services, Building #80. Contact SDR: (831) 582 - 3672 or Email: student_disability_resources@csumb.edu

I. Textbook and Instructional Materials

Materials are available on iLearn.

Recommended Online Dictionary (See iLearn for more information):

www.wordreference.com

II. Course Description

This is an upper division C course. This course focuses on language use related to the cultures of the Spanish-speaking world. It addresses culture-specific practices and concepts that cannot be translated into English. Students will also learn the use of Spanish to communicate at basic levels in culturally appropriate ways. Taught in English and Spanish. This course meets the new WCL requirement.

Prerequisites:

This course has no prerequisite.

III. Student Learning Outcomes

1. C2 - Language Upper Division Outcomes (ILO 2 and 3): Students will be able to:

1. Use Spanish interpersonally and interpretively to communicate and present on a range of topics in diverse contexts in culturally appropriate ways.
2. Use Spanish to identify, describe, and reflect about a different culture's customs, practices, products, and perspectives on a range of topics.
3. Use Spanish to explain and reflect on the nature of language and on the concept of culture through comparing and contrasting the language and cultures studied and their own.

2. Targeted Language Proficiency: LANG350 ACTFL Novice mid* See description in the Appendix

3. Course Learning Outcomes

The course learning outcomes have been developed in accordance with ACTFL's World Readiness Standards in order to guide learners to develop competence to communicate effectively and interact with cultural understanding.

Communication

Interpersonal: Demonstrate interpersonal communication skills by reading and listening to authentic materials related to the target cultures.

Interpretive: Demonstrate an understanding of major ideas as well as important information using effective reading and listening strategies to interpret authentic and semi-authentic materials.

Presentational: Demonstrate presentational skills in writing and speaking through writing assignments, presentations, and other projects.

Culture

Demonstrate knowledge of the target cultures' products, practices, and perspectives, including appropriate use of register and appropriate cultural practices.

Comparisons

Demonstrate knowledge of differences in language use and cultural practices and perspectives in the target and home countries.

4. Specific Spanish Course Learning Outcomes:

1. Students will be able to use a non-English language to communicate at basic levels in culturally appropriate ways.

- a. Students will be able to greet and introduce others in appropriate ways in Spanish.
 - b. Students will be able to use gestures in appropriate ways in the target culture(s).
 - c. Students will be able to make requests and apologies in appropriate ways in Spanish.
 - d. Students will be able to use target colloquial expressions effectively.
2. Students will be able to identify and describe culture (practices, products, and perspectives) on a range of topics related to the target language.
- a. Students will be able to use terms of identification related to Spanish-speakers appropriately.
 - b. Students will be able to identify and refute stereotypes regarding the Spanish-speaking world.
 - c. Students will be able to identify and describe instances of regional variation (transportation, urban vs. rural layouts, weather patterns).
3. Students will be able to compare and contrast different cultural perspectives and practices in order to connect with local, regional, and global communities and reflect on the nature of language and the concept of culture.
- a. Students will be able to compare and contrast perspectives and practices related to time in the target cultures and the home culture.
 - b. Students will be able to compare and contrast products, perspectives and practices related to sports in the target cultures and the home culture.
 - c. Students will be able to compare and contrast perspectives and practices related to cultural norms in the target cultures and the home culture.
 - d. Students will be able to compare and contrast products, perspectives and practices related to taboo topics in the target cultures and the home culture.
 - e. Students will be able to compare and contrast products, perspectives and practices related to university life in the target cultures and the home culture.

Instructional materials and resources

iLearn

Course packet/ Materials on iLearn

Jacqui Bott Van Houten (2014). From Fact to Function: How Interculturality is Changing our View of Culture. *The Language Educator*, 42-45.

ACTFL (2014) ACTFL Global Competence Position Statement

California Global Education Project (2018). California International Studies Project Global Competence Guidelines,

IV. Grading Scale

Your grade will be based on your homework, assignments, attendance, participation, quizzes, exams, final paper, and proficiency assessment. Do the best you can to earn the highest grade possible. Also remember that it is ultimately you who must perform and do the necessary work. If you need help, please contact your instructor immediately. Do not wait!

A+ 100 - 98	A 97 -94	A- 93- 90
B+ 89 - 87	B 86 - 84	B- 83 - 80
C+ 79 - 77	C 76 - 74	C- 73 - 70
D+ 69 - 67	D 66 - 63	D- 63 - 60
F < 60		

V. Evaluation Components

Assessment will be performance-based, and will reflect NCSSFL-ACTFL *CAN-Do Statements*, which are organized according to the Interpretive, Interpersonal, and Presentational Modes of Communication as described in the *World-Readiness Standards for Learning Languages*. Intercultural Communication Can-Do statements are organized by performance indicators for investigative and interactive modes of communication. Performance indicators for the Novice-Mid level are as follows:

Interpretive: I *can* identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I *can* communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational: I *can* present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Intercultural Communication

Investigate: In my own and other cultures I *can* identify products and practices to help me understand perspectives

Interact: I *can* interact at a survival level in some familiar everyday contexts.

The assessment criteria for this course are determined by your ability to speak, read, write and understand Spanish. Grades will be based on the following:

Grading	%
Assignments, Attendance, and Participation	20
Quizzes	20
Midterm Oral Exam Final Oral Exam	20
Midterm Written Exam Final Written Exam	20
Final Presentation	20

VI. Description of Evaluation Components

a. Assignments. Homework assignments are clearly indicated in the daily schedule and/or on iLearn. No late assignments will be accepted. Reading: Please read the assigned readings before coming to class. Check vocabulary items you do not understand and make sure you are able to understand the content. If you cannot understand the materials, not only will you receive a low participation score for the relevant class session but your actions may also affect the progress of your classmates. Writing: Please type or write your assigned work clearly.

b. Attendance. You must attend synchronous class sessions regularly in order to keep up with the class and practice your Spanish. Therefore, you are expected to be in class for all synchronous class sessions. An excessive number of absences will hurt your progress in the language and affect your grade. Students who miss class lose all the participation points for the day missed.

c. Participation. You are expected to come to every synchronous class session and to participate actively. As class time is dedicated to review, you need to prepare well before coming to class. Preparation includes reviewing material from the previous class as well as reading and studying the assigned material, and working on the assigned exercises. If you are absent, please contact a classmate for assignments and make sure to complete them by the assigned due date. Each day, you are expected to have the material assigned by your instructor completed before you come to class. Participation reflects each student's language-learning activity. If you appear not to be prepared (i.e., if you haven't completed all the exercises assigned for a particular day), your grade will reflect this. If you are prepared and do not participate, your grade will suffer similarly. Participation will be evaluated through preparation for class; discussions of readings and textbook exercises; participation in oral activities; contributions to pair and small group work; and use of Spanish in the virtual classroom when necessary. Participation grades will also be based on the quality of your work, effort, attitude, volunteering, remaining on task,

attendance, and responsibility. Any unexcused absence will result in a grade of ZERO for the “participation” component on each day absent. This grade will be included in your total participation grade calculation. In addition, a grade of ZERO will be given for any exams, assignments, etc. that are not completed as a result of an unexcused absence.

Please note: Since this course will be taught in an synchronous format, live Zoom lectures and discussions are for educational purposes only and should not be recorded or shared with others on social media or elsewhere without express consent from me and others appearing in the video. Sharing videos of others without their consent is a serious violation of trust and collegiality and I will consider disciplinary action if this happens.

d. Quizzes. Several quizzes will be completed on iLearn to be handed in by Sunday at 11:59pm on their corresponding week.

e. Oral Exams. For the **mid-term oral exam** and the **final oral exam** in Spanish, students will work in groups. They will be provided a prompt to be prepared ahead of the exam and role played virtually, in front of the instructor, without external aid. Role play situations will last approximately 5 minutes (2-2.5 minutes per student). The dates of the mid-term oral exam and the final oral exam are listed on the schedule.

f. Written Exams. The course will include two written exams in English, one towards the middle of the semester, and another towards the end of it. These exams will be completed on iLearn. Only under extreme circumstances will there be make-up exams. If you are ill and unable to complete the exam by the assigned due date as indicated on iLearn, you must email your instructor prior to the exam deadline and provide him/her with medical documentation. You will be expected to take the make-up test on the day and time determined by your instructor.

g. Final Presentation. The final presentation will consist of a 10 minute presentation in English to be completed individually about one of the topics discussed in class (or another topic approved by the instructor prior to planning the presentation) about which students will investigate on the internet and/or in the library. Presentation content will mainly focus on culture but includes connections with Spanish-language concepts. Further guidelines for the Final Presentation as well as a Final Presentation rubric are available on iLearn.

VII. Tentative Course Schedule¹

- The student is responsible for the notes/material from any classes missed and needs to be caught up before returning to class.
- **Remember** to have relevant course readings readily accessible for class. You are responsible for all the material assigned by your instructor each day, and **you are required to complete ALL assigned activities BEFORE any given class session.**

¹ Note: The professor reserves the right to modify this syllabus when necessary. Should this be the case, a revised/updated lesson list will be made available on *iLearn*.

-The daily schedule is also available on iLearn.

Week 1	Day	Course Topics	Quiz/Test	Homework Listed on Day it is Due
1	Aug. 25	Introduction to the course Greetings/Introductions		
	Aug. 27	Formality/Registers	Syllabus Quiz	- Background Questionnaire -Read “Deconstructing Culture”
		Can Do Statements I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.	Settings Informal (siblings, close friends) vs. Formal (figures of authority; unfamiliar people; elders, etc.)	Culture (Practices, Products and Perspectives) Use appropriate non-verbal gestures (eye-contact) and facial expressions
2	Sept. 1	Gestures, Non-Verbal Communication, Eye Contact		- Read Hofstede Insights Puerto Rico- https://www.hofstede-insights.com/country-comparison/puerto-rico/
	Sept. 3	Time, Dates, Attitudes - Time/Work/Leisure		-Reflection on Perspectives: Time
		Can Do Statements -I can make basic statements about apologies, appreciation, requests and	Settings Informal vs. Formal Situations	Culture (Practices, Products and Perspectives)

		refusals, etc. -I can count numbers, tell and ask for the time, dates, and describe my daily calendar.		Perspectives and Practices: directness, turn-taking, gestures, nuances, idiomatic expressions
3	Sept. 8	Gender, Machismo	Quiz	
	Sept. 10	Political Correctness		
		Can Do Statements -I can identify subject pronouns	Settings Informal and Formal Situations	Culture (Practices, Products and Perspectives) Perspectives and practices towards gender as reflected in language
4	Sept. 15	Cultural Norms and Trends		
	Sept. 17	The Role of Sports (Soccer) in Culture		-Read “Players seeking change for women’s soccer in Latin America” https://www.usatoday.com/story/sports/soccer/2019/05/06/players-seeking-change-for-womens-soccer-in-latin-america/39449935/ - Read “A small but Fateful Victory”
		Can Do Statements	Settings	Culture

		I can talk about my daily routine and activities	Personal vs. Professional settings (school, work)	(Practices, Products and Perspectives) Cultural norms (meal times and foods, work schedules) and practices (family dynamics); practices and perspectives regarding Individualism vs. Collectivism
5	Sept. 22	Individualism vs. Collectivism	Quiz	Reflection: Comparison of Trends
	Sept. 24	Stereotypes		Presentation and Refutation of a Stereotype
		Can Do Statements I can identify nationalities, stereotypes, and terms for origin	Settings Informal vs Formal	Culture (Practices, Products and Perspectives) Perspectives regarding other Hispanic Countries
6	Oct. 29	Review for oral and written mid-term		
	Oct. 1	Written mid-term (No synchronous class session)		
7	Oct. 6	Oral mid-term	Oral mid-term	
	Oct. 8	Taboo Topics		-Read "Guadalupe the Sex Goddess"
		Can Do Statements I can identify basic body	Settings Informal vs.	Culture (Practices,

		parts	Formal	Products and Perspectives) Practices and Perspectives for Taboo Topics
8	Oct. 13	Interpersonal Communication, Speech Acts		-Read “My Mexico is everyone’s now” -Read “A beginner’s guide to navigating Mexico City” http://northernlaur.en.com/beginners-guide-using-the-mexico-city-metro/
	Oct. 15	Interpersonal Communication, Speech Acts		Apologies Worksheet
		Can Do Statements I can ask for directions or locations	Settings Urban vs. rural; public transportation; other Hispanic countries	Culture (Practices, Products and Perspectives) Formatting for addresses infrastructure and layout of cities, navigating transportation, similarities and differences among other Hispanic cultures
9	Oct. 20	Pragmatics: Directness, Turn Taking		Cultural Comparison Activity
	Oct. 22	Colloquial Language		
		Can Do Statements	Settings	Culture

		I can identify, ask and order food	Restaurants, casual dining, (informal vs. formal)	(Practices, Products and Perspectives) Identifying cultural norms for food items; tipping, etiquette, hosting vs. being a host
10	Oct. 27	Shopping and Bargaining, Careers 1	Quiz	-Read “I can ask about and make basic purchases” with associated webpage and video.
	Oct. 29	University Life, Careers 2		
		Can Do Statements I can ask about or make basic purchases	Settings Convenience vs. Specialized stores	Culture (Practices, Products and Perspectives) Supermarkets and markets; societal expectations for sell/buying; negotiating prices (varies with context)
11	Nov. 3	Linguistic Discrimination		
	Nov. 5	Linguistic Discrimination		Choose Final Project Partner
		Can Do Statements I can identify nationalities, stereotypes, and terms of origin	Settings Personal vs. professional	Culture (Practices, Products and Perspectives) Perspectives regarding stereotypes, other forms of address for origin; similarities and

				differences among other Hispanic countries
12	Nov. 10	Spanglish	Quiz	-Read “111 Words in English that are actually Spanish” https://www.babbel.com/en/magazine/english-words-actually-spanish/ -Read “How to Tame a Wild Tongue” -Prepare for Final Project
	Nov. 12	Spanglish		-Read “Little Miracles, Kept Promises”
		Can Do Statements I can identify basic or common expressions of Spanglish and Loan Words	Settings Intergenerational practices and perspectives; negotiating meaning with Loan Words	Culture (Practices, Products and Perspectives) Language: Matching Activity Culture: Research Loan Words and their origins
13	Nov. 17	Regional Variation, University Life, Living Arrangements		
	Nov. 19	Regional Variation, University Life, Living Arrangements		Comparison of university life in the U.S. and a Spanish-speaking country
		Can Do Statements I can identify, and compare and contrast university life	Settings University Life; geographical	Culture (Practices, Products and

		(disciplines, majors, extracurricular activities, social life); I can talk about seasons, the weather	regions & hemispheres	Perspectives) similarities and differences among other Hispanic countries; understanding geographical characteristics (seasonal changes and lifestyle)
14	Nov. 24	NO CLASS (Review for Final Written Exam)		
	Nov. 26	NO CLASS		
15	Dec. 1	Review for the Final Written Exam		
	Dec. 3	Final Written Exam (No synchronous class session)		
16	Dec. 8	Review for Final Oral Exam		
	Dec. 10	Final Project Presentations Due (No synchronous class session)		
	Dec. 14	Final Exam Week: Final Oral Exams	Final Oral Exams	
	Dec. 16	Final Exam Week: Final Oral Exams	Final Oral Exams	

VIII. Policies and Other Information

Course Procedures and Expectations: The information and material related to this course will be posted on iLearn. Log in with your Otter ID and password to access the necessary materials for each class session.

Use of the Target Language: Speak Spanish in class as much as possible; however, the use of English to discuss complex ideas in the classroom is appropriate. Work with your classmates and help each other. Don't be afraid to make mistakes; the important thing to know to improve your Spanish is to use Spanish as much as you can.

Online Communication (Netiquette)

Please keep the following in mind as you communicate with your peers and with your professor through Canvas and Zoom:

1. Be aware that typing in **all capital letters indicates shouting**.
2. **Be careful with humor and sarcasm**. Both can easily be misunderstood!
3. Review all discussion postings before posting your own to **prevent redundancy**.
4. Check your writing for errors by **reviewing what you've written** before submitting it.
5. **Acronyms** (LOL, etc.) and **emoticons** (smiles) are commonly used online, but be careful not to overuse them.
6. Personal communications with your instructor or fellow students are best handled through **email**. Only post on the **classroom discussion board** if the conversation is relevant to others in the class.
7. Please always write using a professional tone, without using text language such as lower case 'i'.

Technical Requirements

This course requires the following:

- **Reliable and consistent Internet**
- **Reliable and Up-to-Date Computer**
- **Web browser:** In order to be able to access Canvas, please ensure that your computer has been updated with the latest version on one of the following browsers: Google Chrome, Firefox, Safari.

Technical Skills

This course requires the following skills:

- Ability to use a browser and navigate the web
- Ability to copy and paste a url or link
- Ability to create a WORD document or PDF and upload
- Ability to create a screen capture video & upload to YouTube or Upload & share to Google Drive

Technology Support

If you are experiencing issues with any technology to access the course such as your Canvas account, or your CSUMB email, please utilize the following resources:

- For issues logging into Canvas or CSUMB gmail, you may contact the Help Desk M-F 8-5pm at (831) 582-HELP

- Submit a [Help Desk Ticket Request](#) for any technology access issues.

For support with learning how to use hardware software contact: [CLC](#)

Accessibility Statement

Students are welcome and encouraged to visit me during regularly scheduled office hours and by appointment. Students with disabilities who require accommodations such as time extensions or alternate media/format must present current verification from Student Disability Resources as soon as possible. Please see me by the end of the second week, during office hours or by appointment, to discuss your needs. If you think a disability may impact your performance in this class, meet with SDR professional staff in the Health and Wellness Services, Building #80. Contact SDR: (831) 582-3672 or Email: student_disability_resources@csumb.edu

Academic Integrity: Academic integrity is of central importance to an education at CSUMB. The core of this integrity resides in the scholastic honesty of the CSUMB community, and therefore, is the responsibility of all students and faculty to uphold and maintain. Forms of academic dishonesty include: cheating, fabrication, plagiarism, and collusion in any of these activities. We value informal resolution of academic integrity allegations; however, students discovered to have engaged in academic dishonesty will be sanctioned. For more information regarding the Academic Integrity Policy please go to: <http://https://csumb.edu/policy/academic-integrity-policy>.

Collection of Student Work for Assessment

CSUMB is committed to providing excellent and innovative curricula and educational opportunities to its students. To help us maintain quality academic offerings and to conform to institutional and professional accreditation requirements, the University and its programs regularly evaluate student work to assess student achievement of learning outcomes. CSUMB obtains, evaluates, and retains samples of student work from designated assignments in representative courses. This work includes, but is not limited to, papers, exams, creative works, recordings of oral presentations, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs. Instructors will inform students which assignments will be designated for assessment purposes. Instructor and student names will not appear in any assessment results and assessment results will have no impact on student grades, instructor evaluations, or instructor employment.

Student Email Notification: CSUMB policy establishes email as the primary and official means of communication from California State University, Monterey Bay to students. This includes faculty communication to students and will be used for communication in this course. Students are therefore expected to check their email on a frequent basis.

No make-up Policy: There will be no make-ups unless you bring the instructor a formal documentation to support your absence.

Electronic Devices in Class: Electronic devices such as cell phones, laptops, tablets, etc. should be used solely for instructional purposes and are prohibited for personal use during class.

VX. Useful Tips

Specialized Language Instructional Classrooms (SLIC): The Specialized Language Instructional Classrooms are located on the second floor of the CAHSS building (2408 and 2410). There is a PC lab and Mac lab. These SLIC Classrooms will be available throughout the semester. Check the weekly schedule posted on the SLIC doors for availability.

CLC (Cooperative Learning Center): You are encouraged to visit the Cooperative Learning Center on the 2nd floor of the library for additional practice and help with this course. Language tutors work with students on their classroom assignments, tests, quizzes, projects and essays and MySpanishLab (the online manual for Mosaicos). Students should come prepared with specific questions so that the tutors can make the best use of time. Peer tutors work with up to 4 students in a group. For information about Cooperative Learning Center, please visit <https://csumb.edu/clc> or call (831) 582-4104. Cooperative Learning Center tutoring begins the second week of the semester. You can make an appointment online at <https://csumb.edu/clc>.

Center for Student Success: CSUMB works to make sure that all students are succeeding in their courses. If you are falling behind or are missing too many class sessions, you are strongly encouraged to schedule an appointment with the Center for Student Success (CSS) to create an Academic Success Plan and get back on track. The CSS offers services such as one-on-one support, peer mentoring, and study skills workshops. CSS is located in the Library, 3rd floor, Suite 3180, 582-3165, <http://studentsuccess.csumb.edu/>

IX. Appendix

A) *ACTFL guidelines for Language Proficiency

B) ACFTL Guidelines for World Readiness Standards

NOVICE MID Language Proficiency

**American Council on the Teaching of Foreign Languages (ACTFL) Guidelines
Revised 2012**

The following are detailed descriptions of the **Novice Mid** ACTFL language proficiency level that has been adopted by CSUMB, and is the level of achievement that students should attain upon completion of **the SPAN 350** level. Note that these descriptions refer to general language acquisition and do not address the particular course learning outcomes addressed in your class syllabus. The full guidelines are available from: <http://www.actfl.org/i4a/pages/index.cfm?pageid=5305>

Speaking: Novice

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

Novice Mid

Speakers at the Novice Mid sublevel communicate minimally 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 say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Writing: Novice

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

Novice Mid

Writers at the Novice Mid sublevel can reproduce from memory a modest number of 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 non-native writers.

Listening: Novice

At the Novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies.

Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning.

Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

Novice Mid

At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

Reading: Novice

At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized.

Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning.

Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

Novice Mid

At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.