

## English Language Proficiency Requirement

The candidate can submit an official iBT, IELTS or PTE test score. Or, the candidate/host department may request an oral interview via Skype conducted by both one member of the hosting department and a trained language professional in the ESL Program.

The host department interviewer will ask relevant questions pertaining to the research/project the candidate will engage in while at EMU. The trained ESL instructors/staff follow the oral interview procedure according to ACTFL guidelines (American Council on the Teaching of Foreign Languages) for assessing oral language proficiency. For more explanation on ACTFL oral proficiency range descriptors, see <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/speaking>

A sample of the Oral Interview Report follows and includes recommendations for the candidate/host department. If the candidate's proficiency is rated low, the host department may submit documentation on translation/ interpreter services they will provide, if needed. Or, the candidate/host department may seek language assistance through the ESL Program for classes or through the International Student Resource Center for workshops/tutoring in English.

Oral Interview fee: \$50

### Oral Interview Request

**Please submit this page only to the ESL Program to request an oral interview via Skype.  
A copy of the candidate's passport must be included with this form.**

**Name must be exactly as it appears on your Passport;** please print clearly or type information

First Name:	Family Name	Middle Name:
Male <input type="checkbox"/> Female <input type="checkbox"/>	Birth Date: Month	Day Year
Country of citizenship:	Country of residence at time of interview:	
The best times for an interview are:	Telephone Number: _____	
	Email Address: _____	
	Skype account name: _____	

EMU contact person: \_\_\_\_\_ phone: \_\_\_\_\_

Email: \_\_\_\_\_

Please submit this request to:      ESL Program  
318 King Hall  
Ypsilanti, MI 48197  
esl@emich.edu  
734-487-0338



**ESL Program**  
**Oral Interview Report of English Proficiency for J-Visa Applicants**

Exchange Visitor Name:

Program:

Interview Date:

Interviewer:

Interview format: (Skype video)

**Results:** This visitor demonstrated proficiency in spoken English: (check one below)

- at the Advanced level or higher and will need minimal support in English
- at a level below the Advanced level with descriptors noted below.

\_\_\_\_\_ -Level Oral Proficiency Placement Descriptors

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**Recommendation:**

Host department interviewer:

Print name \_\_\_\_\_

Signature: \_\_\_\_\_

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

ESL interviewer:

Print name: \_\_\_\_\_

Signature: \_\_\_\_\_

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

ESL Director signature: \_\_\_\_\_

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

“The **ACTFL Proficiency Guidelines 2012**—Speaking describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice.” : <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/speaking>

## **DISTINGUISHED**

“Speakers at the Distinguished level are able to use language skillfully, and with accuracy, efficiency, and effectiveness. They are educated and articulate users of the language. They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner. Distinguished-level speakers can use persuasive and hypothetical [discourse](#) for representational purposes, allowing them to advocate a point of view that is not necessarily their own. They can tailor language to a variety of audiences by adapting their speech and [register](#) in ways that are culturally authentic.”

“A non-native accent, a lack of a native-like economy of expression, a limited control of deeply embedded cultural references, and/or an occasional isolated language error may still be present at this level.”

## **SUPERIOR**

“Speakers at the Superior level are able to communicate 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 present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities.”

“Speakers at the Superior level demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.”

## **ADVANCED**

“Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and [description](#) in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and [discourse](#). Advanced-level speakers have sufficient control of basic structures and [generic vocabulary](#) to be understood by native speakers of the language, including those unaccustomed to non-native speech.”

## **INTERMEDIATE**

“Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from [discrete sentences](#) to strings of sentences, typically in present time. Intermediate-level speakers are understood by [interlocutors](#) who are accustomed to dealing with non-native learners of the language.”

## **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.”

