

26 Teaching for Proficiency, the Organizing Principle

The diagram shows an inverted pyramid divided into five horizontal sections, labeled 5 at the top and 0+ at the bottom. The top section (5) is labeled 'Higher Level Topics'. The second section (4) is labeled 'S-1 Checklists'. The third section (3) is labeled '0+ Subject Areas'. The bottom two sections (2 and 1) are collectively labeled 'Advanced' and 'Intermediate'. The very bottom section (0+) is labeled 'Novice'. The pyramid's top face is a pentagon with vertices labeled G, V, F/I, T, and S. Handwritten text inside the pyramid reads 'Well-Educated Native Speaker = 5'. An arrow points from the bottom of the pyramid to the word 'Superior' written below it.

Figure 1. Inverted Pyramid of Language Proficiency

Reprinted with permission from the *Manual for LS Oral Interview Workshops* (June 1980).

6 Teaching for Proficiency, the Organizing Principle

0912

The graph plots the percentage contribution of three language components across five proficiency levels: 0 (Novice), 1 (Intermediate), 2 (Advanced), 3 (Superior), and 4 (Superior). The Y-axis represents Percentage (0 to 45). The X-axis represents Level. Three lines are shown: Vocabulary (solid line), Grammar (dashed line), and Pronunciation (dotted line). Vocabulary peaks at level 1 (~45%), Grammar peaks at level 2 (~42%), and Pronunciation peaks at level 3 (~25%).

| Level          | Vocabulary (%) | Grammar (%) | Pronunciation (%) |
|----------------|----------------|-------------|-------------------|
| 0 Novice       | ~5             | ~5          | ~5                |
| 1 Intermediate | ~45            | ~25         | ~20               |
| 2 Advanced     | ~25            | ~42         | ~20               |
| 3 Superior     | ~15            | ~25         | ~25               |
| 4 Superior     | ~10            | ~15         | ~15               |

Figure 1. Hypothesized Relative Contribution Model