

Few materials for teaching for proficiency have been published to date. Prospective high school teachers can be guided in their selection of textbooks that complement their efforts at emphasizing proficiency. Methods professors can provide such guidance by analyzing existing texts from a proficiency perspective. Some questions arising in text selection for proficiency follow.

1. Does the first third of the book provide simple survival situations where students are asked to work with basic courtesy formulas and simple vocabulary groups such as colors, days of the week, months of the year, and kinship terms?
2. Does the first third provide simple question words and use of the present tense, near future, and recent past? Are useful irregular verbs presented?
3. Does the second third of the book provide topics for description of family members and friends, location and description of home or school, and other topics that involve an exchange of simple factual information? Are situations set up so that students can express their needs for ordering a meal, getting a hotel room, and asking for directions?
4. Are the past tenses presented in the second third?
5. Does the last third of the book present more abstract topics for discussion allowing students to discuss opinions, leisure-time activities, and topics of current public interest?
6. Is a way provided for students to discuss future plans? Is the subjunctive presented in a manner which allows students to support opinions and describe emotions and personal reactions?
7. In general, is vocabulary useful and practical? Are the cultural themes in the book realistic and useful without stereotyping? Are students taught about everyday life in the target countries?
8. Are listening activities provided in the teacher's edition that will help students understand utterances about basic needs and minimum courtesy and travel requirements?
9. Are realia included with which students can practice reading, e.g., songs, menus, timetables, maps, and schedules?
10. Are composition topics included which guide students in writing simple biographical information, short messages, descriptions, and narrations?

If the response to most of the questions is affirmative, the textbook under consideration can more easily be adapted to a proficiency approach (Muyskens and Omaggio, 30).

Flynn (9) states that "while every textbook has some valuable drills, exercises, explanations, and readings, none will be suitable to every teacher's

Higgs, Organizing Principle