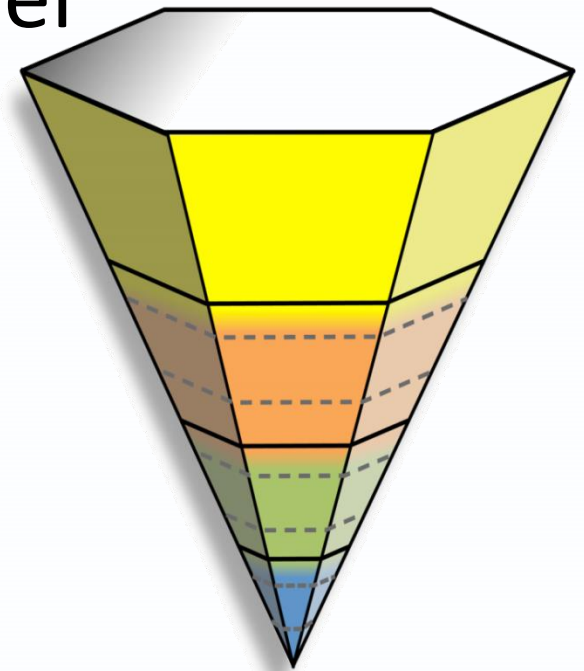


Strategies to Guide Learners to Their Next Level



Pablo Muirhead – Milwaukee Area Technical College, WI
Alisha Dawn Samples – Lexington One School District, SC
Linda Zins-Adams – Moeller High School, Cincinnati, OH

Performance



Performance Towards Proficiency

Performance



Proficiency



Assessing Performance

- Based on Instruction



Assessing Proficiency

- Independent of specific instruction or curriculum



Assessing Performance

- Based on Instruction
- Practiced



Assessing Proficiency

- Independent of specific instruction or curriculum
- Unpredictable



Assessing Performance

- Based on Instruction
- Practiced
- Familiar Content and Context



Assessing Proficiency

- Independent of specific instruction or curriculum
- Unpredictable
- Broad Content and Context



Performance Towards Proficiency

**What's the
Bridge?**



The Learning Environment

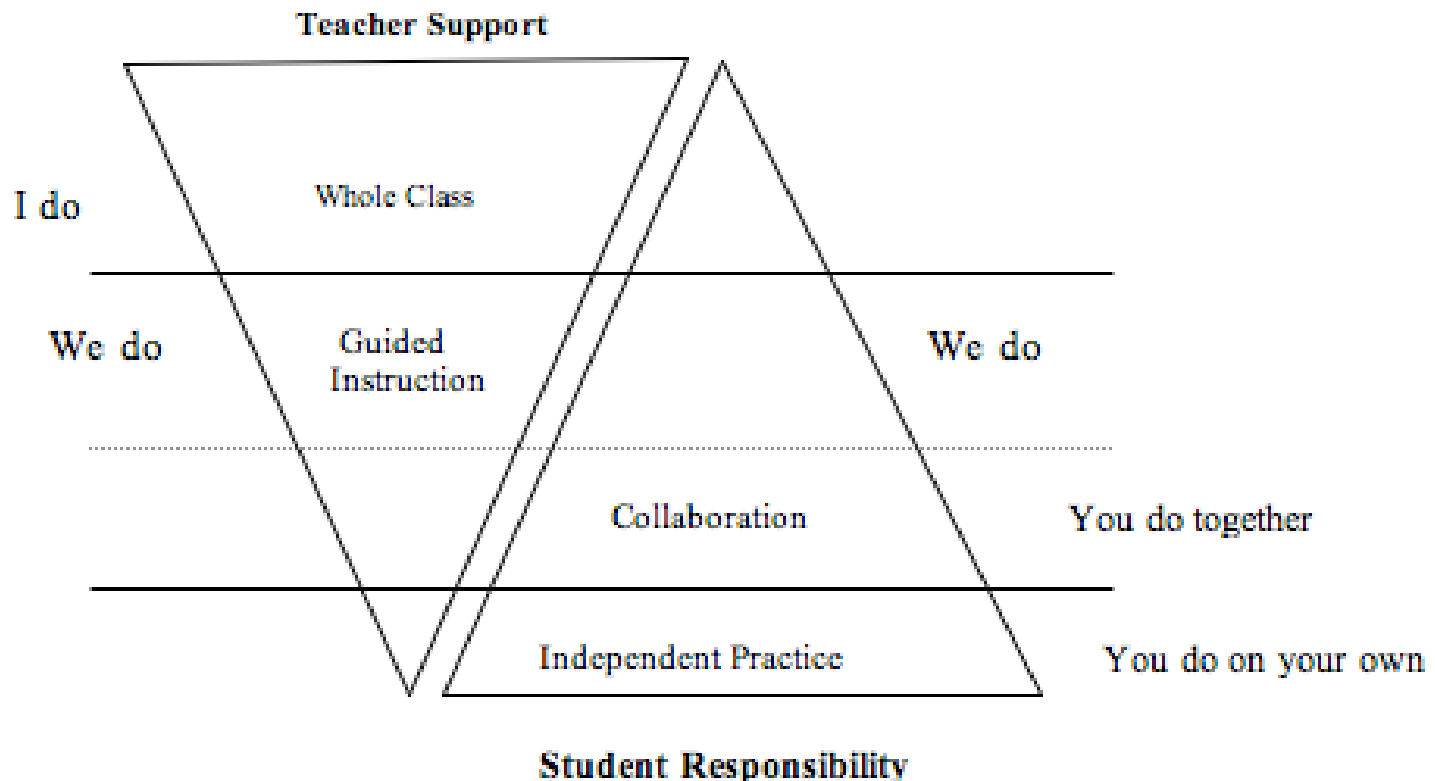
Proficiency

Performance



Dr. Douglas Fisher

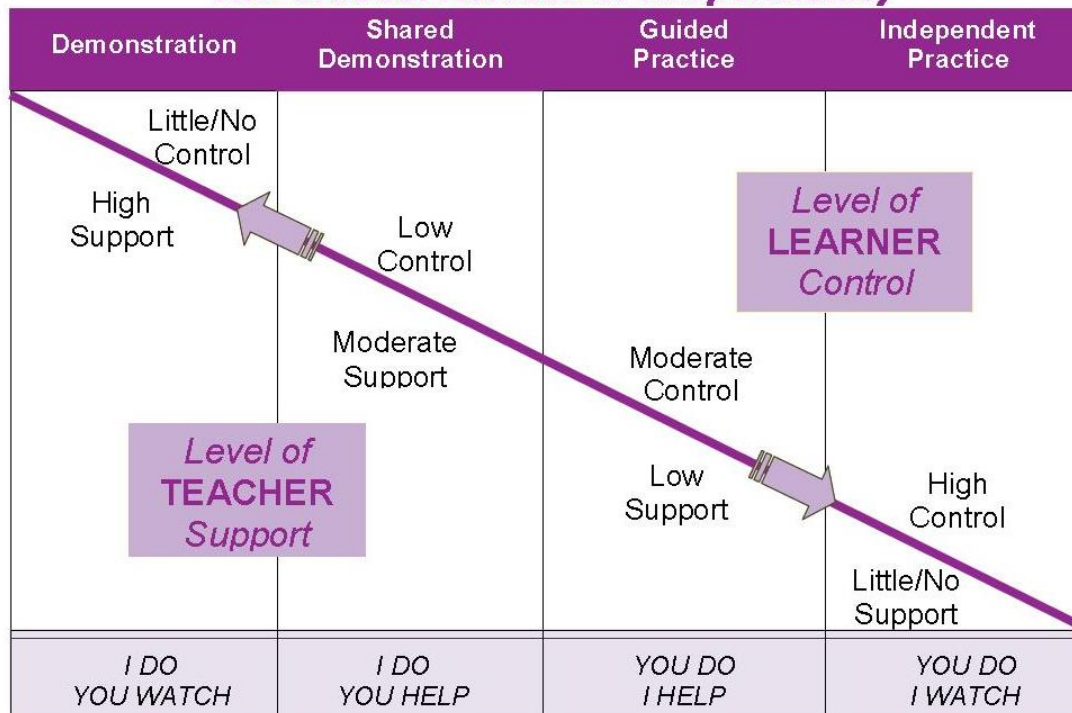
The Gradual Release of Responsibility Model



Gradual Release of Responsibility:

I do, We do, You do

The Optimal Learning Model *The Gradual Release of Responsibility*



Gradual Release of Responsibility (Pearson and Gallagher, 1993)

Targeted Outcomes using The Gradual Release Model

- Learner-centered lessons and activities
- Learner is able to become more meta-cognitive about his/her own learning
- Learner takes ownership of learning and language use
- Learner grows increasingly independent with use of language because of the intentional cycle of learning through this model

Performance and Proficiency

How far is your gaze on the horizon?



OPI/WPT

AAPPL

Summative Assessments

Formative Assessments

Performance and Proficiency

How far is your gaze on the horizon?

OPI/WPT

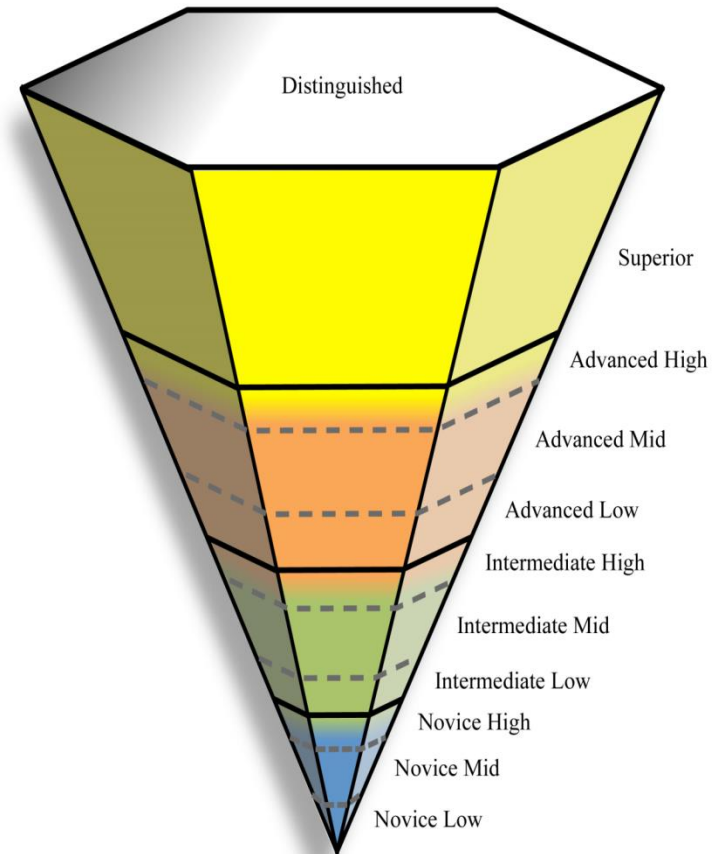
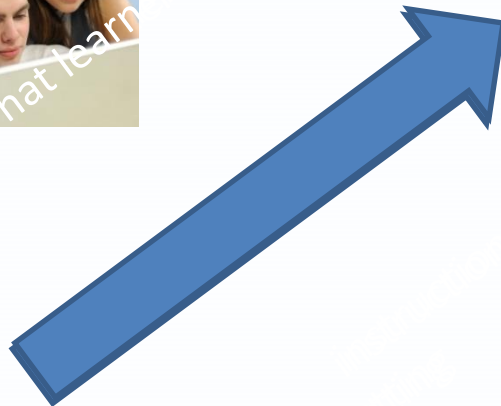
AAPPL

Summative Assessments

Formative Assessments

Performance Toward Proficiency

What learners demonstrate in the familiar context of the instructional setting **points toward a targeted proficiency level.**



Quantity and Organization of Language Expands

Extended cogent discourse

Multiple paragraphs

Single paragraphs

Connected sentences

Strings of sentences

Discrete sentences

Words and phrases

Isolated words

Keepin' it real...

Risk

Expression

Action

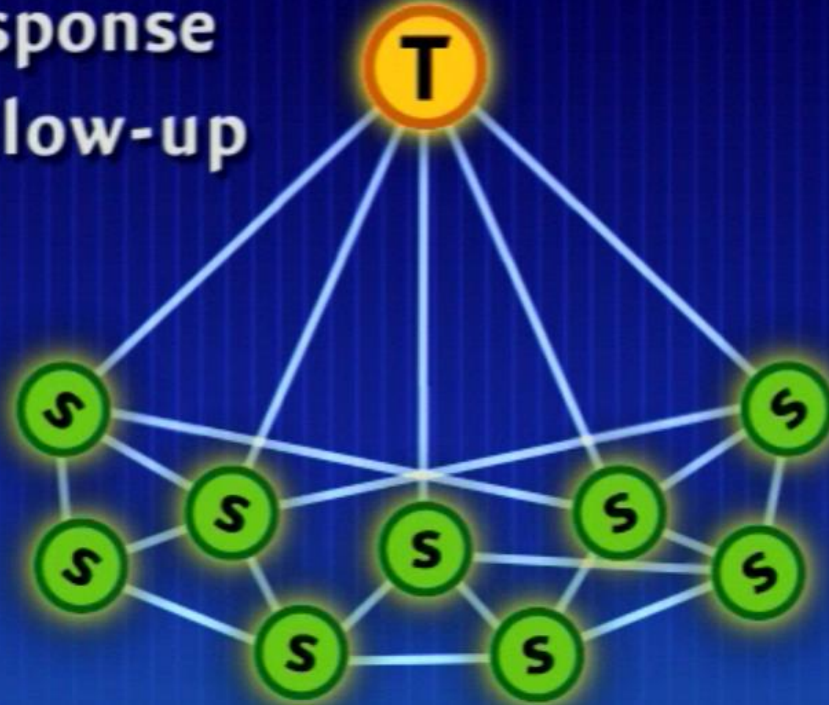
Laughter

THE MOST COMMON



THE IDEAL

Initiation
Response
Follow-up



http://www.learner.org/workshops/tfl/session_02/analyze.html

IRE

the most common

**Less student
performance**

Numbing of brain

Unnatural context

IRF

the ideal

**Become responsible for
own learning**

Integrate easier

**More creative with the
language**

Higher functioning

http://www.learner.org/workshops/tfl/session_02/analyze.html

Presentational Writing – Novice

SCHOOL SUPPLIES

Pleez by 4 me–

candy

bannanas

minerals watres

printer papper

sop

toothpaste

baterys

Presentational Writing – Intermediate

Email requesting a meeting

My name is Pascal. I am a member of the accounting department. I work here since 6 years. I am in charge of audit of your company. Nice to meet you. This e-mail is the first contact of us. I want to know each other. Please let me know when you can attend a meeting. How about 12 Feb or 14 Feb? And Where do you hope to take place? Please ascertain the agenda of meeting. Regard. Pascal

Presentational Writing – Advanced

Alejandro Sanz Yesterday, Tuesday, November 15th, 2005, the fans of the Spanish singer Alejandro Sanz, were able to see and hear his idol in person at the Radio City Music Hall in New York City. The tickets were sold out a month ago, and the performance of Alejandro Sanz was superior. As usual, Alejandro sang his most popular songs such as “El Alma al Aire” (“The Soul in the Air”), “Mi Soledad y Yo” (“My Loneliness and I”), “Heroe” (“Heroe”), and more. The concert started on time at 8pm and finished at 11pm. Three excellent hours of an outstanding performance, Sanz, gave to his fans from all over the world. The adrenaline of the fans was high with the romantic voice of the singer. Also, there were some lucky ones who were able to hold hands with their idol, and show their affection by giving to their favorite singer some gifts, such as flowers, teddy bears, chocolate boxes, etc. Furthermore, the price of the tickets were from \$85.00 to \$300.00, and all the tickets were sold out a month ago. There is not doubt the Alejandro Sanz has won his fans’ heart. Personally, I believe that Alejandro Sanz is an excellent singer and his sense of humor, his personality, his passion for believing in the true love, makes him a unique singer.

Presentational Writing – Advanced

Alejandro Sanz Yesterday, Tuesday, November 15th, 2005, the fans of the Spanish singer Alejandro Sanz, were able to see and hear his idol in person at the Radio City Music Hall in New York City. The tickets were sold out a month ago, and the performance of Alejandro Sanz was superior. **As usual**, Alejandro sang his most popular songs such as “El Alma al Aire” (“The Soul in the Air”), “Mi Soledad y Yo” (“My Loneliness and I”), “Heroe” (“Heroe”), and more. The concert started on time at 8pm and finished at 11pm. Three excellent hours of an outstanding performance, Sanz, gave to his fans from all over the world. **The adrenaline of the fans was high with the romantic voice of the singer.** Also, there were some lucky ones **who were able to hold hands with their idol**, and show their affection by giving to their favorite singer some gifts, such as flowers, teddy bears, chocolate boxes, etc. **Furthermore**, the price of the tickets were from \$85.00 to \$300.00, and all the tickets were sold out a month ago. **There is not doubt** the Alejandro Sanz has won his fans’ heart. **Personally**, I believe that Alejandro Sanz is an excellent singer and his sense of humor, his personality, his passion for believing in the true love, makes him a unique singer.

ACTFL Proficiency Guidelines 2012 - Speaking

Novice	<ul style="list-style-type: none"> • communicate short messages on highly predictable, everyday topics that affect them directly. • use isolated words and phrases that have been encountered, memorized, and recalled. • may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.
Intermediate	<ul style="list-style-type: none"> • create with the language when talking about familiar topics related to their daily life. • recombine learned material in order to express personal meaning. • ask simple questions. • can handle a straightforward survival situation. • produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. • understood by interlocutors who are accustomed to dealing with non-native learners of the language.
Advanced	<ul style="list-style-type: none"> • 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. • narrate and describe in the major times frames of past, present, and future. • can deal with a social situation with an unexpected complication. • speak in paragraphs; the language is abundant. • sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

Q5 Er hat eine Französisch-Prüfung, deshalb...



12

Next >

0 Answers

▲ muss er viel Gitarre üben.

⬡ sprechen wir Chinesisch.

○ lernt er Französisch.

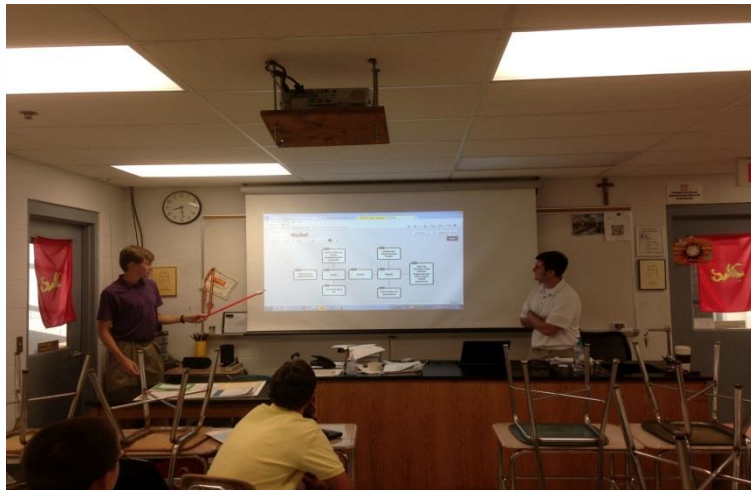
□ spricht er Deutsch.

At the novice level, students learn to make connections and support elaborate. They learn *deshalb* (therefore), which allows them to link two thoughts.

<https://getkahoot.com>



Portfolio Deutsch Level 1, Klett-Langenscheidt



<http://popplet.com>

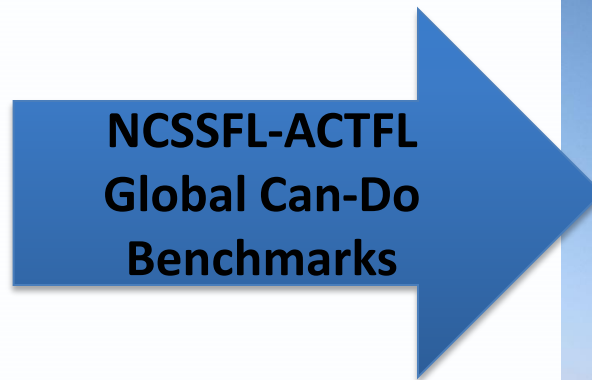
Language is ALWAYS taught within context and students start in the novice levels making connections through a variety of ways.



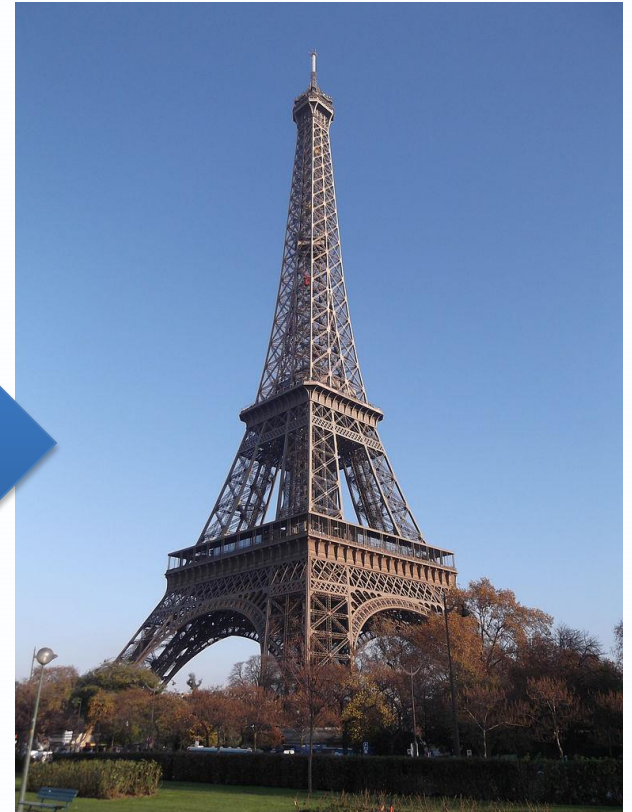


In intermediate levels, students use authentic materials, from which they cite and develop opinions, as well as learn to compare the products, perspectives, practices of their country and those related to the target language. At the intermediate-mid level, students combine interpretive, interpersonal and presentational skills in *Socratic Seminars*.

Performance **TOWARD** Proficiency

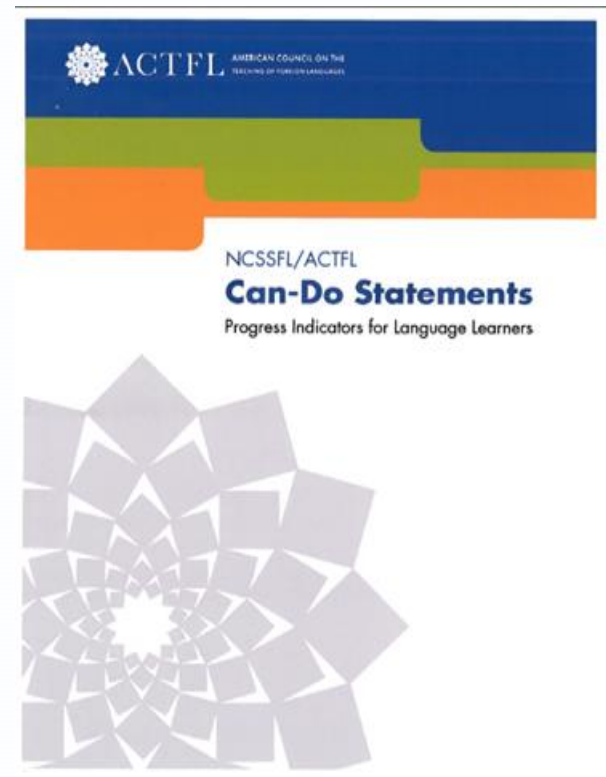


**NCSSFL-ACTFL
Global Can-Do
Benchmarks**



NCSSFL/ACTFL Can-Do Statements

**Bridging
performance
and proficiency**



	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.
Presentational Speaking	phrases.	memorized expressions.	sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.	I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.	I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.	I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.



Global Can-Do Benchmarks

General description of the proficiency level for each of the modes

INTERMEDIATE LOW



I can participate in conversations on a number of familiar topics using simple sentences.
I can handle short social interactions in everyday situations by asking and answering simple questions.

Global Can-Do Benchmarks

General description of the proficiency level for each of the modes

I can have a simple conversation on a number of everyday topics.

- I can talk with someone about family.
- I can talk with someone about hobbies.
- I can talk with someone about school.
- I can _____

to meet my basic needs in familiar situations.

at school, work, or in the community.

transportation.

transportation, such as by train, bus, or car, and to visit friends.

I can ask and answer questions on factual information that is familiar to me.

- I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- I can _____

INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.
I can handle short social interactions in everyday situations by asking and answering simple questions.

I can have a simple conversation on a number of everyday topics.

- I can talk with some _____
- I can talk with some _____
- I can talk with some _____
- I can _____

I can ask and answer questions on factual information that is familiar to me.

- I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- I can _____

I can use the language to meet my basic needs in familiar situations.

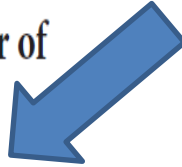
- I can _____ ask for help at school, work, or in the community.
- I can _____ make a reservation.
- I can _____ arrange for transportation, such as by train, bus, or a ride with friends.
- I can _____

Bold statements
Main indicators for
the level and the
mode

INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.
I can handle short social interactions in everyday situations by asking and answering simple questions.

I can have a simple conversation on a number of everyday topics.



- I can talk with someone about family or household tasks.
- I can talk with someone about hobbies and interests.
- I can talk with someone about school or work.
- I can _____

I can ask and answer questions on factual information that is familiar to me.

- I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- I can _____



I can use the language to meet my basic needs in familiar situations.

- I can ask for help at school, work, or in the community.
- I can make a reservation.
- I can arrange for transportation, such as by train, bus, taxi, or _____
- I can _____



Target statements (Checklist)

Provide instructional focus
Create class evidence
Should emphasize “re-spiraling”

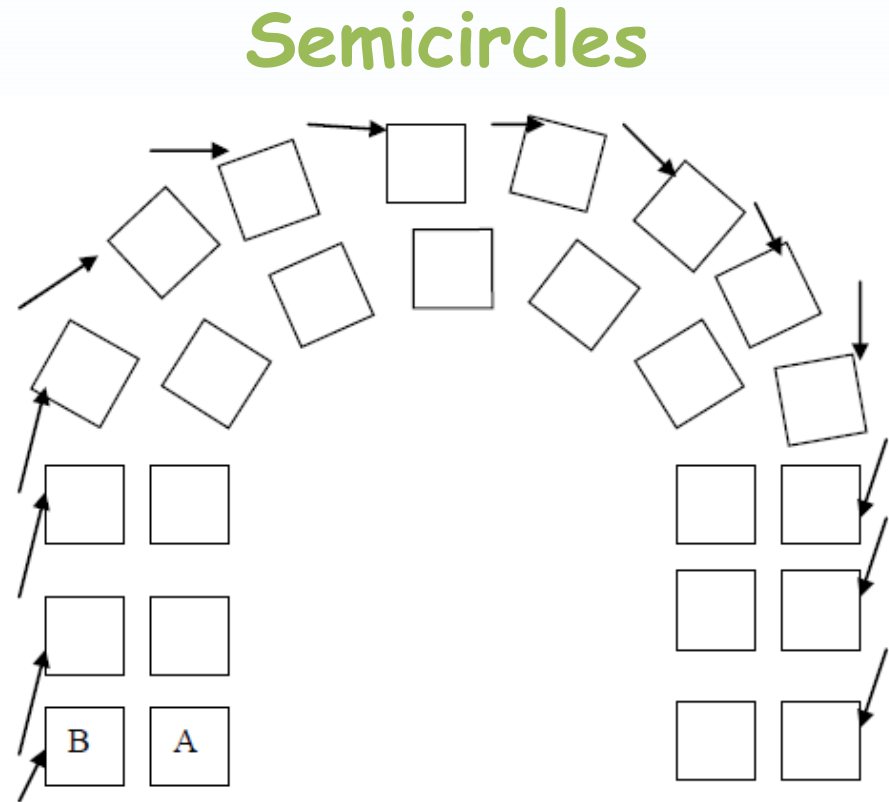
NCSSFL-ACTFL Global Can-Do Benchmarks

Interpersonal

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

Classroom arrangement matters

1. Physical movement is important
2. Look for opportunities for students to **use the language**.
3. We need to consciously incorporate proficiency-driven activities.



SAMPLE QUESTIONS

NOVICE	INTERMEDIATE	ADVANCED
What music do you like?	What is your favorite artist like?	What was your most embarrassing experience in school?
What is your family like?	If you could travel to any country in the world, where would you go? Why?	What experience would you have liked to have in middle school that you didn't have?
What would you like for your birthday?	What TV shows did you like to watch when you were in elementary school?	How do you feel about the legal age for drinking?
What classes are you taking?		

SAMPLE QUESTIONS

Teaching Foreign Languages K-12:

A Library of Classroom Practices

<http://www.learner.org/resources/series185.html>

Routes to Culture

Program #26 - - 5:04-6:40

<http://aappl.actfl.org/demo>

Languages:

- Arabic
- Chinese
- French
- German
- Russian
- Spanish
- ESL

Results:

- Novice 1 – 4
- Intermediate 1 – 5
- Results by mode
- Feedback on how to improve

Interpersonal Listening/Speaking - Novice

Prompt

- Hello! My name is Antonia. What's your name?
- I am from Colombia. Where are you from?
- I'm in my room. Where are you?
- I take English and math classes. What classes do you take?

Novice-level Response

- My name Sam.
- I am in the United States.
- in Spanish class
- Science, Spanish, English, math.

Interpersonal listening/speaking -Intermediate

Prompt

- Let's talk about music. Tell me what kind of music you listen to. Why do you listen to this music?
- I listen to music on my iPod. How do you listen to music?
- Listen to this. This is The Zodiacs - my favorite group. Tell me about a group that is popular with young people in America.
- Your school has music programs, doesn't it? Tell me about one of them. What do the students do who participate in this program?

Intermediate-Level Response

- I like all music, um, without classical music. It is boring.
- Ah, I listen to my music on my telephone, but I have an I-Phone and also I have an I-Pod and, uh, my computer.
- Ah, a group that is very popular with young people in the United States and North America, um, is the Black-Eyed Peas group. All the members in the group are young and the music is, um, very good and all, um, like them.
- Ah, there is a band and an, ah, and, um, piano and guitar classes. Um, many people go to the school in order to see the band.

Interpersonal-Listening/Speaking Advanced

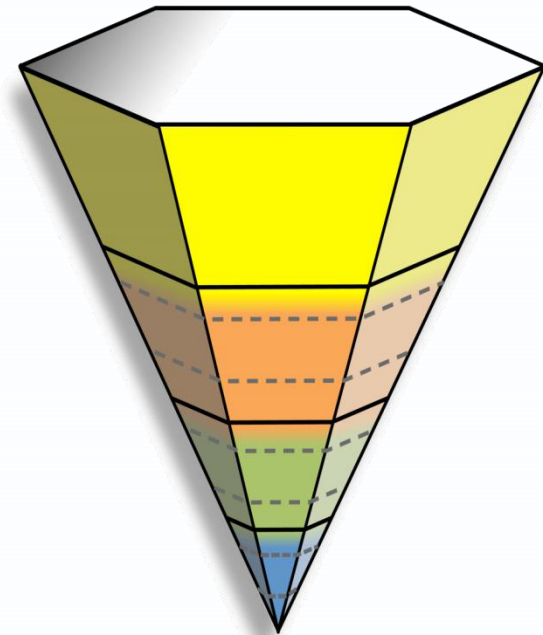
Prompt

1. It's been great talking to you in Spanish. Tell me, why did you decide to study Spanish? Why did you make that decision?
2. **Do you remember an occasion when you needed to speak Spanish? What happened? Tell me the whole story—I want to know all the details.**
3. How do you plan to continue improving your Spanish? How do you plan to use your Spanish in the future?
4. I want to learn English. Can you recommend a television show that will help me learn English? Why do you think this program will help me improve my English?

Interpersonal Listening/Speaking Advanced - Response

2. Well, I use my Spanish a great deal in my work because I work in a pharmacy where I have to speak with patients that don't speak English almost every week. But one very special time was when I was like nine years old, I think. I was in Cancun, Mexico with my family for Christmas. And we were, um, we went by bus and we wanted to visit the city. Then, we went on the bus and my mother didn't know when we had to leave the bus. Then we were there for like three hours. Then, I, when I was 9 years old, had to talk with the, ah, the uh, the one who drives the bus and he, he finally told me that we forgot to leave the bus two hours ago and he took us to, to the street that we needed and we were very [attempts unsuccessfully to say thankful] because we were the last ones the last ones on the bus and no one else was there and we didn't know what to do. Well, because I could speak Spanish with the, with the man, umm, he drove to, to the street. Thank you.

How might you help your learners understand the proficiency “destination” and guide them on their journey to reach their next level?



At any level:

- Perfection is **NOT** the goal
- Need to feel successful within partial control, and push learners to get to full control

To get to the next level, focus on:

- Elaboration (more specific and descriptive)
- Narration (connection of ideas, sentences)
- Using language to accomplish the function
- Using language more spontaneously, more independently

Strategies to Guide Learners to Their Next Level

Saying More (*Live Audience Recording - April 24, 2014*)

Linda Zins-Adams, Moeller High School (OH)

Pablo Muirhead, Milwaukee Area Technical College (WI)

Moving Beyond Memorized Language

(*Live Audience Recording - May 6, 2014*)

Alisha Dawn Samples, Lexington One School District (SC)

Pablo Muirhead, Milwaukee Area Technical College (WI)

Focusing on Details and Organization

(*Live Audience Recording – May 20, 2014*)

Alisha Dawn Samples, Lexington One School District (SC)

Linda Zins-Adams, Moeller High School (OH)