

UTAH DUAL LANGUAGE



IMMERSION

*Providing a world of opportunities for students*

# Focusing on Proficiency

AUDI 2017

Greg Duncan  
[interprep@earthlink.net](mailto:interprep@earthlink.net)

InterPrep  
[www.interprepinc.com](http://www.interprepinc.com)

# Elementary World Language Model Choices

- Foreign Language Exploratory (FLEX)
- Foreign Language in the Elementary School (FLES)
- Immersion

# Immersion

THE most effective model for teaching and learning a second language within a school setting



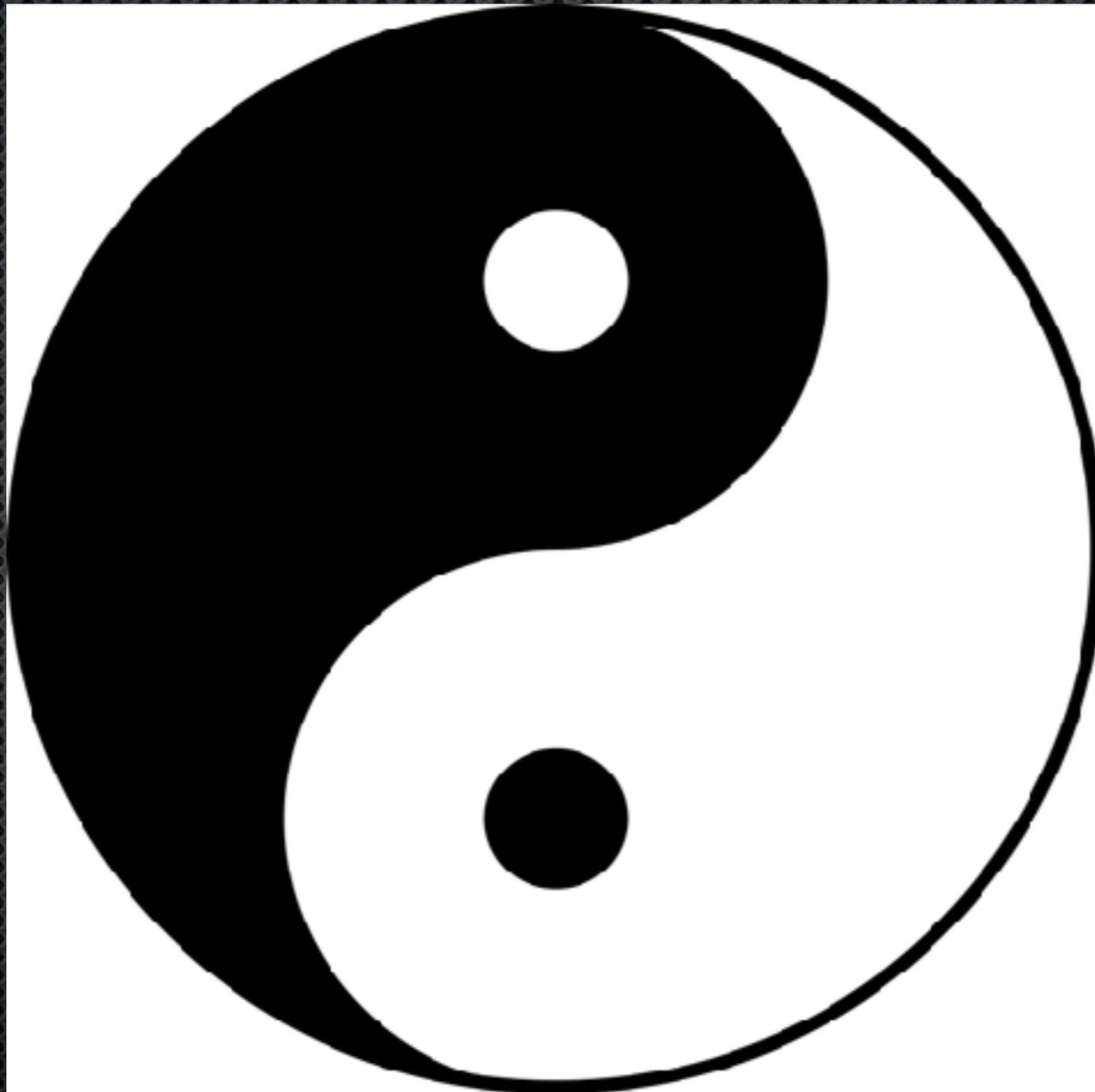
# 2 principal purposes of immersion programs

- ✦ acquisition of grade level content and skills

- ✦ development of second language proficiency

Immersion teachers are 2 teachers in 1:

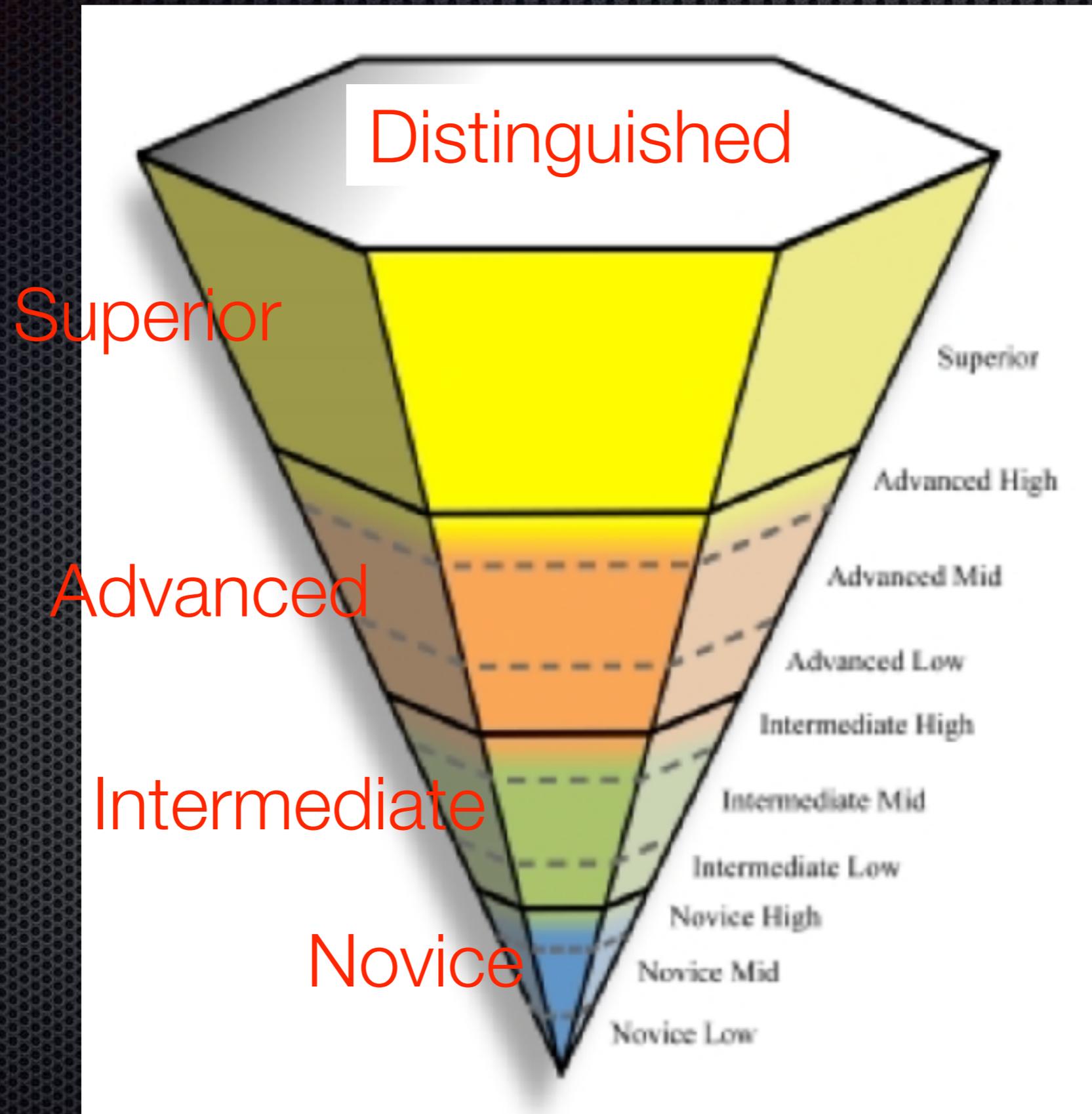
- a content teacher
- a language teacher



# 4 fundamental characteristics of visionary language programs

- set proficiency targets for each grade level
- plan to reach the targets
- assess (internally and externally) to see if targets are being met
- use data to improve learning

# American Context



CEFR

C2

C1

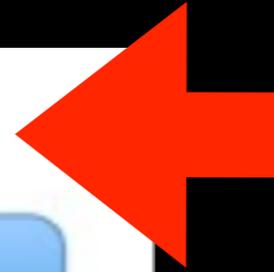
B2

B1

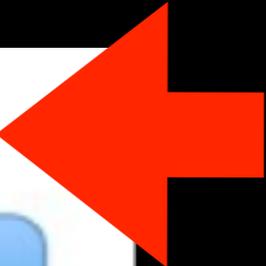
A2

A1

Common  
European  
Framework  
of  
Reference



ACTFL	CEFR
Superior	C2
Advanced-High ----- Advanced-Mid Advanced-Low	C1
Intermediate-High ----- Intermediate-Mid Intermediate-Low	B2
Novice-High ----- Novice-Mid Novice-Low	B1
	A2
	A1



Common  
European  
Framework  
of  
Reference

Why is setting proficiency targets so important?

# What we are getting in proficiency from secondary and college students after . . .

*old data \**  
(N=7500,  
ca. 1999)

*new data \**  
(N=22,000,  
2008)

*Level 1 ?*

*NL*

***NH***

*Level 2 ?*

*NM*

***NH***

*Level 3 ?*

*NH*

***NH***

*Level 4 ?*

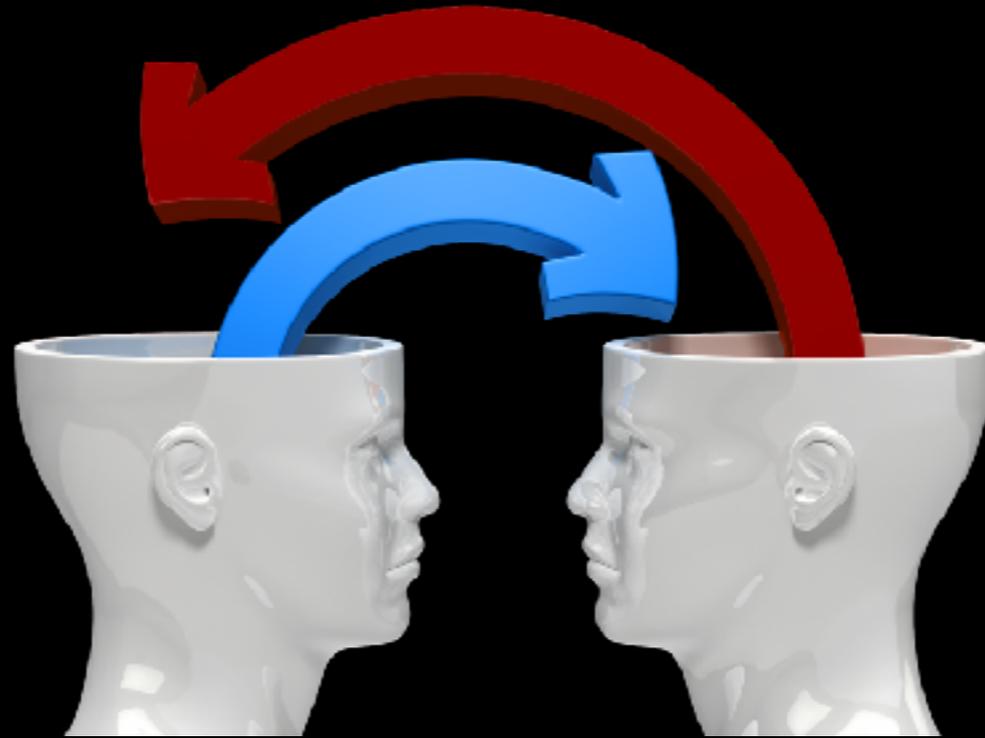
*IL*

***NH / IL***



*\* data gathered by  
using the  
STAMP Test  
[www.avantassessment.com](http://www.avantassessment.com)*

# Sharing what we're learning



In a small group of 3-4:

-  Why do you think the 2008 results for Level 1 were so much higher?
-  Why do you think the students did not continue to progress in proficiency after Level 1?

# What can we expect in proficiency from students after . . .



	<i>old data *</i> (N=7500, ca. 1999)	<i>new data *</i> (N=22,000, 2008)
<i>Level 1</i>	<i>NL</i>	<i>NH</i>
<i>Level 2</i>	<i>NM</i>	<i>NH</i>
<i>Level 3</i>	<i>NH</i>	<i>NH</i>
<i>Level 4</i>	<i>IL</i>	<i>NH/IL</i>

 Why do you think the 2008 results for Level 1 were so much higher?

 Why do you think the students did not continue to progress in proficiency after Level 1?

Why is setting proficiency targets so important?



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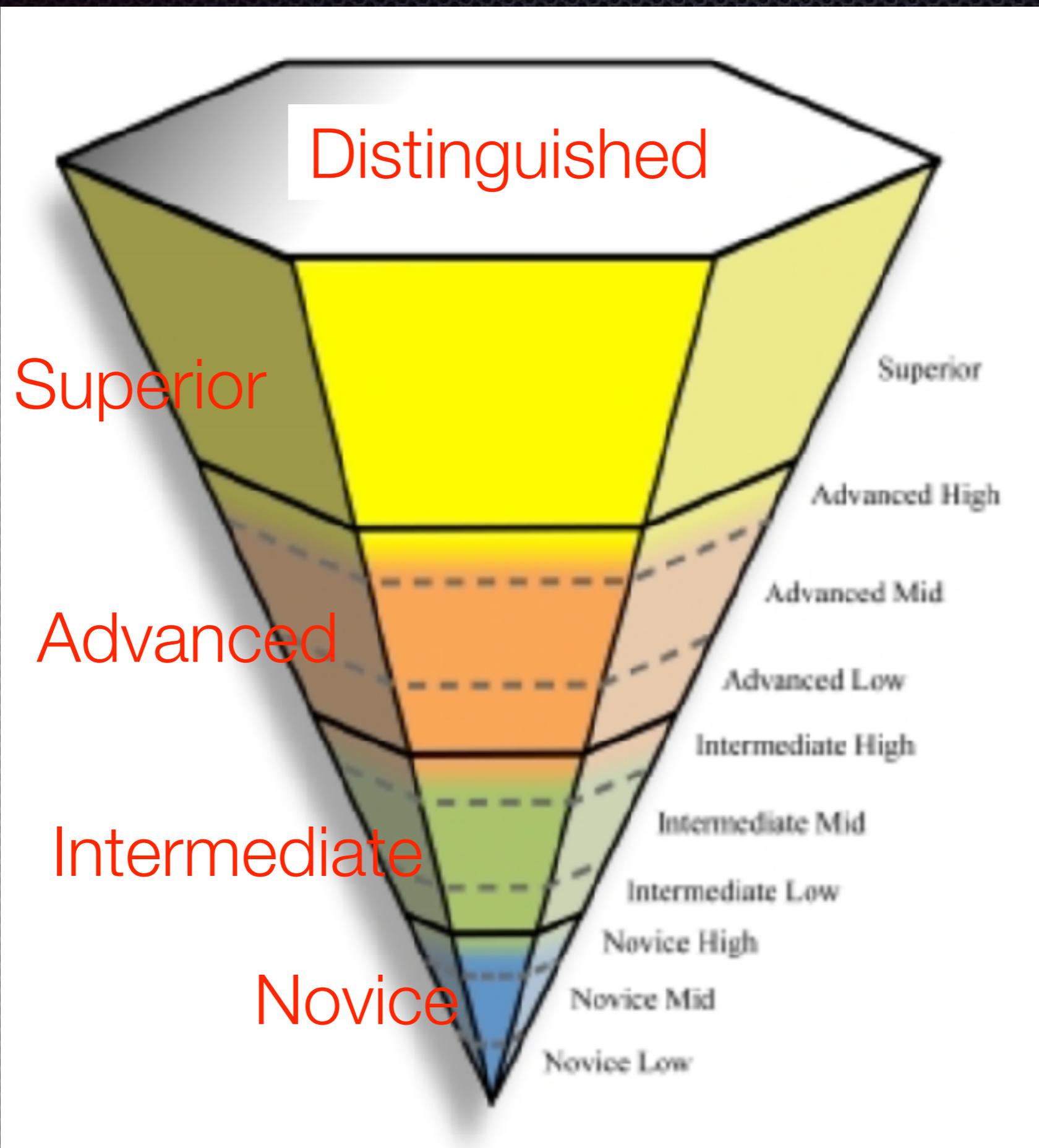
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## Utah Dual Language Immersion Proficiency Targets

Revised 7/22/14

### ***FRENCH, GERMAN, PORTUGUESE & SPANISH***

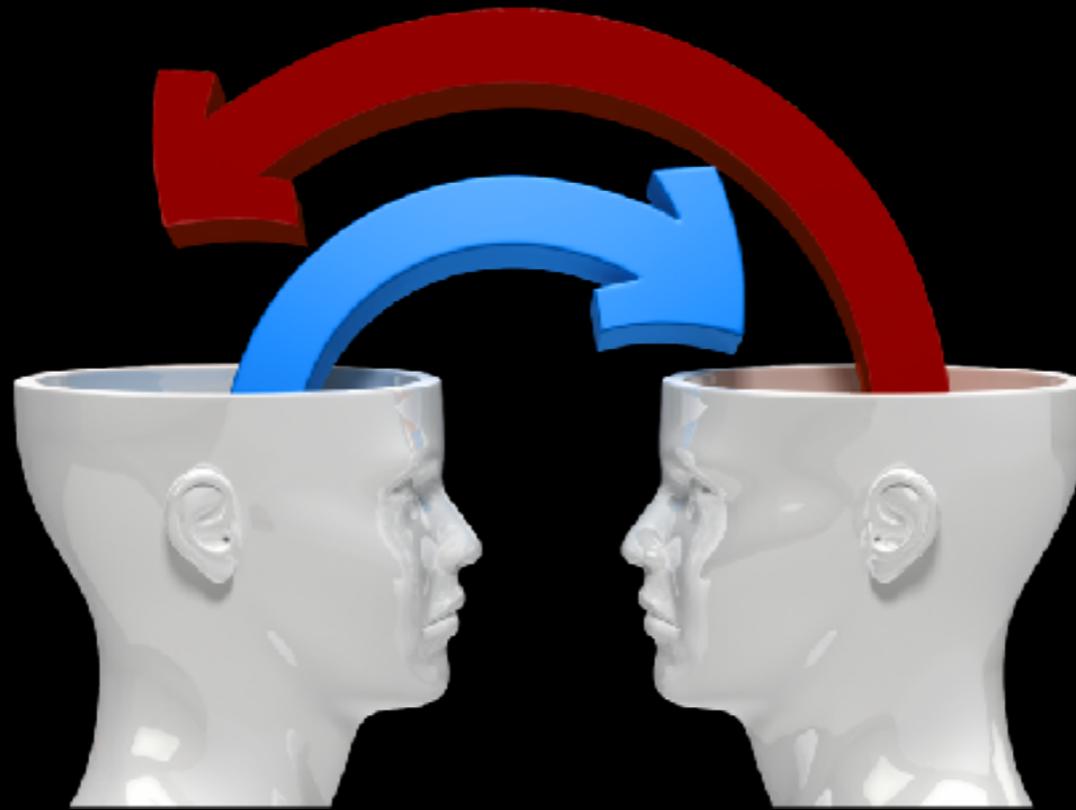
<i>Grade</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
1	Novice Mid	Novice Mid	Novice Mid	Novice Mid
2	Novice High	Novice High	Novice Mid	Novice Mid
3	Intermediate Low	Novice High	Novice High	Novice High
4	Intermediate Low	Intermediate Low	Novice High	Novice High
5	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
6	Intermediate Mid	Intermediate Mid	Intermediate Low	Intermediate Low
7	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
8	Intermediate High	Intermediate High	Intermediate Mid	Intermediate Mid
9	Advanced Low	Intermediate High	Intermediate High	Intermediate High
10	Advanced Low	Advanced Low	Intermediate High	Intermediate High
11	Advanced Mid	Advanced Low	Advanced Low	Advanced Low
12	Advanced Mid	Advanced Mid	Advanced Low	Advanced Low



# What can Novices do ?



# Sharing what we're learning



In small groups of 3-6:

Based on what you saw, what would say  
a **NOVICE SPEAKER** can do?

# When Novices speak they . . .



- respond to simple questions on the most common features of daily life
- convey minimal meaning by using
  - \* isolated words
  - \* lists of words
  - \* memorized phrases
  - \* an occasional short, simple sentence
- ask memorized, formulaic questions
- are at the WORD level

For Novices, what role do you think accuracy plays in their speaking ability?

What do you think "counts" for being accurate for Novices?

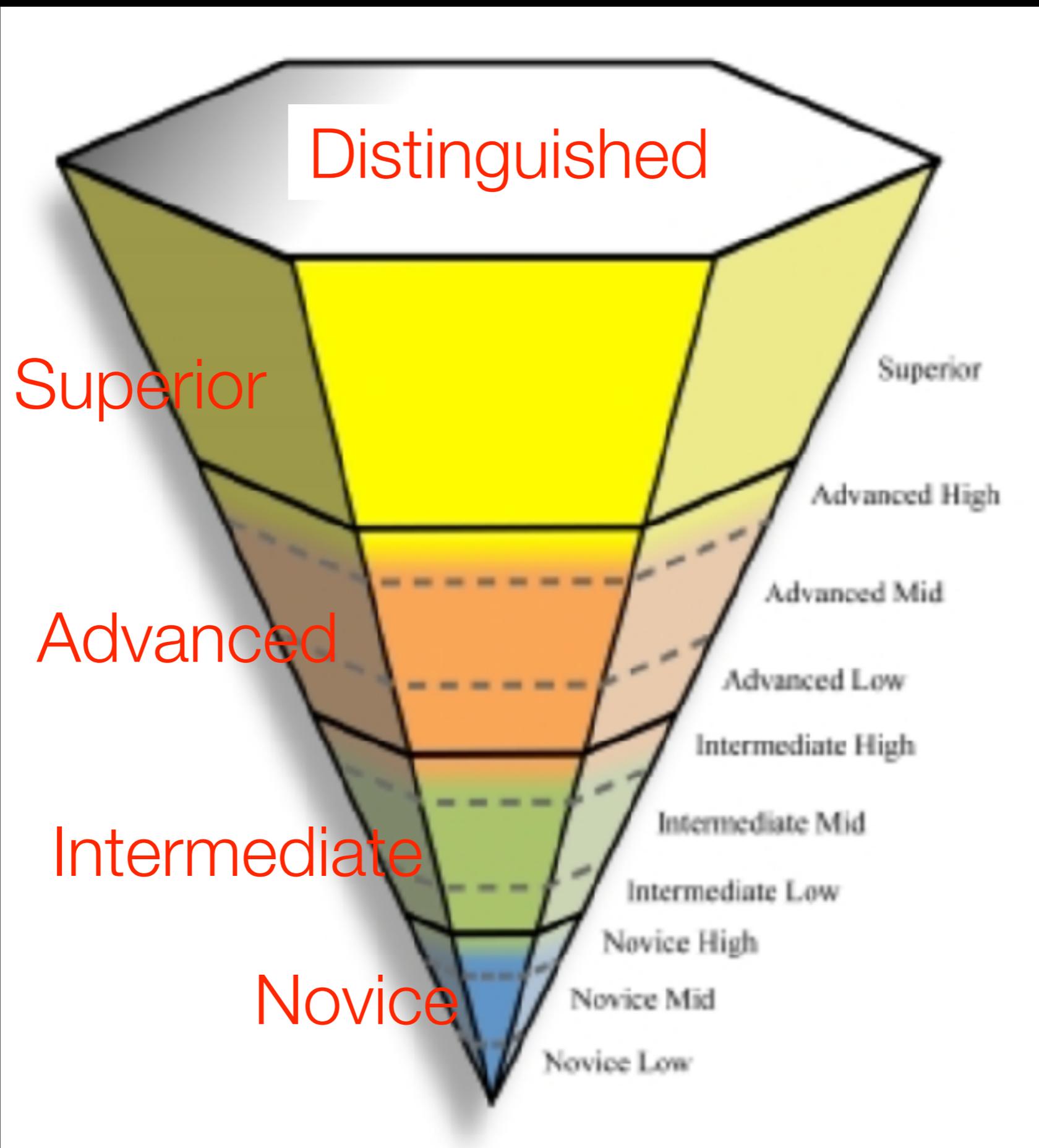


- intelligibility
- contextually appropriate responses

# What can Novices do ?



French, German,  
Portuguese, Spanish :  
1st Grade ONLY





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## Utah Dual Language Immersion Proficiency Targets

### *FRENCH, PORTUGUESE & SPANISH*

<i>Grade</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
1	Novice Mid	Novice Mid	Novice Mid	Novice Mid
2	Novice High	Novice High	Novice Mid	Novice Mid
3	Intermediate Low	Novice High	Novice High	Novice High
4	Intermediate Low	Intermediate Low	Novice High	Novice High
5	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
6	Intermediate Mid	Intermediate Mid	Intermediate Low	Intermediate Low
7	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
8	Intermediate High	Intermediate High	Intermediate Mid	Intermediate Mid
9	Advanced Low	Intermediate High	Intermediate High	Intermediate High
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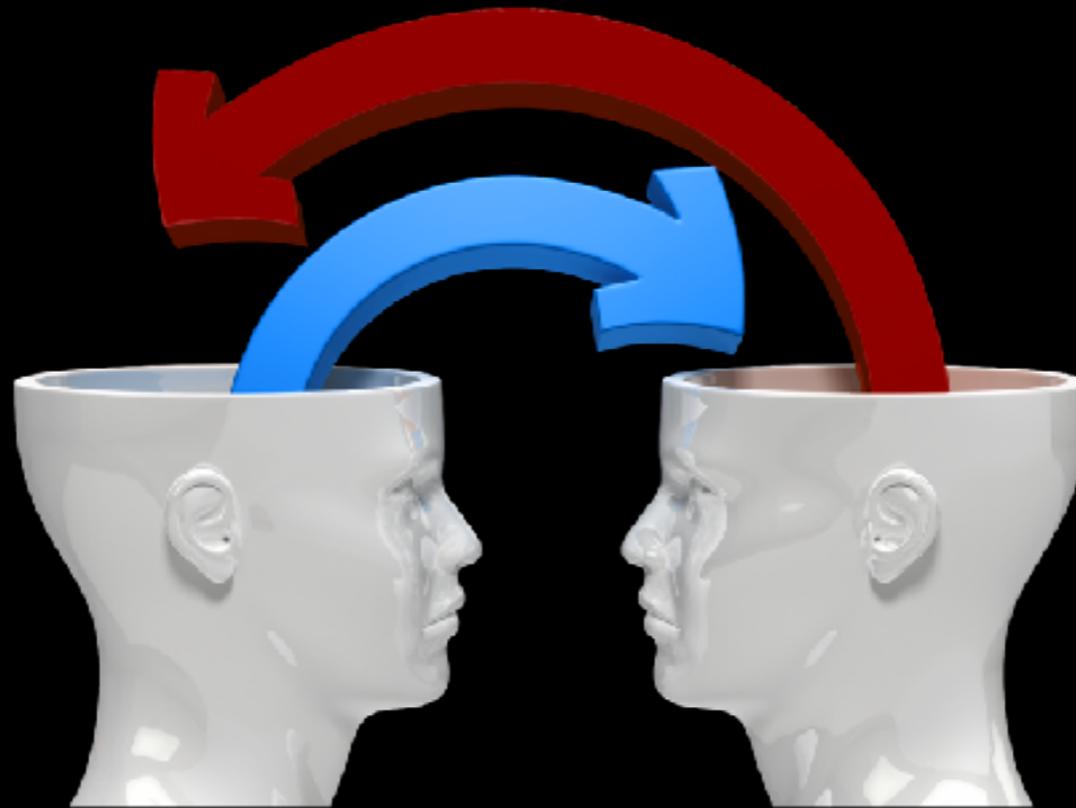
# What can Intermediates do ?



# What can Intermediates do ?



# Sharing what we're learning



In small groups of 3-6:

Based on what you saw, what would say  
an INTERMEDIATE SPEAKER can do?

# When Intermediates speak they . . .



- can be a “conversation” partner
- ask and answer simple “original” questions
- can handle basic uncomplicated language needed to take care of daily situations
- “create” with language to express their own thoughts
- use sentences, strings of sentences and sentence connectors

# How accurate are Intermediates when they speak?



- Do better with interlocutors who are accustomed to non-native speakers of the language (more patient);
- Speak mostly in present tense but can sprinkle in past and future;
- Pronunciation, stress patterns, and grammar may all be flawed but there is sufficient accuracy for communication at the sentence level.



Fail early and often in order  
to succeed sooner.

# What can Intermediates do ?



By end of Middle School:  
ALL languages



# What can Advanced speakers do ?



# Speakers at the Advanced level . . .



- participate actively in conversations in most formal and informal settings on concrete and factual topics of personal and public interest;
- narrate and describe in major time frames with good control;
- deal effectively with unanticipated complications through a variety of communicative devices;

# Speakers at the Advanced level . . .



- sustain communication by using, with suitable accuracy and confidence, connected discourse of paragraph length and substance;
- satisfy the demands of work and/or school situations

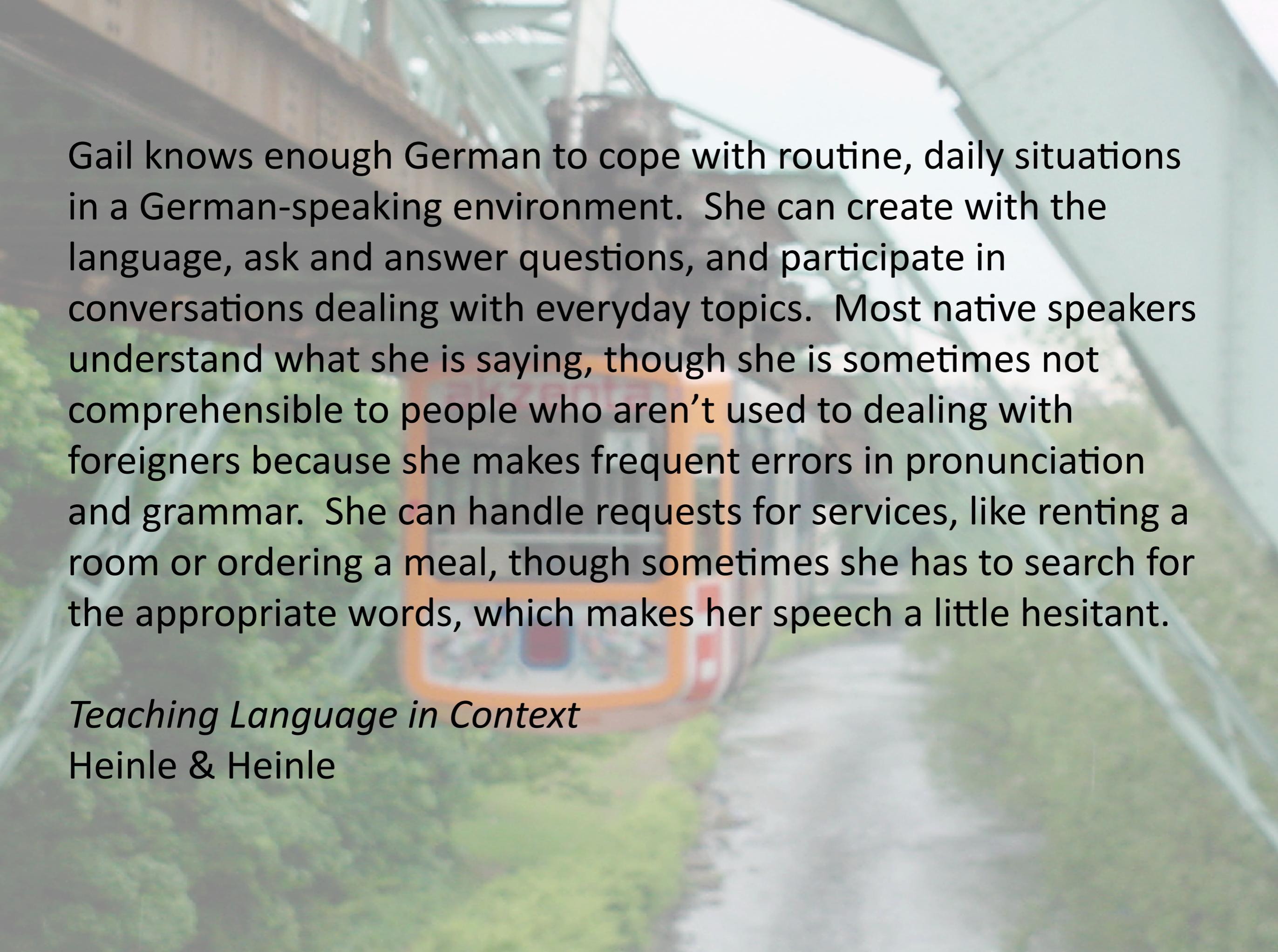
# What can Advanced speakers do ?



By end of High School:  
ALL languages



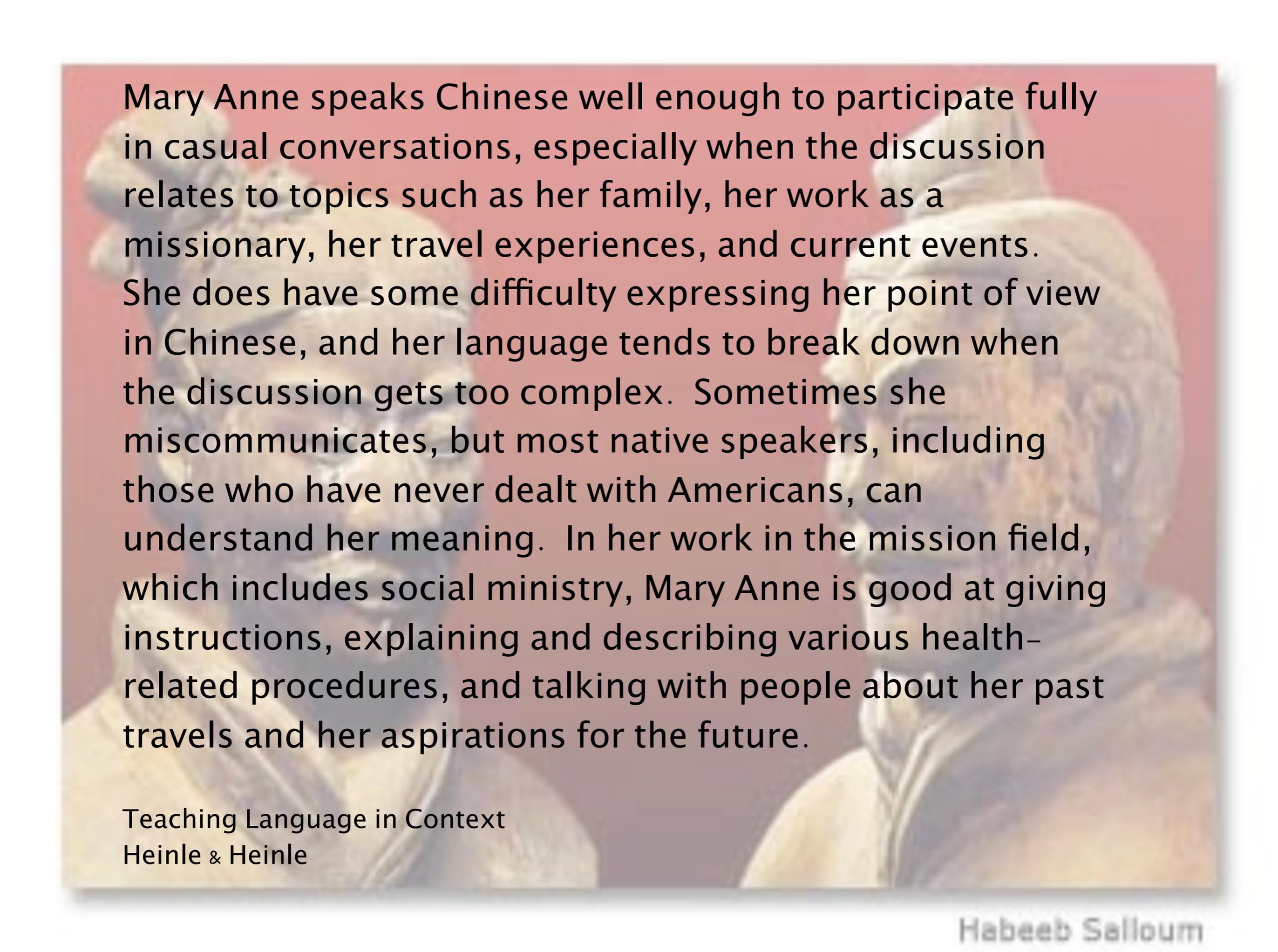
Are YOU ready to be a  
proficiency tester??



Gail knows enough German to cope with routine, daily situations in a German-speaking environment. She can create with the language, ask and answer questions, and participate in conversations dealing with everyday topics. Most native speakers understand what she is saying, though she is sometimes not comprehensible to people who aren't used to dealing with foreigners because she makes frequent errors in pronunciation and grammar. She can handle requests for services, like renting a room or ordering a meal, though sometimes she has to search for the appropriate words, which makes her speech a little hesitant.

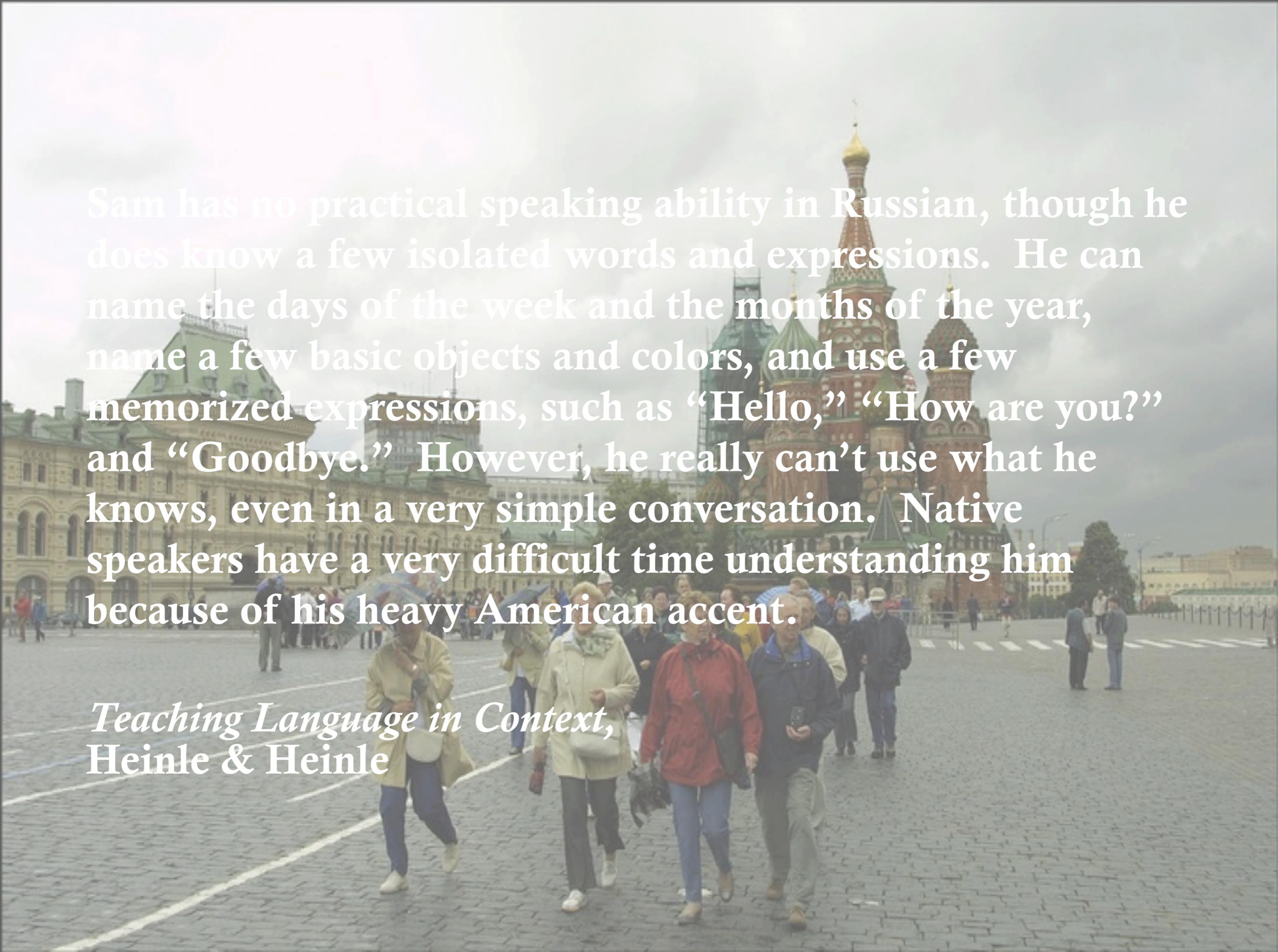
*Teaching Language in Context*

Heinle & Heinle



Mary Anne speaks Chinese well enough to participate fully in casual conversations, especially when the discussion relates to topics such as her family, her work as a missionary, her travel experiences, and current events. She does have some difficulty expressing her point of view in Chinese, and her language tends to break down when the discussion gets too complex. Sometimes she miscommunicates, but most native speakers, including those who have never dealt with Americans, can understand her meaning. In her work in the mission field, which includes social ministry, Mary Anne is good at giving instructions, explaining and describing various health-related procedures, and talking with people about her past travels and her aspirations for the future.

Teaching Language in Context  
Heinle & Heinle

A group of people, including several women in coats and a man in a blue jacket, are walking across a cobblestone plaza. In the background, the colorful, onion-domed St. Basil's Cathedral is visible under a cloudy sky. The scene is set in a public square, likely Red Square in Moscow.

Sam has no practical speaking ability in Russian, though he does know a few isolated words and expressions. He can name the days of the week and the months of the year, name a few basic objects and colors, and use a few memorized expressions, such as “Hello,” “How are you?” and “Goodbye.” However, he really can’t use what he knows, even in a very simple conversation. Native speakers have a very difficult time understanding him because of his heavy American accent.

*Teaching Language in Context,*  
Heinle & Heinle

**Bill can converse in both formal and informal situations, resolve problems, deal with unfamiliar topics, describe in detail, and offer supported opinion in his second language, French. He is quite adept at talking about his special field of competence—political science—and is generally able to handle any topic of discussion he can handle in English. He has a slight accent and occasionally makes errors, but they never interfere with communication or disturb native speakers.**

*Teaching Language in Context*  
Heinle & Heinle

The background of the slide shows a cityscape. On the right, a large, ornate cathedral with a prominent dome and a tall bell tower is visible. In the foreground, there are several multi-story buildings with balconies and windows, typical of a European city. The sky is a pale, overcast blue.

**Sarah knows enough Spanish to speak simply, with some circumlocution, in casual conversations about concrete topics, such as her own background, her family and interests at school, her travels, and various current events. She can express facts, give instructions, describe and narrate in past, present and future time. She handles elementary constructions with accuracy most of the time, but she still makes patterned errors, especially when trying to express an opinion or support her point of view.**

*Teaching Language in Context*  
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