6P in WL teaching

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Objectives

- I can identify 6Ps from today’s workshop
- I can share my thought in why the 6Ps are essential in WL teaching.
- I am contribute my idea in how to incorporate 6Ps in WL teaching?
Objectives

- I can identify 6Ps from today’s workshop
- I can share my thought in why the 6Ps are essential in WL teaching.
- I am contribute my idea in how to incorporate 6Ps in WL teaching?

- Oral: small group
- Oral: personal presentation
- Written: personal sharing
How many words you can think of..... “P”

Go to www.menti.com and use the code 1104

10 "P" words in WL teaching

www.menti.com
1104
10 "P" words in WL teaching

- Practice
- Presentation
- Proficiency
- Passion
- Performance
- Personal
- Perfect
- Progress
- Purpose
- Parsimony

Go to www.menti.com and use the code 1104
What are my 6Ps for today?
Performance vs Proficiency

Performance:
- rehearsed and practiced,
- predictable
- familiar contexts
- connect to specific curriculum

Proficiency:
- meaningful information
- real-world
- spontaneous interaction

*** Learner can do based on what was learned
*** Learner can do regardless of where, when or how the language was acquired

Performance is a good lead up to proficiency.
Proficiency Level

ACTFL PROFICIENCY LEVELS

DISTINGUISHED
Can reflect on a wide range of global issues and highly abstract concepts, use persuasive hypothetical discourse, and tailor language to a variety of audiences.

SUPERIOR
Can support opinion, hypothesize, discuss topics concretely and abstractly, and handle a linguistically unfamiliar situation.

ADVANCED
Can narrate and describe in all major time frames and handle a situation with a complication.

INTERMEDIATE
Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction.

NOVICE
Can communicate with formulaic and rote utterances, lists, and phrases.

INVERTED PYRAMID REPRESENTING THE FUNCTIONS OF THE MAJOR LEVELS

ACTFL

1) SEND AN EMAIL RESPONSE

You will be hosting an exchange student from China this summer. In an e-mail message, the student asks about your town and some of the things he might be able to see or do this summer. Write a message in which you:

1) BRIEFLY describe your town, its attractions, and what people like to do there;
2) Ask 2 or 3 questions to find out what he may want to see or do, or ask about any special needs he may have to ensure that he has a comfortable stay in your home.

Suggested length: 1 short paragraph
Suggested time: 10 minutes

中文：
我很高兴你有机会来美国去旅行。这里有山，山很美。有海洋，海洋很美。海洋的地方，很多。我会带你去看。

你喜欢玩什么？我喜欢吃美食，我喜欢旅行。你来自哪里？喜欢美国，喜欢中国。喜欢旅行。

你来这里多久？你有什么要求？告诉我吧！

周小玉
## AAPPL Proficiency Guidelines vs. AAPPL Measure Performance Score

<table>
<thead>
<tr>
<th>ACTFL Proficiency Guidelines</th>
<th>ACTFL Performance Scale</th>
<th>AAPPL Measure Performance Score</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Low</td>
<td>ADVANCED</td>
<td>A</td>
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</tr>
<tr>
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<td>B</td>
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<td>Intermediate Mid</td>
<td>INTERMEDIATE</td>
<td>I-4</td>
<td>A</td>
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<td>I-3</td>
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<td>I-2</td>
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<tr>
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<td>N-1</td>
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</tr>
</tbody>
</table>
Objectives

- What are 6Ps in today’s workshop?

- Oral: small group
Objectives

- What are 6Ps in today’s workshop?

- Oral: small group
Novice Level

• Communicate with formulaic and rote utterances, lists, and phrases at a minimal level

• Most common informal settings; most common aspects of daily life

• May be difficult to understand, even for speakers accustomed to dealing with nonnative speakers
Intermediate Level

• Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions
Advance Level

- **Narrate** and **describe** in major time frames and deal with **unanticipated complication** effectively
Sub-level

- **LOW** — Uses linguistic energy to **sustain** the requirements of the level

- **MID** — Represents a number of speech profiles, based on the mix of **quantity**, **quality** and/or the degree to which the user controls language **features**
Sub-level

• **HIGH** — A language user is capable of functioning for at least half of the time at **the next level** but is unable to sustain **performance** at that level without difficulty or intermittent lapses.
Proficiency Level

ACTFL PROFICIENCY LEVELS

Distinguished
Can reflect on a wide range of global issues and highly abstract concepts, use persuasive and hypothetical discourse, and tailor language to a variety of audiences.

Superior
Can support opinion, hypothesize, abstractly, and handle a linguistically unfamiliar situation.

Advanced
Can narrate and describe in all major time frames and handle a situation with a complication.

Intermediate
Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction.

Novice
Can communicate with formulaic and rote utterances, lists, and phrases.

INVERTED PYRAMID REPRESENTING THE FUNCTIONS OF THE MAJOR LEVELS
ADVANCED
Can narrate and describe in all major time frames and handle a situation with a complication

INTERMEDIATE
Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction

NOVICE
Can communicate with formulaic and rote utterances, lists, and phrases
# Oral Proficiency Table

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Global Tasks and Functions</th>
<th>Context/Content</th>
<th>Accuracy/Comprehensibility</th>
<th>Text Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>Discuss topics extensively, support opinions, and hypothesize. Deal with a linguistically unfamiliar situation</td>
<td>Most formal and informal settings; wide range of general interest topics and some special fields of interest and expertise</td>
<td>No pattern of errors in basic structures; errors virtually never interfere with communication or distract the native speaker from the message</td>
<td>Extended discourse</td>
</tr>
<tr>
<td>Advanced</td>
<td>Narrate and describe in major time frames and deal effectively with unanticipated complication</td>
<td>Most informal and some formal settings; topics of personal interest</td>
<td>Understood without difficulty by speakers unaccustomed to dealing with nonnative speakers</td>
<td>Paragraphs</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions</td>
<td>Some informal settings and a limited number of transactional situations; predictable, familiar topics related to daily activities</td>
<td>Understood, with some repetition, by speakers accustomed to dealing with nonnative speakers.</td>
<td>Discrete sentences</td>
</tr>
<tr>
<td>Novice</td>
<td>Communicate minimally with formulaic and rote utterances, lists, and phrases</td>
<td>Most common informal settings; most common aspects of daily life</td>
<td>May be difficult to understand, even for speakers accustomed to dealing with nonnative speakers.</td>
<td>Individual words and phrases</td>
</tr>
</tbody>
</table>

Source: American Council on the Teaching of Foreign Languages © 2012
### ORAL PROFICIENCY LEVELS IN THE WORKPLACE

<table>
<thead>
<tr>
<th>ACTFL Level</th>
<th>ILR</th>
<th>Language Functions</th>
<th>Corresponding Professions/Positions*</th>
<th>Examples of Who is Likely to Function at This Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished</td>
<td>5</td>
<td>Ability to tailor language to specific audience, persuade, negotiate — with nuance and subtlety.</td>
<td>Foreign Service, Diplomat, Contract Negotiator, International</td>
<td>Highly articulate, professionally specialized native speakers with extended (17+ years) and current employment or educational experience in the target culture</td>
</tr>
<tr>
<td>Superior</td>
<td>4</td>
<td>Discuss topics extensively, use opinions, hypothesize. Decidsworth linguistically unfamiliar situations</td>
<td></td>
<td>Native speakers with graduate degrees in language or related fields or extended educational experience in target language culture</td>
</tr>
<tr>
<td>Advanced High</td>
<td>3+</td>
<td>Narrate and describe in past, present, and future. Decidsworth with an unexpected complication</td>
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<td>Study majors or high school or extended educational experience in target language culture</td>
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<td>Create with language. Initiate, maintain, and bring to a close simple conversations by asking responses to general questions</td>
<td>Study majors or high school or extended educational experience in target language culture</td>
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<td>Communication minimally with formulaic and rote utterances, and phrases.</td>
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<td>Study majors or high school or extended educational experience in target language culture</td>
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<td>Study majors or high school or extended educational experience in target language culture</td>
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*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.

# Your Goal

**UTAH DUAL LANGUAGE IMMERSION PROFICIENCY TARGETS**

Revised 7/22/14

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<tr>
<th>Grade</th>
<th>Listening</th>
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Before snack time
Objectives

Why these 6Ps are essential in WL teaching?

https://flipgrid.com/bddc9d

Oral: personal presentation
Objectives

- How to incorporate 6Ps in WL teaching?

https://padlet.com/hchen/0302utah

- Written: personal sharing