

Moving Across Proficiency Continuum

UW-Madison East Asian Language Conference

PAUL SANDROCK APR 05, 2019 07:36PM

To Guide Learners to Higher Levels of Proficiency, FOCUS ON:

Their feedback, argument and opinion of a given topic.

More complex tasks

Feedback, and daily life experiences

give questions involving one higher level tasks

Real life task,

reminding them to be risk-takers and to prioritize successful getting message across, paying attention to accuracy without being over paranoid

Authentic and CULTURALLY rich contexts and authentic tasks. Focus on difference within cultures.

Task completion rather than perfect speech

Access to expression, reaction, negotiation

authenticity

Tasks that is beyond their current level

articulating goals

the questions or tasks

usage of the language in real life situations

The end goal/task they should be able to do in their content classrooms

expressing higher level thinking in real life contexts

Express their own opinions

Feedback on proficiency rather than language itself

Scaffold the task so the complex thinking is the same, but the language is different

Understanding where learners are on the proficiency continuum

Do more tasks related to daily life

Their actual needs in relation to language use such as travel conversation

Practices to Serve as "Look Fors" in Language Classes

Students spontaneously ask questions to get more interesting details

1. move away from traditional exercise to task oriented activities so it make more sense to the students in their real life.

are the activities what they like?

2. create a comprehensible unit-end task so the students know what they are capable of doing when they finish the learning

Cultural materials

Make the tasks in class relates to their real-life experiences.

Am I doing exercises or tasks?

Exercises, activities and tasks that are appropriate for students at that level of proficiency

Is the authentic task related to academic talk they need to engage in in their content classes?

Differentiated lessons

Balance among exercises, activities, and tasks

not fully rely on textbooks and focus on students' needs

more workshops about how to design activities and tasks which follow ACTFL guidelines and also match students' level in terms of vocabulary, grammar and topics in textbooks
