UTAH DUAL LANGUAGE

IMMERSION

Providing a world of opportunities for students

Language Proficiency: 1/2 of the DLI Promise

Admin AUDII 2016

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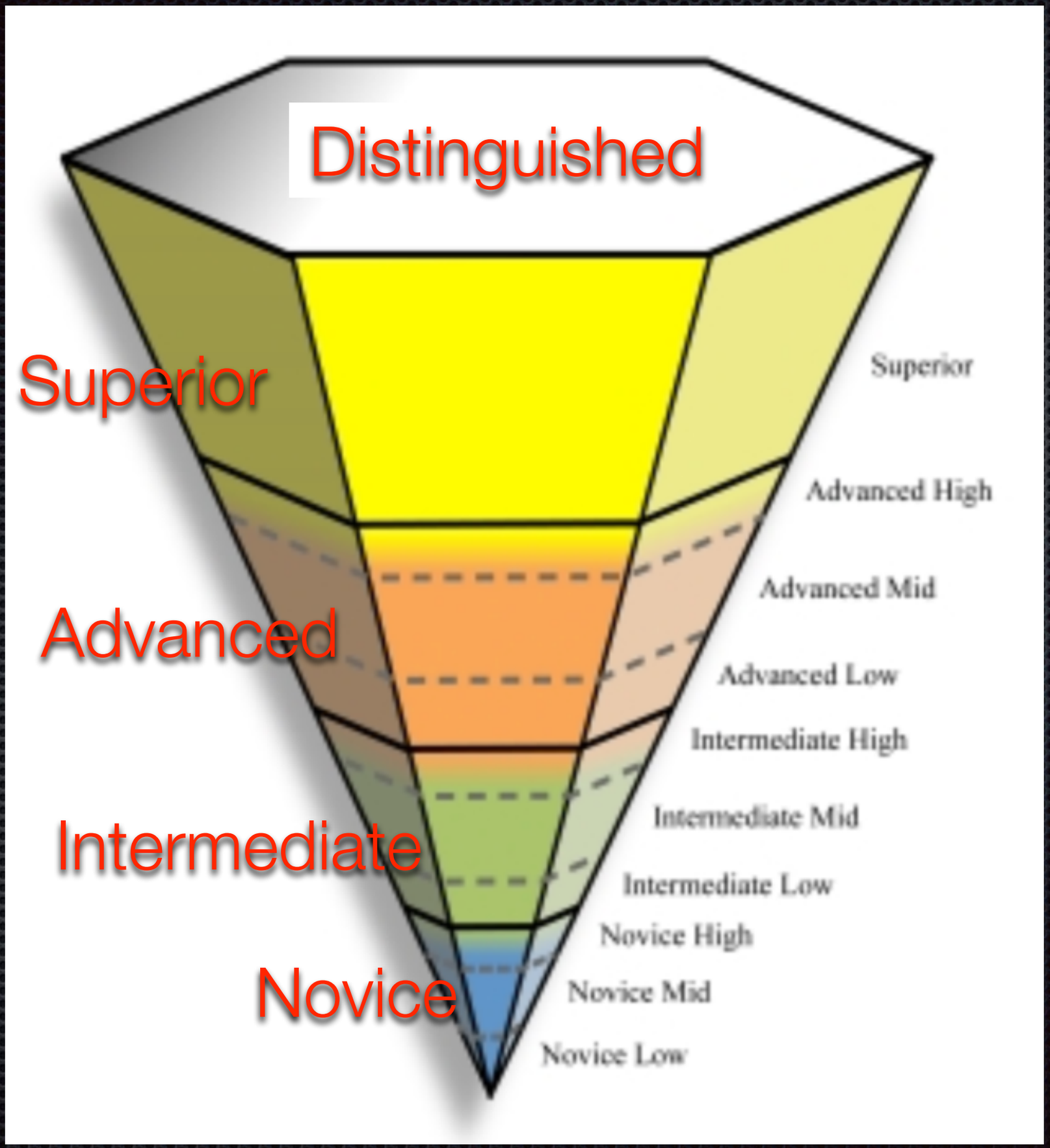
InterPrep
www.interprepinc.com

2 principal aims of immersion programs

- acquisition of grade level content and skills
- development of second language proficiency


Distinguished
Superior
Advanced
Intermediate
Novice
Superior
Advanced High
Advanced Mid
Advanced Low
Intermediate High
Intermediate Mid
Intermediate Low
Novice High
Novice Mid
Novice Low

1990s

Chantal Thompson

set targets

work toward them

get higher proficiency

What happens when you don't have proficiency targets?

Scenario #1

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*

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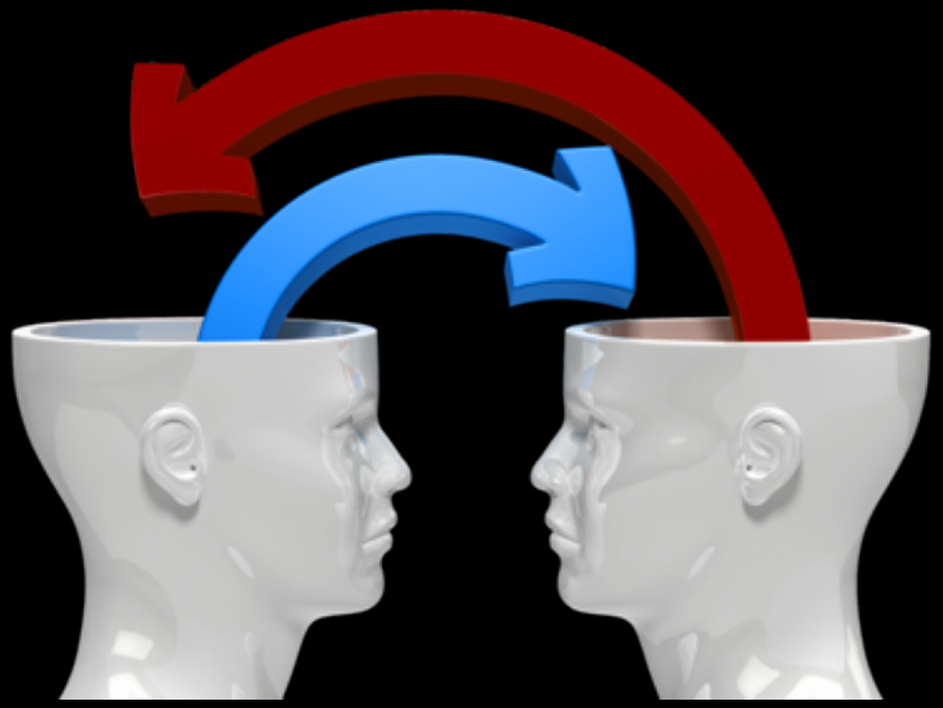
Sharing what we're learning



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 . . .

	*old data * (N=7500, ca. 1999)*	*new data * (N=22,000, 2008)*
Level 1	*NL*	***NH***
Level 2	*NM*	***NH***
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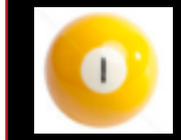

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Why do you think the students did not continue to progress in proficiency after Level 1?

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

	*old data * (N=7500, ca. 1999)*	*new data * (N=22,000, 2008)*	*realistic target*
Level 1	*NL*	***NH***	***NH***
Level 2	*NM*	***NH***	***IL***
Level 3	*NH*	***NH***	***IM-***
Level 4	*IL*	***NH/IL***	***IM***

** data gathered by using the STAMP Test*

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What happens when you don't have proficiency targets?

Scenario #2

What else does research tell us ?

CASLS

What Levels of Proficiency Do Immersion Students Achieve?

Report by

Center for Applied Second Language Studies (CASLS), University of Oregon

January 17, 2011

Question:

How do the proficiency outcomes in immersion programs compare to those of students in traditional language programs?

Answer:

Virtually all students enrolled at a young age in immersion programs succeed in reaching the ACTFL Intermediate proficiency levels by the end of high school. At these levels, students are able to successfully handle everyday communicative tasks in the target language. In traditional four-year high school language programs, less than half the students completing the program reach these proficiency levels.

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

	*old data * (N=7500, ca. 1999)*	*new data * (N=22,000, 2008)*	*realistic target*
Level 1	*NL*	***NH***	***NH***
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Level 4	*IL*	***NH/IL***	***IM***

** data gathered by using the STAMP Test*

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Language proficiency development cannot be taken for granted.

Michael Bacon
Assistant Director
Dual Language Immersion Program
Portland (OR) Public Schools

Proficiency does not happen just because we want it to.

- We have to understand proficiency inside and out.
- We must be able to explain it to others.
- We must recognize it when we see it.
- We must plan for it to happen!

Proficiency targets for Immersion . . .

targets for . . .

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Immersion Targets for Utah

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Utah Dual Language Immersion Proficiency Targets

Revised 7/22/14

FRENCH, GERMAN, PORTUGUESE & SPANISH

Grade	*Listening*	*Speaking*	*Reading*	*Writing*
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

CHINESE

Grade	*Listening*	*Speaking*	*Reading*	*Writing*
1	Novice Mid	Novice Low	Novice Low	Novice Low
2	Novice High	Novice Mid	Novice Mid	Novice Mid
3	Novice High	Novice Mid	Novice Mid	Novice Mid
4	Intermediate Low	Novice High	Novice High	Novice High
5	Intermediate Low	Novice High	Novice High	Novice High
6	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
7	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
8	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
9	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
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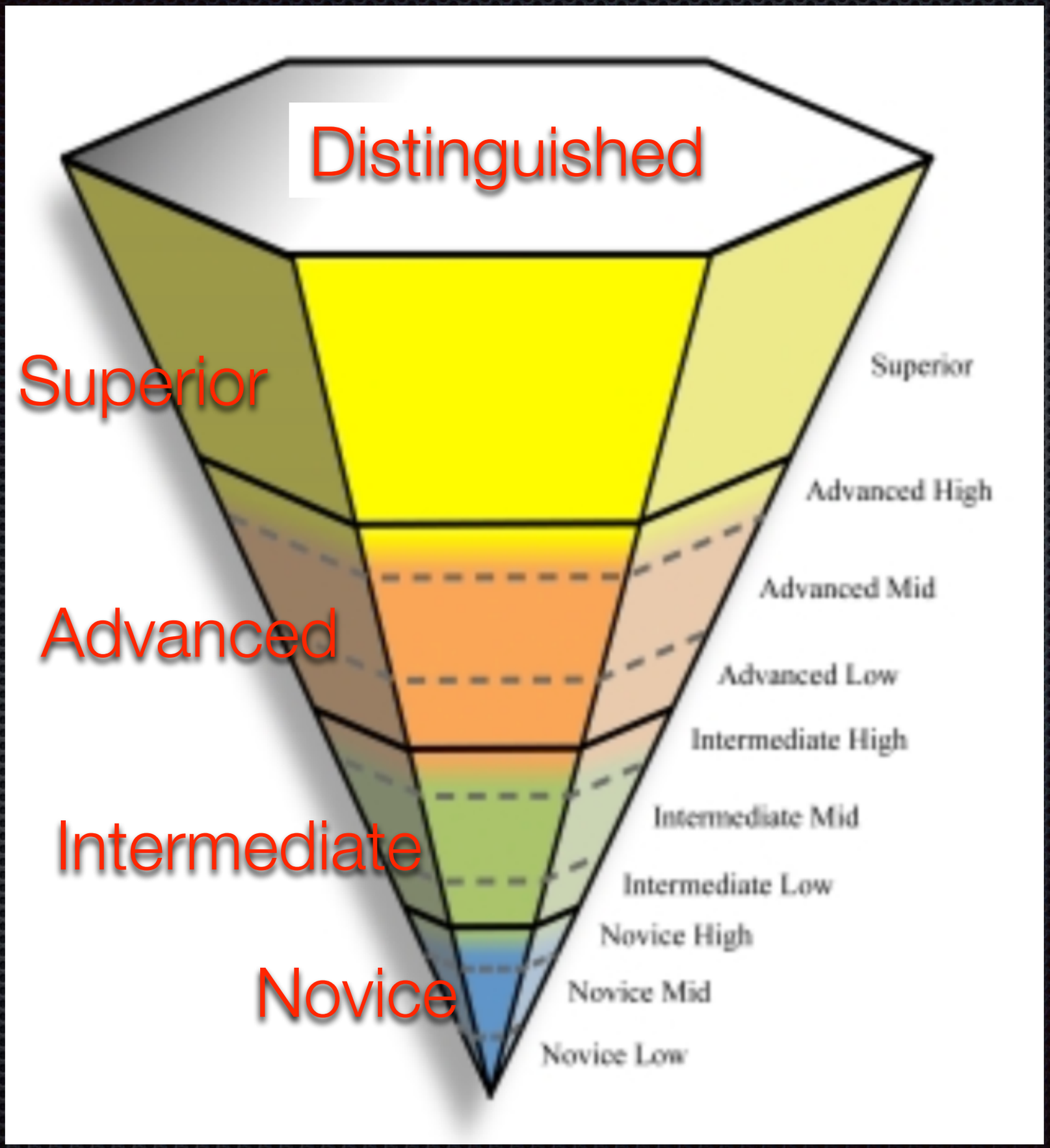
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Intermediate Low
Novice High
Novice Mid
Novice Low

What can Novices 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

What can Novices do ?

French, German,
Portuguese, Spanish :

1st Grade ONLY

Chinese:

1st, 2nd Grade ONLY

What can Intermediates do ?

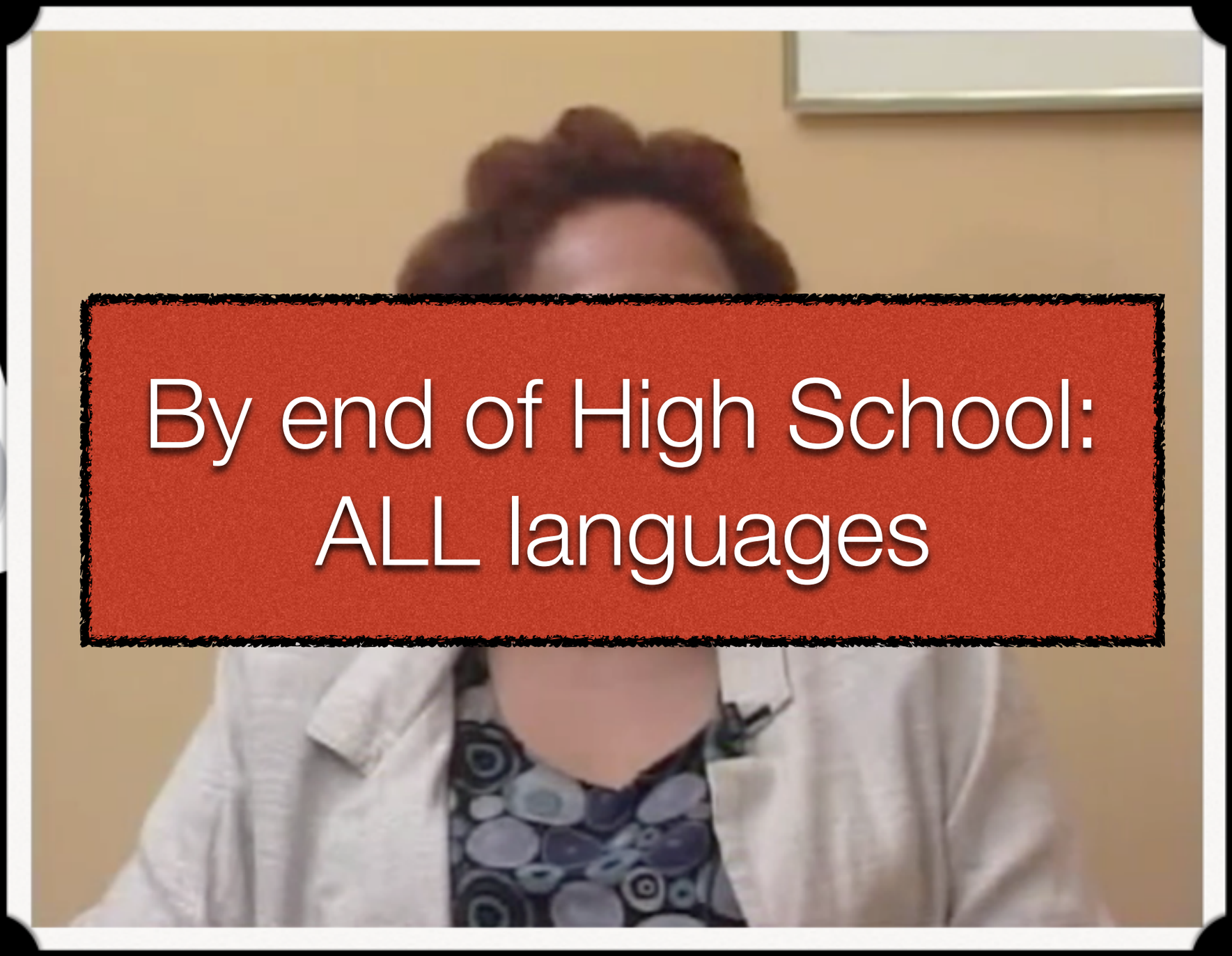
When Intermediates speak they . . .

- 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

What can Intermediates do ?

What can Advanced speakers do ?

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

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