Building Proficiency

Across Communication Modes

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Communication Modes

Presentational: Prepared presentation of information and ideas in spoken and written form.
One-way speaking and writing.

Interpretive: One-way listening and reading that does not require a response or reaction in real time. Familiar or unfamiliar context impacts comprehension.

Interpersonal: Exchange of communication between speakers who are in personal contact. Involves interpreting and producing language in real-time and negotiation of meaning.

Proficiency Levels

Single words

Novice

Phases

Phrases with add-ons

Discrete sentences

Intermediate

Strings of sentences

Connected sentences

Advanced

Paragraphs

Supporting Interpersonal <u>Speaking</u>

o **Start with a Purpose**:
  - The goal of interpersonal speaking isn't just "to talk," but to share information, express opinions, or solve a problem. Purpose adds meaning and motivation.
o **Use Authentic Communicative Prompts**:
  - Avoid scripted dialogues. Instead, provide open- ended or choice-based prompts.
o **Scaffold and Support Risk-Taking**:
  - Use visuals, sentence starters, and reference tools to lower affective filter. For Novice students, provide support like sentence frames and chat mats
o **After speaking tasks**:
  - Students use the details and information learned in the interpersonal speaking task in a communicative way, such as reporting out or writing a summary.

Key Strategies for <u>Listening</u> Tasks

- ❖ **Prediction** (Before): Sparks curiosity and sets a purpose for listening
- ❖ **Focus Tasks** (During): Directs attention to important details, structures, or key ideas
- ❖ **Summarizing** (After): Encourages students to process and communicate what they understood

Designing Listening Tasks for Each Stage

- ❖ **Pre-Listening**: Use visuals, headlines, or key vocabulary to make predictions
- ❖ **During Listening**: Chunk the audio and give focused goals for each segment
- ❖ **Post-Listening**: Summarize main ideas, retell, react, or complete a task based on what was heard

- ❖ Start with small chunks of input for novice learners
- ❖ Use comprehension questions, checklists, or timelines for intermediate learners
- ❖ Move toward synthesis and interpretation with advanced learners

Key Strategies for Reading Tasks

Pre-Reading Tasks:
- o Build interest and purpose for reading.
- o Preview essential vocabulary and structures.
- o Activate background knowledge and spark curiosity.

During-Reading Tasks:
- o Break the text into chunks to make it manageable.
- o Focus on small wins to build confidence.
- o Guide comprehension with target tasks.

Post-Reading Tasks:
- o Move from interpretation to communication.
- o Encourage personal responses, creative output, or cultural comparisons.
- o Extend the reading into interpersonal speaking or writing tasks.

Align Reading Tasks with Proficiency:
- o Choose or adapt texts that match your learners' proficiency levels.
- o Keep tasks aligned with what students can do with the language at that level.
- o Use AI tools to create or adjust level-appropriate texts if authentic materials are too difficult.

Key Strategies for <u>Writing</u> Tasks

Frames and Scaffolds
- o Help students move beyond isolated vocabulary to full, meaningful sentences
- o Support writing fluency, confidence, and grammatical accuracy across proficiency levels Reduce cognitive load while helping students internalize structure and syntax

Types of Scaffolds
- o Sentence Frames (*I like to ___ because ___.*)
- o Word Banks categorized by function (connectors, verbs, adjectives) Cloze Passages with blanks for key structures
- o Graphic Organizers with structured prompts for writing tasks

Strategic Use of Scaffolds
- o Start with more support at the Novice level, then gradually reduce scaffolds Use models and mentor texts to show how scaffolds turn into full writing Offer multiple scaffold options different learning needs

From Support to Independence
- o Use scaffolds during drafting, then guide students to revise with less support Celebrate risks and approximation as students internalize structures
- o Use their written output to determine future scaffolds and areas for focus

Planning Routine
- o Choose a writing goal or genre
- o Identify the linguistic structures students need
- o Design sentence frames that include those structures
- o Use word banks or prompts to expand expression
- o Plan to remove support gradually over time

Short Writing Tasks

- Frequent writing builds comfort, fluency, and ownership of language
- Short, intentional writing tasks encourage language processing and expression without requiring lengthy output
- These moments promote consistent growth and make writing feel less intimidating
- Use these tasks at lesson openers, closers, or transition points to build routine and maximize impact

What Are Some Short Writing Tasks?
Summaries, personal reactions, predictions, comparisons, exit slips, do nows, image caption, lists, text messages, or notes.

The Short Writing Framework

- **Level-Appropriate**:
  - Scaffolded to match what students can do with language **Focused**: Promotes a single idea, function, or structure
- **Connected**:
  - Tied to recent input or classroom themes
- **Frequent**:
  - Ideally 3–5 times a week to build fluency
  - 2–5 minutes (keep it short and focused)
  - Students write in a journal, digital document, or section in their class notebook
- **What Happens Next?**
  - Share aloud or with a partner (builds confidence)
  - Teacher collects/spot-checks for formative insight
  - Use for later revision or expansion into speaking or longer writing

Integrated Performance Assessments

o a **proficiency-based assessment model** designed to reflect real-world communication.
o **three communication modes**: Interpretive, Interpersonal, and **Presentational**. Each task builds on the previous one and focuses on a **realistic scenario**
o students demonstrate what they *can do* with the language at their proficiency level.
o IPAs assess **language performance** in context—not isolated vocabulary or grammar—while encouraging meaningful, purposeful communication.

Assessment Categories

%	Category	Measures
25	Formative	HW, Participation, Discrete Point Quizzes
25	Interpersonal *(speak)*	Spontaneous exchange of info and messages
25	Interpretive *(read, listen)*	Understanding of spoken and written language
25	Presentational *(speak, write)*	Conveying message in prepared writing or speaking