

Proficiency Framework

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Rationale for Proficiency Framework

Standard Based Curriculum

- an evolution of the earlier outcomes-based education
- the creation of curriculum frameworks which outline specific knowledge or skills which students must acquire
- What: Content Standards-5 Cs, National Standards
- How well: Proficiency/Performance Guidelines, realistic expectations of teaching and learning in different academic years.
- an emphasis on **criterion-referenced assessments** which are aligned to the frameworks
- the imposition of some high-stakes tests

Proficiency Guidelines based on Skill Modalities reflected in Communication standard

- Interpersonal: Speaking
 - Interpretive: Reading and Listening
 - Presentational: Speaking and Writing
- (
[ACTFL Proficiency Guidelines for Four Skills, 2012](#))

The Other Cs

- Culture
- Connection
- Comparison
- Community
- Interwoven with Skill Modalities
- Interwoven with Proficiency levels

The four criteria of proficiency assessment (to address the **global** perspective of language proficiency)

- **Global Functions/Tasks:** what a student can do with the language at a given stage. Functions are specific tasks and functions which speakers normally perform in order to be considered proficient at a given level in the course of daily life.
- **Context and Content:** context means circumstances or settings in which students use the language at a given stage. Context refers to the settings or situations in which a particular function may take place. Content refers to the topics or themes of the subject which students can talk/communicate about. (self-> Community)
- **Accuracy/Comprehensibility:** acceptability, quality and precision of the message conveyed. Accuracy refers to the degree to which student performance is structurally and sociolinguistically correct. Accuracy is generally measured by the comprehensibility of the interlocutor and answers "how well sociolinguistic factors, vocabulary, syntax, pronunciation, and fluency interact and play together."
- **Text type:** quantity and the organizational aspects of speech produced and understood by the students. Text type progresses from single words or phrases to the extended discourse during the entire learning stages.

e.g. Intermediate Low (speaking)

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Stand-alone sentences that lack further organization, such as into paragraphs. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing. To restate or rewrite in a new, clearer or different way., Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

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Context/Content

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Text Type

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Proficiency Goals for each year

Students' partial linguistic breakdown
(ceiling): Challenging level



Students' base/solid line proficiency
(Floor)

Standards for First-Yr Korean (150 hrs)

- Proficiency Objectives: Novice High (Based on ACTFL Proficiency guidelines)
- Proficiency during the First Year Korean is characterized as the ability to comprehend and produce formulaic language (memorized words, phrases and sentences; in some instances paragraphs). The first year language users deal with discrete elements of daily life in highly predictable common daily settings. When **listening** or **reading**, they comprehend when memorized content (formulaic language) is well rehearsed and when speakers or writers are highly sympathetic. When **speaking** or **writing**, users functioning within this stage are unintelligible even to highly sympathetic listeners or readers unless the memorized content (formulaic language) is well rehearsed.

Examples

Interpersonal Abilities (Communication) Abbreviated

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Students in First-Year Korean are able to engage in simple conversations and exchange information on a variety of daily life topics.

| FUNCTIONS | CONTEXT/CONTENT | ACCURACY | TEXT TYPE |
|---|--|--|---|
| <p><i>Students develop the ability to:</i></p> <ul style="list-style-type: none"> greet and respond to greetings; introduce and respond to introductions; engage in conversations; express likes and dislikes; make requests; | <p><i>Students can perform these functions:</i></p> <ul style="list-style-type: none"> when speaking, in face-to-face social interaction; the self: family, friends, home, ... beyond self: geography weather and seasons ... | <p><i>Students:</i></p> <ul style="list-style-type: none"> communicate minimally with repetitions and hesitation. | <p><i>Students can:</i></p> <ul style="list-style-type: none"> use short memorized sentences, learned words and phrases, ... |
| <p>CULTURE</p> <ul style="list-style-type: none"> Students use appropriate expressions and gestures for greetings, leave taking, and common classroom interactions. Students demonstrate an awareness of the use of speech styles of the Korean language. | | | |
| <p>CONNECTION</p> <ul style="list-style-type: none"> Students demonstrate in Korean an understanding of basic concepts learned in other subject areas, such as mathematics (e.g., measurement in metric system), social studies (e.g., community resources such as police officers, fire fighters, and medical professionals), geography (e.g., mountains, bays, rivers, oceans), and science (e.g., weather, animals, plants). | | | |
| <p>COMPARISON</p> <ul style="list-style-type: none"> Students demonstrate an awareness of similarities and differences in the pronunciation of vowels and consonants of their own language and the Korean language. | | | |
| <p>COMMUNITY</p> <ul style="list-style-type: none"> Students communicate with peers from the Korean language community in person, via letters, e-mail, or internet written/audiovisual chatting on such topics as family, hobbies, and daily routines. | | | |

Interpretive Abilities (Communication) Abbreviated

Students understand and interpret written and spoken Korean on a variety of topics. Students in First-Year Korean will be able to understand and interpret written and spoken Korean on a variety of daily topics, as well as manifest growing awareness of the social and cultural influences shaping the production of oral and written texts in the Korean-speaking world.

| FUNCTIONS | CONTEXT/CONTENT | ACCURACY | TEXT TYPE |
|--|--|---|--|
| <p><i>Students develop the ability to:</i></p> <ul style="list-style-type: none"> understand some ideas and familiar details; understand key words and loan words, as well as formulaic phrases that are highly contextualized. get a limited amount of information from highly predictable texts, such as a hotel bill, a credit card receipt, or a weather map. | <p><i>Students can perform these functions:</i></p> <ul style="list-style-type: none"> when listening, in social interaction and using audio or video texts; when reading, using authentic materials, e.g., menus, photos, posters, schedules, charts, signs and short narratives; | <p><i>Students:</i></p> <ul style="list-style-type: none"> understand most important information when reading and listening. | <p><i>Students can:</i></p> <ul style="list-style-type: none"> understand memorized words and phrases. understand some ideas and familiar details presented in clear, uncomplicated speech when listening; |
| <p>CULTURE</p> <ul style="list-style-type: none"> Students demonstrate an awareness of the use of speech styles of the Korean language. | | | |
| <p>CONNECTION</p> <ul style="list-style-type: none"> Students understand basic concepts learned in other subject areas in Korean, such as mathematics, social studies, geography, and science. Students comprehend simple storybooks or visual media in Korean on topics they are studying in other subject areas. | | | |
| <p>COMPARISON</p> <ul style="list-style-type: none"> Students understand similarities and differences in the pronunciation and sounds of their own language and the Korean language. | | | |
| <p>COMMUNITY</p> <ul style="list-style-type: none"> Students understand letters, e-mails, or internet written/audiovisual chatting on such topics as family, hobbies, and daily routines while communicating with peers/friends from the Korean language community. | | | |

Presentational Abilities (Communication) Abbreviated

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Students in First-Year Korean will be able to present information both in oral and written forms to an audience of listeners or readers on a variety of topics of personal interest and on familiar materials.

| FUNCTIONS | CONTEXT/CONTENT | ACCURACY | TEXT TYPE |
|---|--|---|---|
| <p><i>Students develop the ability to:</i></p> <ul style="list-style-type: none"> begin to provide simple ideas and information in an oral presentation. present personal information, a limited number of activities, preferences, and immediate needs. create simple sentences on very familiar topics. | <p><i>Students can perform these functions:</i></p> <ul style="list-style-type: none"> when giving oral presentations. when writing notes, lists, poems, postcards, and short letters. | <p><i>Students:</i></p> <ul style="list-style-type: none"> convey simple ideas and information effectively with some hesitation and errors | <p><i>Students can:</i></p> <ul style="list-style-type: none"> use short sentences, learned words and phrases, and simple questions and commands ... |
| <p>CULTURE</p> <ul style="list-style-type: none"> Students use appropriate expressions and gestures for greetings, leave taking, and common classroom interactions (e.g., bowing, politely asking for permission) oral presentation and writing. | | | |
| <p>CONNECTION</p> <ul style="list-style-type: none"> Students talk and write some basic concepts learned in other subject areas, such as mathematics (e.g., measurement in metric system), social studies (e.g., community resources such as police officers, fire fighters, and medical professionals), geography (e.g., mountains, bays, rivers, oceans), and science (e.g., weather, animals, plants). | | | |
| <p>COMPARISON</p> <ul style="list-style-type: none"> Students present appropriate pronunciation of vowels and consonants of Korean language in comparison of their own language during oral presentation and writing. | | | |
| <p>COMMUNITY</p> <ul style="list-style-type: none"> Students write letters, emails, or internet written/audiovisual chatting on such topics as family, hobbies, and daily routines to the Korean language community in person. | | | |

Standards for Second-Yr Korean (150 hrs)

- Proficiency Objectives: **Intermediate Mid (Based on ACTFL Proficiency guidelines)**
- Proficiency during the Second Year Korean is characterized as the ability to comprehend and produce created language (sentences and strings of sentences). The second year language users deal with everyday courtesy requirements and topics related to self and the immediate environment in some informal and transactional settings. When **listening** or **reading**, they comprehend sympathetic speakers or writers using created language. When **speaking** or **writing**, users functioning within this stage are intelligible to sympathetic listeners or readers when using created language.

Standards for 3rd-Yr Korean (150 hrs)

- Proficiency Objectives: **Intermediate High/Advanced Low (Based on ACTFL Proficiency guidelines)**
- Proficiency during the Third Year Korean is characterized as the ability to comprehend and produce paragraph level language (paragraphs and strings of paragraphs). The third year language users can deal with concrete and factual topics of public interest (the external environment) in most informal and some formal settings. When **listening** or **reading**, they comprehend non-sympathetic speakers or writers using paragraph level language. When **speaking** or **writing**, users functioning within this level are intelligible to non-sympathetic listeners or readers when using paragraph level language. Individuals functioning at this level can perform limited working proficiency understanding the explanation of a work-related process provided by a target-culture employer and describing the results when the required task is completed.

Standards for 4th-Yr Korean (150 hrs)

- Proficiency Objectives: **Advanced Mid/High (Based on ACTFL Proficiency guidelines)**
- Proficiency during the Fourth Year Korean is characterized by the ability to comprehend and produce connected, paragraph-level discourse and some extended language. The fourth year language users deal with concrete and factual topics of public interest (the external environment) with confidence and ease, and some abstract, unfamiliar and professional topics. When **listening** or **reading**, they comprehend non-sympathetic speakers or writers using informal and formal language. When **speaking** or **writing**, users functioning within this stage are intelligible to non-sympathetic listeners or readers when using informal and formal language.