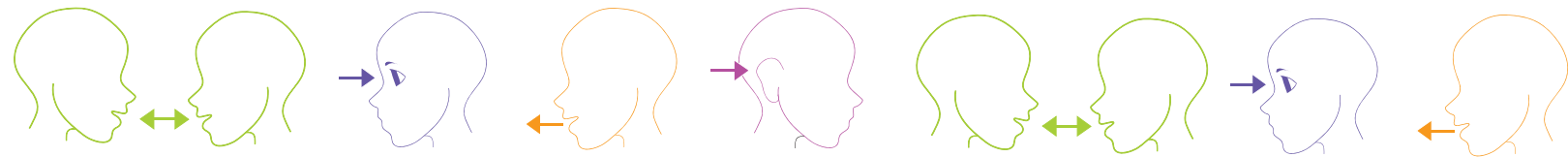




AIM and ACTFL's Proficiency Guidelines



AIM Kit Correlations with ACTFL

Novice

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

AIM Elementary FSL and SSL Kits at this level:

- Histoires en action ! 1A, Les trois petits cochons*
- ¡Historias en acción! 1 Los tres cerdos pequeños*
- Histoires en action ! 1B, Le chat et la lune*
- Histoires en action ! 1C, Le garçon qui joue des tours*
- Histoires en action ! 2A, Comment y aller?*
- ¡Historias en acción! 2 Un viaje muy largo*
- Histoires en action ! 2B, Boucles Violettes et les trois ours*
- Histoires en action ! 2C, Un jour bizarre*

AIM secondary kits at this level:

- Jeunesse en action ! 1A Salut, mon ami !*
- ¡Jóvenes en acción! 1A Marco el mago*

U n d e r s t a n d i n g		ACTFL Proficiency Guidelines 2012	AIM strategies that support the development of skills at this language level
	Listening	<p>Novice level listeners:</p> <ul style="list-style-type: none"> - can understand key words, cognates, and formulaic expressions that are highly contextualized and predictable (e.g., introductions and basic courtesies). - can understand simple, high-frequency words in questions, statements and commands. - require repetition, rephrasing, and/or a slowed rate of speech and highly contextualized environment and non-verbal cues. - tend to recognize rather than truly comprehend. 	<ul style="list-style-type: none"> - The students hear (or are speaking themselves) the target language for the entire class period. The teacher is the main language model, but the students also hear a variety of accents on the student DVD. - Words introduced at this level are selected specifically for their frequency, scope and reliability and are part of what is termed 'Pared-Down Language'. Many are concrete words and expressions that are quickly understood and internalized through the kinesthetic and visual support of a gesture. - The use of the technique, Teacher-Led Self-Expression allows students to visualize word-meaning associations as well as syntax and grammar concepts, such as the feminine and plural forms of nouns, adjectives and verbs. - Because all words and grammar concepts are gestured by the teacher when interacting with the whole class, students have extensive practice to develop their listening skills in tandem with oral production and they are supported constantly with visual and kinesthetic cues. The teacher gestures every aspect of the basic vocabulary and actions that occur in the classroom. - At this level, the meaning of words is often supported by the use of a gesture. The students listen to a variety of texts, such as a play, questions, and explanations to activities. - One of the things the students listen to at this level is specific praise. As the students are new to the language, the activities required of them can be challenging and require concentration. The teacher is sure to point out when students are doing a good job.

U n d e r s t a n d i n g		ACTFL Proficiency Guidelines 2012	AIM strategies that support the development of skills at this language level
	Reading	<p>Novice level readers:</p> <ul style="list-style-type: none"> - can understand key words and cognates, as well as formulaic phrases that are highly contextualized. - are able to get a limited amount of information from highly predictable, familiar texts. - may rely heavily on context and extralinguistic cues to derive meaning. - can understand when the text is predictable. 	<ul style="list-style-type: none"> - Reading skills are developed after language has been introduced orally in a meaningful context. This oral introduction is essential at this level to ensure the students have correct pronunciation. - Words included at the A1 level in reading activities are the same words used in teacher-talk. Part of the philosophy of the AIM is to ensure pleasant repetition over time of essential words and grammar concepts. These words appear in teacher gestured talk, reading materials as well as all written activities. Teachers may gesture alongside reading to support oral pronunciation of unfamiliar sound/symbol relationships, as the oral word is established in combination with the gesture initially. This ensures quick and successful transfer to reading proficiency, comprehension and correct pronunciation. - The Cultural Literacy Packs at this level provide reading of fiction and non-fiction materials related to aspects of Francophone culture in Canada. - Students read simple sentences in the plays studied and then complete a variety of written activities involving these same words. As there is a lot of pleasant repetition with the vocabulary across numerous activities, the students learn to read fluently using these words.
S p e a k i n g	Speaking	<p>Novice level speakers:</p> <ul style="list-style-type: none"> - can communicate short messages on highly predictable, everyday topics that affect them directly. - use isolated words and phrases that have been encountered, memorized, and recalled. - may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech. 	<ul style="list-style-type: none"> - The AIM is designed to ensure extensive opportunities for both guided (through the use of gestures) and spontaneous (especially during partner/group work) spoken interactions. During instruction, the teacher gestures everything at this level. This includes both questions and answers. Through extensive gesturing, the students practise guided spoken interaction. During this time, the students do not simply parrot what the teacher says, but they are thinking about what they are saying. For example, in French if a teacher gestures Je suis or tu es, the same gesture is used for both suis and es. When the students speak, they must think about which word they will use. Teachers pause to question constantly to ensure that students are listening as they speak, comprehending every word. This constant reinforcement ensures effective transfer to the ability for spontaneous independent interaction without gestures. - During partner and group work, the students use the target language at all times. The only way to get better at interacting is to interact. Therefore students are given time each class in which to do so. 'Written' work is also oral work. - All classroom talk is in the second language exclusively. - As the students spend some of their time interacting in role, inhibitions disappear as they enter the world and personality of the character. For older students this is beneficial to lower the affective filter (Krashen) and for younger students, it responds to the natural need to role-play to learn.

U n d e r s t a n d i n g		ACTFL Proficiency Guidelines 2012	AIM strategies that support the development of skills at this language level
W r i t i n g	Speaking	<p>Novice level speakers:</p> <ul style="list-style-type: none"> - can communicate short messages on highly predictable, everyday topics that affect them directly. - use isolated words and phrases that have been encountered, memorized, and recalled. - may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech . 	<ul style="list-style-type: none"> - As the students learn verbs by using a regularized stem, they are able to speak using a large variety of verbs including irregular, very common verbs. The students work with the 3rd person with the narrator part of their plays and with the 1st and 2nd person when the teacher personalizes her lessons and ask the students about themselves. - Thematic vocabulary is taught by association to common verbs. (E.g., food is taught with the word mange.) This helps students to have useful words on the tip of their tongue. - As the students spend a significant amount of their time at this level speaking all together, even the shy students gain confidence. - The teacher helps guide the students to produce sentences at this level by asking total questions (questions with the answer contained within) instead of yes or no questions. The teacher insists on complete sentence responses from the students from Day 1 because it maximizes their language production. - The students learn vocabulary of greatest scope first. For example, they learn eau before océan or lac. This helps the students to express a range of ideas early on in their studies. - When the students make grammar mistakes, the teacher guides them in self-correction either by gesturing the correct word or by asking a total question. - As well as learning their own role in a play, the students memorize an entire play. The practice the students get by doing this helps them to develop correct pronunciation in their second language and gives them confidence that they can learn to speak. - Presenting a play is an authentic task that gives the students a reason to repeat the language over and over. During this process, the students learn not only the language found in the plays, but also the language to practise the plays. An example of this would be Qui veut jouer le rôle de Marie ? from <i>Comment y aller ?</i> - There are numerous tasks assigned, both those with a restricted scope (practising Les contraires with a partner) and with a much broader scope (rehearsing the play for performance, or writing a story that will be published). Spoken production is involved across all tasks and the process is as much or more important than the product, as students learn to clearly express each step from the beginning to the end of the task. The guidebooks include detailed information about this process. An example would be a complete description of how to form groups for rehearsal – the selection of groups, the assignment of roles, the selection and duties of le capitaine as well as the rehearsals themselves and what the goals and duties are of all students. - At all levels, the students learn more than just the target language in this program. Even at the beginning, the students are able to learn public speaking skills and how to do simple acting.
	Writing	<p>Novice level writers:</p> <ul style="list-style-type: none"> - can produce lists and notes, primarily by writing words and phrases. - can provide limited formulaic information on simple forms and documents. - can reproduce practised material to convey the most simple messages. - can transcribe familiar words or phrases, copy letters of the alphabet or reproduce basic characters with some accuracy. 	<ul style="list-style-type: none"> - The students complete a variety of writing activities that are carefully sequenced to ensure success. As well, the teacher models these same activities both orally and in writing. They begin with simple fill in the blanks and progress to answers in complete sentences and then sentence and story writing based on the play being studied. - Writing activities support and reinforce the oral work in each unit. - As the students work with the same play for an extended time (approximately 50 hours), they see the same words over and over and many students naturally develop spelling skills for these words. - Although the various skills are separated out on this sheet in order to explain how the students achieve the goals set out in the CEFR, the skills are taught in an integrated manner. The students are able to write in the target language because they are able to use all the other skills effectively.

Intermediate Low-Mid

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

AIM elementary FSL kits at this level:

Histoires en action ! 3A, L'arbre unjali

Histoires en action ! 3B, Louis la grenouille

Histoires en action ! 3C, Les animaux du bayou

Histoires en action ! 4A, Chat Angora

Histoires en action ! 4B, Un frère pénible

AIM secondary kits at this level:

Jeunesse en action ! 2A Veux-tu danser ?

Jeunesse en action ! 3A Qui arrive ce soir ?

¡Jóvenes en acción! 2A ¡Hola, mis amigos!

U n d e r s t a n d i n g		ACTFL Proficiency Guidelines 2012	AIM strategies that support the development of skills at this language level
	Listening	Intermediate Low-Mid level listeners:	<ul style="list-style-type: none"> - can understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. - can understand familiar and predictable topics although a few misunderstandings may occur. - can get some meaning from oral texts typically understood by Advanced-level listeners.
Reading	Intermediate Low-Mid level readers:	<ul style="list-style-type: none"> - can understand short, non-complex texts with basic information dealing with basic personal and social topics containing personal interest or knowledge, although some misunderstanding may occur. - can get some meaning from short connected texts featuring description and narration, dealing with familiar topics. 	<ul style="list-style-type: none"> - The students read longer plays; more questions, are required to do a broader range of reading to complete written activities. There is a focus on story-writing for publication, so students have many opportunities to read simple texts written by classmates. - Each unit also includes a cultural component. These are both fiction and non-fiction pieces that the students read. Examples of this include a text on Senegal that comes with <i>L'arbre unjali</i>, a cookbook of French Canadian recipes and the traditional story <i>Ti-Jean, le violonneux</i>. Through reading a variety of texts, AIM students learn more than just the target language. Reading is a good way to achieve this. - Several optional short stories have been written at this level. Each kit is accompanied by several readers and teachers are shown how to use these as part of a balanced literacy approach. The students are able to read some of these independently and others are used for guided reading.

		ACTFL Proficiency Guidelines 2012	AIM strategies that support the development of skills at this language level
S p e a k i n g	Speaking	<p>Intermediate Low-Mid level speakers:</p> <ul style="list-style-type: none"> - can handle uncomplicated communicative tasks in straightforward social situations, predictable and concrete exchanges necessary for survival in the target culture (relating to self, family, home, daily activities, personal needs). - can respond to direct questions or requests for information. - can ask a variety of questions to obtain simple information to satisfy basic needs, pause, reformulate, and self-correct as they search for adequate vocabulary and appropriate language forms to express themselves. - are generally understood by native speakers who are accustomed to dealing with non-natives. 	<ul style="list-style-type: none"> - As well as all the informal talk that occurs during the class, the students are gradually able to participate in more creative interactive activities such as creative improvisational storytelling. In this activity, the students work in partners with puppets and they create stories spontaneously. - All classroom talk is in the second language exclusively. - As students learn to speak by speaking, AIM students continue to complete all written activities in partners, discussing tasks as they work on them. In the classroom, activities are either oral only or oral and written. All activities involve spoken interaction. Students also work together to write raps, create choreography and build on their drama skills to become more effective performers and directors.
	Speaking	<p>Intermediate Low-Mid level speakers:</p> <ul style="list-style-type: none"> - can handle uncomplicated communicative tasks in straightforward social situations, predictable and concrete exchanges necessary for survival in the target culture (relating to self, family, home, daily activities, personal needs). - can respond to direct questions or requests for information. - can ask a variety of questions to obtain simple information to satisfy basic needs, pause, reformulate, and self-correct as they search for adequate vocabulary and appropriate language forms to express themselves. - are generally understood by native speakers who are accustomed to dealing with non-natives. 	<ul style="list-style-type: none"> - The students continue to participate in guided speaking as their teacher gestures. This extensive practice producing grammatically correct sentences helps the students to learn what sounds right. As new words and grammar concepts are introduced, the teacher gestures these in many contexts and the students continue to receive extensive practice with spoken interaction in the whole-class component of each day. This allows for effective transfer to proficiency as the students apply the skills that they have learned and practised in their spoken interaction with others. - After the guided work at the earlier levels with 'word associations' (words that are commonly said together), the students practice saying them. The teacher gives a word (usually a verb) and the students call out a variety of words to go with it. This helps keep those words on the tip of their tongues and assists greatly with proficiency development. - The students continue to work on correct pronunciation as they rehearse and perform a play, songs and raps.
w r i t i n g	Writing	<p>Intermediate Low-Mid level writers:</p> <ul style="list-style-type: none"> - can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. - can write in present tense, closely resembling oral discourse and may contain references to other time frames. - can control basic sentence structure and verb forms in a collection of discrete sentences and/or questions loosely strung together with little evidence of deliberate organization. - can be understood by natives familiar with the writing of non-natives. 	<ul style="list-style-type: none"> - The students learn grammar raps that they can recite to help remember some grammar rules. This pleasant repetition helps the students to improve the accuracy in their writing. - At this stage the students have developed some writing proficiency. They write extensive story retellings and extensions as well as their own creative stories and plays. They may write in role (journal writing from a character's point of view, letters, messages to others, pen pal emails and other authentic materials).

Intermediate High

Can understand the main points of clear, standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the target language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

AIM elementary FSL kits at this level:

Histoires en action ! 5A, Le Bistro des animaux

Histoires en action ! 5B, Veux-tu aller au Carnaval?

Histoires en action ! 6A, Marc le magicien

Histoires en action ! 6B, Chaperon Rouge et le loup fou

AIM secondary FSL kits at this level:

Jeunesse en action ! 4A, Un garçon populaire !

U n d e r s t a n d i n g		ACTFL Proficiency Guidelines 2012	AIM strategies that support the development of skills at this language level
	Listening	<p>Intermediate High level listeners:</p> <ul style="list-style-type: none"> - can understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. - can derive substantial meaning from some connected texts typically understood by Advanced level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language. 	<ul style="list-style-type: none"> - Even at this higher level, the teacher continues to review vocabulary that was previously introduced, in a hierarchical manner, always reviewing the high-frequency vocabulary as it appears naturally more often in common speech, but also constantly adding and reviewing more context-specific and possibly less frequently used words to ensure that students build a rich vocabulary base. - The teacher ensures that the students have the needed vocabulary on the tip of their tongue. When they hear the words, they have instant understanding. - Through work with synonyms, the students expand their vocabulary and increase their oral comprehension of the language. - The teacher increases his/her rate of speech with the students. - Greater opportunities for listening to native-like speech occur as students in the class develop better levels of proficiency.
Reading	<p>Intermediate High level readers:</p> <ul style="list-style-type: none"> - can understand, fully and with ease, short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. - can understand some connected texts featuring description and narration, although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language. 	<ul style="list-style-type: none"> - As the AIM uses a balanced literacy approach, students read a variety of authentic target language texts, including books and other materials created to support the Cultural Literacy component of the program. - The students are encouraged to borrow some target language books from the school library and to complete a book report in the target language. Each kit is accompanied by several readers and teachers are shown how to use these as part of a balanced literacy approach. 	

		ACTFL Proficiency Guidelines 2012	AIM strategies that support the development of skills at this language level
Speaking	Speaking	<p>Intermediate High level speakers:</p> <ul style="list-style-type: none"> - are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. - can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. - can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High level speakers attempt to perform Advanced level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. - can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur. 	<ul style="list-style-type: none"> - Oral activities remain very important. The students are given even more responsibility for speaking correctly and are encouraged to correct each other's oral mistakes through an AIM system called Les euros. - About 2/3 of class time is spent working with partners and in small groups and only 1/3 in whole-class activities, where the teacher guides the students through spoken interactions. It is essential that as students develop their speaking skills, they be provided with increased time to apply and perfect their language during spontaneous oral interactions with others. All classroom talk is in the second language exclusively. - The students participate in a variety of activities where they are required to produce the language spontaneously. One example is when they interview a character from the story they are working on and they answer questions in role. - As students are now familiar with formal and informal types of address, they are able to interact with strangers while travelling. - The target language is not simply studied in an AIM classroom. It is something the students live. From talking with their friends about what they plan to do on the weekend to discussing earthquake drill procedures, the students participate in a variety of spontaneous interactions in the target language.
	Speaking	<p>Intermediate High level speakers:</p> <ul style="list-style-type: none"> - are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. - can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. - can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High level speakers attempt to perform Advanced level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. - can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur. 	<ul style="list-style-type: none"> - The students practise description when they give details of a picture to their partner; their partner must then draw in the activity <i>Décrire la photo/ Describir la foto</i> predicting stories from images and film. - The students practise narration when they retell orally in their own words the story (play) they are studying. - As the students work extensively with both the past and future tenses, they are able to describe events that take place in the past and future. - Through work with synonyms, the students refine their speech and make it more precise.

w r i t i n g	Writing	<p>Intermediate High level writers:</p> <ul style="list-style-type: none"> - can meet all practical writing needs of the Intermediate level. - can write compositions and simple summaries related to work and/or school experiences. - can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. - use vocabulary, grammar, and style essentially corresponding to that of the spoken language. - can be understood, even with numerous and perhaps significant errors, by natives not used to the writing of non-natives, but there are likely to be gaps in comprehension. 	<ul style="list-style-type: none"> - Now that the students are much more proficient with the language, the type of writing they produce greatly increases. For example, the students write poems and they keep a personal journal in which they write in the past, present and future tenses. As always, the tasks in which students become involved allow them to learn much more than just the target language. An example at this level is the activity in which students analyse what makes a good story. - The teacher uses an inductive, in-process approach to teach grammar, vocabulary and spelling through creative writing. The learning of grammar is meaningful to the students as they already have a sense of what sounds right, what looks right, and they have seen the grammar concept used in context. - Students brainstorm common errors to help them refine their writing skills.
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