

Integrating Mindfulness With Proficiency In The Language Classroom

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Introduction: Part 1

- Stand up (take your phone with you)
- Get in a circle in alphabetical order of the city you were born.
- You have 30 seconds.

Introduction: Part 2

- Get in small groups (3-4) and find out what phone apps are used most frequently.
- What do people typically do with their phone on a daily basis?
- You have one minute to discuss.

Introduction: Part 3

- Take out your smartphone and find a photo.
- Get into pairs and tell your partner the story behind the photo:
 - Setting
 - Sequence of Events Leading Up to Photo
 - What Happened Afterward
- You each have one minute

Introduction: Part 4

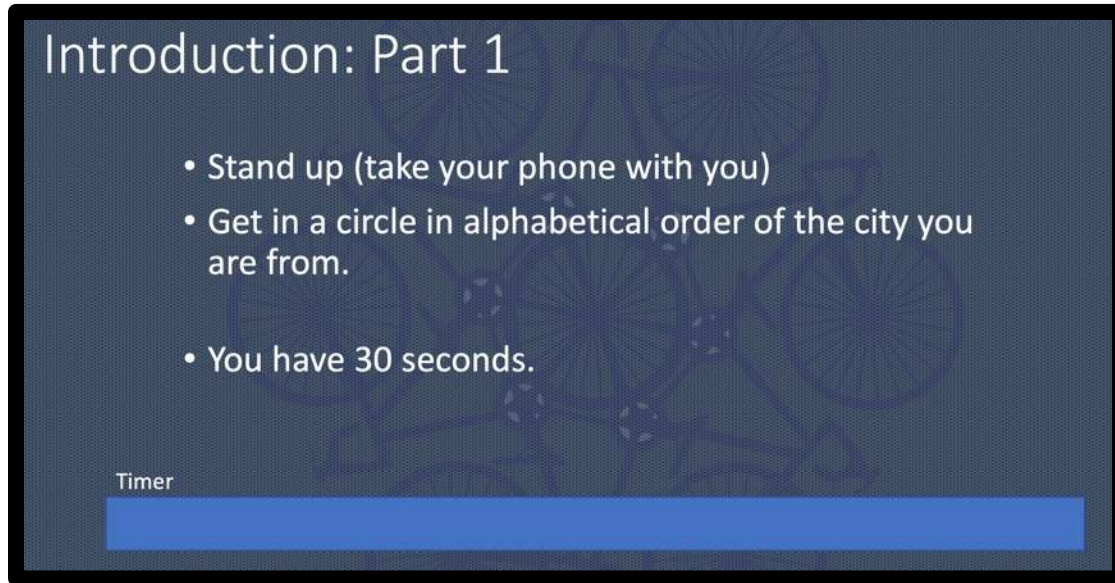
Find a different partner and discuss the following:

- The relative ease with which we can take an indefinite number of photos can be both a blessing and a curse. While it is now easy to “capture moments” that would have heretofore been impossible or impractical in times past, many find they have so many photos that storing and curating them is a Herculean task.
- Has the advent of easily accessible photography helped or hindered us as a society?
- What unintended consequences have arisen?
- How might they be mitigated?
- You have two minutes to explore this topic together

ACTFL Levels are...

- A hierarchal list of **Functions** that are typically accomplished in at the intersection of different levels of
 - **Accuracy Expectations**
 - **Content/Context**
 - **Text type**
- Aligned FACTs indicate a major level

Novice



- **Function:** Can communicate minimally with formulaic and rote utterances, lists and phrases
- **Accuracy Expectation:**
- **Content:**
- **Text Type:**

What are the minimum linguistic features needed to be successful?

Novice

Introduction: Part 1

- Stand up (take your phone with you)
- Get in a circle in alphabetical order of the city you are from.
- You have 30 seconds.

Timer



- **Function:** Can communicate minimally with formulaic and rote utterances, lists and phrases
- **Accuracy Expectation:** Can be understood by VERY sympathetic listener
- **Content:** Self
- **Text Type:** Words and phrases

Intermediate

Introduction: Part 2

- Get in small groups (3-4) and find out what phone apps are used most frequently.
- What do people typically do with their phone on a daily basis?
- You have one minute to discuss.

Timer 1



- **Function:** Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction
- **Accuracy Expectation:**
- **Content:**
- **Text Type:**

What are the minimum linguistic features needed to be successful?

Intermediate

Introduction: Part 2

- Get in small groups (3-4) and find out what phone apps are used most frequently.
- What do people typically do with their phone on a daily basis?
- You have one minute to discuss.

Timer 1



- **Function:** Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction
- **Accuracy Expectation:** Can be understood by sympathetic listener
- **Content:** Daily life
- **Text Type:** Sentences and strings of sentences

Advanced

Introduction: Part 3

- Take out your smartphone and find a photo.
- Get into pairs and tell your partner the story behind the photo:
 - Setting
 - Sequence of Events Leading Up to Photo
 - What Happened Afterward
- You each have one minute

Timer 1

Timer 2

- **F**unction: Can narrate and describe in all major time frames and handle a situation with a complication
- **A**ccuracy Expectation:
- **C**ontent:
- **T**ext Type:

What are the minimum linguistic features needed to be successful?

Advanced

Introduction: Part 3

- Take out your smartphone and find a photo.
- Get into pairs and tell your partner the story behind the photo:
 - Setting
 - Sequence of Events Leading Up to Photo
 - What Happened Afterward
- You each have one minute

Timer 1

Timer 2

- **Function:** Can narrate and describe in all major time frames and handle a situation with a complication
- **Accuracy Expectation:** Can be understood by monolinguals not accustomed to language learners
- **Content:** Community and concrete world
- **Text Type:** Oral Paragraphs

Superior

Introduction: Part 4

Find a different partner and discuss the following:

- The relative ease with which we can take an indefinite number of photos can be both a blessing and a curse. While it is now easy to “capture moments” that would have heretofore been impossible or impractical in times past, many find they have so many photos that storing and curating them is now the impossibility.
- Has the advent of easily accessible photography helped or hindered us as a society?
- What unintended consequences have arisen and how might they be mitigated?
- You have two minutes to explore this topic together

Timer



• **F**unction: Can support opinion, hypothesize, discuss topics concretely and abstractly, and handle a linguistically unfamiliar situation

• **A**ccuracy Expectations:

• **C**ontent:

• **T**ext Type:

What are the minimum linguistic features needed to be successful?

Superior

Introduction: Part 4

Find a different partner and discuss the following:

- The relative ease with which we can take an indefinite number of photos can be both a blessing and a curse. While it is now easy to “capture moments” that would have heretofore been impossible or impractical in times past, many find they have so many photos that storing and curating them is now the impossibility.
- Has the advent of easily accessible photography helped or hindered us as a society?
- What unintended consequences have arisen and how might they be mitigated?
- You have two minutes to explore this topic together

Timer



- **Function:** Can support opinion, hypothesize, discuss topics concretely and abstractly, and handle a linguistically unfamiliar situation
- **Accuracy Expectations:** No patterned errors
- **Content:** World of ideas
- **Text Type:** Extended Discourse

ACTFL Criteria

Level	Novice	Intermediate	Advanced	Superior
F unction S	- Communicate minimally - Use formulaic utterances - Produce words, lists and phrases	- Create with Language - Participate in Simple Conversations - Ask and Answer Questions - Engage in simple transactions	- Narrate and Describe in All Time Frames - Past - Present - Future - Linguistically negotiate situations with complications	- Discuss Abstract Topics Extensively - Support Opinion with Nuanced Language - Explore hypothetical realities vis-à-vis conjecture
A ccuracy	Only understood by patient, sympathetic listeners accustomed to nonnative speakers	Understood by people accustomed to speaking to nonnative speakers	Can be understood without confusion by monolinguals not accustomed to speaking to nonnative speakers	No patterns of errors in basic structures. Errors virtually never distract or impede communication
C ontent	Self	Self Daily Life	Self Daily Life Non-autobiographical Topics Topics of General Interest	Self Daily Life Non-autobiographical Topics Topics of General Interest Abstract Topics
T ext Type	Words Lists	Sentences Strings of sentences	Paragraphs	Extended Discourse

Keep your FACTs straight and you are at a major level.

ACTFL PROFICIENCY GUIDELINES 2012

► Arabic

Azerbaijani

► Chinese

► English

► French

► German

Indonesian

► Japanese

Korean

► Portuguese

► Russian

► Spanish

► Turkish

Glossary



ACTFL PROFICIENCY GUIDELINES 2012

Welcome to the ACTFL Proficiency Guidelines 2012 online. Here you will find the most current version of the ACTFL Proficiency Guidelines for Speaking, Writing, Listening, and Reading made interactive through the inclusion of glossed terms and multimedia exemplars. You can explore the Guidelines by skill or by level, listen to and read samples in English that represent abilities at each of the major proficiency levels.

Download the complete text of the ACTFL Proficiency Guidelines 2012 document in a PDF format.

Previous versions of the Guidelines are available here: [1986](#), [1999](#), [2001](#).

Download the Guidelines Pyramid suitable for printing: [8.5 x 11](#) (PDF) or [11 x 17](#) (PDF).

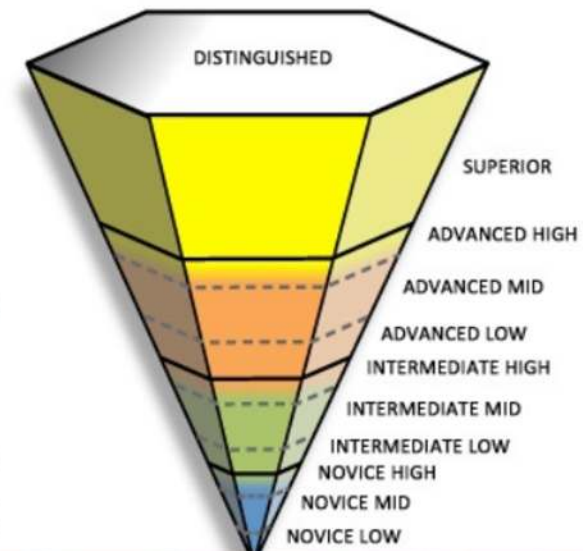
Purchase the **Oral Proficiency Levels in the Workplace** 24 x 36 poster or **download** it for printing (PDF).

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GENERAL PREFACE TO THE ACTFL PROFICIENCY GUIDELINES 2012

The ACTFL Proficiency Guidelines are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.

These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes



Break:

Breathwork

4-7-8

(palm open variation)

- Empty your mind
- Sit up straight
- Chin parallel to ground
- Hands on knees
 - Palms up with fingers open
- Close eyes
- Seal lips
- Inhale for a count of 4
 - Slowly ball hands up into a fist
- Hold for a count of 7
 - Keep hands tight and engaged
- Exhale for a count of 8
 - Either through nose or open lips
 - Open hands gradually until fingers are extended



Story Time

What is mindfulness?

- Mindfulness is the practice of paying deliberate attention to the present moment, with a non-judgmental and accepting attitude.
- It involves being fully engaged in one's thoughts, feelings, and the surrounding environment, without distraction or preoccupation with the past or future.

What is proficiency?

- Proficiency is what a language user can do regardless of where, when, or how they learned the language, in real-world situations with users of that language and in spontaneous and non-rehearsed contexts.

Break: Gentle Movement

Chair yoga

- Seated sun salutation
- Seated cat-cow
- Twisting
 - Neck
 - Spine
- Heart Opening
 - Clasp Hands Behind Back

Think-Pair-Share

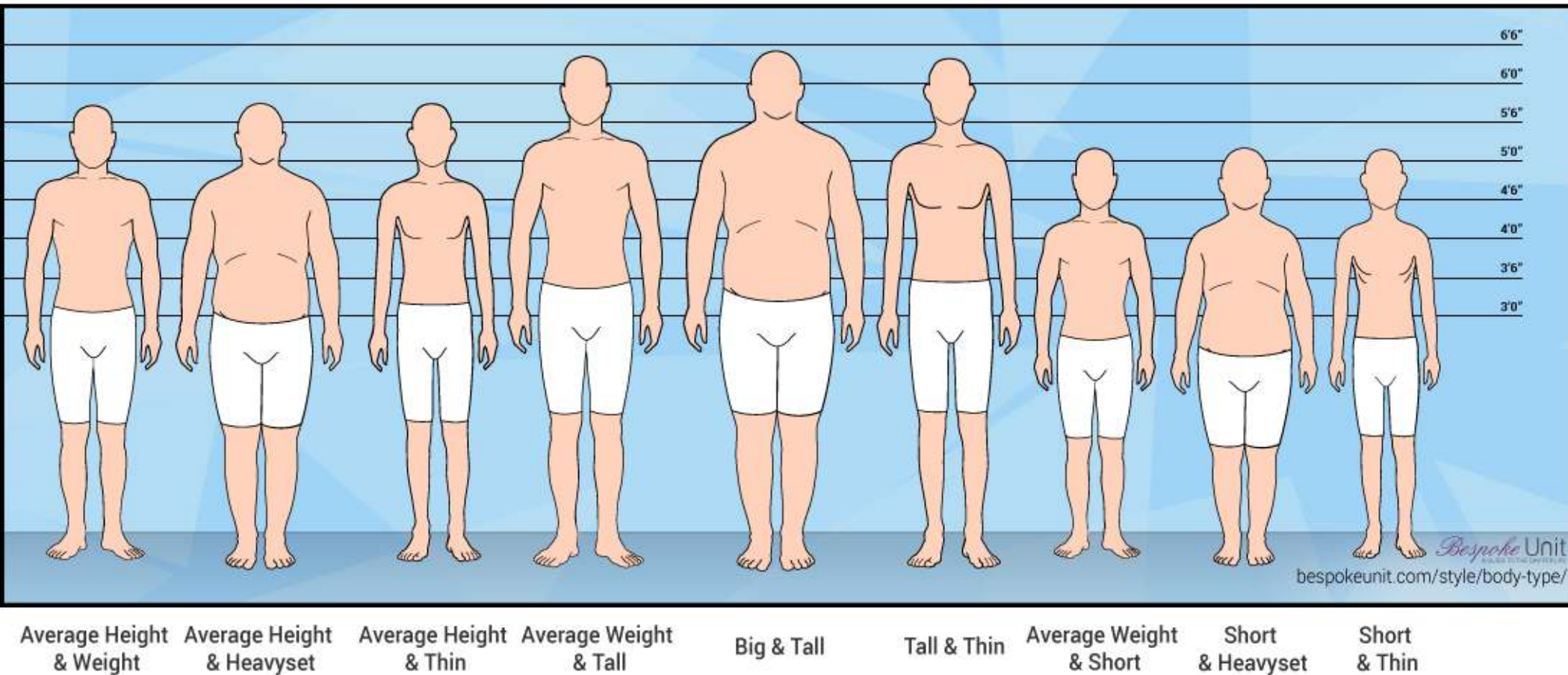
- In what ways do you think that mindfulness can help world language students increase in their proficiency?



Story Time

- https://www.thestar.com/news/insight/when-u-s-air-force-discovered-the-flaw-of-averages/article_e3231734-e5da-5bf5-9496-a34e52d60bd9.html

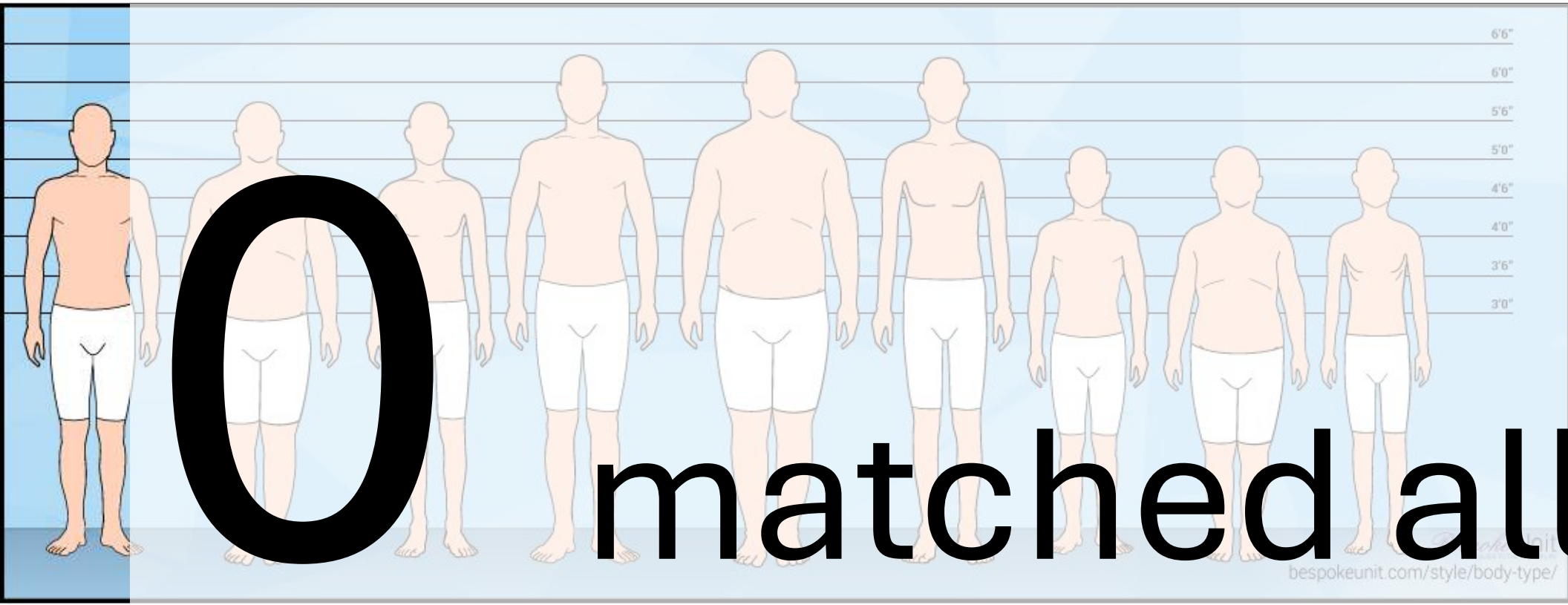
Bespoke Unit's Guide To Understanding Your Body Type



4,063 pilots

10 dimensions (height, chest circumference, sleeve length, etc.)

Bespoke Unit's Guide To Understanding Your Body Type

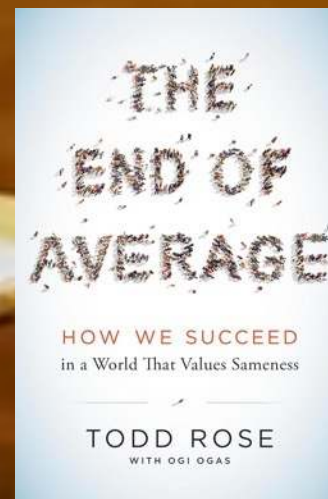


Average Height & Weight Average Height & Heavyset Average Height & Thin Average Weight & Tall Big & Tall Tall & Thin Average Weight & Short Short & Heavyset Short & Thin

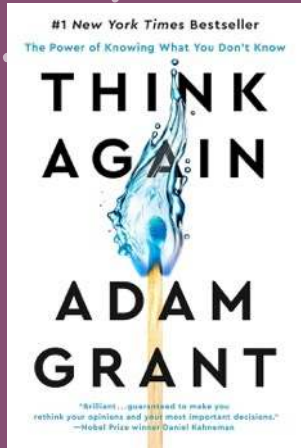
4,063 pilots
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10 dimensions



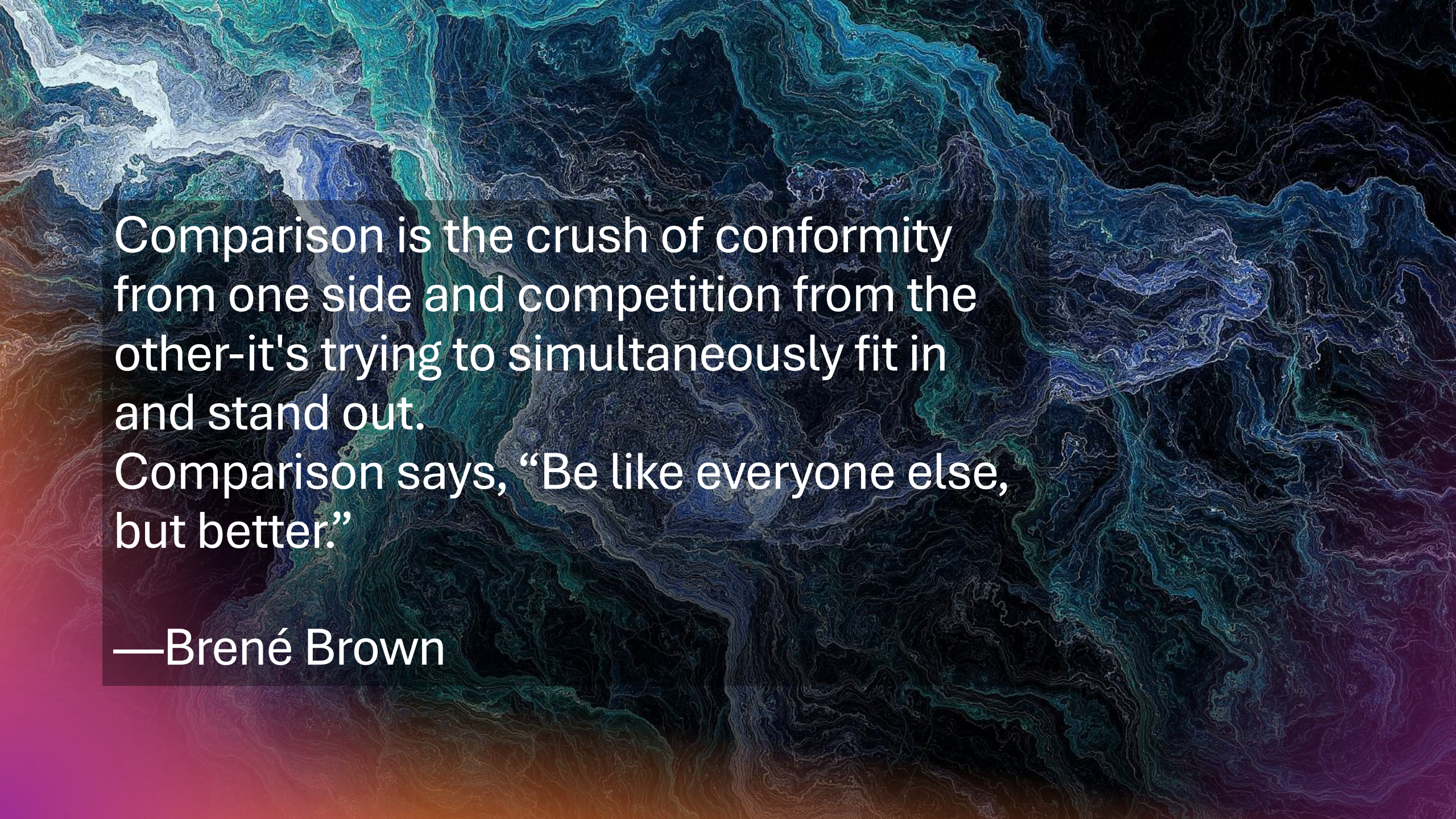


<http://www.toddrose.com>



Adam Grant *Think Again*

- *The students who struggled the most were the straight-A students-the perfectionists.*
- *It turns out that although perfectionists are more likely than their peers to ace school, they don't perform any better than their colleagues at work.*
- *Grades are not a strong predictor of job performance.*
- *Achieving excellence in school often requires mastering old ways of thinking.*
- *Building an influential career demands new ways of thinking.*
- *In a classic study of highly accomplished architects, the most creative ones graduated with a B average. Their straight-A counter parts were so determined to be right that they often failed to take the risk of rethinking the orthodoxy.*
- *A similar pattern emerged in a study of students who graduated at the top of their class.*
- *"Valedictorians aren't likely to be the future's visionaries," education researcher Karen Arnold explains.*
- *"They typically settle into the system instead of shaking it up."*



Comparison is the crush of conformity
from one side and competition from the
other-it's trying to simultaneously fit in
and stand out.

Comparison says, “Be like everyone else,
but better.”

—Brené Brown

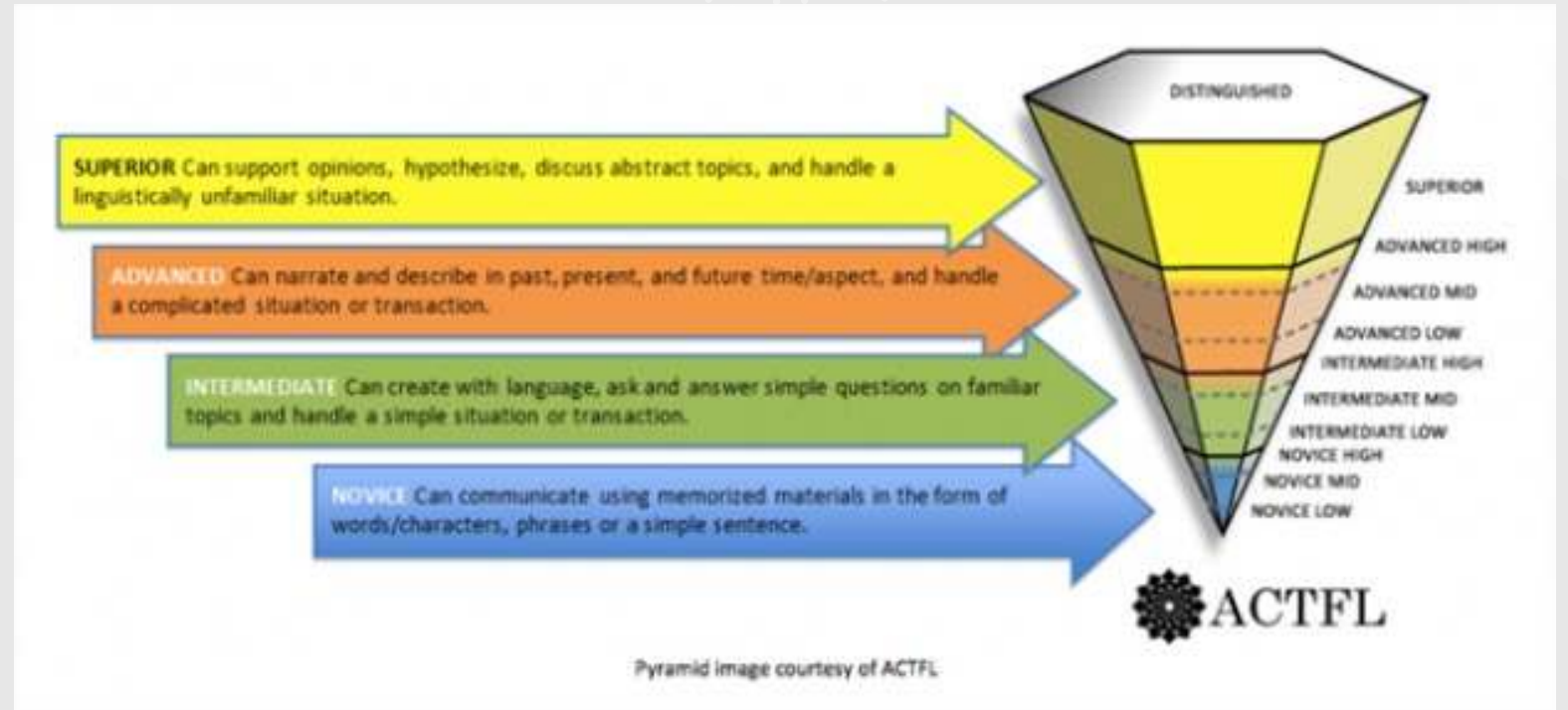
Break: Body Scan

- Empty your mind
- Sit up straight
- Chin parallel to ground
- Hands on knees
 - Palms down
- Close eyes
- Seal lips
- Long slow inhale
- Longer slow exhale (2x length of inhale)
- Make your way up from your toes to the top of your head and notice what your body is touching/what it is sensing

Think-Pair-Share

- How did the mindfulness activity affect you?
- In what ways do you think that mindfulness could help world language students avoid the pitfalls of comparing themselves to others?

Floor and Ceiling



Factors that impact our ability to speak

Factor	Definition
Linguistic	Linguistic factors pertain to the knowledge and use of language itself—grammar, vocabulary, syntax, and phonetics.
Psychological	Psychological factors involve the mental and emotional aspects of speaking, including motivation, confidence, and anxiety.
Cognitive	Cognitive factors refer to the mental processes related to thinking, memory, attention, and problem-solving



Embracing discomfort
leads to growth

Lesson Plan Set-Up

Every student in every class should have the opportunity to be comfortable and to embrace discomfort.

Break: Self-Reflection

- What's an embarrassing moment you had as a language learner?
- Why didn't that experience drive you away from studying the language?
- On your notecard, self-reflect what happened and how it impacted you in your language learning journey



Story Time



TAOS HIGH SCHOOL

When Grades Get On Our Nerves

- Does our grading philosophy encourage or discourage risk-taking and discomfort?

Tale of Two Nervous Systems

Sympathetic Nervous System (SNS)	Parasympathetic Nervous System (PNS)
Activation: The SNS is often associated with the 4 F's (fight, flight, freeze, & fawn) response, which is triggered in response to stress, perceived threats, or challenges.	Activation: The PNS is associated with the "rest and digest" response, promoting relaxation and recovery.
Effects: Activation of the SNS leads to physiological changes such as increased heart rate, heightened alertness, and mobilization of energy resources.	Effects: Activation of the PNS leads to physiological changes such as decreased heart rate, improved digestion, and a state of calmness.
Learning Impact: In short bursts, SNS activation can enhance learning by increasing alertness and focus. However, prolonged or excessive activation may lead to stress and anxiety, which can hinder learning and memory consolidation.	Learning Impact: The PNS is crucial for creating an optimal environment for learning. When activated, it fosters a state of calm and receptivity, allowing for improved information processing, memory consolidation, and overall cognitive functioning.

Break: Five Sense Meditation

- Empty your mind
- Sit up straight
- Chin parallel to ground
- One hand on chest with the other on belly
- Seal lips
- Long slow inhale
- Longer slow exhale (2x length of inhale)
- For each breath round, concentrate on the following:
 - 5 things you can see
 - 4 things you can touch
 - 3 things you can hear
 - 2 things you can smell
 - 1 thing you can taste

Mindfulness Activity Review

- **Breathwork**
 - <https://www.webmd.com/balance/what-is-breathwork>
- **Gentle Movement—Chair Yoga**
 - <https://www.verywellfit.com/chair-yoga-poses-3567189>
- **Body Scan**
 - <https://www.mindful.org/beginners-body-scan-meditation/>
- **Self-Reflection**
 - <https://www.verywellmind.com/self-reflection-importance-benefits-and-strategies-7500858>
- **Meditation**
 - <https://www.mindful.org/how-to-meditate/>

Think-Pair-Share

- What, if anything, can you see yourself using in your classes in the future?



In conclusion,

Mind your language!

Sources

Proficiency Resources

- <https://www.actfl.org/educator-resources/actfl-proficiency-guidelines>
- <https://www.youtube.com/user/ACTFL/videos>

Mindfulness Resources

- <https://www.mayoclinic.org/healthy-lifestyle/consumer-health/in-depth/mindfulness-exercises/art-20046356>
- <https://positivepsychology.com/mindfulness-exercises-techniques-activities/>

Books Cited

- Rose, T. (2016). *The end of average: How to succeed in a world that values sameness*. Penguin
- Grant, A. (2023). *Think again: The power of knowing what you don't know*. Penguin.