



Y.M.E., Inc. 5-Way Language Model Description

Keywords:

REAL LIVE is a term used to describe the type of online communication that happens in the Virtual Classroom (i.e. chat, email, breakout rooms etc.).

YME ODIVC- Yulonn Monique Enterprise Online Dual Immersion Virtual Classroom

Automaticity- is the ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response pattern or habit. It is usually the result of learning, repetition, and practice.

YME's Virtual Classroom and Language Model (YME-LM) is used to specifically enhance proficiency in a second language. This LM consists of teachers and students building onto a 5-way language skill simultaneously, to increase the proficiency of language development in a shorter period of time. The YME-LM uses Reading, Writing, Listening, Speaking and Thinking (RWLST) respectively during instruction and aligning these skills in a way that promotes literacy and language growth throughout the proficiency stages. These stages of progression are based on the Proficiency Level Descriptors (PLD's) Continuum outlined in the California English Language Development (ELD) Standards¹.

For example, students using the YME-LM, will **Read** text (i.e. chat), **Write** text (i.e. responding in chats or emails), **Listen/Speak/Think** (i.e. dialogue via Skype/Zoom/Video Chats/ Breakout Rooms) while in the Virtual Classroom. The YME-LM is to be used in every lesson/activity so that students increase proficiency in their targeted second language more rapidly. This untraditional approach improves the overall success of students' second language acquisition versus the traditional approaches of the brick and mortar classroom. The ultimate goal of using the YME-LM is for students to develop and automaticity for RWLST in the second language. Students use daily language skills (RWLST) from the traditional classroom similarly to how they would in a virtual classroom, but the only difference is that there is more control and self directed learning for each individual student.

Example/Visual

Initially, students will practice their RWLST skills in exercises/activities as they develop in the target language(s) during guided instructional lessons/activities as well as in a Flipped Instruction (FI) (created by their teachers) during the traditional classroom setting or before meeting online in the virtual classroom setting. Prior to **REAL LIVE** communication, students should be formally assessed and identified that they have a minimal grade level of proficiency of **Collaborative Interaction in Meaningful Ways** (Figure 1). Figure 1 highlights and gives an illustration example of what is deemed necessary for assessment at the 4th grade level. In this *Collaborative Mode of Communication* the example shows how the formal assessment expectation is necessary for the students' level of proficiency in the Emerging-Exiting stage at the 4th grade level. This standard of expectation is taken from what is described in *Part I: Interacting in Meaningful Ways* of the California ELD K-12 Standards and PLD's.



¹ The California English Language Development K-12 Standards include Proficiency Level Descriptors which are what depict students' knowledge, skills, and abilities across a continuum, identifying what Language Learners know and can do at early stages and upon exit from each of three proficiency levels: Emerging, Expanding, and Bridging. <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>



Rationale for Grade Level Formal Assessment: Students need to have a response time and fluency in the ODIVC so that their time is effective for increasing proficiency. Students who are not able to participate with their own peers in their immediate classroom (i.e. writing short simple phrases in the targeted language or participating in face-to-face conversations) will waste time and become frustrated mentally. Many times this can cause students to not want to return to the ODIVC and or decrease the progression of other students who have establish their readiness for the REAL LIVE experience. This is something we do not want students to do, thus establishing a grade level Collaborative Interaction is mandatory before students enter REAL LIVE communication for language progression in the ODIVC.

Figure 1.

Proficiency Level Descriptors

Mode of Communication	ELD Proficiency Level Continuum			
	Emerging		Expanding	
	At the early stages of the Emerging level, students are able to perform the following tasks:	Upon exit from the Emerging level , students are able to perform the following tasks:	At the early stages of the Expanding level, students are able to perform the following tasks:	Upon exit from the Expanding level , students are able to perform the following tasks:
Collaborative	<ul style="list-style-type: none"> Express basic personal and safety needs and ideas, and respond to questions on social and academic topics with gestures and words or short phrases. Use basic social conventions to participate in conversations. 	<ul style="list-style-type: none"> Express basic personal and safety needs and ideas, and respond to questions on social and academic topics with phrases and short sentences. Participate in simple, face-to-face conversations with peers and others. 	<ul style="list-style-type: none"> Express a variety of personal needs, ideas, and opinions and respond to questions using short sentences. Initiate simple conversations on social and academic topics. 	<ul style="list-style-type: none"> Express more complex feelings, needs, ideas, and opinions using extended oral and written production; respond to questions using extended discourse. Participate actively in collaborative conversations in all content areas with moderate to light support as appropriate.

4th Grade Level Proficiency (minimum)

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative <ol style="list-style-type: none"> Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) Offering and supporting opinions and negotiating with others in communicative exchanges Adapting language choices to various contexts (based on task, purpose, audience, and text type) 	<ul style="list-style-type: none"> ● SL.4.1, 6; L.4.1, 3, 6 ● W.4.6; L.4.1, 3, 6 ● SL.4.1, 6; L.4.1, 3, 6 ● W.4.4-5; SL.4.1, 6; L.4.1, 3, 6

