

Meeting 09 • 26 April 2011

Version:
4/26/11

Today • my deadline page

- numbers in () = minutes planned for activity/ topic
- √ = topic / activity that was adequately dealt with during the class
- + = topic needs more attention & will be resumed at next / subsequent meeting(s)
- = a topic / activity that was proposed but not carried out (but will be taken up later)
- N = a topic / activity that was proposed but not included / is not going to be taken up after all
- Red italic text like this = comments after the meeting*

	Main topic(s): Introduction to Assessment; the FL and AL Cultures
(5)	Review of previous meeting: main points; thoughts in the meantime?
(5)	(possibly a regular feature:) assessment (or language learning or just education) in the news! (If I can find something)
(30)	More about OPI technique: Your choice of Q&A, role-plays, demo interviews handout: language-specific proficiency guidelines
(30)	"Backwash": implementing oral testing in language programs (courses and and entire curricula); some references: 0054 My 1984 article in <i>Unterrichtspraxis</i> ; 0391 Swender, "Oral Proficiency Testing in the Real World" (2003, abstract); 0651 Laplan & Sinclair, "Oral Proficiency Testing and the Language Curriculum: Two Experiments in Curricular Design for Conversation Courses" (1984, abstract) OR ACTFL Proficiency Guidelines: Writing (0013) - as preparation for later discussion of testing writing, and for help with understanding speaking proficiency
(10)	Initial discussion of Big Ideas for Major Projects
(10)	backgrounds and professional interests of instructor; embarrassing example of one of his old tests (0347), for which he pleads the excuses of youth and lack of training
(20)	Maybe: validity and reliability of the OPI. Maybe: another trial scoring guide about something other than language learning

A assignment #1 Comments: a) emotion; b) application to language teaching; c) Stakeholders; d) empathy with learners
 FOPs Self-evals & FOPs: The writing is the writing is the writing