

20 2 June ~~left didn't upload~~  
 Meeting 18 • 26 May 2011 ~~outline full list~~ Version: 5/31/11  
 see actual outline at 20 - 02 June 2011

ACTFL  
 Webinars -  
 ask JRP

also used 1st yr bengali  
 + 0056 Reading  
 for PASS

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)  
 -M (earlier: -) = a topic / activity that was proposed but not carried out (but will be taken up later for MORE discussion)  
 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

big-picture  
 assessment: the  
 entire higher-ed system  
 0914 lower-higher ed

goals  
 The BIMD  
 mini-conference  
 assessing  
 professional  
 progress

(5) (possibly a regular feature:) assessment (or language learning or just education) in the news! (If I can find something). Today: sex (aka "gender") differences and relation, if any, to learning and success in educational systems
Quote of the day- from 0073 Maceri: "Perhaps the best indication that we do not achieve our goals in our elementary [=first-year college] courses is demonstrated by the content of the intermediate levels".
(30) PSU first-year German combined reading / writing / WAC final exam. See reading on the "Schedule" page and in outlines for previous meetings, especially the relevant chapters of Hughes.
(30) Assessing textbooks: starting point 0144 "Choosing and Adapting Materials" (from "Teaching for Proficiency: The Organizing Principle". Reflection about 0186's title "Sometimes you need to know more than how to conjugate a verb" - what, then, do they need to know?
(20) Assessing courses: how students assess them; how institutions assess them; how we should assess them; thought question: what percent of a learner's success depends on: the teacher? the instructional materials? the learner? (and have we forgotten any other factors in the success?)
(10) Assessing programs: 0916 chair's questions for a language section
(**)
(**)

### Upcoming class meetings

During the final weeks of the quarter we'll get into other assessments related to language learning: textbooks, courses, curricula, departments, institutions, and other subjects areas as they might relate to languages (example: Content-Based Instruction)

### Upcoming assignment(s)

This section offers a PREVIEW, not activated assignments. Assignments are made, with announcement of their deadlines, both in class and on the "schedule" page. Deadlines are also posted on the general "Assignments & Deadlines" page that is linked from my homepage (and here).

### Announcements

### Misc.

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top of page

each introducing next  
 30" self intro.  
 then  
 Non rehearsed  
 1-3  
 SB  
 sent  
 Bill Hanson +  
 audience feedback  
 + sign up.  
 Be serious.



0913



## MBA/MA Language Requirements

An oral proficiency interview (OPI) in the proposed language of study is required of **ALL** Lauder applicants and must be arranged, scheduled, and completed with Language Testing International (LTI). The OPI, which assesses oral proficiency, is a 30-minute telephone conversation in the target language with a tester certified by the American Council on the Teaching of Foreign Languages (ACTFL). Language test ratings are valid for a single application cycle.

To schedule an OPI, call LTI at 1-800-486-8444 (domestic) or 011-914-963-7110 (international) or apply online. The OPI may be completed any time prior to submitting the Lauder Application, but must be completed within two weeks after submitting it. This will ensure that the results are available when the Admissions Committee reviews the complete application.

The ACTFL Proficiency Guidelines for the OPI range from Novice to Superior. An Advanced rating is the expected level for admission to Lauder, preferably Advanced Mid.

Students focus on one of nine non-native languages: Arabic, Chinese (Mandarin), French, German, Hindi, Japanese, Portuguese, Russian, or Spanish.

You can listen to sample OPI clips for our entrance requirement at the Advanced level in our nine languages here:

Over the course of the 24-month program, students are expected to advance their language skills to attain the Superior rating, which is one of the requirements for the MA in International Studies.

You can listen to sample OPI clips for our graduation requirement at the Superior level in our nine languages here:

- ▶ [Arabic Sample OPI \(Superior\)](#)
- ▶ [Chinese Sample OPI](#)
- ▶ [Japanese Sample OPI \(Superior\)](#)
- ▶ [Portuguese Sample OPI](#)