

Meeting 06 • 21 January 2010 • Tuesday

Version:
1/21/10

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)
- ~~Struck through text like this~~ = a topic / activity that was proposed but not included / is not going to be taken up after all
- Italic text like this* = comments after the meeting

	Main topic(s): Introduction to Assessment; the FL and AL Cultures
	(5) (possibly a regular feature:) assessment in the news! PPS trying to improve high school programs, including languages
	(45) The OPI (media clips) - structure, examiner stance, question types; OPI familiarization workshop manual (1994, 0036); find out what happened at last meeting after I left: (g_bill_timW_30, maybe just first half, or else - somewhat better sound quality - g_pete_bambi_19) - Evaluate the sample and write 1/2 page to support your rating; 1/4 page comments about interviewers tactics and techniques; how to write the rating: 1) state the rating; 2) describe (10 words) the text type; 3) summarize the functions and contexts/contents encountered; 4) (and only now) offer evidence about accuracy.
	(15) Assignments - checking in and up: 1) reading, see the "schedule & assignments" page (under modification); 2) Assignment 2: Rate your own proficiency - discuss today, along with Assignment 1 (reflection about assessment experience and news article); 3) Assignment 3: do a pseudo-OPI - are we ready to activate it?
	(5) Demographic survey: participants' previous coursework and work experience; language inventory
	(40) The (withdrawn) ACTFL language-specific guidelines for German (0033a & 0033b, with culture guidelines and grammar grids!) - but NOT before we (a) recall a need for respecting (not just questioning) authority and (b) try mapping some grammatical features (pronouns? past tenses? acc-dat prepositions? past perfect? Konjunktiv [I? II?]) onto the proficiency levels)

Upcoming class meetings

- 21 January: Assignment 2 (evaluate your own speaking proficiency) is DUE TODAY
- (10) Demographic "survey": backgrounds and professional interests of instructor

26 & 28 January: expanding ACTFL standards into testing other modalities

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. The next topic (week 4, 26 & 28 January): rubrics; testing (& teaching) writing

Announcements

The change of the course to German-only participation requires some more rethinking of the syllabus. So I'm dropping any specific ESL aspects, at least temporarily, and we'll resume the discussion in a week or so.

Misc.

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where on ACTFL scale

Grammar
business (see reverse)
note-taking
literature?

Where on the ACTFL Guidelines might the German subjunctive land? That is, when does, say, the past subjunctive (Konj. II, not I!) seem to be naturally encountered, and thus might serve as a tip-off that would help us assign a rating? Here's a hint: Waffling between use of haben & sein with travel verbs is an indicator of IH.

Extra teaser for SpeakEasy people: How might we set up our "employees" to make some improvement in their past subjunctive? That is, which functions in which contexts might be natural openings for modeling and eliciting the past subjunctive. Extra extra teaser: plan old past subjunctive (hint: wäre nicht passiert, wenn) vs. with modal (hint: hätten später drucken sollen).

If we have time, I'll tell you how stupidly I taught the past subjunctive, with and without modals, in active and passive voice to boot, back in 1975 in my first job at Emory University, where students paid a whole lot more to get far worse teaching from me then. Old dogs may not easily learn new tricks, but some old dogs have learned a lot of tricks along the way.



CAREER FOCUS

USING LANGUAGES IN BUSINESS AND INDUSTRY

EDITOR'S NOTE: In this issue of *The Language Educator*, we continue our series of articles on different career opportunities available to language professionals by looking at work in the corporate world.

BY PATRICIA KONING

The world is getting smaller, flatter, and more interconnected. Globalization has transformed the corporate business world. This change has thrown open a door of opportunity to students and speakers of multiple languages, as those skills have become increasingly critical for successful businesses.

The Belgium company InBev's purchase of American icon Anheuser-Busch in 2008 created headlines, but it was just part of a larger trend. Foreign ownership of U.S. companies more than doubled between 1996 and 2005, according to an analysis of U.S. tax data by Grant Thornton LLP. Among the foreign-owned U.S. businesses are many very American brands, like Good Humor and Ben and Jerry's (owned by British-Dutch conglomerate Unilever PLC), Trader Joe's (owned by German company ALDI), 7-Eleven (owned by Japanese company Seven and I), and Holiday Inn (owned by Britain's Inter-Continental Hotels Group).

All this means that language learners are ahead of the game when they enter the workforce. "In a world in which there are more foreign companies operating in the United States and more of our companies operating abroad, there will be an employment edge for those people who have exposure to foreign languages and other cultures," says Charles Kolb, president of the Committee for Economic Development (CED).

In 2006, CED published a report titled, *Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security*. The report warns that the United States will become less competitive in the global economy because of declining quality language education at the college and high school levels. While knowledge of other languages and cultures is an economic necessity, U.S. employees currently lack language skills and international knowledge.

For those who already possess language skills and international experience, the report did have some good news. In one survey of

human resource managers, participants reported that proficiency in a second language was a consideration in hiring decisions at 42% of firms, and 66% considered it in making retention decisions. Employees who demonstrate cultural competence are more likely to be selected for and perform well on global teams, which can lead to greater success and advancement within the organization.

Nido Qubein knows a thing or two about international business, having immigrated to the United States as a teenager with limited English skills, no contacts, and little money. Today he's president of High Point University, chairman of the Great Harvest Bread Company, and a sought-after speaker and consultant. Kolb and Qubein have both spoken at past ACTFL Conventions and shared their views on why they believe language study is vital for our national business outlook.

"As our world becomes even smaller, given our communication media and technology, one can sell more, lead more, and inspire teams more with an appreciation for language skills," Qubein says. His own son speaks five languages and has traveled to over 100 countries, making him, according to Qubein, the perfect example of an American who understands intercultural ways, acknowledges the value of being multilingual, and enjoys the enormous benefits that come from his "language interests."

In 2008, The Language Flagship and Business for Diplomatic Action (BDA) hosted a series of corporate roundtables on the language needs of business. BDA is a private-sector apolitical nonprofit dedicated to enlisting the U.S. business community in actions to improve the standing of America in the world.

"It was a really frank dialogue," says Cari Guittard, executive director of BDA. "Out of those discussions, without a doubt, it was clear that language is seen as a critical skill that global business leaders and global companies highly covet. What is amazing now is