



Interweaving Assessment and Advanced Language Proficiency: Lessons Learned and Views to the Future

Cohort 1 Summer 2016

Listening

Speaking

Differentiated Learning

Spanish

French

Korean

Arabic

Authentic texts; extended practice; listening as a process; follow multiliteracies framework

Authentic texts; increase video texts; integrate varied genres

Integrate opportunities for spontaneous speech, Increase awareness of ACTFL descriptors

Varied levels of proficiency; increase retention rates

Cohort 2 Summer 2017

Listening

German 4-semester series

Multiliteracies framework

Metacognitive strategies

Extended practice

Listening as a process

Cohort 3 AY 2017-2018

Achieving advanced proficiency

- Identify opportunities for curricular interventions
- Propose approach for promoting advanced-level discourse
- Develop activities, strategies
- Assess effectiveness of implementation and approach
- Provide suggestions for implementation

Upper level content courses

- Arabic
- French
- German
- Spanish

Inter-institutional project

- Common readings
- External consultant
- Peer-review
- Foster collaborations
- Symposium

Research project

- Synergy, communication, and agencies in curriculum development

RQs

- What roles do TAs take on their interactions in dyads (i.e., faculty-GTAs)?
- What are TA's decision-making patterns for developing activities?
- Are there any differences across TAs in the # of decisions, roles, and # of activities produced? How can these differences be explained?

Design

- Mixed-methods, QUAL - QUAN

Instruments

- Reflective journals
- Semi-structured interviews
- Inventories of decisions and activities

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