Apprentice Speaking Evaluation by Panel of Speakers

The Apprentice Speaking Evaluations should be carried out completely in the language- **100% immersion**. After every 100 hrs of work the Mentor-Apprentice Program (MAP) team and a panel of at least three fluent speakers of the language gather together to evaluate the Apprentice’s language learning progress. The panel of speakers does not work with the MAP team on a day-to-day basis, but they play a key role in the MAP program by providing support, encouragement and an objective point of view in evaluating the Apprentice’s language learning progress every 100 hrs. During the evaluations, the Mentor should help to introduce what the Apprentice has been learning in the language and then let the Apprentice do the rest by sharing what he/she has worked on in the language.
Purpose of Apprentice Speaking Evaluation

The Apprentice Speaking Evaluations are a fundamental part of the Mentor-Apprentice Program. The main purposes are as follows:

- Allow MAP teams check in with community of speakers (panel) to show them what the Apprentice has learned and to get their feedback on his/her language fluency improvements.
- Involve speakers outside of the MAP program to act as unbiased support and objectively evaluate Apprentice’s language learning.
- Help nurture the Apprentice’s language learning by providing a safe place to speak the language and receive honest feedback.
- Provide a platform for the apprentice to use the language with a variety of speakers.
- Give the MAP a deeper relevance for the language by involving the wider language community.
- Make the MAP work meaningful by using the language in a natural setting.
- Provide an opportunity for the MAP team to demonstrate and record the Apprentice’s language fluency improvements.
- Demonstrate and prove that the MAP team’s efforts are successful in increasing the Apprentice’s fluency.
- Build Apprentice’s confidence in the language by providing an encouraging setting to speak and learn.

Environment and Setting for Evaluation

The Apprentice Speaking Evaluations should be non-threatening and are intended to help the Apprentice, not intimidate and discourage him/her. The environment and setting should be as follows:

- Friendly and happy
- Comfortable, casual and relaxed
- Family-like between the panel of speakers, Apprentice and Mentor
- Continued learning experience for the Apprentice - 100% Immersion

NOTE: The Apprentice Speaking Evaluations are not tests or classroom-like exams. Instead they are a friendly opportunity for the Apprentice to share and receive feedback.
Roles of Panel Speakers and MAP Team

Apprentice
- Demonstrate in the language your improved fluency at each stage of the program (every 100hrs). Don’t recite from a piece of paper- It’s not a performance.
- Decide how to demonstrate what you have learned during the last 100 hrs.
  - The language demonstration can be done by talking in the language about what you learned, telling a story, making a speech, having a conversation with the panel etc. Be creative and have fun!
  - Props and/or real life objects can be used to help demonstrate.
  - The demonstration can be short or long depending on what the Apprentice decides.
- Try not to rely on the Mentor to help you. This is your time to show what you know.
- Don’t get stressed out about being “marked or graded” on your language.
- Use the valuable feedback and input from the panel of speakers and incorporate it into your next 100hrs of immersion work.

Mentor
- Help introduce and explain to the panel what the Apprentice learned during the last 100 hours of the program.
- Observe and listen to the Apprentice show his/her improved language fluency.
- Provide support during the evaluation, and help with demo (if needed).
- Help clarify any questions or concerns.
- Provide moral support to the Apprentice.
- Allow the Apprentice to do the speaking. Don’t direct or lead the Apprentice.
- Encourage the Apprentice to show his/her improved fluency. Don’t discourage him/her by making lots of corrections.
- Incorporate the panel’s feedback into the next 100 hours of work with the apprentice.

Panel of Speakers
- Listen to the Apprentice’s demonstration.
- Ask questions in the language. Remember that the Apprentice is learning the language, so use an appropriate level of language.
- Notice if the Apprentice
  - speaks with clarity and fluency
  - uses correct language pronunciation and forms
  - can comprehend the language
  - can communicate in the language
- Evaluate how well the Apprentice has met his/her language goals for the 100 hrs.
- Evaluations should be friendly, non-threatening and as supportive to the Apprentice as possible.
- Give hope, motivation, feedback, support, advice and encouragement.
- Look for improvements over the long term (each 100hrs and each year).
- Provide feedback on the Apprentice’s language learning and suggestions for improvements.
- Avoid “testing” the Apprentice’s knowledge of the language.
Apprentice Speaking Evaluation by Panel of Speakers

TO BE COMPLETED BY PANEL OF SPEAKERS AFTER EACH 100 HOURS

Send to: FPCC Language Programs by email, mail or FAX (250) 652-5953.

Name of Apprentice: ____________________ Date of Evaluation: _______________

Panel Evaluation (check one): _____ #1 (100 hrs) _____ #2 (200 hrs) _____ #3 (300 hrs)

Names of Panel Speakers (evaluators):
__________________________________
__________________________________

How did the Apprentice demonstrate his/her language fluency? (conversation, storytelling etc.)

Based on the Apprentice’s language learning goals, please provide some comments on the Apprentice’s level of fluency and his/her progress in the program.

What do you recommend the Apprentice work on for the next 100hrs.? (i.e. pronunciation of certain sounds, word endings etc.)

The evaluation sessions are an opportunity to discuss goals and share ideas for the next 100hrs. If you have suggestions for topics or activities, please share them with the Mentor-Apprentice team. Your time, support and expertise are greatly appreciated!

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