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“Quality management in 1st year 2FL German Skype Oral exams with native speakers”
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Abstract **Rudolf Reinelt**, “Quality management in 1st year 2FL German Skype Oral exams with native speakers”

While recent media such as Skype have led to new opportunities for learning a foreign language and observing one’s progress, new problems have also surfaced, e.g. in the area of quality management. One problem in the case of oral exams is restrictiveness vs. equality. If the rules and the contents are too restrictive, the potential of the learners may not come out and the test not be worth doing. If the inner differences between the learners’ productions and also the raters’ evaluations are too wide, inequality may result.

This presentation presents one case where the student’s production in the dyad led to differing evaluations. After its demonstration, a proposal for solving such cases is offered.

The first part briefly introduces the realm of this presentation and the necessary background research. Part two defines its goal as determining where the lower limit is and a method for finding this.

Part three briefly mentions the course and the relevant example. Part four demonstrates the problem from a recorded learner-german (native speaker over Skype) oral exam dyad and its transcription. Part five proves the limit of the minimal production and provides the audience with hints for keeping up the quality in oral exams.

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- Part one: Background, introduction, realm, research context,
- Part two: Goal of this study, method
- Part three: Approach taken here
- Part four: Example, results and problems
- Part five: Discussion

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1. Preparatory remarks as introduction

1.1. Scientific background

(also other pubs by the author)

FL teaching > learning to speak > course with or focussing on speaking > final test > oral exam > RRtest (half-open test) > how to guarantee “fairness”

requires

- *Quality management in 1st year 2FL German Skype Oral exams with native speakers*

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Already in 2003, Eckes stated that in oral exams, quality management mainly comes down to three factors (each treated in other publications of the author):

- **the ability of the students (obviously!)**
- **the inter-rater correlation**, most important part of **reliability (Eckes 2011)**

above 80% wishful

- **the severity of the raters (Eckes 2011, Arras 2011)**

can hardly be improved, but is to be kept constant!

Problem: How to keep the test fair with open contents and spontaneity?

Minimal requirement (Reinelt 2012) fulfilled: above the limit

minimal requirement not fulfilled: **This paper**

1.2. Introduction: The problem

While recent media such as Skype have led to new opportunities for learning a foreign language and observing one's progress, new problems have also surfaced, e.g. in the area of quality management.

One problem in the case of oral exams is restrictiveness vs. equality.

- If the rules and the contents are too restrictive, the potential of the learners may not come out and the test not be worth doing.
- If the inner differences between the learners' productions and also the raters' evaluations are too wide, inequality may result.

1.3. Realm

- All oral presentations in the author's courses
- with the following characteristics:
 - - using almost the same contents as in the last five years (however see: Update (Reinelt 2011))
 - - after one year of instruction
 - - administered in the same way
 - - others

1.4. Research context

- In Japan: Since such oral exams are still very rare, only the studies generated in the same context come to mind. Thorough search turned out no hints
- Hoshii (2011) Waseda, with German asFL teachers
- International: Jauregi (2009)

EU project

but after three years of learning

- See references

2. Goal and method of the study

2.1. Goal

Determining where the lower limit is and a method for finding this.

In the test: Students should use material from the class moodle file in a speaking dyad with a native speaker
+ Students are advised to integrate something from the winter term

- - belongings (haben, es gibt, acc. , kein)
- room description
- clothes etc. (making complements) etc.

- Note:
 - - There is no upper limit for the student
 - - the minimum as required above: Not only material from the first term
 - - in emergencies students know ways out: changing the topic, turn down, Uebrigens (by the way), etc.

Or: Author can give hints (rare) or change (never, so far)

2.2. Method

Demonstrative case study

- - not many students fail, this not being a high-stakes exam
- - example necessary
- - objective criteria for one part make scoring easier for the other parts
- - students and the administrator know
- - raters do not have to know > reducing spontaneity

3. The course

- Part three briefly mentions the course and the relevant example
- The speaking course (see also other presentations by the author) all slides
- aims of 2FL education in general education at universities in Japan
- Ehime University characteristics
- the course contents (list)
- the test
- test hints
- the test set-up
- scorecard

Unfulfilled conditions of the course in this study at EU, a non-elite university

- An intensive course (intensive コース集中講座)
- speaking course (口頭表現を目的とする専門コース)
- students majoring in this 2nd FL (その未習外国語の専門学生向け)
- student with a special interest in the 2FL (その外国語に対してそもそも強い興味を持っている者)
- students taking the course as a selective (必修課目として取っている)
- more than two 90 min. units per week (週2回90分以上の場合)
- high ranking universities (上級大学)
- team teaching (細かく合わせたteam teaching)
- And a few other characteristics supportive of FL learning (又はいくつかの外国語習得を助ける性格を持っている要因)

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course contents

- „Guten Tag! (Var. mit/ohne Herr, Frau - Tageszeiten) - „Tschüß!“ - Abschiede
- „Wie geht's?“ (= Bewertungen)
- „Wie heißen Sie?“ (4 Teile, Variationen)
- „Was machen Sie in der Freizeit?“
- „Haben Sie Telefon?“ (Ablehnung, Ironie, 0-9)
- „Haben Sie Familie?“ (Verwandtschaftsbeziehungen - 3. Person, Charakterzüge - Adjektive)
- „Oh, wie spät ist es?“ - Bruchzahlen, (20-99)
- „Und was essen Sie gern?“ (Speisen, Getränke je 3)
- „Entschuldigung, wie alt sind Sie?“ (3)
- Datum, „Was machen Sie morgen?“ (einen Tag beschreiben)/ „Wochenende (alle Zeitangaben, Sätze mit trennbaren Verben und Zweitstellung (Tagesablauf, Wochenende, (Ferien)planung usw.)
- „Wie heißt Ihre (in Deutschland recherchierte) Stadt?“ - „Wo ist das denn?“ - Himmelsrichtungen, Gesprächsmanagement: „Augenblick bitte“, „Keine Ahnung!“, „Ich suche mal.“
- Fragewörter: Frage - Antwort - Nachfragen - Detaillieren usw.
- Dinge und Preise erfahren und nennen, kommentieren, Kommentare aufnehmen

- 一学期は例えば次のような内容である (抜粋) :
- こんにちは(+/-さん, 朝, 昼, 晩), お別れ
- お元気ですか> 評価
- 数字0-9, お名前は何か(4つの言い方)
- 自由時間に何をしますか (現在形 (=将来系)
- 電話番号の会話, 断り方, 皮肉?, 非協力性
- ご家族は? (親戚, 3人称, 性格, 形容詞)
- 何時ですか (0-9 9) (時計の(会話での) 言い方, 割り算)
- 好きな食べ物, 飲み物, 運動
- すみません, 何歳ですか (難しい会話)
- 日付, (特定の時間) 明日何をしますか, 日程, 週末, (朝, 午前中, 昼, ...), 動詞を二番目, 分離動詞, 週末に誘う, 休みの計画)
- あなたが調べた (ドイツの) 都市は何ですか, どこにありますか, 方位, 話を遅らせる: ちょっと待って,
- 疑問詞, 質問, 答え, nachfragen, 詳細を求める・言う
- 物の名前, 値段を聞く, 上げる, コメントを上げる, 受ける, 返す
- 引用:

Outsourcing

なぜOutsourcing??> 会話の特徴>

会話は自然な即時性を持っていて、相手と面と向かって話すのは授業時間内にしか習得できない唯一の技能である。

よって、(練習だけなら授業時間外でもよいが) 授業時間内に、話す時間を確保する必要がある (Reinhelt 実践2010)

Outsourcing

(例えばある技能の練習をLearning Management Systems 学習管理システムに委託する)

- 技能の習得機会及び場所(最近の技術発展も考慮して)
- 十分な紹介の後 after sufficient introduction:
- 聞き取り(聴解) > listening, テープ, コンピューター, Internet
- 読む > reading テープ, コンピューター, Internet
- 書く writing: e-mail など
- (Landeskunde cultural studies 文化理解)
- ubiquitous availability
- (翻訳(外国語から母国語への場合・母国語(日本語の問題) = ここで対象外))
- 話す以外の技術は、大体大学が持っているLMS教育管理システムに委ねられるが、十分な助けが必要である場合がある。

Test hints I (made available in the class moodle)

- a couple of weeks before the test itself (include practice in class) —テストヒント

教員は会話の特徴を、授業で行う対話ルールとして、いくつかの規定を設け、受講生に慣れさせる。これらも授業時間内で詳しく説明する時間がないため、moodleに乗せて簡潔な紹介で済まされる。その中に例えば次のようルールがある (explanation in moodle):

—十秒以上話さないと「途切れ」と捉える(10 sec. rule)。

—相手を見ること (look at your partner)

—相手に母国語の助け船を出さない、しかし目的言語での助けは歓迎である(no Japanese but helping in the TL German o.k.)。

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017	Was machen Sie in...in der so alles? <00:01:18> (What all do you do in?)		018	Wie bitte? <00:01:28> (Pardon?)
019	Was machen Sie im...im Sonntag, im Sonntag <00:01:24>-im Sonntag ?? Sonntag morgen <00:01:31> (What do you do in in Sunday, in Sunday, Sunday morning)		020	Am Sonntagmorgen? Da schlafe ich meistens <00:01:35> (On Sunday morning. Then I usually sleep.)
			021	aber ansonsten: Fernsehen, oder fruehstuecken, ja. <00:01:46> (or else I watch TV, or have breakfast)
022	lacht <00:01:46> (laughs)		023	Was/Was machst du am Samstagmorgen? <00:01:46> (What, what do you do on Saturday morning)
024	Ach ich,hm, ich lese, ich lese Manga. (Eh, I eh, I read, I read comics)		025	ja, ja nicht verstehend <00:01:52> (I see, I see (nods showing understanding)

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026	und ich, ich esse Brot <00:02:04> (And I, I eat bread)		027	Magst du Brot gern? <00:02:05> (Do you like bread?)
028	lacht viel, dann schweigend (laughs extensively, then remains silent)			
029	Ach-<00:02:14> Wo, eh was was...Wie gross ein Zimmer? <00:02:20> (Eh, where, eh what, what, how big a room?)		030	Mein Zimmer ist ungefähr 15 oder 16 Quadratmeter gross. <00:02:24> (My room is about 15 to 16 square meters)
032	Hm, 15 hmm gross <00:02:35> (... eh.. Well, 15 big.)		031	Wie gross ist dein Zimmer? <00:02:26> (How big is your room?)
033	Oh, oh, wie lange ein Zimmer <00:02:41> (Eh,eh, how long a room?)		034	Mein Zimmer ist ungefähr, ja, fuerf oder sechs Meter lang <00:02:49> (My room is about, well, five or six meters long.)

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035	hmn aah hmm <00:03:01>			
036	(sagt etwas, unverständlich) Wassen Sie gern? (says something unintelligible) Whatten you like?)		037	Was ich gern esse? <00:03:01> (What I like to eat?)
		038 RR andere <00:03:01> something else Ja, lass sie mal <00:03:04> <00:03:04>-let her (do it)		
		038a RR nani ka kouki kara..... something form the winter term.....		
		RR <00:03:01> Ja, lass sie mal <00:03:04>		

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039	??? (leise und fast unverständlich) (low voice, hard to understand) Was wie geht... Ihnen (how you)			
039a	(???) Ihnen Kaffe und green Tea? <00:03:25> (???)ehm coffee and green tea) ??? (leise und fast unvertsaendlich) UM sieben...sieben...sieben koche ich) <00:03:25>		040	Noch mal bitte, kannst du deine Frage wiederholen? (Once more, please, can you repeat)
040a	Ah,ja ja, ahm ...hmmm			
041	Eh, (dreht Finger schnell) eh .. um... (eh, turns her finger fast, eh)		042 RR Nai, ne <00:03:36> O.k. (nothing to come, well, o.k.)	TIME OUT

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4.4. scorecard

Criterion referenced rating

Need to develop own system for ZFL German

The scoreboard on the right was developed in accordance with Jeffrey scoreboard for this university (Reinelt 2007)

Weighing of criteria variable, e.g. as in the brackets

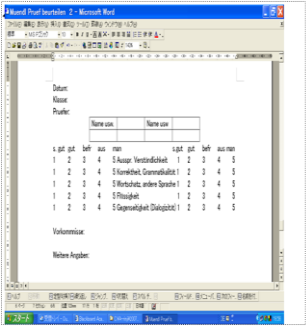
Aussprache = pronunciation (15% a)

Korrektheit = correctness, grammar (15% b)

Wortschatz = (richness in) vocabulary (20% c)

Fluessigkeit = fluency (35% d)

Gegenseitigkeit = mutuality, dialogicity (15% e)



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4.5. Test results

- S20 1st time (no transcript available)
- (conversation acceptable until timeout)

	MH	RB	YG	HS	RR
S20	83	92	62	90	40

- S26 2nd time (transcript above)
- conversation as such acceptable
- but no WS contents

	MH	RB	YG	HS	RR
S26	-	88	-	92	78

4.6. Quality Check

What she does fulfill

vs.

What she does not fulfill

- restricted evading laughing
 - dyadic
 - winter term dyad
 - grammar from winter term
 - long silence (second time)
- compare to other Korean who was o.k.

Indicators for failure:

- *Summer term* content: All except below
- *Winter term* content:
 - - room question only
 - - question not usually intelligible in this form
 - - excessive laughing (interpretation in EA and EU (practiced in class))
 - - repetition of previous students' topic, hint from the administrator
 - - time out: second chance too

5. Discussion

addresses the limit of the minimal production and provides the audience with hints for keeping up the quality in oral exams.

limit of the minimal production

- minimal: student makes use of or initiates one or only a few major learning points
- student does not sufficiently follow up on partner initiated dialogue parts/chunks > incomplete/ weird exchanges
- and excessive evading (laugh, head/eye direction)

hints for keeping up the quality in oral exams:

- (- provide enough speaking material and opportunities)
 - - create spontaneous opportunities
- ↔ pre-structured interviews / or even reading from a text!
- -define minimum from the taught range but leave choices for spontaneity
 - - make sure students know phrases how to get out of problems (as in real life situations)
 - - keep dialogicity (limit on silences etc.)
 - - avoid help by native speakers in too miserable cases

- provides the audience with hints for keeping up the quality in oral exams.
- -define minimum from the taught range but leave choices for spontaneity
- - make sure students know how to get out of problems
- - keep dialogicity (limit on silences etc.)
- - avoid buttressing by native speakers in too miserable cases

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- References

- Full list!

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- Thank you

- Thank you

and a request:

Use oral exams and improve on the one demonstrated here

Your students will be grateful