Reinelt, Rudolf (2013) Employing Students as raters (SR) and speaking partners in 2FL German oral exams. In: Reinelt, R. (ed.) (2013) JALT OLE Spring 2013 Compendium compiled for OLE by Rudolf Reinelt Research Laboratory, Ehime University, Matsuyama, Japan, p. 5 – 16.

Employing Students as raters (SR) and speaking partners in 2FL German oral exams =A combination paper of the author's Jalt Shikoku (2013, May 11th) and JaltCALL (June 2nd) presentations

Presenter Contact Ass. Prof. Rudolf Reinelt

Contact: Ehime University, Institute for Education and Student Support, Center for General Education
790-8577 Matsuyama
reinelt.rudolf.my@ehime-u.ac.jp
愛媛大学　教育・学生支援機構　共通教育センター
790-8577　松山市文京町3　T/F 0081-89-927-9359

- Contents
- 1. Introduction
- 2. Study 1 Peer students as raters
- 3. Study 2 Peer students as raters
- 4. Conclusion
- 5. References

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- **1. Introduction**
- **1.1. Abstract**
- The presenter's elective, conversation-oriented university beginners' German as second foreign language course concludes with a year-end oral exam. After only two terms of thirteen weeks each of 90-minute classes (meeting twice per week), learners speak with a new native speaker in the target language for two to three minutes in person or via a Skype conference. However, in order to optimize the course and in cases where no native speakers are available, advanced learners may be an alternative as exam raters and/or speaking partners. This study reports on an experiment where a continuous learner with the presenter and a returnee were employed in such a way.

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- In particular, part one briefly introduces the background and the aim of the two studies presented below, as well as the theoretical approaches and practical preparations to employing learners as well as the hypothesis that they can appropriately rate and serve as speaking partners, and methods to research this.
- Part two presents study one with a student as a rater, who had recently returned from a one year stay in the target language country.
- Part three presents study two with a continuous student with the author as speaking partner.
- Each study gives a recorded demonstrative example with a first year student at the presenter's Ehime University. Each study presents support for the hypothesis from the results of the cases so far in terms of content, inter-rater correlation and severity.
- The concluding part four mentions advantages and disadvantages of this approach, and outlines the future development of a course program integrating this in advanced courses presently being developed by the presenter at his university into a revolving system.

- 1.2. **The goal of foreign language learning**
- The utter goal of learning to speak a foreign language is a conversation with a native speaker or advanced habitual user of the target language other than the teacher her/himself. The same holds for being rated in an oral exam. While for English, native speakers come by easily in Japan, other languages such as German often encounter shortages, although the ubiquity of digital media such as Skype, has alleviated the situation somewhat.
- As one way out, the author has tried to employ comparably advanced learners of German as raters (SR) and speaking partners in the German as second foreign language first year general studies year-final oral exam at Ehime University.

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- **1.3. Terminology**
- **Student assistant**
- From Wikipedia, the free encyclopedia: Jump to: navigation, search
- **Student assistant** may mean:
- - A student member of a college coaching staff
- - A student teaching assistant
- - Resident assistant, a trained peer leader, within a college, university, or group housing facility
- - A student working as a support assistant for the faculty and staff. Student assistantship is generally a part-time position. Job description includes technological support, in-class assistance, first-level computer support, etc. Student assistants are also supposed to establish a good rapport with the faculty so that the faculty will not be disturbed and shy by their IT-related problems. On the whole, it is quite demanding
- - student assistants?
- - peers? ←
- - here students as raters and speaking partners in the oral exam(Lsp)
- - using, employing, ….

1.4. Introduction to the course

- Brief introduction of the German course, the oral exam and its main characteristics

1.4.1. Unfulfilled conditions of the course in this study

- 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）

1.4.2. Defining the overall main goal of university 2FL education

- defined by Reinelt (2008b) as sufficient training in the five abilities of speaking, writing, listening, reading comprehension, and translation, as well as in the learning techniques to acquire these. The course should also enable the learners to make abstractions and analyse intercultural phenomena pertaining to what is dealt with in class. A further requirement is making the best use of technical developments for speaking.

1.4.3. Brief introduction to conducting the German course

- - 1 class per week 90 minutes 13 of 15 weeks
- - 1 class has 5 to 7 units of about 15 to 20 minutes
- - student practice speaking new content two weeks before writing is given and practiced
- - partner teacher, but alignment difficult
- - student nrs. vary between 10 and 30 (-2012), up to 60 this 2013 SS term)
- - starting from . All is new!
- - in class: speaking > others: moodle/e-mail/ others

1.5. Background to the oral exam

- After only two terms of thirteen weeks of 90-minute classes (meeting twice per week), learners speak spontaneously with a new native speaker in the target language for two to three minutes in person or through a Skype audio/video conference.

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- - *the oral exam: main characteristics*
- - second to last class: Everything so far in a row as an encounter (speaking: 7 to 10 to 15 mins.of German)
- - test much shorter
- - oral exam 14th or 29th class
- - students called into the exam room individually
- - students wait, speak, return
- - speaking partners: German native speakers (NS) except the course teacher, in person or over Skype
- - students speak spontaneously (no preparation) with a new person for 2-3 mins.
- - rating: criteria referenced (NS) (scorecard)and holistic (RR)
- - the others solve a free writing task

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- PROBLEM sometimes not enough raters and/or speaking partners available
- - other teachers (experience?)
- “Video conferencing” allowed us to employ native speakers from everywhere. as both
- - raters
- and
- - speakers

> unlimited opportunities

Next step: What to do when all this does not work?

Overcoming issues resulting from CALL

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- employ somewhat advanced student(s):
- -- a) have stayed in the target language country for a longer time
- -- b) have taken RR's courses and the same oral exam previously
- Lucky in WS2011: Returning student MS > SR
- For the following: Remember feasibility

1.6. Possible lack of raters/speakers for 2FL oral exams

Employing students learners (peers) as raters and/or speaking partners Lsp with the **hypothesis** that:

Learners (Lsp) who

- *have experienced the same exam, and*
- *retained their 2FL*

can function as rater for and speaking partner with other learners adequately.

2. Study 1: Peer students as raters

Theoretical approaches

- to rating oral exams

Eckes (2006):

when rating productive skills there are wide rating differences even among professionals

but:

rating productive skills bogs down to three important factors:

- ability of the testee student
- the inter-rater correlation
- the raters' severity

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

Last year we were lucky: Returnee MR

New student rater MR's characteristics:

- - spent one year in Freiburg (Southern Germany)
- - speaks German slow but very well (B1 to B2)
- - here as rater (criterion referenced)
- - no training

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- Further refining the hypothesis
- MS's scores will not considerably deviate from other rater's scores
- scoring: scoreboard as in the German school system (1= very good >>>5= fail)
- deviation: no professional >
- *interrater correlation* ICC2k: 70% o.k.?
- *severity*: within 1 degree (out of the 5)

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- This small study:
- MS as rater (together in the room with the others: speaking partners, observers and raters, and the waiting student
- 16 dyads: Si and one speaking partner
- Speaking partners supposed to be equivalent

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- Lets see one example:
- - the criterion-referenced rating scale developed by the author
- - set-up of equipment
- - starting scene screen shot
- - transcript
- - results and discussion

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

Criterion referenced rating

Need to develop own system for 2FL 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

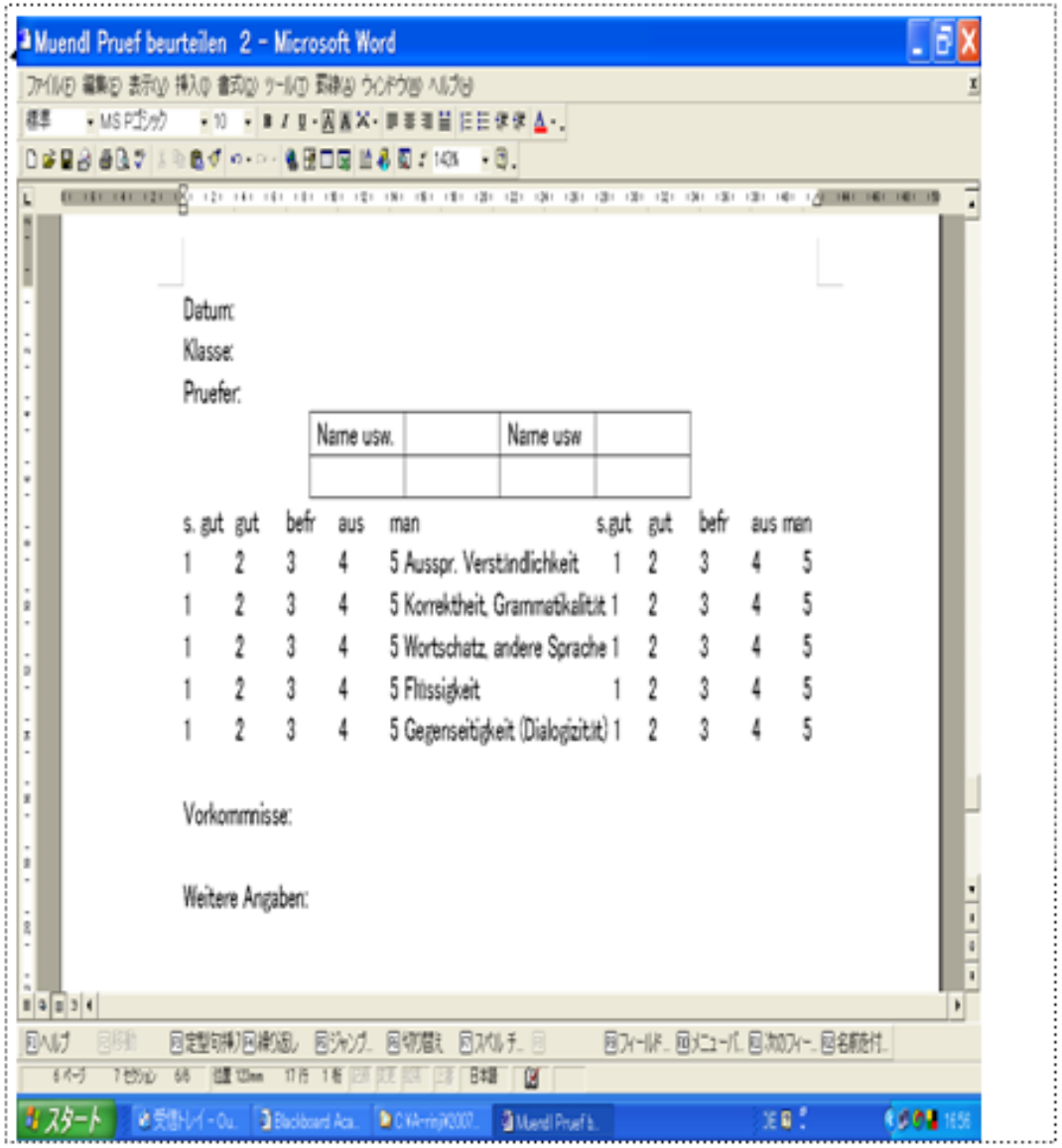
Aussprache = pronunciation (15%) a)

Korrektheit = correctness, grammar (15%) b)

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

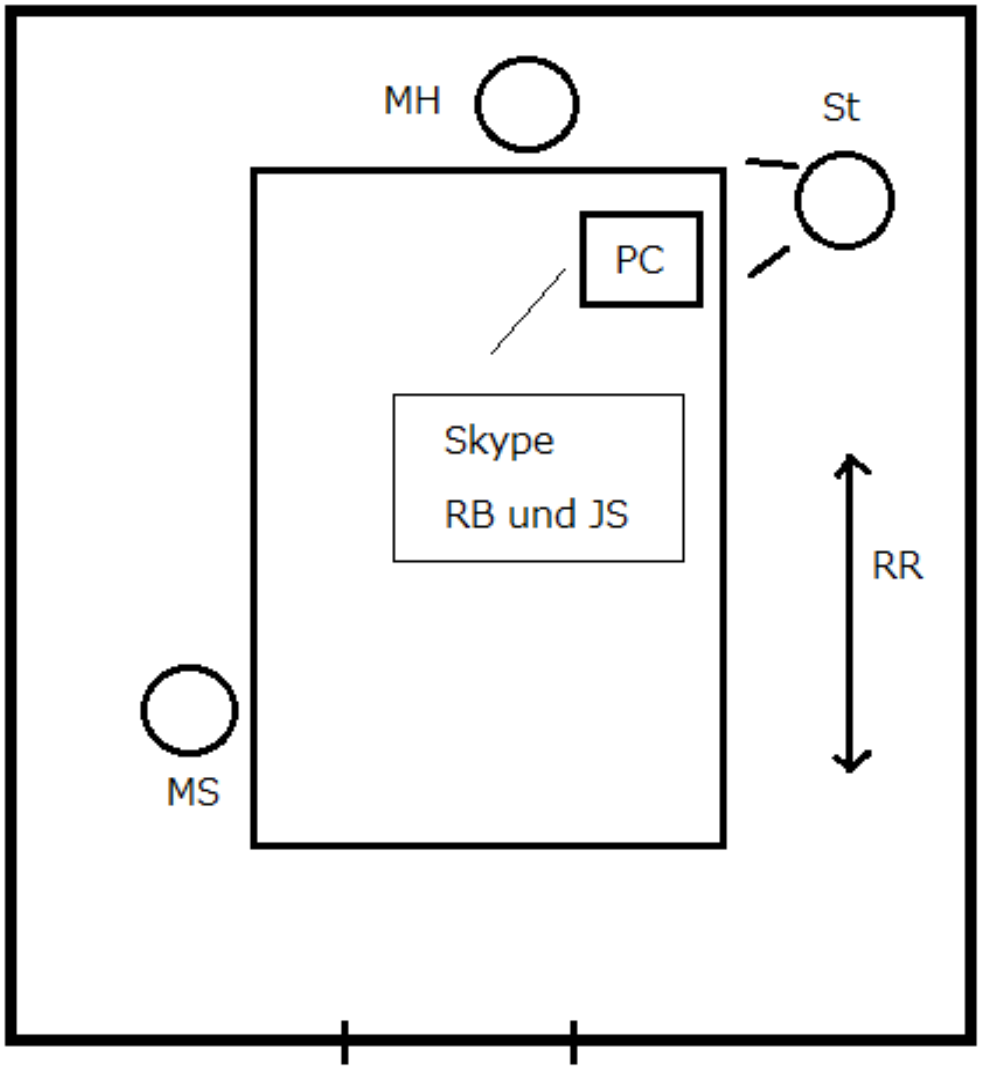
Fluessigkeit = fluency (35%) d)

Gegenseitigkeit = mutuality, dialogicity (15%) e)



2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- set-up



2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

WS 11 Mi6 S3 K K

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

Nr	S3	Kommentar	Nr	RB
001	Guten Abend(24:03) *Good evening*		002	Guten Abend Good evening
003	Wie gehts? *How are you?*		004	ehm, mir, ja, mir geht‘s ganz gut(24:12) und dir*? I am, well, I am fine. And you?*
005	Sehr gut. Wie heissen Sie? *Very well. What’s your name?*(24:15)		006	Eh, ich heisse Roland, und wie heisst du? *Oh my name is R, and what’s your name?*(24:20)
007	Ich heisse K K. *My name is K K*		008	Das freut mich *Nice to meet you*(24:25)
009	Wo wohnen Sie*? Where do you live?*		010	Ah, ich wohne in Freiburg, das ist in Deutschland. *I live in Freiburg, that’s in Germany.*

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

012	Ich wohne in Matsuyama, *Teppocho I live in Matsuyama, in T.* (24:39), im Norden von Matsuyama *in the north of M.*(24:43)		011	Und wo wohnst du*? And where do you live?*(24:35)
014	Aeh,(24:51)Woher kommen Sie? *Where do you come from*?(24:54)		013	Hm, im Norden von Matsuyama, *okay eh, in the north of M, gotcha.*(24:46)
016	Ich wohne in/aus *Saijo.I live in/ ehm from Saijoh*(25:13) im Osten von *Ehime in the east of E.*(25:17)		015	Hm, amHmHm also urspruenglich komme ich aus Singapur, aber ich wohne seit 20 Jahren in Deutschland *Oh, originally I am from Singapore, but I have been living in Germany for 20 years* (25:05)。 Woher kommst du? *Where do you come from?*

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

017	Was machen Sie am lange/ was haben Sie am langes Wochenende denn so alles gemacht? *What do you do/ what did you do on the long weekend*?(25:27)		018	Also, letztes Wochenende war ich in der Buecherei und habe gelesen, am Abend bin ich mit meinen Freunden trinken gegangen und am Sonntag habe ich lange geschlafen *Well, last weekend I was in the library and read there, in the evening I had a drink with my friends and on Sunday I slept long*. (25:43). was hast du am Wochenende *gemacht?What did you do on the weekend*?(25:46)
019	(25:51)Am Freitag/ aeh, am Samstag habe ich *On Friday/ eh, on Saturday I hav*e(25:54) .....(25:58) habe ich/Ah, bin ich ... Junpei ...habe ich *have I / am I....Junpei.... I have* (26:12)...habe ich *have I* (25:14)ver/verkauft/hm verkaufen *sol/sold/hm sell*		019a	verkauft *sold*
019 b	verkaufen.*sell*		020	Ist das/ist das deine Arbeit *Is that your profession*(26:21)?

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

021	(26:23)Ja, Arbeit *yes, work*(26:25)	-----		
022	(26:35)Wie gross dein Zimmer? *How big is your room*?(26:39)		023	Ooah, mein Zimmer ist etwa 16 qm gross *Oh, my room is about 16 square meters*(26:44)
024	Das ist aber gross *That's large*(26:48)		025	Ja, ja, es ist normal, glaube ich. *Well, it is normal, I think*
027	Zwanzig Quadratmeter(27:00) *20 square meters*		026	Wie gross ist denn dein Zimmer*? How big is your room?*
029	vier Hundert Euro 400 Euros (27:10)		028	Was kostet denn dein Zimmer? *How much is your room*? (27:05)
031	nein gar nicht *no, not at all*		030	Woa, das ist aber teuer. *My god, that is expensive*(27:12)

		032	RR	Hoeh, gar nicht?sooh? *Well, not at all? really*?		
		033		(*MH also withdraws to the left*)(27:15)		
		034		all laugh		
		035	RR	Okay, danke schoen. *Okay thank you.*		

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- Results and discussion:
- - not uncontroversial example
- - good examples lead ony to good results, but we cannot find whether they separate enough between the raters
- - necessary: in order to proof the hypothesis find out how MS's scores fare vs. the other raters'

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- one rater's scores of all students in the example sudent's class
- RB: transformed into EhU data

Ausspr pronun	Correct	Vocabulary	Fluency	Dialogicity		RB
10%	15%	25%	35%	15%	100%	
2	3	2	3	2	2.5	80
2	3	2	2	3	2.3	83
1	2	2	3	2	2.25	83
2	2	2	2	2	2	87
2	2	2	3	2	2.35	82
2	1	1	2	2	1.6	92
1	1	1	2	1	1.35	95
2	2	1	2	1	1.6	92
2	2	2	2	2	2	87
2	2	2	1	1	1.5	93
1	1	2	1	3	1.55	93
1	2	1	2	1	1.5	93
2	2	1	2	1	1.6	92
1	2	2	2	1	1.75	90
2	2	1	2	1	1.6	92
1	1	2	2	3	1.9	88

Oral exam participants overview

Dyad with

- Student S3 and speaking partner SK (Freiburg): RB

- - other speaking partners (taking turns):
- - (in person): MH
- - SK in Berlin
- Raters:
- - all speaking partners rate each student in all dyads: criterion referenced
- - RR: holistically

- The student in the recorded example: S3
- with high and low scores

S3:scores	Pronunciation (10%)	Correctness(15%)	Vocabulary(20%)	Fluency(35%)	Dialogicity(15%)	raw average	EhU points
MH	3	3	3	3	4	3.15	71
JS	3	3	2	3	2	2.6	79
RB S3's speaking partner over Skype	1	2	2	3	2	2.25	83
MS	2	3	2	3	3	2.65	78
RR (holistic)							88

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- Employing MS for rating: Does it work?
- proof:
- - (SH1) High / low rating of good/ not so good exam parts
- MS uses 2s (pronunciation and vocabulary) and 3s (all others) as grades
- Other raters use 1 and 4 only once, otherwise similar to MS

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

SH2 ICCs
EhU rater scores for all students in the class (graph on the right)

Scores and their comparison
- MS's scores in comparison to the other raters and their ICCs 0.90 means 90 percent similar correlationship
- 0.90 up professional
- 0.80 to 0.89 wishful
- 0.65 to 0.79 bearable for amateurs
- under 0.65 disregard
- differences do occur!

MS faired very well
Details see below

82	81	80	75	86
77	90	83	73	85
71	79	83	78	88
85	75	87	80	92
58	61	82	68	86
75	87	92	77	80
93	99	95	93	78
73	87	92	80	89
72	95	87	79	88
79	97	93	89	91
79	99	93	87	96
72	85	93	77	66
92	89	92	80	89
79	98	90	78	96
67	86	92	75	90
85	79	88	81	68

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

MS faired very well

MS	
(MS RR)=0.062	
(RB MS) =0.78	
(RB MS RR)=0.31	X
(JS MS)=0.75	
(JS RB MS)=0.79	
(JS RB MS RR)= 0.64	
(JS MS RR)=0.55	?
(MH MS)=0.76	
(MH RB MS)=0.74	
(MH MS RR)=0.37	X
(MH JS MS)= 0.78	
(MH JS RB MS)=0.80	
(MH JS MS RR)=0.63	?
(MH RB MS)= 0.74	
(MH JS RB MS RR)= 0.69	
(MH RB MS RR)=0.48	X

other raters not so: MH

MH	JS	RB		
	(MH JS)=0.62			?
	(MH JS RB)=0.67			?
	(MS JS RB RR)=0.54			X
	(MH JS RR)=0.45			X
		(MH RB)=0.42		X
		(MH RB RR)=0.07		X
			(MH RR)=-0.16	X

Severity

- measured as the average of all raw points attributed by one rater to all students divided by the number of students
- should not be considerably higher or lower than the native speaker raters

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- Are MS's scores similar to the other raters?
- Severity per rater

rater	severity
MH	2.64
JS	1.98
RB	1.79
MS	2.45
RR	1.5

Discussion

- - used German rating system (probably not familiar)
- We may, with all necessary restraint, say that employing MS was successful as none of the hypotheses was outright refused.
- With other student raters: More research necessary (as with other non-student raters)

- **Conclusion and future vistas**

- Solves the rater problem at least for emergencies

- As only students qualify who have passed this oral exam, students may also be able to serve as oral exam speaking partners (see study 2 here below)

3. Study 2: Peer students as speaking partners

Aim of this study

In order to optimize the course and in cases where no native speakers are available, advanced learners may be an alternative as exam speaking partners. This study reports on an experiment where a continuing learner with the presenter was employed in such a way.

practical preparations to employing learners as speaking partners (Lsp)

- Pre-conditions
- - Lsp has experienced the same oral exam

  i.e. knows the realm of contents

  i.e. has an idea of how the exam is conducted
- - Lsp has continued learning, so he/she is at least on the same level as the student in the exam
  - difficult, since forgetting sets in early in the second year with only one class once a week

the **hypothesis**:

- that Lsp can appropriately rate and serve as speaking partners
- (experience from the try with student raters before, here above as study 1) (JaltShikoku 2013)

  that Lsp can cope with the rating system (as above):

  - pronunciation, grammar, vocabulary, fluency, dialogicity
  - German point system from 1 (very good) to 5 (fail).

Subhypothesis:

- - SH1) presupposes that the Lsp can handle the score card
- - SH 2) The Lsp have an acceptable inter-rater correlation
- - SH 3) The Lsp score with a severity similar to the other raters

---

In practice: Serving as speaking partner

- In the oral exam, native speakers of the target language (German) will alternate speaking with the testees. Lsp will be one among the speaking partners.

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- **methods** to research this:
- (ideally: several Lsps)
- 1) compare the content of the Lsp and testee dyads with the content of other dyads
- we can suppose that the Lsp-testee dyad contents is similar to the native speaker-testee dyad contents:
- -It is a first talk (its social function is the same as with a native speaker)
- - first talk contents is always limited to a certain number of items and ways to express them revealing the testee's abilities

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- 2) The inter-rater correlation
- as measured by ICC3k
- should not be considerably lower than with the native speakers
- 3) severity
- measured as the average of all raw points attributed by one rater to all students divided by the number of students
- should not be considerably higher or lower than the native speaker raters

- **Recorded demonstrative example** with a second year student at the presenter's Ehime University.
- - the criterion-referenced rating scale developed by the author is the same as in study 1
- - ditto for inter-rater correlations and severity
- - set-up of equipment
- - starting scene screen shot
- - transcript
- - results and discussion

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

Scorecard

Datum:
Klasse:
Pruefer:

Name usw.		Name usw	

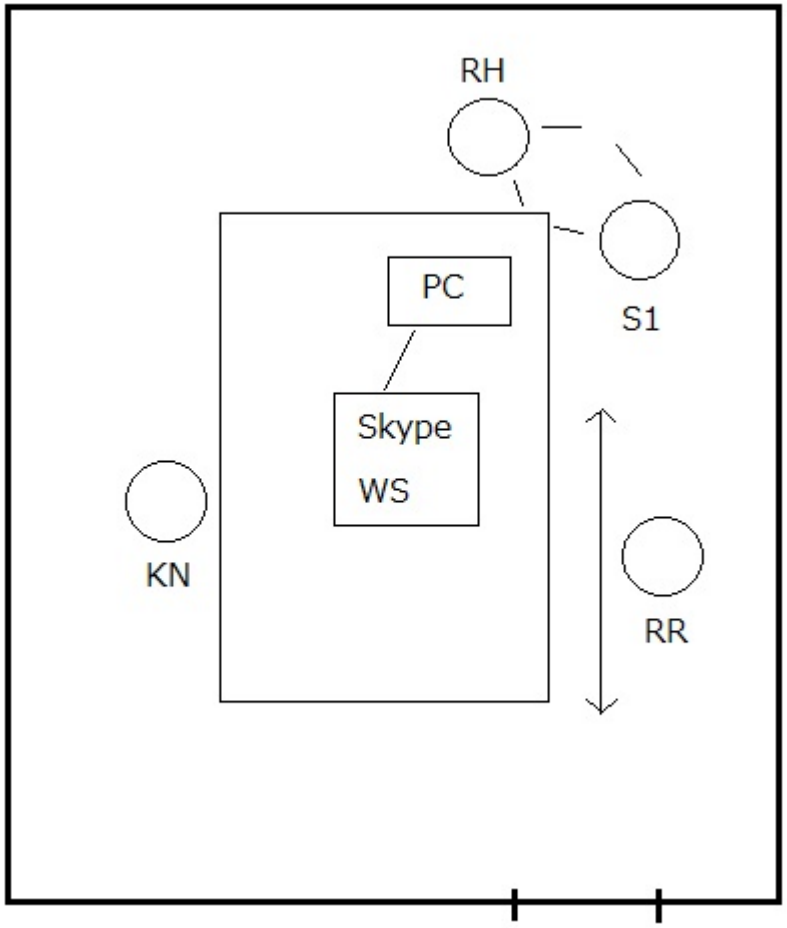
s. gut	gut	befr	aus	man	s.gut	gut	befr	aus	man
1	2	3	4	5 Ausspr. Verständlichkeit	1	2	3	4	5
1	2	3	4	5 Korrektheit, Grammatikalität	1	2	3	4	5
1	2	3	4	5 Wortschatz, andere Sprache	1	2	3	4	5
1	2	3	4	5 Flüssigkeit	1	2	3	4	5
1	2	3	4	5 Gegenseitigkeit (Dialogizität)	1	2	3	4	5

Vorkommnisse:

Weitere Angaben:

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- seating arrangement



2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- scene shot

- transcript

Nr	S1	Kommentar	Nr	RH
		00:31 001 RR Dann gehts jetzt gleich los.		
		00:42 002 S1 Gute n Abend		
001	Guten Abend *good evening*(01:08)		002	Guten Abend *good evening* (01:09)
003	Wie gehts? *how are you* (01:10)		004	Danke gut, und Ihnen? *fine, thank you, and you*?(01:11)
005	01:12 Danke gut. *fine thank you*	01:15 006 RR Kann man das hoeren? (*Can you hear this*?)		

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

		007 SW Ja, ein bisschen. (*Yes, a little*)		
		08 RR Ein bisschen, ja dann machen wir das mal ein bisschen naeher dran (01:20) *a lttle, well we put this a little closer to you*		
009	Ich heisse A O, und du? *my name is AO, and you*? (1:25)		010	Ich heisse RH.*my name is RH* (1:29)
011	Ich wohne in Doida, und du? *I live in D, and you*?(01:34)		012	Ich wohne in Miyuki. *I live in M*(1:34)

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

013	Ich komme/ich komme aus Matsuyama *I come/come from M*(1:42), und du? *and you?*(1:44)		014	Ich komme aus Kobe. *I come from Kobe* (1:47)
015	(0:50) Ich studiere Humanwissenschaft an der Ehime Uni in Matsuyama. *I major in humanities at Eh university in M.* (1:56)		016	Ich studiere Humanwissenschaft, *I major in humanities*, auch an der Ehime university *at **Ehime university ,too***(2:00)
017	(2:02) Was/ was hast du am Wochenende denn so alles? *what/ what have you on the week-end*(2:10)(???)		018	Hm (???)(laechelt leicht) *(laughs slightly)*

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

019	(2:13)(sieht zur Seite nach schraeg unten) (*looks askance down to the left*)	020 RR ??Was hast du am Wochenende??(2:18) *(what have you on the week end??)* RR gemacht *done*. ah, gemacht eh, *done*. S1 und RH laecheln leicht S! and RH laugh slightly.	021	Am Samstag(2:27)bin ich/bin ich Matsuyama Schloss gehen *On Saturday, I went M castle* (2:35) und am Sonntag habe ich Unterricht.. gehabt *and on Sunday I had ..class* (2:43).
022	Hm(nickt verstehend *nods in understanding*)		023	Und Sie *and you*?(2:47)

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

024	Eh,(2:49) am Samstag bin ich Einkaufen mit meiner Familie on Saturday, *I have ….. shopping with my family* (3:02)ge/gesehen *se/seen*.		025	(nickt)(*nods*)
026	gegangen *gone* (3:10)			
027	(3:19, sehr langsam *very slowly*) Was . hast.du. *what. have .you.*(3:31)was hast *what have*(3:37) Was *what*(3:40)..	028 RR Hm		
029	Was essen Sie gern? *what do you like to eat?*(3:47)	030 RR Hm *(confirming)*	031	Ich esse gern *I like* (3:48)Schokoladekuchen und Kaese *chocolate cake and cheese* (3:53)

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

032	Um(*indicating understanding*)		033	Und du? *and you?*(3:55)
034	Eh, ich esse gern Ei, und Reis und Eis *oh, I like egg, and rice and ice cream* (4:07)			
035	Was trinken Sie gern? *What do you like to drink?*(4:11)		036	Ich trinke gern Milch und Kakao *I like milk and cocoa*(4:15).
037	Hmhm		038	Und du *and you*?(4:16)
039	Ich trinke gern Tee und Kaffee *I like to drink tee and coffee*(4:23)	040 RR Okay , machen wir soweit *O.k. that's all* (4:25).		

- **Results and discussion: support for the hypothesis**

  from the results of one case in terms of content, inter-rater correlation and severity.

comment to the example:

- - brief example (many students to test)
- - not ideal in order to show differences between raters
- - stopped as soon as minimal passing conditions were fulfilled

contents (SH1)(1)

- Lsp(RH) as initiator:
- 021 RH Am Samstag(2:27)bin ich/bin ich Matsuyama Schloss gehen *On Saturday, I went M castle* (2:35) und am Sonntag habe ich Unterricht.. gehabt *and on Sunday I had ..class* (2:43).
- 022 S1 Hm(nickt verstehend *nods in understanding*)
- 023 RH Und Sie *and you*?(2:47)
- 024 S1 Eh,(2:49) am Samstag bin ich Einkaufen mit meiner Familie on Saturday, *I have ….. shopping with my family* (3:02)ge/gesehen *se/seen*.
- 025 RH (nickt)(*nods*)
- 026 S1 gegangen *gone* (3:10)
- -> S1 reacts correctly (contentswise)

contents (2)

- Lsp (RH, the student on the left in the transcript and the video scene) correctly answers a testee initiated exchange (first term):
- Was essen Sie gern?*what do you like to eat*?(3:47)
- 030 RR Hm*(confirming*)
- 031 RH Ich esse gern *I like* (3:48)Schokoladekuchen und Kaese *chocolate cake and cheese* (3:53)

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- ICC (SH2)
- Used ICC3k with RK-Ward

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

ICC (SH2)

Three rater's raw scores , average, EhU-transformed points						
2	3	2	3	2	2.5	80
2	3	2	2	3	2.3	83
2	3	2	2	3	2.3	83
hol.RR						76

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

	RH (=Lsp)			
0.56	RH	KN		
−0.7	RH	SW		
0.84	RH	RR		
−0.2	RH	KN	SW	
0.75	RH	KN	RR	
0.1	RH	SW	RR	
0.3	RH	KN	SW	RR

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

For comparison: KN (native speaker present in the room)									
		KN							
	−0.46	KN	SW						
	0.5	KN	RR						
	−0.28	KN	SW	RR					
	0.56	RH	KN						
	−0.18	RH	KN	SW					
	0.75	RH	KN	RR					
	0.3	RH	KN	SW	RR				

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- Obviously, there are problems here
- Explore again

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

- severity

KN	2.05
SW	2.45
RH	2.13
RR	75 (=2.6)

- Obviously, RH, the Lsp, is a little less strict than the others, but not stricter than KN

4. Conclusion

The concluding **part four** mentions advantages and disadvantages of this approach, and outlines the future development of a course program integrating this in advanced courses presently being developed by the presenter at his university.

4.1. Advantages and disadvantages of this approach

- ICC numbers have to be checked each time
- Peers can probably replace native speaker partner in emergencies
- Is it fair to others who had to cope with a native speakers ?
- no exit polling here

4.2. S2

- The presenter created a new course in the *general education* department:
- students can now take German there until they graduate.
- The course is aiming for B1
- The results will be represented on the graduation transcript as *hatten kamoku*

2013 Reinelt Peer Stud as raters and sp partn JESuJaltCALL

	Course	CEFR	
1st year	German I	A1 to A2	
2nd year	S1	trying to approach B1	
3rd year	S2 (1)	B1?	take as learner
4th year	S2(2)	B1?	take as teacher teach contents

4.3. A revolving/recycling system

If this system works out, it becomes a revolving system by producing its own raters and speaking partners (for emergencies).

References

Eckes, T. (2004). Beurteilerübereinstimmung und Beurteilerstrenge: Eine Multifacetten-Rasch-Analyse von Leistungsbeurteilungen im "Test Deutsch als Fremdsprache" (TestDaF) [Rater agreement and rater severity: A many-facet Rasch analysis of performance assessments in the "Test of German as a Foreign Language" (TestDaF)]. *Diagnostica*, *50*, 65–77.

Reinelt, R. (2008). Inter-rater correlation in native speaker German beginners course oral examinations. In K. Bradford Watts, T. Muller, & M. Swanson (Eds.), JALT2007 Conference Proceedings. Tokyo: JALT, p. 1154-1166. http://jalt-publications.org/archive/proceedings/2007/E076.pdf.

Reinelt, R. (2008b) "ドイツ語口答試験のドイツ語母語話者による評価 Muttersprachlerbeurteilung von Sprechpruefungen im Deutschunterricht", 2007年度日本独文学会中国四国支部学会, Nov. 10. 2007. 中国四国ドイツ文学論集第41号, 2008年10月31日, p.73-83.

Recent publications in this context

Reinelt, R. (2013a) “Über Englisch hinaus mit Deutsch - im ersten Jahr im allgemeinbildenden Bereich -” DAAD Lektorenfachseminar 2013, Kyoto, February 9, 2013.

Reinelt, R. (2013b) “Second foreign language instruction as communication education”, CAJ Chugoku-Shikoku Newsletter (2013, in press).