

What Comes after Testing Speaking? - Speaking! – A Progress Overview Article –

Rudolf Reinelt

Reference data:

Reinelt, Rudolf (2010) What Comes after Testing Speaking? - Speaking! – A Progress Overview Article –. In: Reinelt, R. (ed.) (2010) *The new decade and (2nd) FL Teaching: The initial phase* Rudolf Reinelt Research Laboratory EU Matsuyama, Japan, p. 107 – 132.

What Comes after Testing Speaking? - Speaking!

- A Progress Overview Article -

Rudolf Reinelt

Ehime University, Matsuyama, Japan

Introduction

This contribution, in describing the dramatic developments that followed shortly after the author's presentation at this conference in 2009, and giving an outlook on further developments concluding this contribution, will argue that

1. the difficulties in various respects increase considerably if we go beyond merely evaluating the students' speaking the target language with each other in an oral examination at the end of a one year German beginners course, and

2. in order to always offer an as best as possible FL course, teachers

- may have to grasp any opportunities which might open up even if only on very short notice, and

- may thus even enable learners to approach stages very close to the final goal of foreign language teaching and learning: *to be able to speak in the target language with a target language user..*

The starting point to the progress steps outlined below was the opportunity to develop the German course-final oral examination beyond the stage reached in 2009, when two students were paired to speak the target language for two to three minutes.

This paper will demonstrate both points by

- briefly mentioning the common preconditions and circumstances for the tests explained afterwards in part one,

- giving one example for each step forward in the following parts, each consisting of a short introduction of the progress made at that stage, the set-up, a picture from the test itself, a transcript and its initial translation, the grading of the dyad, and a few final notes outlining difficulties etc., and,

- in the final part, mentioning necessary research into the progress made, conditions for follow-up courses, and future research and foreign language testing tasks.

What we will be presenting holds mainly for institutions where several of the following conditions (table 1) usually do NOT hold (Reinelt 2010c):

Table 1: Unfulfilled conditions

- (the course is)
- an intensive course
- a "speaking" course
- (students)
- are majoring in the 2 nd fL

- have a special interest in the 2FL
- take this course as a compulsory or a selective course with unit requirement, and
- there are more than two 90 min. units per week

- it is a high-ranking university
 - there is effective team teaching,
 - phonePass, verbatim or other expensive testing is available;
- and a few other characteristics supportive of FL learning are fulfilled.

Even if a few of these are fulfilled, what follows below may not be worth mentioning, and a qualitatively higher course and examination may easily be possible. However, to give a comparison, similar results were gained in an EU-funded course after two full years of Spanish instruction (GAL 2009 in Reinelt 2010f).

Due to the rapidity with which everything developed in December 2009 and January and February 2010, and in part July 2010, it was in no way possible to adjust all aspects of the test. However, we have tried to at least keep the grading constant so that a minimal comparability was guaranteed. Everything else will have to be scaled anew in forthcoming administerings of the test. Research has already started and is constantly being presented in follow-up presentations and papers, findings from which will be mentioned only briefly below. However, the ordering of the events as they are presented here is unique to this paper.

1. Preconditions and circumstances

As the development of the author's German for beginners course at Japanese universities has been going on for a considerable time, and various parts already been published (see Reinelt 2009b for an overview,) only new or refined points will be mentioned in this background chapter.

After the abandonment of the foreign language requirement for university graduation in the early 1990s and the degrading of second foreign languages from electives (one of among three) to a selective (vs. e.g. social studies, etc.) in many courses, the design of general education second foreign language courses had to be re-designed from scratch out of necessity. As looking for an official (ministerial) definition of the role of second foreign language learning on the university level lead to no results, the author defined the goals of his course as follows:

Table 2: Definition of the role of second foreign language learning on the university level

To deal with as many aspects as possible, sufficiently train in the 5 abilities of speaking, writing, listening and reading comprehension and translation, and beyond that acquiring the learning techniques and abilities for this, and enable the learners to make abstractions and analyze inter-cultural phenomena as is adequate for a university of the contents dealt with in class (Reinelt 2008d) .

Accordingly, this lead to designing a course which,

- while as much as anyhow possible training the five abilities (speaking, listening comprehension, reading, writing, translation) in the target language and
- providing the learners with the learning strategies, techniques and abilities to do so, also (and this is in contrast to commercial language schools) enables the students
- to make theoretical university-adequate abstractions
- from the linguistic and
- related cultural phenomena treated in the course, and
- position them in the overall context (Reinelt 2008d and 2010h).

As can easily be seen, such a course design does not allow for a course focused mainly on speaking. Speaking, however, is the SOLE skill ONLY practicable with a partner ONLY face to face in class (Reinelt 2010g), for the course teacher this means that he/she is required to make the best possible use of technical developments in order to vacate time for this practicing “speaking” (ibid.).

When the author’s course started, the first class questionnaire revealed a strong wish for “conversation” (Reinelt 2007, 2008a) on the part of the students. As this could not be the only goal of the course as defined above, time had to be reserved for conversation in face to face class time, and outsourcing of as much practice of the other skills was the result (Reinelt 2008c).

On the other hand, the course contents had to be as rich as possible so as to enable students to start, maintain, and finish a conversation of a certain length, containing items such as those mentioned in Reinelt (2008a) and (2010b). Note also that only those parts which have to do with speaking are mentioned here, and that the contents list in table 3 is neither complete nor exclusive.

Table 3: Examples from the contents of the German beginners course

<ul style="list-style-type: none">- 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?“ (Verwandtschaftsbezeichnungen - 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

Without going into too much detail, the background for the students in the speaking test can thus be summarized as in table 4 (Reinelt 2010d). Note that students also had separate tests for the other skills :

Table 4: **Background** for the RR speaking test

- of the students in the study
6 y of English in JHS, HS;
- of the course:
German conversation as one focus (requested by the students in the first lesson questionnaire). The full *course contents* is available from the author on request, also in Reinelt (2008e).
- of the exam:
A course final oral test administered simultaneously with a writing test (at the same time in adjacent rooms);
- of the theoretical approach:
The task to develop an oral exam for EFL teaching in Japan (Jeffrey (n.d.) and Smith & Nederend (1998)) transferred and applied to the German teaching situation;
- previous literature consists of papers by the author during development of this German test available from the author on request..

Summarizing the points mentioned in this part in their relevance for thesis one, we can state the following points of possible contention:

- course contents: Has to be adjusted, but should try to keep a basic level to enable students for this test;
- cooperation by all parties required;
- learners: motivated
- rating: exchanged students
- speaking partner: “willing native speakers”
- parallel class: teachers
- parallel class: learners
- administration:
 - classrooms (one each for the oral and for the written part)
 - pay raters and test partners (the overseas paying problem has not yet been solved at the time of writing (Dec 2010)).

Students practiced conversations throughout the two terms in varying pairs in chunks as well as in longer events, and in the final lesson before the test itself spoke for about 10 minutes in German with yet another partner from the same class. For the test, test hints were given on the class *moodle* containing rules such as:

- breaks of more than 10 seconds lead to time-out,
 - no English
 - no helping, but giving examples in the target language is welcome
- etc. The *task* for the testees, as well as for the testers below, was to take part in and sustain/ conduct a minimal conversation over two to four minutes depending on the time available.

At the time of the 4th Matsu09 in September 2009 (Reinelt 2009b), the situation was as follows: In the speaking test, two students would speak with each other for the determined time and native speaker raters different from the course teacher (in our case usually exchange students from the target language country) would watch this and score the students in the conversation according to a set of five criteria (grammar, vocabulary, pronunciation, fluency, dialogicity) with variable weights as well as holistically. After a one-year German course learners could speak on A1 (Reinelt 2008a).

Various rater correlations were measured (Reinelt 2007, 2008b, 2009a and b, 2010a, b, c, e, k) as well as a strictness value (Reinelt 2009b). The effect of two or even more raters' rating is presently being investigated (Reinelt 2009a, 2010a), but so far no significant objectivity increase has been observed. For practical purposes this means, one rater for each kind (criterion referenced and holistic each) is sufficient.

The strictness value was configured for every rater from the sum of all points given in one criterion by the number of students (=average) for each criterion and again sum and average thereof for all criteria.

The test so far had been standardized for the first stages, but has to be standardized again. In many respects, the 4th Matsu09, Sept. 2009 can be considered as the turning point. Thereafter the test forms in table 5, mainly reactions to the opportunities which opened up suddenly - introduced here below - , became possible with

- cooperation by exchange students, and
- cooperation by the learners, and
- and cooperation by teachers(!).

Table 5: New oral test forms introduced below

- overseas rater watching the speaking test using Skype (part 2)
- testees speak with NS in Matsuyama (part 3)
- testees speak with NS in the target language country using Skype (part 4)
- students speak with students from a parallel class (part 5)

2. Learner dyads rated over Skype (WS Dec. 2009)

Short introduction to the progress made on this step

When raters live in the learners' country, especially for a longer time, their (implicit) understanding of the testees may increase, and they may rate differently than raters, who are in the target language environment and /or not familiar with the learner's culture. The latter is usually wishful and supposed to lead to a real native speaker evaluation, independent of the learner's country of origin. Such a rating was made possible by the ubiquitous availability of Skype:

In this case, the scorer is in the target language country and watches over Skype.

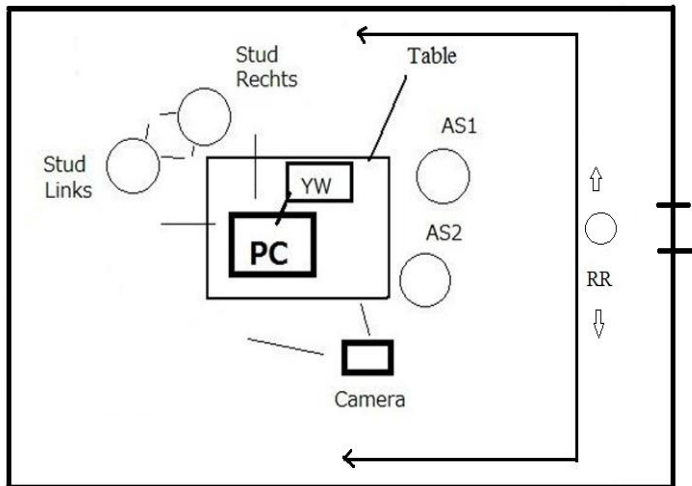
Advantages include

- (as in the case where native speakers were sitting in on the test)

an increase in learner motivation being scored by a native speaker could be felt (students utterances after the test: “wanted to be extra good”).

- a relief in the pressure on getting sufficient qualified target language speakers in Japan, and -scorers may not necessarily have to be students

set-up



pictures

picture 1: The testees in the dyad



picture 2: The raters in Matsuyama and over Skype in Germany



In this example, two students spoke and two exchange students in Matsuyama as well as one in Freiburg, the sister city of Matsuyama, rated the dyad. 10 student pairs were rated in this way.

transcript/ translation

No transcript is available, as the chance for the next step came up too soon after this step.

grading of the couple in the picture:

a) 3 criteria raters (RB, PD and YG)

Nr	l/r	name	Pronunciation Aussprache	Correctness Korrektheit	Vocabulary Wortschatz	Fluency Fluessigkeit	Dialogicity Dialogizitaet	100%	RB
			10%	15%	25%	35%	15%		
S1	l	K N	2	3	3	3	3	2.9	75
S2	r	S S	2	2	2	2	2	2	87

			Aussprache	Korrektheit	Wortschatz	Fluessigkeit	Dialogizitaet		PD
			10%	15%	25%	35%	15%		
S1	l	K N	3	2	3	2	3	2.5	80
S2	r	S S	2	2	1	2	1	1.6	92

			Aussprache	Korrektheit	Wortschatz	Fluessigkeit	Dialogizitaet		YG
			10%	15%	25%	35%	15%		
S1	l	K N	3	2	3	3	2	2.7	77
S2	r	S S	3	2	3	2	2	2.3	82

b) one holistic rater (and the written test for comparison)

RR □	
頭	Das bin ich
90	93

Note: This way of rating is now used for rating first term oral exams.

notes outlining difficulties arising or overcome

Several technical difficulties remain:

- How can we prove that overseas raters actually scored, and not just entered numbers?!, (except from correlations)?
- Recruiting raters ready to spend a few minutes as scorer with the testees.
- Recruiting scorers overseas (in Germany): How? Add, spread of word, etc. , and what about “no training” as that would require additional money and other resources, and reduce spontaneity.
- How to send the money? Ministry order (not internationalized)? Even former exchange students have to dissolve their accounts before departure.

At the author’s Ehime University, so far costs have been covered by the general education department from the cultural exchange bag.

- Video recording is necessary not only as a safety net in this as also in all the following parts 3 to 5 in case of technical difficulties, but also as a evidence proving measure, e.g. for administration.

3. Learners speak with target language native speakers in Matsuyama

Short introduction to the progress made on this step

As we gained the cooperation of the exchange students, we asked whether they would be willing to serve as “willing native speaker” (Jeffrey n.d.) speaking partner for two to three minutes in the course-final speaking test in the winter term 2010 (Jan. 2010). There, testees would *speak with a new German native speaker (exchange student)*.

After the dyad itself, the native speaking partners would also rate the students they have spoken with. This format was administered with 30 students from literature and science departments.

This whole procedure was of course *a first for* everyone involved:

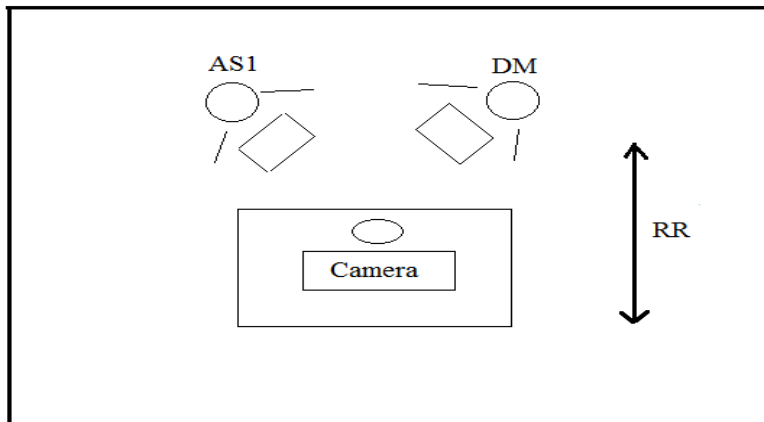
- *the student*, who very probably had never spoken so much with a foreigner let alone in a foreign language;
- *the rater*, who had so far spoken with many students in their mother tongue, but rarely exchanged more than a few phrases with them in German;
- *the teacher*, who of course had no guarantee that this would not end in total disaster, but instead saw the students tested return to their seats in pride;
- *other players*, such as administration, who can, if required, be shown evidence of successful FL learning.

One issue was solved: Sending the money to an account in Japan is easy on ministry order.

So far, costs have been covered by the general education department cultural exchange bag. Scorers need not necessarily be students.

Set-up

- Set-up WS10Mi2NatS+NS



Picture: native speaking partner (l.) and testee (r.)



Transcript and translation

WS09 Nat. Sc. <seconds>

003 DM Guten Tag <00:00:03>

004 RB Guten Tag <00:00:04>

005 DM Wie gehts? <00:00:04>
How are you?

006 RB Mir gehts gut, und selbst
((zeigt mit der offenen Hand auf DM))
<00:00:07>

I am fine, and yourself
(points with open hand towards DM)

007 DM Sehr,sehr gut= <00:00:07>
Very, very well

008 RB Sehr, sehr gut, ja das freut
mich. <00:00:12>

Well, well, good, nice to
hear

009 RB Ich bin übrigens R, wie
heisst du? <00:00:14>

By the way, my name is R,
what is your name?

010 DM Ich heisse D M. <00:00:16>
My name is D M

011 RB ((verneigt sich kurz))
<00:00:16>

Bows slightly

012 DM Woher kommen Sie?
<00:00:16>
Where do you come from?

013 RB Ich komme aus Deutschland
<00:00:16> Ich bin seit sechs Monaten in
Matsuyama. <00:00:27> I am from
Germany. I have been in Matsuyama for
six months (now).

014 DM Woher/ Wo wohnen Sie?
<00:00:30>
Where/where do you live?

015 RB Aah, ich wohne . im
Studentenwohnheim von der Matsuyama
Universität <00:00:32> Oh, I live in the
(residence) hall at M university

016 DM Wo ist das denn?
<00:00:37>
Where is that?

017 RB Das ist ganz in der
Nähe,ähm, etwa fünf Minuten mit dem
Farrad <00:00:44>
That is very near, eh, about
a five-minute ride by bicycle

018 RB Wo wohnen SIE? <00:00:44>
oder wo wohnst du? <00:00:46>
(and) where do YOU
(polite) live, or, where do you live (DU,
close)?

019 DM Ich wohne in, äh,
Dogo-Kamiichi <00:00:52>
I live in Kamiichi,ah,
Dogo-Kamiichi

020 RB Dogo-Kamiichi? In welche
Richtung ist das? <00:00:52>
<00:01:01>
Dogo-Kamiichi? In which
direction is that?

021 DM eh, eh
Eh, eh

022 RR Wo/Wo ist das denn ((leise

eingefügt))
Where/where is that
(whisper)

023 DM Von Südwesten
<00:01:03>
From Southwest

024 RB Südwesten <00:01:03>
Southwest

025 DM eh,eh, von der Uni.
<00:01:08>
Eh, eh, from university

026 RB Ah, ich verstehe, hmhm!
<00:01:08>
Oh, I see, hmhm!

027 DM übrgens, mein/meine
Familie ist fünf, und Sie? <00:01:21>
By the way, my family has
five, and yours?

028 RB Aah, meine Familie ist drei
((Finger zeigen)).((Lachen selbs)) besteht
aus drei Leuten, also mein Vater, meine
Mutter und ich. <00:01:31>
Ah, my family has three
(fingers raised) (laughs self) consists of
three people, that is my father, my mother
and me.

029 RB Fünf Leute. Haben Sie
Geschwister? <00:01:31>
Five people, do you have
any brothers or sisters?

030 DM Ja, meine Schwester heisst
Maho Morita. Sie/sie /sie ist eh eh zwölf
Jahre alt. <00:01:50> Yes, my sisters name
is M.M. She is 12 years old.

031 RB Oh, eine kleine Schwester
also. <00:01:53>]
H, so its a little sister

032 DM Haben Sie Grossvater
<00:01:57>
Do you have a grandfather

033 RB Nein! <00:01:57>

034 DM ((nickt)) <00:01:57>
 nods
 035 RB Ich habe keinen Grossvater
 mehr <00:01:57>
 I do not have a grandfather
 anymore
 036 ((beide lachen)) <00:02:00>
 Both laugh
 037 RB Hast du einen Grossvater?
 <00:02:00>
 Do you have a grandfather?
 038 DM Ja! Mein Grossvater, eh,
 heisst, eto, Hiroki Kume?? <00:02:12>
 Yes, my grandfather, eh his
 name is, eh, H.K
 039 DM Er/er wohnt/ er wohne in
 Ume??? <00:02:14>
 He lives in U.
 040 RB Wo ist das denn?
 <00:02:14>
 Where is that
 041 DM Eh im Westen von eto
 Ehime. <00:02:23>
 In the west of E (prefecture)
 042 RB ((leise zu sich wiederh.)) im
 Westen von Ehime
 ((Repeating quietly to
 himself)) in the west of Ehime (prefecture)
 043 ((RB zeigt nach einer Pause von 9
 Sekunden mit der Hand auf DM und gibt
 DM das Wort)) <00:02:28> <00:02:37>
 (After a nine second break, the
 tester RB points at DM and gives him the
 right to speak)
 044 DM Hm,eh, übrigens, eh, wie,
 eto wie breit ist dein Zimmer? <00:02:45>
 Eh, by the way, eh, eh, how
 wide is your room?
 045 RB Wie breit??, eh breit, uuh,

ich glaiube das ist etwa 4 Meter breit.
 <00:02:55>
 How wide??, eh, wide, I
 think it is about four meters wide
 046 DM Wie/wie lang/ lang ist dein
 Zimmer? <00:02:57>
 And how/how long/long is
 your room
 047 RB Vier meter breit ?oder?
 sechs meter lang, wenn ich mal ganz
 grosszügig schätze. <00:03:03> Four
 meters wide or. and six meters wide
 guessing wide
 048 DM ((zustimmend nicken))
 <00:03:03>
 Nods
 049 RB Äh, Ja, wie gross ist DEIN
 (zeigt mit der Hand auf DM) Zimmer?
 <00:03:09>
 Oh, yes, and what size (how
 big) is YOUR (pointing at DM) room?
 050 DM HM, etwas zehn
 Quadratmeter <00:03:11>
 Hm, about ten square
 meters
 051 RR zehn! <00:03:11>
 Ten!
 052 RB klein! <00:03:11>
 small
 053 ((alle lachen)) <00:03:13>
 All laugh
 054 DM Ja, sehr <00:03:14>
 Yes, indeed
 055 RR sehr klein, ja <00:03:18>
 Very small, yes
 056 RB was für Möbel hast du in
 deinem Zimmer?
 What kind of furniture do
 you have in your room?
 057 RR noch nicht ((leise aus dem

off) <00:03:23>
 (from off) not yet

058 RB ((leise)) das muss er jetzt wissen???? <00:03:23>
 (low) he should know

059 DM eh, bei mir gibt es, eh <00:03:32>
 Eh, I have, eh,

060 RB ((nickt)) <00:03:33>
 ,(nods)

061 DM der Farnseher, eh, die Lampe, eh das Bike, das Bett <00:03:40>
 the TV set, eh., the light, eh, the bike, the bed

062 RB ((leise wiederh)) das Bett <00:03:43>
 (low) the bed

063 DM Und Sie? <00:03:43>
 And you?

064 RB Hmhm,etwa dasselbe, ich habe einen Schrank, ehm ein Bett, einen Schreibtisch und Lautsprecher für Musik <00:03:56>
 Hmhm, about the same, I have a cupboard, eh, a bed, a desk and speakers for music

065 RB Was hören Sie gerne für Musik? <00:03:56>
 What music do you like to hear?

066 DM Ja, ich h
 Well, I

067 RB ich hoere gerne Enka ((zeigt mit der hand auf DM))<00:04:06>
 I like (to hear) Enka (Japanese folk/older music)(points to DM)

068 DM ja, ich, eh., ich mag J-Pop= <00:04:10>
 Yes, and eh, i like J-pop

069 RB =J-Pop, au((lacht vor sich hin))= <00:04:10>

J-pop, oh! (laughs to himself)

070 DM Ich mage Beeds <00:04:10>
 I like beeds

071 RB Was machen Sie in Ihrer Freizeit? <00:04:23>
 What do you do in your free time?

072 DM Ich spiele Tennis und ich lerne CheEmie <00:04:29>
 I play tennis and learn chemistry

073 RB ChEmie? <00:04:29>
 ChemIstry?

074 RR ChemIe <00:04:30>
 ChEmistry

075 RB Ach, (schemI-) <00:04:32>
 Aha, chemistry

076 DM HMHHHM!! <00:04:32>
 Ja <00:04:33>
 YYYES!!

077 RB OOh <00:04:35>
 Oh

078 RR ((aus dem Off)) Was studieren Sie? <00:04:35>
 (from off) what do you study/ is your major?

079 RB Ja, was studieren Sie? <00:04:37>
 Yes, what is your major?

080 DM Ich studiere ChEmi ((lacht)) <00:04:40>
 I major in chemIstry

081 RB ((nickt und laechelt)) (nods and smiles)

082 RR ((aus dem Off)) ChemIE <00:04:43>
 (form off) chEmistry

083 RB Ja, ähm, sie studieren/ spielen Tennis. Spielen Sie alle zusammen Tennis? ((deutet auf die anderen Studenten hinten

im Zimmer)<00:04:51>
 Eh, you study, ah play tennis. Do you all play Tennis together (points at other students in the rear of the room)
 084 DM ((sieht auch nach hinten)) Ah, nein leider nicht <00:04:52>
 (turns back) ah, no, what a pity no
 085 RB leider, hmpf ((Vor sich hin ablehnend). Wäre möglich <00:04:53>
 A pity, (to himself, denying) could have been possible.
 086 RB Gut good
 087 DM Übrigens, äh, <00:05:10> Hast/hast/hast du hast du ähh heu(heute/heute abend Zeit? <00:05:18>
 By the way, are you free this/this/this evening?
 088 RB Ör, ja, ich habe Zeit. Ich habe nichts vor. und du? <00:05:21>
 Er, yes, I have time, I have no plans, and you?

089 DM Ähr, hast du Lust <00:05:24>
 Would you like to do something
 090 RB Lust worauf? <00:05:29>
 What
 091 ((beide lachen)) <00:05:30>
 (both laugh)
 092 RB Ich habe zwar Zeit, ich habe morgen einen Test, <00:05:42>
 I got time, but I have a test tomorrow.
 093 DM (((nickt zustimmend)) ohoh <00:05:42>
 (nods agreeing)
 094 RB Ich muss lernen. ((beide lachen zustimmend)) <00:05:44>
 I got to learn (both laugh in agreement)
 095 RR ja. machen wir mal soweit, ja
 Yes , that should be all...

Grading: Two scores were available for this student, RB's criteria and RR's holistic score. (criteria as above):

Score1		Korrektheit		Wortschatz		Fluessigkeit		Dialogizität		RB
Name	Aussprache	t	t	z	t	t	t	t	t	
		10%	15%	25%	35%	15%	100%			
S 3	DM	2	2	2	2	1	1.9			89
Score2		Korrektheit		Wortschatz		Fluessigkeit		Dialogizität		RR
Name	Aussprache	t	t	z	t	t	t	t	t	
		10%	15%	25%	35%	15%	100%			
S 3	DM	2	2	2	3	2	2.4			82

4) Score for Mi2

In order to get an overall idea of how the students fared, the following table of all ratings is given:

Score1										
		Name	Aussprache	Korrektheit	Wortschatz	Fluessigkeit	Dialogizitaet			RB
			10%	15%	25%	35%	15%	100%		
HS										
1	S1	R I	3	3	3	3	4	3.15		71
	2	S N	2	3	2	2	2	2.15		85
	3	S2 Y Y	3	3	3	3	2	2.85		75
	4	S3 D M	2	2	2	2	1	1.85		89

Score2										
		Name	Aussprache	Korrektheit	Wortschatz	Fluessigkeit	Dialogizitaet			RR
			10%	15%	25%	35%	15%	100%		
HS										
1	S1	R I	3	3	4	5	4	4.1		59
	2	S N	2	3	4	3	4	3.3		69
	3	S2 Y Y	2	3	3	4	3	3.25		70
	4	S3 D M	2	2	2	3	2	2.35		82

The overall good result is also borne out by the huge inter-rater correlation in the rightmost column: 85% average and 93% without the lowest score.

RB	RR	筆記	総合評価
71	59	90	90
85	69	98	98
75	70	62	62
89	82	90	90

Notes outlining difficulties arising or overcome

- The exchange students at Ehime University were at that time living in Matsuyama and thus had some experiential knowledge about and of Japan. While this may be helpful for the testee in the test, for theoretical reasons, speaking with a real (, i.e. uninformed) native speaker is required. As this is originally a condition, it raises the question how can this be figured in the qualification as a rater?
- There was “no training”, so far, as the NSs were only being given a description of the

project as a whole.

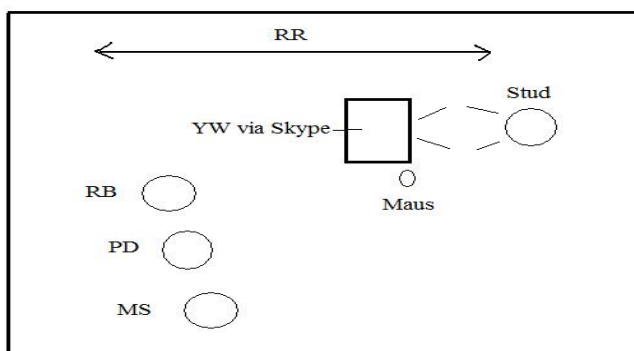
- There may be a difficulty with speaking with the student and afterwards rating him/her.
- Due to the rating immediately after finishing each dyad, we can assume that the ratings are honest.
- Recruiting test partners may be difficult if there are no(t enough) target language NSs in the area
- So far it has been easy recruiting “willing speakers”, i.e. ready to spend a few minutes as scorer with the testees, although this is not guaranteed! This method is also considerably fatiguing.

4. Learners speak with a target language German native speaker located in the target language environment in Germany using Skype (Jan 2010, two lit-jur. classes)

Short introduction to the progress made on this step

In order to partially overcome problems as in part three, we asked and were successful in getting a target language user willing to serve as a partner over Skype in Germany. The precondition for realizing this test was the use of advanced and practical everyday digital media, e.g. Skype. Note that, while qualitatively better, video-conferencing has two disadvantages:

- it is expensive!, and
- it is difficult to find partners which have the same technical equipment, i.e. system, so that using one of its users would be the result of a selection process and just not be natural. Five of the students who spoke with native speakers (part 3) were randomly attributed to this format



Set up

Picture with the testee and the computer with Skype connection behind the Mouse



Transcript

WS09Di3 S3 <00:00:04> Start at
003 S3 1 Guten Tag <00:00:48>
Good afternoon
004 YW 2 Guten Tag <00:00:50>
Good afternoon
005 S3 3Wie gehts? <00:00:52>
How are you?
006 YW 4guuut <00:00:52>
very well
007 YW 5 und dir? <00:00:54>
and you?
008 S3 6Es geht <00:00:55>
I'm fine
009 YW 7 Wie heisst du?
<00:00:57>
What's your name?
010 AY 8 Ich heiße AY <00:01:00>
My name is AYI
011 AY 9 Und Sie? <00:01:02>
And you?
012 YW 10 Ich heiße YiWei
<00:01:04>
My name is Y W
013 AY 11 Wo/Woher ko/ wo
wohnen Sie? <00:01:11>
Where/Where/ where
do you live?
014 YW 12 Ich bin jetzt in Freiburg
<00:01:11>in Deutschland <00:01:13>
I am in Freiburg
now, in Germany
015 YW 13 und du, wo wohnst du?
<00:01:16>
and you, where do
you live?
016 AY 14 In, in Edamatsu
<00:01:21>
in, in Edamatsu
((part of Matsuyama))

017 YW 15 Wo ist des <00:01:24>
Where is that?
018 AY 16 Im südosten von
Matsuyama <00:01:33>
In/in the southeast
of Matsuyama
019 YW 17 Aah, schön <00:01:35>
Oh, that's nice
020 AY 18 Wo, wie komme ich
dahin? <00:01:43> 19 nach Freiburg
<00:01:44>
Where/How do I get
there/to Freiburg?
020a RR
20 Freiburg
020b YW
21 Freiburg
021 YW 22 nach Freiburg?
<00:01:47>
to Freiburg?
022 AY 23 nach Freiburg
<00:01:53>
to Freiburg
023 YW 24 du musst ja,eh, Flugzeug
nehmen. ..25 Sie fliegen von Tokyo nach
äh Frankfurt und 26 dann ähm du kannst ja
ICE nehmen bis Freiburg. <00:02:08>
you have to/eh fly.
You fly from Tokyo to eh Frankfurt, and
then, eh, you can take the ICE express train
to Freiburg
024 AY 27 Danke schön
Thank you
025 YW 28 Bitte (lachen) <00:02:10>
Welcome (laugh)
026 AY 29 Was/was hast du gestern
in / ah, was/was hast du gestern gemacht?

Grading: Five raters were available: YG in Germany, RB, PR and MS rating according to criteria and RR rating holistically in Matsuyama:

Nr	Name	Aussprache	Korrektheit	Wortschatz	Fluessigkeit	Dialogizitaet		RB
		10%	15%	25%	35%	15%	100%	
3	AY	1	1	1	1	1	1	100

Nr	Name	Aussprache	Korrektheit	Wortschatz	Fluessigkeit	Dialogizitaet		PD
		10%	15%	25%	35%	15%	100%	
3	AY	2	1	1	1	1	1.1	99

Nr	Name	Aussprache	Korrektheit	Wortschatz	Fluessigkeit	Dialogizitaet		MS
		10%	15%	25%	35%	15%	100%	
3	A Y	1	1	1	1	1	1	100

Nr	Name	Aussprache	Korrektheit	Wortschatz	Fluessigkeit	Dialogizitaet		YG
		10%	15%	25%	35%	15%	100%	
3	A Y	1	2	1	1	1	1.15	98

Nr	Name	RR holistic	written
3	AYI	92	62

Notes outlining difficulties arising or overcome

Advantages

An important technical improvement in comparison to other test is that multiple testers can watch, and participate as required in this test, as Skype allows up to six participants. Thus it is imaginable to have two or even more raters in different locations available for

- talking with the students in the test (in order to decrease the burden of the native speakers);
- rating the conversations independently,
- and thus by using various native speakers get a better check of the understandability.

Students reported a certain degree of tension, but at the same time indicated that this was just the right amount of excitement, and that the test should be offered in the next year again.

Disadvantages

- How can we prove that the rater/partner actually scored (how was this influenced), (priming effect from present knowledge), and not just entered numbers?!, (except from correlations)?
- One considerable problem with the use of Skype is the time difference of 7 or 8 hours between Germany and Japan, especially with early morning and mid-day classes.

- A second technical problem may arise from instable connections.

Developments and possible further progress:

If the use of this media can be shown to be a viable way of testing learners reliably, this can make such media use a necessity for any language course. This would also increase faculty development requirements of teachers: Language teachers will always have to offer the best, and if applicable, most technically advanced courses to their learners. An example from the European context was mentioned in part one above.

Uses of i-phone, i-pod and i-pad for such examination purposes still have to be explored.

5. Learners speak with students from the parallel class

Short introduction to the progress made on this step

Not always is it possible to recruit native speakers as speaking partners. However, in some cases, language teachers have parallel courses, where they can cover similar contents. In such cases, and if the cooperation/permission of the partner teacher can be obtained, students from different classes can be matched.

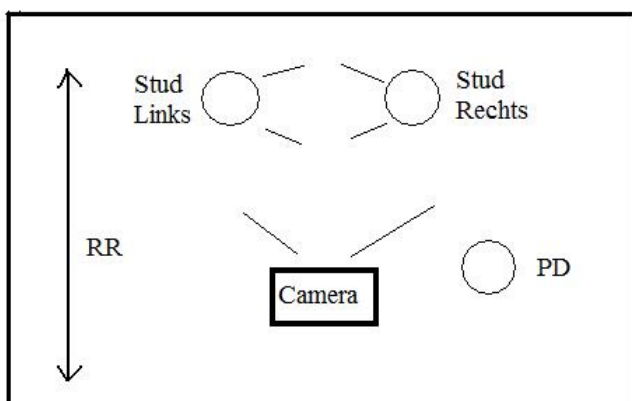
Although the partners in the dyad are not target language native speakers, such a try fulfills at least three important requirements:

- All requirements of a test situation are fulfilled, as the situation is detached from the usual lesson and the contents unforeseeable.
- All participating students fulfill the “willing speaker” requirement, since they want their grade.
- This constellation fulfills the goal of FL learning: Speak to a new user of the target language without preparation etc.

Students may know each other outside of this test, but that is usually not a relevant indicator, so that such familiarity hardly taints the test results. The student partner may be somewhat reassuring, but such assumption will have to be checked separately. In the summer term SS 2010 we were able to match students from Tu3 and Fr3 (about 20 each, only 12 dyads were possible in the available time).

Picture

Set-up



Transcript and simplified translation

SL AT from Tu. 3
SR AK from Fr.3
0001 RR okey, start <00:00:03>
0002 SL Guten Tag <00:00:03>
0004 SR Guten Tag <00:00:03>
0005 SR Wie gehts? <00:00:07>
0006 SL, Ja, es geht <00:00:07>
0007 SL: Und Ihnen?
0008 SR Sehr gut <00:00:09>
0009 SR Aeh, ich heisse A K, und Sie?
<00:00:13>
0010 SL Ich heisse A T <00:00:18>
0011 SR Ich komme aus Matsuyama,
<00:00:18>
0012 SR woher kommen Sie?
<00:00:18>
0013 SL Aeh, ich komme aus Iyo-gun,
aeh ich, <00:00:24>
0014 SR Ich wohne in Habu, und Sie?
<00:00:26>
0015 SL Ich wohne in Tobe.
<00:00:32>
0016 SL Was machen Sie? <00:00:36>
0017 SR Ich bin Studenten. Ich...Und
Sie? <00:00:42>
0018 SL Ich studiere Humanwissenschaft
<00:00:44>
0019 SR Was machen Sie in der
Freizeit? <00:00:52>

Simplified translation

0002 SL Good afternoon
0004 R Good afternoon
0005 SR How are you
0006 SL yes, I am fine
0007 SL and how about you
0008 SR very well
0009 SR My name is AK, and yours?
0010 SL My name is AT
0011 SR I am from Matsuyama

0020 SL Ich male und ich hoere
Musi/Musik
0021 SL und ich/ich/ich spiele
Tennis.Und du? <00:00:59>
0022 SR Ich hoer Musik und spiele
Fe/Federball <00:01:07> und so so ge?
<00:01:14>
kurze Pause
0023 SR Was machen Sie heute abend?
<00:01:17>
0024 SL Um/um/um acht/achtzehn/
achtzehn Uhr/ um achtzehn Uhr sehe ich
fern <00:01:25>
0025 und von/ von/ von zwanzig/ von
zwanzig uhr bis/bis
drei/dreiund/dreiundzwanzig uhr schlafen
eh malen//male ich <00:01:43> Und
Sie?
0026 SR Von <00:01:49> /von fuenf
Uhr bis a bis zehn Uhr arbeite ich
<00:01:57>
0027 SL (zustimmend, Verstaendnis??)
<00:02:03>
0028 SR und eeh von/von elf lerne ich
Deutsch <00:02:08>
0029 RR o.k. danke schoen, ja
<00:02:08>

0012 SR and where are you from
 0013 SL ah, I am from Iyo county a, I
 0014 SR I live in Habu, and you?
 0015 SL I live in Tobe
 0016 SL what is your major?
 0017 SR I am a student, I .. and you?
 0018 SL I major in humanities
 0019 SR What do you do in your free time
 0020 SL I paint and I listen to musi/music
 0021 SL and I/I/I play tennis. And you?
 0022 SR IO listen to music and I play badminton, and I
 (short break)
 0023 SR What do you do this evening?
 0024 SL Um/At/at/at eight/eighteen/eighteen hundred, I watch television
 0025 SL and from/from/from/ twenty to/to three/ three and/ twenty three hundred I sleep/ I
 paint. And you
 0026 SR from ...from five to ten I work
 0027 SL (nodding)
 0028 SR and from eleven I learn German
 0029 RR o.k. thank you, yes
 Note: The grammatical construction as it was produced in 24 to 28 is particular to German,
 and the students show exceptional ability in using this. Therefore this test was finished
 before time was up.

Grading Four graders were available, two criteria graders in the classroom, PD and RB, one
 in Germany over Skype, YG,

Nr	L/R	Class	Name	Aussprache	Korrektheit	Wortschatz	Fluessigkeit	Dialogizitaet	
				10%	15%	25%	35%	15%	100%
3	l	Di3	A T	1	1	1	1	1	1
3	r	Fr3	A K	1	1	1	1	1	1

Nr	L/R	Class	Name	Aussprache	Korrektheit	Wortschatz	Fluessigkeit	Dialogizitaet	
				10%	15%	25%	35%	15%	100%
3	l	Di3	A T	1	2	1	2	1	1.5
3	r	Fr3	A K	1	2	1	2	1	1.5

Nr	L/R	Class	Name	Aussprache	Korrektheit	Wortschatz	Fluessigkeit	Dialogizitaet	
				10%	15%	25%	35%	15%	100%
3	l	Di3	A T	2	2	2	2	2	2
3	r	Fr3	A K	2	1	2	1	1	1.35

and one holistic rater, RR, in the classroom.

Nr	L/R	Class	Name	RRholistic	Mein Deutsch
3	l	Di3	A T	90	100
3	r	Fr3	A K	88	98

Notes outlining difficulties arising or overcome

Advantages

- As both speaking partners are physically present in the testing room, there is no problem with time differences.

Disadvantages

- it may be difficult to adjust testing times.

- This test minimally solves the problem of providing a partner from a parallel class, although foreign language learning should lead to speaking with a habitual user of the target language.

- This is also the reason, why this test may be better administered at the end of the first term as in the example.

Contentious

- Teacher cooperation is required, and not every teacher is ready to cooperate, partly because of the following:

- From this test, an ethical problem can arise: If the content was the same in a two-teacher course, as is usual in Japan, differences in the effectiveness of teaching on the part of the other teacher may become apparent.

6. Ongoing research and future tasks

Ongoing research

This final part briefly mentions necessary research into the progress made, conditions for follow-up courses, and future research and foreign language testing tasks. Most of these have already become the subject of research, for example in the following papers which indicate the topic and the presentation year in brackets:

Age (Reinelt 2010e); Linguistic rooms (Reinelt 2010f); Motivation, learner achievement and new teacher tasks (2010d, i, and m); What is communicated? (Reinelt 2010m) Creativity in the test (Reinelt 2010j); Oral exam for German (Reinelt 2010l), application to other FLs (Reinelt 2010k); Re-motivating Japanese university general education 2FL courses (AAAL 2011), and Attaining harmony (AILA 2011).

Practical consequences

Out of such a course (ending), a practical problem arises for the teacher. If students want to continue, a new course will have to be designed, dealing with

- the rest of the grammar, and

- linguistic and communication issues not yet touched.

For technical reasons it also has to be accessible to new comers (which may be impossible). For this, it is necessary to even create a general keep-up course, design a curriculum and eventually a new definition for this advantageous situation before German gets abolished at

all.

Washback

Washback, if it is visible at all, can occur in two ways:

- The students return in the next term, usually victimizing some other course..
- The students tell the next year's beginners. It is however not clear anymore, how strong these bonds are nowadays.

Envisoned changes to the course

As new chances may open, we will have to develop new ways of providing speaking opportunities with target language users. However, whether this will be possible before the final examination, as requested by a few students, for the moment remains a matter of contention.

Students even requested an additional course for the second year and the author is conducting this course presently. There, however, the problem of reduced contact time leads to additional difficulties. This leads to a worsening in their learning and their retention conditions: Only one class once a week is definitely not enough, and meeting or training outside of class practically impossible due to the students' full schedules. Accordingly, abilities degrade and forgetting increases.

One way out in this situation could be a link to the students' major, but this is still being explored.

Still, and even more than in all other German courses so far, the question remains:

- what comes afterwards, how can the motivation be kept up or increased, especially when major course requirements become dominant?

Answering this question will be of outmost importance since it can make the difference between making the German learning experience a waste of time or a positive, meaningful one possibly with a long-lasting good impression even after the last remnants of the target language have long faded into oblivion.

Part seven: References

Note: As most parts are dealt with separately on various occasions and discussed in depth there, only the author's articles are cited. These should be consulted for further information, especially since each presentation adds a new aspect. All articles and presentations are available from the author on request.

Ellis, N. (n.d.) *The Psychology of Foreign Language Vocabulary Acquisition: Implications for CALL*. http://web.mac.com/ncellis/Nick_Ellis/Publications_files/CALLPaper.pdf. p. 8

Jeffrey, D. (o. J.) *The Challenges of Creating a Valid and Reliable Speaking Test as Part of a Communicative English Program*. [Online] bei <http://www.nuis.ac.jp/~hadley/publication/jeffrey/jeffrey-speakingtest.htm> (aufgerufen am 29. März 2009)

Reinelt, R. (2005) *Einleitung*. In: Balmus, P. , Oebel, G. Reinelt, R. (Hrsg.) Herausforderung und Chance-Krisenbewaeltigung im Fach Deutsch als Fremdsprache in Japan.

Muenchen: Iudicium, p. 13-22

- Reinelt, R. (2007) *Inter-rater reliability in native speaker German beginners course' oral examinations*, In: JALT 2007 Proceedings p.1154-1166..
- Reinelt, R. (2008a) *A1-Sprechziele im Nachhinein erfuehlt Ein Vergleich von muendlichen Pruefungsleistungen und CEFR A1-Kannbeschreibungen*, In: JALT 2008 Proceedings p.1283-1294.
- Reinelt, R. (2008b) *Muttersprachlerbeurteilung von Sprechpruefungen im Deutschunterricht*. In: 中国四国ドイツ文学論集第41号, p.73-83.
- Reinelt, R. (2008c) 「口頭技能強化に向けた未習外国語教育における部分的なOut sourcing の可能性 - Blackboard (BB) TM の試行から-」. In: 大学教育実践ジャーナル 第6号 2008年3月. p. 35-45
- Reinelt, R. (2008d) *Ex-post-facto Kurrikulum*, In: 愛媛大学法文学部論集 人文学科編 第25号, 2008年9月. p. 111-124.
- Reinelt, R. (2008e) *E-mails in beginners' German courses* JALT OLE Newsletter 45, March 2008, p.13-27.
- Reinelt, R. (2008f) 「未習外国語学習口頭のためのOutsourcing」第56回中国・四国地区大学教育研究会, 鳥取大学, June. 1. 2008.
- Reinelt, R. (2009a) 「3人監督による口頭試験評価?! I」 *Mündliche Prüfungen mit drei Ratern beurteilen?! I*, 愛媛大学人文学論叢第11号, 2009年12月. p.39-47.
- Reinelt, R. (2009b) Variously rating oral exams: NS, NNS, and more. In: Reinelt, R. (ed.) *The 4thMatsu09 Presentations Book*. Matsuyama: Ehime University, p. 309-336, online at: <<http://web.iess.ehime-u.ac.jp/raineruto1/Coverpage.pdf>>
- Reinelt, R. (2010a) *Mündliche Prüfungen mit drei Ratern beurteilen?! II. 3人監督による口頭試験評価 II* 愛媛大学人文学論叢第12号 (印刷中) .
- Reinelt, R. (2010b) *Speaking with native speakers in a 2nd foreign language*, JALT PanSIG 2010, 大阪学院大学, Osaka, May. 22. 2010.
- Reinelt, R. (2010c) *Using Media in Rating 2nd FL Oral Examinations*, 1st All Shikoku JALT, 高知大学, Kochi, May. 29. 2010.

- Reinelt, R. (2010d) *Motivation leading to L3 speaking acquisition*, JALT CALL 2010, 京都産業大学, Kyoto, May. 30. 2010.
- Reinelt, R. (2010e) *Testing Late Formal L3 Speaking Acquisition*, 6th International Conference on Language Acquisition - CIAL 2010, University of Barcelona, Barcelona, Sept. 9. 2010.
- Reinelt, R. (2010f) *Sprachräume überbrücken beim 2FS lernen Deutsch in Japan*, 40. GAL-Jahrestagung, Leipzig Universitaet, Leipzig, Sept. 17. 2010.
- Reinelt, R. (2010g) *Mit Muttersprachlern auf Deutsch sprechen - auch schon nach dem allgemeinbildenden Unterricht* 日本独文学会秋季研究発表会, 千葉大学, October.10. 2010.
- Reinelt, R. (2010h) *共通教育における未習外国語教育の新しい展望 : ドイツ語を例にして* 第59回独文学会中国四国支部総会および研究発表会, 島根大学, Nov.6.
- Reinelt, R. (2010i) *Partnersuche für den Fremdsprachenunterricht* 愛媛大学法文学部紀要 人文科学編第30号(作成中),
- Reinelt, R. (2010j) *Creativity: Creating a speaking examination for first year non-majoring German beginners*. Jalt 2010, Nagoya, Nov. 20. OLE at JALT 2010 (in press).
- Reinelt, R. (2010k) *Adjusting the RR Speaking Examination to Other Foreign Languages*. Jalt 2010, Nagoya, Nov. 20. OLE at JALT 2010 (in press).
- Reinelt, R. (2010l) *Mit Muttersprachlern sprechen*. Jalt 2010, Nagoya, Nov. 21. OLE at JALT 2010 (in press).
- Reinelt, R. (2010m) *Communicative Aspects of the RR Speaking test – What and how testees and testers communicate and how and what not- Communication Association of Japan Chugoku-Shikoku chapter Annual Conference*. Hiroshiima, Nov. 14. In: Reinelt, R. (ed.) *Communication and Medical Communication 2010*. Matsuyama, EU. p. 51-58.
- Smith, Ann F. V. & Nederend, Wilma. (1998). Using Oral Interviews at a Junior College. *The Language Teacher*, 22 (4), 31-35.
- Rudolf Reinelt** has been teaching German on all levels at Ehime University, Matsuyama, since 1981. He can be reached at reinelt.rudolf.my@ehime-u.ac.jp