

Adjusting the RR Speaking Examination to other foreign languages

Rudolf Reinelt

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Reinelt, Rudolf (2010) Adjusting the RR Speaking Examination to other foreign languages. In Reinelt, R.(ed.) OLE at JALT 2010 Compendium. Other Language Educators, JALT, Matsuyama, p. 81-92.

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2010 11 10 OLE SIG Forum Adjusting the RR Speaking Examination to other foreign languages

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Rudolf Reinelt gives hints for adjusting a German speaking examination to yet other FLs. The presenter, in "Adjusting the RR Speaking Examination to other foreign languages ", describes the teaching and testing specifics and preconditions for this transfer.

Includes ample materials

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Rudolf Reinelt, "Adjusting the RR Speaking Examination to other foreign languages"

This presentation introduces the author's speaking examination and explores its application to other foreign language teaching contexts. In this examination, developed in the author's German first year courses at Ehime university,, learners of a new FL speak with native speakers of the target language for two to three minutes after only one year of twice-weekly 90 minutes of instruction. In particular, this contribution deals with

- the reasoning, based on students' requests,

- the development of the examination

- characteristics and conditions of the examination, such as technical and human resources requirements; and

provides one practical example, including self-scoring. A break out session should discuss how this examination can be realized in yet other foreign language contexts. Finally, difficulties to overcome and prospects for developing it even further than present tests for English will be considered.

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Overall context

- 1. Introduce author's speaking test and explore application to other FL teaching contexts
- 2. The aim here is to help those who would like to do similar courses and stimulating examinations both practically and theoretically
- 3. This is also an example for the wider relevance of any 2FL research for yet other FL teaching

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- 1. Introduce author's speaking test and explore application to other FL teaching contexts

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2. The aim here is to help those who would like to do similar courses and stimulating examinations both practically and theoretically

2. Help others
- 2.1. Theoretical point:
- -always best teaching necessary
 - What when and how
 - Abilities: Only speaking ONLY in class
 - Reasoning for 2ndFL classes
3. Provide resources in English and Japanese

- 1. Reasoning: Based on students' requests
 - 2. The development of the examination
 - 3. characteristics and conditions of the examination, such as technical and human resources requirements (this given for each step); and
 - 4. Providing one practical example, including self-scoring.
- A break out session should discuss how this examination can be realized in yet other foreign language contexts.
5. Finally, difficulties to overcome and prospects for developing it even further than present tests for English will be considered.

- 1. Reasoning

Table 1. Course introductory student questionnaire

設問と答え	Questions and answers	No of answers
この授業で習いたいものは何ですか	Item 1: What is it that you would like to learn in this course?	Total 196
ドイツ語会話全般 (日常会話)使えるドイツ語	All of German "conversation" (Everyday "conversation") Useful German	110
会話全体	Total mentioning of "conversation" (kaiwa)	137
これを達成したら満足します	Item 2 I would be satisfied if I reached	Total no. of answers 182
会話全体:	Total mentioning of "conversation"	102

- What kind of course required
- - learner request unchanged: conversation
- - university 2FL requirement so far undefined:
- RR definition:なるべく多くの面を取り扱って、全五技能((目的言語を)話す、聞き取る、読解する、書く、訳すことができる)を十分生かしながら、それらを取得できるような学習技能、技術、能力を習得し、(一般言語学校と違って)その上に講座で取り扱った言語的及びそれに関連する文化的な現象(異文化理解?)の大学に相応しい抽象化および理論的な位置づけが出来ること。(LIT: Reinelt Ex-post Kurrikulum)

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- なるべく多くの面を取り扱って、全五技能((目的言語を)話す、聞き取る、読解する、書く、訳すことができる)を十分生かしながら、それらを取得できるような学習技能、技術、能力を習得し、(一般言語学校と違って)その上に講座で取り扱った言語的及びそれに関連する文化的な現象(異文化理解?)の大学に相応しい抽象化かおよび理論的な位置づけが出来ること。(LIT: Reinelt Ex-post Kurrikulum)
- 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 analyse inter-cultural phenomena as is adequate for a university of the contents dealt with in class.
- +! Making best use of technical developments for "speaking"

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- **Definition of the goal and requirements etc. of university second foreign language general education first year courses**
- Design 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.
- (LIT: Reinelt Ex-post Kurrikulum)

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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 (Reinelt 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:

- 聞き取り(聴解) > テープ、コンピューター、Internet
- 読む > テープ、コンピューター、Internet
- 書く e-mail など
- (Landeskunde 文化理解)
- (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ゆだねられるが十分な助けが必要がある場合がある。

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Conditions

- 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?“ (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

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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>詳細
- 数字0-9、お名前は何ですか(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 (0-99) (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:

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Test hints (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、受講生に慣れさせます。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：

- 十秒以上話さないと「切れ」と捉える。
 - 相手を見ること
 - 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。
 - 英語・日本語など目的言語でない言葉を使用するのはダメむしろ
- 自分を見せる場としての試験にすること
自信を持って話すこと(直前準備字は10だったのに対して、口頭試験は長くて3-4分)など (いずれも授業ファイルから) ¹⁹

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- 2. Test development
- and
- 3. Remarks to every step

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Test development steps:

Early steps

- Teacher speaks with one student
- 2 students speak to each other, teacher assesses

Recent developments

(one slide each)

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05Matsu10 Reinelt Sept 26 After testing speaking



05Matsu10 Reinelt Sept 26 After testing speaking

- Overview of progress made
- A, I) 4thMatsu09 Triple raters
- Strictness value
- B, II) overseas rater watching Fr6
- C, III) speak with NS in Matsuyama
- D, IV) speak with NS in target language country using skype
- E, V) speak with student from parallel class

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A, I) 4thMatsu09

- Multiple Rater rating, interrater correlation (practicality!)
- Strictness value
- 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
- Objectivity

Effect of even more raters' rating presently being investigated (Reinelt Three raters Sept 2010)

No significant increase observed >

for practical purposes one rater for each kind (criterion referenced and holistic) sufficient

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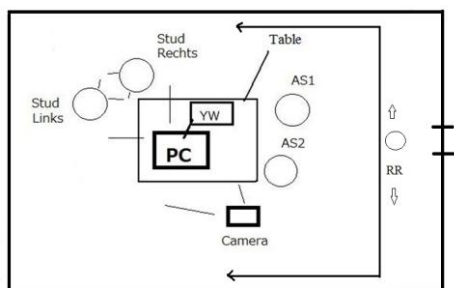
B, II Learner dyads rated over Skype WS 2009 Fr6

- -scorer in the target language country watches over Skype
- (increase in) learner motivation being scored by native speaker
- relieves the pressure on getting sufficient qualified target language speakers in Japan
- - difficulty: How to prove overseas raters actually scored? (and not just entered numbers?!)

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- - difficulty: How to send the money? Ministry order (not internationalized). Even former exchange students have to dissolve their accounts before departure
- So far, costs covered by general education dept; cultural exchange bag. Scorers not necessarily students
- - recruiting scorers overseas (in Germany): How? Add, spread of word, what about "no training"
- - Recruiting "willing speakers", i.e. ready to spend a few minutes as scorer with the testee

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- No transcript available < next step too soon to develop this further
- This now used for rating first term oral exams

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- **C, III) learners speak with target language NS in Matsuyama**
- Since then (III) WS Mi2: *speak with new German native speaker (exchange student)*
- - win cooperation of willing native speaker exchange student
- - some knowledge about Japan (but not as condition, how can this be figured in the qualification as a rater?)
- - presently experiencing Japan
- - difficulty: speaking with the student and afterwards rating him/her

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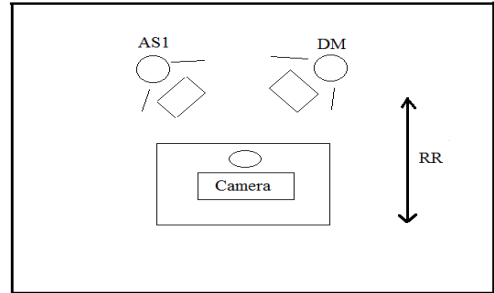
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- - How can we prove raters actually scored? (and not just entered numbers?!)
 - - one issue solved: Sending the money to an account in Japan is easy: Ministry order
 - - So far, costs covered by general education dept; cultural exchange bag. Scorers not necessarily students
 - - recruiting scorers may be difficult if no target language NS in the area
 - - “no training”, so far only being given description of the project
 - - So far easily recruiting “willing speakers”, i.e. ready to spend a few minutes as scorer with the testee
 - However: This is not guaranteed!

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- Set-up WS10Mi2NatS+NS



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- Video example from PanSIG 2010

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WS09M2 53 DaMo.wmv

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- WS09Mi2rikakei 4
- Student 3
-
- 001 <00:00:00>
- 002 <00:00:00>
- 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

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- Scores for this test (panSiG 2010)

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Score1								
Name	Aussprache	Korrektheit	Wortschatz	Fluessigkeit	Dialogizitaet			RB
	10%	15%	25%	35%	15%	100%		
S 3	D M	2	2	2	2	1	1.9	89

Score2								
Name	Aussprache	Korrektheit	Wortschatz	Fluessigkeit	Dialogizitaet			RR
	10%	15%	25%	35%	15%	100%		
S 3	D M	2	2	2	3	2	2.4	82

*Aussprache=Pronunciation
 *Korrektheit, Grammatikalität=Correctness, Grammaticality
 *Wortschatz=Vocabulary
 *Fluessigkeit=Fluency
 *Dialogizität=Dialogicity

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- 4) Score for Mi2

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WS0910Mi2

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

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

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- interrater correlation:
- 100s 5 criteria x%

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

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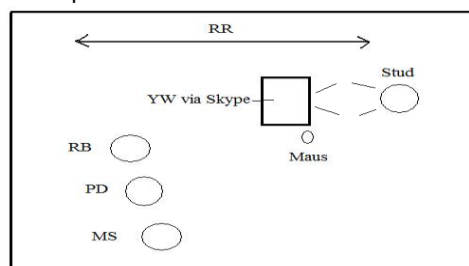
- Comments here:
- A first for everyone
- Comments from students? WS Mi 2

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- **D, IV) Learners speak with a target language German native speaker located in the target language environment in Germany using Skype (WS Fr 3, Di3)**
- Using advanced and practical everyday digital media: Skype (no videoconferencing, expensive!)

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- Set-up



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- Insert video link! (to play the video)

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WS0903 10 2 2 53.avi

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- Transcript
- 001 <00:00:04>
- 002
- 003 S3 Guten Tag <00:00:48>
- 004 YW Guten Tag <00:00:50>
- 005 S3 Wie gehts? <00:00:52>
- 006 YW guuuut <00:00:52>
- 007 YW und dir? <00:00:54>
- 008 S3 Es geht <00:00:55>
- 009 YW Wie heisst du? <00:00:57>
- 010 AY Ich heisse Ayumi Inoue <00:01:00>
- 011 AY Und Sie? <00:01:02>
- 012 YW Ich heisse YiWei <00:01:04>
- 013 AY Wo/Woher ko/ wo wohnen Sie? <00:01:11>
- 014 YW Ich bin jetzt in Freiburg

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- Points for discussion, possible further progress:
 - Technical point: Skype allows up to six participants. Thus:
 - Get two students in different locations
 - to rate the conversation independently
 - To talk with the students (in order to decrease burden of native speakers)
 - (also ask miyake, friend of her)
 - (+ using various NSs)
 - Makes such media use a necessity for any language course
 - Increases (faculty development) requirements of teachers: Always offer the best, and if applicable, most technically advanced courses to your learners
 - Next step: Commercial software (NIFLAR)

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- 4. Example for practice:

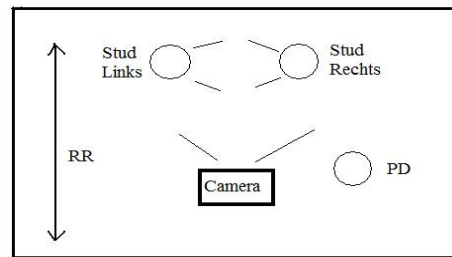
5thMatsu09

2 students from parallel classes speak

- Set-up
- Foto
- video
- Transcript
- Evaluation scorecard
- Comments

- **E, V) Learners speak with students from the parallel class**
 - SS 2010 Tu3 and Fr3 (about 20 each, only 12 possible)
 - (Even if this is only a test situation with all its deficiencies;)
- Note that this constellation also fulfills the goal of FL learning: Speak to a new user of the target language without preparation etc.
- It even fulfills the "willing speaker" requirement
- Comments and discussion
- Solves the problem of providing a partner: Partner from a parallel class
 - Fulfills some students expectations to get to know new people (!)
 - Teacher cooperation required
 - Ethical problem: Partner teachers' teaching becomes comparable
 - Time adjustment problems

- Set-up



D3 Fr3 S3



SS1003Fr3 S3.jpg

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)

	Name use	Name use
1	1	2
2	3	4
3	5	6
4	7	8
5	9	10
6	11	12
7	13	14
8	15	16
9	17	18
10	19	20

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- SS10 Di3(RR+Tat)Fr3(RR+Mor)
- HobunLitPaed <00:00:00>
-
- SL Ayaka Takechi (Di3)
-
- SR Ayano kan (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?
-

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- Rating from the audience

Comments from the audience

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• Actual Rating

L/R	Class	Name	Aussprache	Korrektheit	Wortschatz	Fluensigkeit	Dialogizität	RB	PD
			10%	15%	25%	35%	15%	100%	
3 l	Di3	A T	1	1	1	1	1	1	100
3 r	Fr3	A K	1	1	1	1	1	1	100

L/R	Class	Name	Aussprache	Korrektheit	Wortschatz	Fluensigkeit	Dialogizität	RB
			10%	15%	25%	35%	15%	100%
3 l	Di3	A T	1	2	1	2	1	1.5 93
3 r	Fr3	A K	1	2	1	2	1	1.5 93

L/R	Class	Name	Aussprache	Korrektheit	Wortschatz	Fluensigkeit	Dialogizität	YG
			10%	15%	25%	35%	15%	100%
3 l	Di3	A T	2	2	2	2	2	2 87
3 r	Fr3	A K	2	2	2	2	2	2 87

L/R	Class	Name	RR 口頭	Mein Deutsch	総合評価
3 l	Di3	A T	9.0	1.0.0	9.0
3 r	Fr3	A K	8.8	9.8	8.8

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- Break out session
- How to apply to your FL
- Which difficulties do you see

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- In case of lacking target language speaker contact for the test:
 - - exchange students (example shown in my other presentations here)
 - - here: Speaking with a student from the parallel class
- Advantage: real communication, since it is not known how much this partner will be able to speak in the target language
- Other advantage: if they manage difficult grammar earlier stop possible

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- 5. Final considerations

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- - course contents: Has to be adjusted, but try to keep a basic level to enable students for this test
- - cooperation
- -- learners: motivated
- -- rating: exchanged students
- --- speaking partner: "willing native speakers"
- --- parallel class: teachers
- --- parallel class: learners
- --administration:
- - classrooms
- - pay raters and test partners (overseas problem not yet solved)

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course-external difficulties

(goal: with increased speaking

keep spontaneity, not reading or writing; beyond role play)

- administration
- partners (even more) , fatigue!
- adjust to the availability situation??
- funding??
- topics and material

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- A)- research topics (with the material gained so far): Age (Barca); Linguistic rooms (GAL); motivation, learner achievement and new teacher task (German Teachers Association); what is communicated?(CAJCs) Creativity in the test (JALT MultilinFor); oral exam for German (JALT GW); apply to other FLs (JALT OLE SIG Forum); Remotivating Japanese university general education 2FL courses (AAAL 2011) Attaining harmony (AILA 2011)
- B) Developing the next course!

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- Bibliography available as one file separately
- Literature
- Galore
- Each presentation adds a new aspect

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- **Thank you very much for your interest**
- *Please replicate or improve: Your students will be grateful!*
- Comments from former students or others who saw the tests accidentally or came to see them:
 - - my **life** would have been different
 - - **what could I do** after one year
 - - a university English professor : They speak even more than OUR students
- And what have we learnt in 6 years of English?

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- Development beyond English
- Why is this necessary
- Washback/ repercussions for English testing

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