

Creativity: Creating a speaking examination for first year non-majoring German beginners

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Creativity: Creating a speaking examination for first year non-majoring German beginners

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Summary

The presenter in "Creating a speaking examination for first year non-majoring-in-German beginners" uses digital media in the preparation, the examination as well as in the rating processes.

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Rudolf Reinelt, "Creativity: Creating a speaking examination for first year non-majoring German beginners"

The development of the author's speaking examination demonstrates that there are no limits to creativity in German teaching. While the difficulty to arrange a speaking examination was long a valid argument for excluding this ability from second foreign language teaching, recent technical developments have enabled teachers to fulfill the learners' request for conversation oriented courses WITH an adequate examination. This contribution briefly explains the background, demonstrates its administering, involving German target language native speakers in Japan and, via Skype, in Germany. After an audience-involving hands-on demonstrative example, early results will be presented and future improvements be discussed.

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Introduction

On our way, we will see that all three types of creativity as mentioned in the Call for papers for this JALT 2010 conference are being used:

- - combinatory (old to new ideas)
- - explorative (learn rules and see what can be done with them)
- - transformatory (changing, adjusting and even breaking cognitive rules)

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2. Why was media use required

Needs < students questionnaire

- Commercial global tests not fit for Japanese (Jeffrey n.d)

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Table 1. Course introductory student questionnaire

説明と答え	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

- Factors in the test
- - Feasibility
- - students
- - what was learnt
- - evaluation (media availability)

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?“ (Verwandschaftsbezeichnungen - 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

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)

- **Background** for the RR speaking test
- - of the students in the study
- 6 y of English in JHS, HS > other FL at university
- - of the course:
- German > conversation (requested by the students in the first lesson questionnaire)
- Class contents available from the author on request, also in Reinelt (2008)Ex post facto Kurrikulum, Ehime U Memoirs of Law & Letters.
- - of the exam
- final test: Oral exam + writing (administered at the same time in adjacent rooms)
- - of the theoretical approach
- developing an oral exam for E FL teaching in Japan Jeffrey (n.d.) and Smith & Nederend (1998)
- previous literature > papers by the author during development of this German test available from the author on request.

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

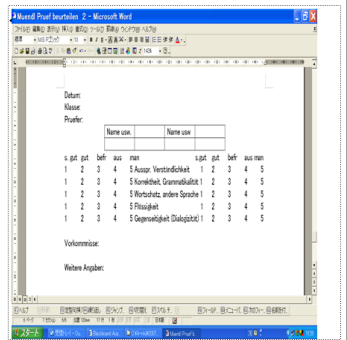
Aussprache = pronunciation (15%) a)

Korrektheit = correctness, grammar (15%) b)

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

Fluessigkeit = fluency (35%) d)

Gegenseitigkeit = mutuality, dialogicity (15%) e)



3. Digital Media use (overview article in Jissen 2010)

In order to attain this:

- Media use throughout the course
- A) Outsourcing to
 - moodle
 - active mail
- B) Media use for rating
- C) Media use in the test itself

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)

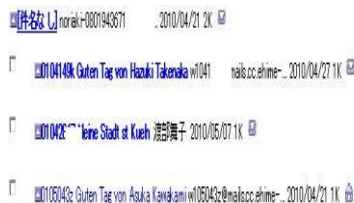
• (翻訳(外国語から母国語への場合: 母国語(日本語の問題)=ここで対象外))

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。

• Moodle example



• Active mail example



- Media use for rating: Rating from the target language country, in this case Germany, via Skype



- Speaking with a native speaker

- Speaking with a native speaker
- Example Overview:
- 1) Example Mi2 Roland und S3 mit D und E
- Text in German mit Text in English
- 4 to 5 slides?? Try example Mi2 Roland



- 4. Extended example and what is different to most tests so far usually administered in Japanese 2FL classes

Once more: Scorecard

Criterion referenced rating

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Name use		Name use		
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

Now please watch and rate



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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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- Results from the audience

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Name	Aussprache	Korrektheit	Wortschatz	Fluessigkeit	Dialogizitaet	RB
基準の比重	10%	15%	25%	35%	15%	100%
3 AI	1	1	1	1	1	100

Name	Aussprache	Korrektheit	Wortschatz	Fluessigkeit	Dialogizitaet	PD
基準の比重	10%	15%	25%	35%	15%	100%
3 AI	2	1	1	1	1	1.1 99

Name	Aussprache	Korrektheit	Wortschatz	Fluessigkeit	Dialogizitaet	MS
基準の比重	10%	15%	25%	35%	15%	100%
3 AI	1	1	1	1	1	100

Name	Aussprache	Korrektheit	Wortschatz	Fluessigkeit	Dialogizitaet	YG
基準の比重	10%	15%	25%	35%	15%	100%
3 AI	1	2	1	1	1	1.15 98

Name	RR口頭(全体的なスコア)	口頭と同時にやっている筆記	総合評価
3 AI	92	62	99

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- Results in the class
- All passed, only 6 out of 35 against such a test
- Just right amount of tension
- Opinions to media use

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受講生によるメディア使用の受容 (Reinelt 実践2010)

- 表2 学期・年度末のアンケートから
- 設問:Moodleについて
- 注:頂点と傾向のみ
- Moodleアンケートからの結果をここに示す。

Moodleについて	月曜2限	水曜2限	火曜3限	全曜3限	水曜6限
WS 07/08後期					
あったほうがいい	9 ↓	11 ↓	10	11 ↓	7
無いほうがいい	9	8	18 ↑	8	15 ↑
利用なし	3	8	3	1	1
SS 08 略:前期					
WS 08/09 略:後期					
SS 09 略:前期					
WS 09/10 略:後期					
SS 10 前期					
強く勧める	4	2		3	3
あったほうがいい	9 ↑	17 ↑	12 ↓	12 ↑	16 →
無いほうがいい	2	1	7	2	8
利用なし	1	2		2	

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- 5. Future improvements
- New standardization necessary
- Speaking partners
- --target language users "willing speakers"
- Students from parallel classes

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Di3 Fr3



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Finally, as for creativity

- Incredible working environment
- Necessity is the mother of invention
- Considerable amount of chutzpe
- Lots of Luck

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• Literature on request

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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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