

**Auburn University**  
**Department of curriculum and Teaching**  
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Fall Semester Office Hours: **By appointment.**

Fall Virtual office Hours: Sunday: 5:00 - 10:00

**Course:** CTSE 7540 Evaluation of Program in Area of Specialization: Models of Assessments for Communicative Language Teaching:  
(3 hrs)

**Date:** Fall 2023

**Text:** Omaggio Hadley, A. (2001). 3<sup>rd</sup> ed. *Teaching language in context*. Boston: Heinle and Heinle.  
  
Lee, J. F, & VanPatten, B. (2003). 2<sup>nd</sup> ed. *Making communicative language teaching happen*. New York: McGraw Hill.

**Course Description:**

In this course we evaluate and investigate foreign language teaching effectiveness with attention to current instruments and models for assessment of communicative competence ability and proficiency in all three modes, interpersonal, interpretive, and presentational. Course readings will include a review of communicative language teaching, measurement theory and assessment methods. In addition, students will prepare and administer assessments for all three modes in a communicative learning environment.

**Course Objectives:** Students can.

- Define and demonstrate an understanding of the importance of reliability and validity as they relate to different assessment models.
- Describe and interpret scores for constructs:
  - o Aptitude
  - o Oral Proficiency
- Define and demonstrate an understanding of Communicative Competence (Canale & Swain, 1980a) and its relationship to Communicative Language Ability (Bachman, 1990)
- Establish objectives and create integrated-performance assessments to evaluate communicative skills of students in all three modes based on students' proficiency level. Integrate the goals of the Standards for Foreign Language Learning and the Alabama Standards.
- Design differentiated oral assessments for interpersonal and presentational tasks using holistic or analytical rubrics and create a stable environment to conduct the oral assessments. (5.1)

- Analyze the results of students' oral interviews and adjust instruction based on the results and report this in your journal (5.2)
- Write up results concerning the environment for the assessments and what adjustments in the instruction are planned and how you reported the results to students, and all stakeholders.
- Design and administer a unit test for a beginning or intermediate level Spanish or French class.
  - interpretive mode, (listening and reading)
  - presentational mode (writing), and
  - accuracy of the message within each mode. (Grammatical Competence)
  - administer a questionnaire to students to determine their perceptions of the test analyze and reflect on the results of the questionnaires to adjust instruction accordingly.
- Write up the analysis of the results and report these results to students and all stakeholders, and reflect upon the adjustments you will make for this unit.

#### **Daily Assignments:**

##### **Weekend I**

**Friday**      Rotation classes & technology orientation - Dr. Barry  
**Aug 11**      Introduction to Syllabus and Canvas.  
**5:45-9:00**    See *ACTFL* documents on the website.

**Saturday**    Discussion: What is a construct? Is aptitude a construct?  
**Session 2**    Administer MLAT  
**Aug 12**      Introduction: Scoring, reliability, and validity  
**(9:00-11:45)** **Reading Assignment Due: (Text Page)**  
                  Zais - excerpt on Indirect Measurement

**Saturday**    Overview of Communicative Language Teaching/Testing  
**Session 3**    Presenters: Dr. Sue Barry and Andrea Wilkinson  
**Aug 12**  
**1-4 p.m.**

**Monday**      Lecture/discussion: Language Testing: Reliability and Validity  
**Session 3**    Discussion questions testing **(Assignment Page)**  
**Aug. 21**      **Reading Assignments Due:**  
                  Savignon - Chapter 6 pp. 209-231 **(Text Page)**  
                  Selected pages from MLAT Manual with homework questions

**Monday**      Discussion: Modern Language Aptitude Test (Predictive Validity)  
**Session 4**    See Power Points on Assignment Page  
**Aug. 28**      (Internal consistency and Intercorrelation of Parts)  
                  **Reading Assignment:** MLAT Manual

**Monday**      Introduction Bachman's Model - Communicative Competence  
**Session 5**    **Reading Assignment Due:** Bachman Chapter 4 pp. 81-109. **(Text Page)**  
**Sept. 11**    **Connectors for Rhetorical Organization** (Assignment Page)

**Monday** Lecture/discussion: Goals for instruction and assessment  
**Session 6** **Reading Assignment Due: (Textbooks)**  
**Sept 18** Lee & VanPatten - Chapter 4 pp. 74-95  
**Additional Materials: Assignment Page**  
Goals for Paso A and Premiere Etape  
Example: Communicative Goal - Shopping for school supplies

**Monday** Lecture/discussion: Task-Based Classroom Testing  
**Session 7** **Reading Assignment Due:**  
**Sept 25** Lee & VanPatten - Chapter 5 pp. 98-114  
Omaggio - pp. 471-477  
**Additional Materials: Assignment and Text Pages**  
Underhill - Excerpts (oral testing - Chapter 3)  
Sample Information Exchange Tasks (Interpersonal)  
Sample Rubric: McCluer North High School  
Rubrics - Google (pals rubrics Prince Williams County Schools.)

**Monday** Lecture/Discussion: Classroom testing/Listening formats  
**Session 8** **Reading Assignment Due:**  
**Oct. 2** Lee & Van Patten - Chapter 10 pp.195 - 208  
Hadley Omaggio - Chapter 9 pp. bottom pp. 398-408  
Sample Test Booklet: Listening formats - Spanish Paso A;  
French: Premiere Etape Interpretive Mode

**Monday** Lecture/Discussion: More Listening formats  
**Session 9** **Reading Assignment Due:**  
**Oct 9** Hadley Omaggio - Chapter 9 pp. 192-208  
Sample Test Booklet: Listening Formats - Interpretive Mode

**Weekend II** Lecture/Discussion: Reading Instruction  
**Session 10** **Reading Assignment Due: (Textbooks)**  
**Oct. 13** Lee & Van Patten - Chapter 11 pp. 223-239  
**Friday 6-9**

**Weekend II**  
**Session 11** Lecture/Discussion: Testing Formats: Reading continued  
**Oct. 14** **Reading Assignment Due: (Textbooks)**  
**Saturday** Hadley Omaggio - Chapter 9 pp. 410-413  
9:00 - noon Sample Test Booklet: Reading formats only (Interpretive Mode)

**Saturday** Discussion: National Board Certification  
**Session 12** Compare and Contrast IB testing and AP testing  
**Oct. 14** Panel Presenters: Melyn Roberson  
**1:00 - 4:00**

**Monday** Lecture/Discussion Teaching and Evaluating Writing  
**Session 13** **Reading Assignment Due:**  
**Oct 23** Lee & Van Patten - Chapter 13 pp. 268-273  
Hadley Omaggio - Chapter 9 pp. 415-425  
**Sample Test Booklet: Writing formats only (Presentational Mode)**

### **Sample rubrics for writing longer texts**

Monday  
**Session 14**  
**Oct. 30** Lecture/Discussion: Issues in Teaching and Learning Grammar  
Demo: Grammar Lesson: Sara Ahnell-2<sup>nd</sup> person sing. Present tense  
**Reading Assignment due: (Textbook)**  
Lee & Van Patten - Chapter 6 pp. 116-134  
**Additional Materials: Text Page: Sample grammar lessons**  
**Sample Tests - Grammar/Accuracy formats. What modes?**

Monday  
**Session 15**  
**Nov. 6** Lecture/Discussion: Teaching Grammar: Structured Input & Output  
**Reading Assignment due: (Textbook)**  
Lee & Van Patten - Chapter 7 pp. 137-165  
**Sample Tests - Grammar/Accuracy formats - What modes?**

Monday  
**Session 16**  
**Nov. 13** Discussion: Testing Grammar  
**Reading Assignment due: (Textbook)**  
Lee & Van Patten - Chapter 8 pp. 168-181  
Lee & Van Patten - Chapter 9 pp 183-193  
**Sample Test Booklet - Grammar only**

**Nov. 20 - 24** **Thanksgiving Break**

**Nov. 27** **Review for Exam** **Optional**

**Wed.- Fri.** Final Exam - administered by proctor.  
**Nov 29 - Dec. 1** Time determined by student and proctor.

**Sat. Dec 2** Final Exam - administered on-campus.  
**10:00 am.**

### **Course Requirements:**

1. Reading assignments in texts with written homework as well as special reports. **Note: All homework is due by 10:00 pm on Sunday nights.**
2. A description of the MLAT along with an interpretation of your score.  
(See web page for criteria)  
Administered: **Saturday, August 12**  
Description and reflections due: **September 1-4**
3. A description of the OPI along with interpretation of student scores.  
(See web page for criteria)  
View videotaped interviews on Canvas. Describe/interpret scores  
Description, interpretation & reflections due: **Friday, October 5**

### **Projects:**

1. Prepare, administer, and evaluate an oral assessment in a secondary foreign language classroom setting.

**On-campus students:** Administer oral assessments in a local high school  
**Distance students:** Administer oral assessments in your own classes

Option Draft of oral assessment due: As ready  
Completed project due on or before: Fri, October 27

2. Prepare, administer and evaluate a paper/pencil assessment in a secondary foreign language classroom setting.

**On-campus students:** Administer assessment in a local high school  
**Distance students:** Administer assessment in your own classes.

Drafts of exam due: As ready  
Completed project due on or before: Monday, November 27

**Final exam (as stated above)**

**Evaluation Measures:**

Course Requirements 1-3	30%
Projects I and II	50%
Final Exam	20%

**Absence Policy**

We will adhere to the attendance rules stated in the *Tiger Cub*. If you must be absent for any of the stated reasons, you are required to **advise me in advance of such absences**. Students who make special accommodations should make an appointment to discuss the Accommodations Memo during my office hours as soon as possible. If scheduled office hours conflict with classes, please arrange an alternative appointment time. If you do not have an Accommodation memo, but need special accommodations, contact the Program for Students with Disabilities in 1244 Haley Center, 844-2096 V/TTY.

**Note: All absences must be made up. Please watch the archived video of the class that you missed. Write a detailed summary and send it to your GTA for evaluation. When I get her feedback, I will change your absence to an excused absence.**

\*Students who need special accommodations should make an appointment to discuss the Accommodation Memo during my office hours as soon as possible. If scheduled office hours conflict with classes, please arrange an alternate appointment time. If you do not have an Accommodation Memo, but need special accommodations, contact The Program for Students with disabilities in 1244 Haley Center (844-2096 V/TTY).

Unannounced quizzes: There will be no unannounced quizzes.

Special Accommodations for Students with Disabilities: Anyone requiring special accommodations should make an appointment to discuss the Accommodation Memo with the instructor as soon as possible. Students with disabilities may also contact the Program for Students with Disabilities in 1244 Haley Center (844-2096 V/TTY).

Academic Honesty: The University Academic Honesty Code and the Student eHandbook Policies pertaining to Cheating will apply to this class.

Professional: As faculty, staff, students interact in professional settings they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Other: An advanced level of proficiency in **Spanish or French** is desirable to successfully meet the objectives required to pass this course.

Distance Learning Students: Students choosing to take tests with proctors shall do so under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

Digital audio recordings and related materials must be submitted by the due dates indicated unless there are extenuating circumstances that the student has discussed previously with the instructor. Otherwise grades for late assignments will be lowered by one letter grade.

Students must have access to a computer system with broadband Internet access (preferably a cable modem or DSL) a current Web browser program, and appropriate digital devices. Students must also have high quality digital audio capabilities in order to record their oral assessments. Access to a FAX machine for exam proctor documentation is necessary as well. Students are responsible for knowing the operation of these aforementioned technologies. The instructor can give suggestions but cannot be relied upon to talk through problems that should be handled in detail by software/hardware experts.

It is the responsibility of the student to communicate as soon as possible with the instructor about any problems in technology as this is the main delivery system for the course. Temporary solutions may be worked out, but, in case of a terminal computer breakdown, the students must find another computer source for accessing class material and communicating via Internet.

The instructor cannot be available 24 hours per day, but will keep weekly electronic office hours as indicated at the first course meeting. During these periods, the instructor will check e-mail and discussion postings through Canvas and will be available through on Skype or telephone. Students may request additional office appointments.

#### **Contingency Plan**

If normal class and/or lab activities are disrupted due to illness, emergency, or severe weather, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**All content in this course supports the Conceptual Framework of the College**

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Selected Readings - Also see Text Page

**Chapters and Excerpts from Books**

The American Council on the Teaching of Foreign Languages (1996). *Standards for foreign language learning: Preparing for the 21st century*. Lawrence, KS Allen Press, Inc.

The American Council on the Teaching of Foreign Languages (2003). *ACTFL Integrated Performance Assessment*. Alexandria, VA, ACTFL Press.

Bachman, L. F. (1990) *Fundamental considerations in language testing*. Oxford: Oxford University Press. (Chapter 4 pp. 81-109)

Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages*. Larchmont, NY: Eye on Education. (Chapter 4 pp. 59-82; Chapter 6 pp. 91-138)

Henning, G. (1987). *A guide to language testing: Development. Evaluation, Research*. Cambridge, MA: Harper & Row. (Chapters 1 pp. 4-14, Chapter 6 pp. 73-78, and Chapter 7 pp. 89-98)

Savignon, S. (1997). *Communicative Competence: Theory and Classroom Practice*. New York: McGraw-Hill. (Chapter 6 pp. 209-246)

Underhill, Nic (1987). *Testing spoken language: A handbook of oral testing techniques*. New York: Cambridge University Press. (Chapter 3 synopsis: see typewritten sheet, and Chapter 5 pp. 104-108)

Zais, R. S. (1976). *Curriculum: Principles and Foundations*. Harper & Row. Chapter 16 - Excerpt Indirect Measurement.

**Journal Articles**

Chalhoub-Deville, M. & Fulcher, G. (2003). The oral proficiency interview: A research agenda. *Foreign Language Annals*, 36, 498-506.

Choi, S. & Samimy, K. K. (2002). Exploring daily grading as a form of assessment in a college-level Japanese language classroom. *Foreign Language Annals*, 35, 25-32.

Delett, J. S. & al. (2001). A framework for portfolio assessment in the foreign language classroom. *Foreign Language Annals*, 34, 559-568.

Godev, C. B. & al. (2002). Foreign language reading comprehension test: L1 versus L2 in Open-ended Questions. *Foreign Language Annals*, 35, 202-221.

Lee, L. (2000). Evaluating intermediate Spanish student speaking skills through a taped test: A pilot study. *Hispania*, 83, 127-138.

- Liskin\_Gasparro, J.E. (2003). The ACTFL Proficiency Guidelines and the Oral Proficiency Interview: A brief history and analysis of their survival. *Foreign Language Annals*, 36, 483-490.
- Luecht, R. M. (2003). Multistage complexity in language proficiency assessment: A framework for aligning theoretical perspectives, test development, and psychometrics. *Foreign Language Annals*, 36, 527-535.
- Malone, M. E. (2003). Research on the oral proficiency interview: Analysis, synthesis, and future directions. *Foreign Language Annals*, 36, 491-497.
- Surface, E. & Dierdorff, E.C. (2003). Reliability and the ACTFL Oral Proficiency Interview: Reporting indices of interrater consistency and agreement for 19 languages. *Foreign Language Annals*, 36, 507-519.
- Swender, E. (2003). Oral proficiency testing in the real world: Answers to frequently asked questions. *Foreign Language Annals*, 36, 520-526.
- Terry, R. M. (1989), Teaching and evaluating writing as a communicative skill. *Foreign Language Annals*, 22, 1-18.