

Auburn University
Department of curriculum and Teaching
Sue Barry, Associate Professor
Office: Haley Center 5012
Phone: 844-6876
E-mail: barryms@mail.auburn.edu

Fall Semester Office Hours: **By appointment**

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

Course: CTSE 7540/7546 Evaluation in Foreign Language Education
(3 hrs)

Date: Fall 2011

Text: Omaggio Hadley, A. (2001). 3rd ed. *Teaching language in context*. Boston: Heinle and Heinle.

Lee, J. F, & VanPatten, B. (2003). 2nd ed. *Making communicative language learning 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 and proficiency in all four skill areas. Course readings will include measurement theory, as well as evaluation of students within a communicative learning environment.

Course Objectives:

Upon completion of CTSE 7540/7546 students will:

1. Describe their positions regarding assessment of foreign language teaching and learning as well as the foreign language curriculum grades 7-12.
2. Describe trends in foreign language assessment.
3. Establish objectives and prepare evaluation instruments to assess the communication skills of their students.
4. Prepare, conduct, and analyze results of an oral interview with appropriate criteria for evaluating the speaking skills of students.
5. Prepare, administer, and evaluate a unit test for a beginning or intermediate level Spanish or French class to include: a) listening, b) vocabulary, c) grammar, d) reading, and e) writing.
6. Describe and interpret scores for the following:
a) Modern Language Aptitude Test and
b) OPI or Oral Proficiency Interview.

Daily Assignments:

Weekend I

Friday Overview of Communicative Language Teaching/Testing
Session 1 Presenters: Dr. Sue Barry and Andrea Wilkinson
Aug 19 **Reading Assignment Due:** Lee & Van Patten Chapter 1 pp. 6-22;
6-9 p.m.

Saturday Introduction to Blackboard & Syllabus - Presenter Dr. Sue Barry
Aug 20 Technology - Katherine Taylor
8-12 a.m.

Saturday Discussion: What is a construct? Is aptitude a construct?
Session 2 Administer MLAT
Aug 20 Discussion: Scoring, reliability and validity
1-4:00 pm **Reading Assignment Due: (Text Page)**
Zais - excerpt on Indirect Measurement

Monday Lecture/discussion: Language Testing: Reliability and Validity
Session 3 **Reading Assignment Due:**
Aug 29 Savignon - Chapter 6 pp. 209-231 (**Text Page**)
Selected pages from MLAT Manual
Discussion questions testing (**Assignment Page**)

Monday Introduction Bachman's Model - Communicative Competence
Session 4 **Reading Assignment Due:** Bachman Chapter 4 pp. 81-109. (**Text Page**)
Sept. 12

Monday Lecture/discussion: Goals for instruction and assessment
Session 5 **Reading Assignment Due: (Textbooks)**
Sept 19 Lee & VanPatten - Chapter 4 pp. 74-95
Hadley Omaggio - Chapter 9 pp. 431-450
Additional Materials: Assignment Page
Goals for Paso A and Premiere Etape
Underhill - Excerpts (oral testing - Chapter 3)

Monday Lecture/discussion: Task-Based Classroom Testing
Session 6 **Reading Assignment Due:**
Sept 26 Lee & VanPatten - Chapter 5 pp. 98-114
Additional Materials: Assignment and Text Pages
Sample Information Exchange Tasks
Sample Rubric: McCluer North High School
Rubrics - PALS <http://www.fcps.k12.va.us/DIS/OHSICS/forlang/PALS/>

Monday Lecture/Discussion: Classroom testing/Listening formats
Session 7 **Reading Assignment Due:**
Oct. 3 Hadley Omaggio - Chapter 13 pp. 256-260
Chapter 9 pp. 390 - 402
Sample Test Booklet: Listening formats
Spanish - Paso A
French - Premiere Etape

Monday Lecture/Discussion: More Listening formats

Session 8 Reading Assignment Due:
Oct 10 Hadley Omaggio - Chapter 5 pp. 184-188
Hadley Omaggio - Chapter 9 pp. 402-408
Sample Test Booklet: Listening Formats - TBA

Monday Lecture/Discussion: Reading Theory
Session 9 Reading Assignment Due: (Textbooks)
Oct 17 Lee & Van Patten - Chapter 11 pp. 228-239
Lee & Van Patten - Chapter 13 pp. 260-267

Monday Lecture/Discussion: Testing Formats: Reading
Session 10 Reading Assignment Due: (Textbooks)
Oct. 24 Hadley Omaggio - Chapter 9 pp. 408-414
Sample Test Booklet: Reading formats only

Monday Lecture/Discussion Teaching and Evaluating Writing
Session 11 Reading Assignment Due:
Oct 31 Lee & Van Patten - Chapter 13 pp. 268-273
Hadley Omaggio - Chapter 9 pp. 415-425
All materials below are found are the Text Page
Terry, R. M. Teaching and Evaluating Writing in *Foreign Language Annals*, 22, 43-54
Sample Test Booklet: Writing formats only
Sample rubrics for writing longer texts

Friday Lecture/Discussion: Issues in Teaching and Learning Grammar
Session 12 Demo: Grammar Lesson: TBA
Nov. 4 Reading Assignment due: (Textbook)
6-9 pm Lee & Van Patten - Chapter 6 pp. 116-134
Additional Materials: Text Page
Sample grammar lessons

Saturday Lecture/Discussion: Teaching Grammar: Structured Input & Output
Session 13 Reading Assignment due: (Textbook)
Nov. 5 Lee & Van Patten - Chapter 7 pp. 137-165
9-12 pm Lee & Van Patten - Chapter 8 pp. 168-181

Saturday Discussion: National Board Certification
Session 14 Compare and Contrast IB testing and AP testing
Nov. 5 Panel Presenters: Melyn Roberson and Svetla Dimova
1-4 pm

Monday Discussion: Testing Grammar
Session 15 Reading Assignment due: (Textbook)
Nov 14 Lee & Van Patten - Chapter 9 pp 183-193
Sample Test Booklet - Grammar only

Saturday Final Exam - on-campus proctored exam
Dec 3
Mon.-Wed. Final Exam - on-line proctored exam
Dec 5-7

Course Requirements:

1. Reading assignments in texts with written homework as well as special reports. **Note: All homework is due by 7:00 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 20

Description and reflections due:

Friday, September 9

3. A description of the OPI along with an interpretation of your score. (See web page for criteria)

View videotaped interviews on Blackboard. Describe/interpret scores

Description, interpretation & reflections due: **Friday, September 30****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**Draft of oral assessment due:****As ready****Completed project due on or before:****Wednesday, November 7**

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, December 5****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 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 Tiger Cub Rules and Regulations 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.

Videotaped demonstration lessons 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 (cable modem or DSL suggested) a current Web browser program, and appropriate video players/plugin-ins. Students must also have access to a VHS video camera or a digital video camera to tape their demonstration lessons; however, the

digital video camera must create a tape that can be played on any standard player using an adaptor. 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 WebCT and will be available through one of the chat rooms as well as telephone. Students may request additional office appointments.

Contingency Plan

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), 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 of Education

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.

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)

Flewelling, J. (2002). From language lab to multimedia lab: Oral language assessment in the new millennium. In Cherry, C.M. (Ed.) *Cyberspace and*

foreign languages: Making the connection. (pp. 33-42) Valdosta, GA:

SCOLT Publications

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)

Moore, Z. (1994). The portfolio and testing culture. In C. Hancock (Ed.)

Teaching, testing, and assessment: Making the Connection. pp.163-182,
Lincolnwood, IL: NTC.

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.

Harlow, L., Caminero, R. (1990). Oral testing of beginning language students at large universities: Is it worth the trouble? *Foreign Language Annals*, 23, 489-501.

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.

Moeller, A. J., Reselike, C., & Hahn, S. L. (1993). Graded or nongraded communicative activities--What is the answer?--An update. *Foreign Language Annals*, 26, 75-80.

- Paulus, L. (2000). Watch them SOAR: Student oral assessment redefined. *Hispania*, 81, 146-152.
- 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.
- Villar, S. M. & Meuser-Blinow, F. (1993) Proficiency requirement-based and nonproficiency requirement-based second language programs: How do students rate? *Foreign Language Annals*, 26, 49-62.