AAUSC 2019 Volume—Issues in Language Program Direction

Pathways to Paradigm Change: Critical Examinations of Prevailing Discourses and Ideologies in Second Language Education

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Library of Congress Control Number: 2019913119

Student Edition:
ISBN: 978-0-357-43798-8

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Printed in the United States of America
Print Number: 01 Print Year: 2019

Chapter 3

Rethinking and Shifting Discourses and Practices of “Testing”: From Accuracy to Engagement with Situated Contexts

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Introduction

In many introductory and intermediate foreign language courses, the end-of-the-chapter paper-based test is a ubiquitous practice that evaluates learners’ skills and knowledge (Kusiak-Pisowacka, 2016). These tests tend to enact a language-oriented view of learning. Demands for “objectivity, conformity, consistency, and certainty” (Scarino, 2013, p. 310) encourage testing practices that are focused on measuring accuracy and declarative knowledge of the specific forms, rules, and expressions covered in each chapter of a textbook. Determining if learners know the chapter-specific structures and vocabulary often translates to what Brandl (2008) refers to as “traditional and commonly used paper-and-pencil testing formats such as multiple choice, fill-in-the-blank, matching, and so on” (p. 375). Eliciting only one possible answer ensures that learners do not deviate but rather stay focused on demonstrating their knowledge about form. With no purpose other than providing accurate answers, learners perform mechanical exercises for the sake of the test, but they do not engage with test items on a level that may be meaningful to them. Scarino (2010) points out that traditional tests endeavor as much as possible “to remove the person and subjectivity” (p. 327), which is at odds with the field of FL education’s call for subjective engagement to develop learners’ capacity to exchange meaning in interactions across languages and cultures into situated communication practices (Hinkel, 2012; Johnson, 2015; Kearney, 2015; MLA, 2007; Scarino, 2010; Toth & Moranski, 2018). Kramsch (2014) urges language instructors to test processes, which she defines as “awareness of Language with a capital L, cognitive flexibility, metaphoric imagination, symbolic competence” (p. 506), rather than skills, a position also taken by Larsen-Freeman (2015),

who advocates for creativity rather than conformity. In introductory language courses, the written test may not lend itself to assessment of all the processes outlined earlier because learners may not possess the necessary linguistic skills to engage in such practices in the target language. Nonetheless, rethinking and reframing its content to better align with this perspective might help move the paper-based test beyond its traditional use of testing mastery of linguistic form in order to account for recognition of the social, cultural, and historical embeddedness of texts.

This discrepancy between traditional testing practices and calls for teaching language and culture as integrated and situated practices (Kramsch, 2014; MLA, 2007; The National Standards Collaborative Board, 2015) prompted a reflective analysis of the discourse and practices regarding the written test in three coordinated introductory/intermediate language programs (French, German, and Spanish) at a large, southeastern public university. Written tests that students complete in class are specifically targeted in our analysis as (a) it narrows the scope of this paper, and (b) we feel this type of assessment is more deeply entrenched in traditional ideologies and practices that focus on measuring accuracy and declarative knowledge to the detriment of evaluating critical thinking and communication. As the Language Program Directors (LPDs) of French, German, and Spanish, we have enacted pedagogies and curricula focused on cultivating dispositions of empathy and sensitivity by integrating language and culture in situated contexts of use (see, for example, Drewelow & Finney, 2018). But do we actually assess how and what we teach? Can we say that the written tests offered in each program engage learners "to consider meanings as subjective and intersubjective, growing out of not only the language in which meaning is communicated but also from the memories, emotions, perceptions, experiences, and life worlds of those who participate in the communication" (Liddicoat & Scarino, 2013, pp. 1–2)? If instructional practices focus on meaning-making processes by giving learners freedom to choose content and language use in their responses to prompts, then written tests should also evaluate learners' use of language for their own subjective communicative needs (Maley, 2011; Scarino, 2010). However, if we continue to favor testing skills in exercises "chronically divorced from real world activity" (Toth & Moranski, 2018, p. 78), such as information and perspectives exchange, then we may affirm a stereotypical "view of language study as purely skills acquisition" (Schulz, 2006, p. 253).

In this chapter, we consider how the collective imagined conceptualizations of paper-based written tests affect discourse, design, and Graduate Teaching Assistants' (GTAs) professional development in our three programs. We begin by describing the three programs and defining our pedagogical approach. In the next section, we begin our analysis by considering the terminology used in each program. We proceed to examine the role and position of the written tests in each program and provide a comparative analysis of recent tests to assess to what

extent they reflect our pedagogical approach. In the final section, we discuss our establishment of a culture of test development, addressing the GTAs' responsibility in the overall endeavor and their pedagogical training. We describe the current procedures for written test development and offer both a reflection prompted by challenges we have encountered and possibilities for written tests in our coordinated language programs going forward. We conclude with general recommendations informed by our collective experiences.

The Three Programs

At the undergraduate level, all three programs—French, German, and Spanish—have a major and a minor academic discipline. At the graduate level, all offer a master's degree with a concentration in literature or linguistics, and the French and Spanish programs also offer a doctoral degree in literature or linguistics as well as interdisciplinary studies. In these programs, the bulk of foreign language courses at the introductory and intermediate levels (the first four semesters of language study) are taught by GTAs only after they have completed at least 18 hours of graduate course credit. Thus, GTAs do not teach during their first year in the master's program. Instead, they sit in on others' classes and observe and assist where possible.

Three LPDs, one in each language program, coordinate all aspects of the courses, which include a two-semester introductory sequence (101, 102, 103[1]) and a two-semester intermediate sequence (201, 202). The programs vary in size but are similar in that they each involve multiple sections and instructors and collectively reach over 1,500 students each semester. An overview of the respective program sizes is provided in Table 3.1. The LPDs set the curriculum, define learning objectives, develop syllabi, teach the methods course in their respective programs, coordinate placement, problem-solve miscellaneous day-to-day issues, and so on. The LPDs, however, do not regularly teach the courses they supervise.

Table 3.1 Average Language Program Size per Semester (Fall 2014–Spring 2019)

	Sections						Students	Instructors
	101	**102**	**103**	**201**	**202**	**Total**	**Total**	**Total**
French	5.2	4.4	4.0	3.7	2.8	18.1	302.6	10.7
German	4.1	2.5	1.4	1.9	1.8	11.3	187.4	7.5
Spanish	14.5	10.3	16.3	9.7	7.7	55.2	1083.9	25.3

[1] 103 is an accelerated first-year course, equivalent to 101 and 102 combined. The French and Spanish programs have recently phased this course out, but it is still offered in the German program.

GTAs are responsible for daily lesson planning, teaching, grading, and test development under the supervision of their respective LPD.

The LPDs are the sole decision makers regarding the materials used at the introductory and intermediate levels. As in many coordinated language programs, course curricula rely on textbooks and their associated learning management systems. Research has shown that textbooks generally drive the curricular content and organization of foreign language courses and English as a second or foreign language (Garton & Graves, 2014; Guerrettaz & Johnston, 2013; Martel, 2013; Tomlinson, 2012). The syllabi developed for the courses follow the sequential organization of the textbooks in use, with their thematic configuration dictating de facto what is taught and assessed and in what order. Should we conclude that the textbooks used in the respective programs are "firmly in control of what is permissible and what needs to be accomplished" (Ghosn, 2003, p. 293)? To some extent, the textbook's influence seems unavoidable unless we forego its use. Even when situating their approach within principles of task-based or communicative approaches and mentioning the ACTFL standards (The National Standards Collaborative Board, 2015; Toth & Moranski, 2018), textbooks continue to emphasize correct and appropriate language use. We do not discount the recent efforts made by textbook authors to contextualize tasks and activities to provide opportunities for authentic and meaningful language use. However, achieving native-like proficiency and fluency permeates pages, leading us to agree with Cook (2016) that "the native speaker is still the ghost in the machine" (p. 187), an ideal to emulate and against which to be measured (Kramsch, 2014).

As LPDs, we have sought to shift the purpose of our programs "from preparing students to communicate without error in order to survive a foreign culture to communicating openly in order to build relationships so that they can thrive in a foreign culture" (Moeller & Nugent, 2014, p. 8). Enabling learners to thrive rather than survive within their foreign language learning encompasses developing learners' capacity to use the language "to construct meanings, stake claims, and position one's self in relationship to others and to one's self over time" (Heidenfeldt & Vinall, 2017, p. 5). To us, the pedagogical approach should emphasize discovery, exploration, and interpretation of multiple cultural perspectives that have the potential to nurture empathy, openness, and tolerance of cultural uncertainty and ambiguity, all attributes of an interculturally competent language user. As a base, the courses in all three programs use textbooks that claim to be following the communicative language teaching approach, but we also encourage GTAs to supplement this material with activities and additional texts (e.g., songs, television ads, poems, artwork, film clips, excerpts from literary texts, cartoons). The teaching methods courses and annual workshops on task-based design (led either by a guest speaker or one of the LPDs) guide text selection and activity development. This pedagogical approach puts the programs on a path toward using language to express subjectivity for an authentic purpose and examine cultural

values underlying subjective language use. However, in all three programs, classroom observations have revealed that a focus on chapter-specific structures and vocabulary is still part of the daily lessons that are guided by the textbooks. To begin to address this issue, in our pedagogical discussions and critical analysis of teaching activities (in the methods course, in workshops, and following classroom observations), we now specifically ask GTAs how the materials at hand can engage their learners to actively reflect on "their own and others' linguistic practices, historical trajectories, and personal values" (Vinall & Heidenfeldt, 2017, p. 115). Our goal is to develop GTAs' conceptualization of foreign language courses as a site to engage with differences in order to recognize multiple worldviews and reflect on one's own cultural assumptions and subjective frames of reference.

Approach to the Written Test

Renaming the Written Test

In order to assess if and/or how the written tests in the three programs reflect our pedagogical approach, we first analyzed the terminology. We, the three LPDs and authors of this chapter, joined our department within four years of each other and independently eschewed English words like *test*, *midterm*, or *final exam* in reference to written tests. Each written test is now referred to as *contrôle* in French, *Lernerfolgskontrolle* in German, and *prueba* in Spanish. The only deviation from these word choices throughout the coordinated courses occurs when the word *test* and/or *exam* appears in the syllabi for official university or departmental policies (e.g., regarding missed exams and coursework).

Originally, the intention was to promote a perception of the written test not as a measure of knowledge but as a way for learners to gauge their progress. *Contrôle* and *prueba* were selected because they can translate to "check." However, we have realized that by explicitly adding the terms *lernen* ("to learn") and *Erfolg* ("success"), the German program is far more successful at positioning the test as a positive experience for learners and "help[ing] them see what they can do best" in the language (Kusiak-Pisowacka, 2016, p. 293). In contrast, *contrôle* and *prueba* retain a certain ambiguity, as they could be interpreted as though the check is only on language structures. Even with the shortcomings of *contrôle* and *prueba*, all three terms diverge from the traditional ones used in foreign language syllabi, thus, at least minimally, avoiding English terms and the connotations they carry.

Rethinking the Role and Position of the Written Test within the Pedagogical Approach

The French program was the first to reduce the written test as the dominant form of assessment through a gradual introduction of project-based (or performance-based) assessments (e.g., digital stories, independently researched

oral presentations, videoblog posts, BuzzFeed-style articles). In this new configuration, written tests are positioned as complementary to the projects, which is reflected in the courses' design. The German and Spanish programs have introduced projects as well, but unlike French, they have not drastically reduced the number of written tests (see Table 3.2 for current distribution). Our analysis and discussions as we were writing this chapter clearly revealed a discrepancy, which suggests that the written test is still positioned too much as a traditional chapter-based assessment.

In all programs, the addition of projects has resulted in eliminating midterm and final exams altogether. Furthermore, on the syllabi, projects are situated in a way that demonstrates they are as important (if not more so) as the written tests, as they are (a) worth either the same or a greater percentage overall when calculating final course grades and (b) always listed and/or described prior to the written tests. Placing the projects first and the written tests second suggests that the former are the central focus of the curriculum and that the latter are included as an additional measure that is more focused in scope, whose function is merely to ensure steady progress. Although we do not have data, a future area of development would be to assess whether these discursive shifts have had an impact or not in terms of how GTAs and students understand or value the different types of assessments.

As shown in Table 3.2, all courses in the French program and the intermediate German courses have a minimal number (two to three) of written tests spaced out over the semester, whereas all Spanish courses and introductory German courses have more frequent testing (five to six). The French *contrôles* and the intermediate German *Lernerfolgskontrollen* always encompass multiple units of the textbook, which emphasizes the idea that it is not the particular structures covered by a specific chapter that are essential to master but rather the broader ability to communicate in varied meaningful contexts (see Appendix 3.A for a first-semester French *contrôle*). The introductory German *Lernerfolgskontrollen* and the Spanish *pruebas* (see Appendices 3.B and 3.C for first-semester tests) are connected to the specific chapters covered in each course (5 or 6). This pacing results in a test every two to three weeks. Clearly, the German (at the introductory level) and Spanish configuration of one-chapter one-test does not align with the pedagogical approach because such organization embodies traditional testing

Table 3.2 Distribution of Written Tests and Project-Based Assessments (Spring 2019)

	French				**German**					**Spanish**			
	101	**102**	**201**	**202**	**101**	**102**	**103**	**201**	**202**	**101**	**102**	**201**	**202**
Written Tests	3	2	2	2	5	5	5	3	2	6	5	5	5
Projects	3	4	4	5	4	4	3	3	3	5	5	5	5

practices focused on measuring accuracy and factual knowledge. However, at the same time, integrating multiple chapters and providing a context for language use does not automatically guarantee that a test will not focus exclusively on eliciting declarative knowledge of specific linguistic forms. Nevertheless, this reflection has led both German and Spanish LPDs to take action and revamp written test distribution. With the goal of aligning all three programs at both levels, German and Spanish plan to reduce the number of tests promptly. More importantly, for this shift to be optimally effective, we realize that all three language programs need to take additional steps to ensure that the content does reflect our pedagogical approach. The focus should not be on assessing linguistic components but rather on giving learners the opportunity to grapple with situations embedded in target language cultural contexts and actively examine the social, cultural, and historical embeddedness of texts.

Reflecting the Pedagogical Approach in the Written Test

The goals of foreign language learning outlined in the ACTFL 5Cs (Communication, Cultures, Connections, Comparisons, and Communities) and the MLA Ad Hoc Committee report (MLA, 2007) stress that language learning encompasses developing not only linguistic proficiency but also intercultural sensitivity and intercultural competence. These frameworks emphasize the language–culture connection and the importance of integrating culture within all aspects of foreign language learning. Operationalizing these goals in the classroom implies devoting time and space to engage learners in developing an understanding of "how language reflects culture and how culture affects language and language use" (Schulz, 2006, p. 254). In practice, activities and assessments should provide opportunities for learners to contribute and interpret meaning in situated contexts of use and consider language use in its cultural context. Although we provide some classroom activities and project-based assignments to support GTAs in addressing the complexity and diversity of perspectives through reflections on the subjective dimension of cultural codes and frames of references (see Drewelow, 2017 for a detailed description), as noted earlier, the classes we supervise tend to be more concerned with developing communicative abilities than engaging critical explorations and reflections. Considering this discrepancy, we speculate that our lack of commitment to one single approach might be to blame. Our multidirectional perspective (including principles from task-based, communicative, content-based, and multiliteracies approaches) has had a ripple effect throughout the programs. This eclecticism seems to be generating uncertainty, thus forcing GTAs to fall back on teaching language the way they were taught.

With these considerations in mind, and to gauge to what extent the tests are currently reflecting both the pedagogical approach and our objectives to integrate language and culture as situated practices, we proceeded to compare the most

recent final *contrôle*, *Lernerfolgskontrolle*, and *prueba* of the first-semester course (see Appendices 3.A, 3.B, and 3.C). We chose this level because effectively casting these learners as performers and analyzers (Scarino, 2010) is particularly challenging considering their limited linguistic resources. In our analysis, we considered the contextualization of each task, prompt, and test item. We examined if and how they elicit subjective positioning in relation to others and the self, how they incorporate reflection on the subjective dimensions of culture, and how they engage learners with discourses or situations embedded in target language cultural contexts. We also analyzed the grading criteria and affordances for responses.

The level of contextualization varies because each program is at a different stage in the reconceptualization process. The *contrôle* provides an interconnected storyline throughout. The *Lernerfolgskontrolle* has a unifying theme but without a sequential scenario. The *prueba* contextualizes each task individually. Because meaning is not located "in the grammar of the language, or its vocabulary, or in the head of an individual, but in the everyday activities that individuals engage in" (Johnson, 2009, p. 44), test items should reflect real-life contexts of use and avoid exclusively targeting grammatical structures or vocabulary in isolation. In all three tests, there are no items focused solely on measuring accurate declarative knowledge such as multiple-choice, true/false, or one-word fill-in-the-blank exercises. The prompts, all in the respective target language, invite learners to examine information provided and determine which linguistic resources to "appropriately deploy … for particular purposes within particular social and cultural contexts" (Toth & Moranski, 2018, p. 75). For example, writing a blog entry (*contrôle*), a submission for a contest (*Lernerfolgskontrolle*), or an e-mail to a close friend (*prueba*) requires learners to interpret the contextualized situations and present information. All three tests also activate the interpersonal mode through written dialogues, eliciting reactions and opinions, driving learners to "manage the variability demanded by the particular context of communication" (Scarino, 2010, p. 328), whether that be with a sibling (*contrôle*), an employer (*Lernerfolgskontrolle*), or a new underclassman (*prueba*).

However, some of the tasks of *prueba* and *contrôle* tend to elicit only one correct possible response and/or ask learners to identify factual information. Open-ended prompts of *Lernerfolgskontrolle* do give learners subjective control in terms of choices and creativity within the three modes of communication (interpretive, presentational, and interactional), as do some of the prompts in *contrôle*. As Toth and Moranski (2018) point out though, "just because learners are given open-ended opportunities to create in the L2 does not mean that they will be able to deploy all of the grammatical and lexical resources that a teacher intends" (p. 75). With this issue in mind, grading criteria should not be tied to chapter-specific linguistic forms. We evaluate responses to open-ended items based on how well a learner understands the prompt and communicates an appropriate response, regardless of whether the learner uses specific knowledge about form

from the most recent chapter(s). Moreover, a response with a myriad of grammatical errors does not result in an automatic loss of all points. Thus, the written tests could be conceptualized as a means to assess how successful a learner is at analyzing information and adapting their language use to the situated communicative context rather than their declarative knowledge in isolation.

In terms of the embeddedness of culture, though, the analysis revealed that none of the tests manage to promote explorations of the situatedness of culture. The tasks of *prueba* and *contrôle* in particular are still too focused on learners' personal lives. Only the first tasks of *contrôle* and *Lernerfolgskontrolle* invite comparisons of and reflections on cultural perspectives. Exposing learners to cultural texts and asking them to identify differences does not necessarily engage reflection on how language use relates to underlying cultural codes, values, and references. After watching a television advertisement, the *contrôle* asks learners to justify their choices (questions 1 and 3), identify relationships (question 4), and discuss the similarities and differences between celebrations (question 5). In *Lernerfolgskontrolle*, learners watch a short video on a community garden in Stuttgart and proceed to describe information (question 1) and give their opinions (questions 2 and 3). Answering these questions prepares them for a concluding reflection on rules (question 4), pinpointing commonalities and differences between the United States and Germany. Both tasks are a step toward promoting meaning-making processes within the confines of the written test and within the range of learners' abilities as beginning language learners. It is possible that the written tests' exclusive use of the target language (to promote development of linguistic abilities) is to the detriment of engaging critical explorations and reflections, which may be better elicited through learners using their native language (in our case English).

Finally, this cross analysis points out that our tests should incorporate more authentic documents, a decades-old practice initially borne out of "an overwhelming pedagogical trend toward communicative language teaching that emphasizes the use of authentic language whenever possible" (Crossley, Louwerse, McCarthy, & McNamara, 2007, p. 17). If we wish to target and unpack social, cultural, and historical embeddedness more effectively, authentic texts can play a role given "their value as cultural signifiers" (Allen & Paesani, 2010, p. 132). Currently, our written tests focus heavily on analysis of information and need to better promote reflection on underlying ideologies in texts.

Implications for Pedagogical Training

Establishing a Culture of Shared Responsibility

For Scarino (2013), how learning is assessed is the area most likely to resist change. As our analysis suggests so far, our programs are still plagued with many traditional practices (e.g., frequency and content of written chapter tests), and

finding the underlying reasons will require continued reflections and adjustments as LPDs. One obstacle to overcome is the very core nature of coordinated programs, built around conformity, so as to instill the sense that learners are provided as homogenous an experience as possible at each individual course level. The general expectation is that learners will have reached a comparable level upon completion of each course. Summative written tests that focus on the accuracy of forms are able to establish whether learners are ready to progress to the next level. Another obstacle is that the written test is a familiar feature in any classroom and is consequently reassuring to learners and GTAs alike. They know what to do and what the end result is. Informed by past experiences (their own or as reported by others), they come to the classroom with deeply rooted notions about the nature of language and what learning and teaching a language means (Johnson, 2009). By extension, these convictions encompass the focus and format of the assessment material, including the written test. Toth and Moranski (2018) remark that "open-ended tasks that cast learners as creative L2 users may require adjustment" (p. 76). Conceiving prompts that promote the communication of ideas, subjective investment, interpretation, and meaning-making entails foregoing the traditional (or even essentialized) perception of the test as a tool to measure learners' correct or appropriate use of grammatical structures and lexicon or interpretation of mere factual information in a reading task. However, as Chavez (2011) points out, "it is not easy to resist canonical practices that powerful forces, such as professional organizations, publishers, and educational institutions promote, and that colleagues and students alike accept" (p. 96). GTAs have to contend with textbooks that largely focus on practicing language forms (Martel, 2013), their learners' expectations and preoccupations with grammatical accuracy (Chavez, 2011), and their own experiences with tests as language learners. Coping with these conflicting considerations can be disorienting and drive GTAs to fall back on safe, unambiguous ground: mechanically scripted written tests. This tendency is exacerbated by the nature of open-ended items, which are more difficult and time-consuming to grade and generate more involvement in order to design grading criteria, as they necessitate anticipating multiple possible responses.

Upon starting our respective LPD positions, we chose to forego the prevailing practice of using the textbooks' test banks. This decision was partially motivated by the content of the publishers' tests, which do not reflect our pedagogical approach—instead, they are generally devoid of contextualization and focused exclusively on accurate knowledge of specific grammar or vocabulary. However, it was also driven by the belief that engaging in assessment design is fundamental to GTA professional development. This choice generated some contention, which often resurfaces with new GTAs joining our respective programs every year. Some GTAs have questioned the necessity of writing original tests, arguing that using the tests provided by the textbook (deemed reliable and objective) would be a preferable avenue. Changing this frame of mind has necessitated establishing an

understanding that although course-wide syllabi, calendars, and assessments are overseen by each respective LPD, their uniformity does not entail absolute control by that one individual.

We have approached this challenge by cultivating a dialogic space that develops a culture of shared responsibility within our coordinating practices. In our respective pre-semester orientations, we stress our commitment to engaging GTAs and full-time instructors in the co-creation of their programs. Rather than unidirectionally receiving the materials, they take an active part in developing the written tests for their classes, resulting in an opportunity for GTAs to incorporate their individuality and reflect on how to assess what they teach rather than teaching to the test. In the same vein, GTAs give input in the development of oral and project-based assessments. Stressing this point of view to the GTAs—that they are not merely gaining more work but also gaining more control and autonomy—has led to less overall resistance. Each individual GTA may not be able to modify every aspect or policy of the course they would wish to, but they are still able to strongly impact the way their students are assessed. This shared responsibility extends to all members of the coordinated programs, including the first-year graduate students who are not yet instructors of record but are encouraged to aid in creating updates and alternative versions of the written tests.

This hands-on, active involvement of all the GTAs in the program, regardless of whether or not they are an instructor of record, creates an atmosphere of writing, rewriting, and constant feedback by the LPD and peers alike. Moreover, it helps conceptualize assessment as a social practice of language education not only among GTAs but also between GTAs and their students. As one German GTA advertised to the incoming graduate students:

> [The assessments] are really hard to create when you do one for the first time, especially when trying to come up with a rubric—but it's always so much fun to see what the students do with them and what they present. They always go above and beyond what you would expect even when we point them at particular chapters for reference.

This comment indicates that GTAs may come to realize that the model of one-chapter one-test may be too restrictive. The open-endedness and possibility of creativity within the written tests reinforces the notion to GTAs that grammar should not be the organizing principle for their courses and that a mere focus on accuracy would not support meaning-making or cultural explorations and reflections.

Organizing Pedagogical Training

The three programs have their own pre-semester orientation held prior to the start of each fall semester as well as individual methods courses (every fall for

Spanish and German, every other fall for French). During each orientation, a specific workshop is dedicated to written tests, and each respective methods course also includes time targeting assessments. These contexts provide a space to inform incoming GTAs about the teaching philosophy shared by the language programs, familiarize them with the research behind the various assessment strategies practiced at the introductory and intermediate levels, and discuss expectations and guiding principles regarding test elaboration.

During the pre-semester workshop, which includes returning and new GTAs, we follow similar protocols. A presentation (aided by a handout) stipulates the purpose of the written test as a form of assessment: to evaluate the interpretation and communication of meaning as well as the appropriateness and complexity of language used within a specific given context. Producing tests that activate learners' creativity, resourcefulness, and subjectivity may represent a departure from the type of tests GTAs may have encountered as learners or during previous teaching experience. Therefore, during the workshop, GTAs and instructors are invited to consider a sample *contrôle*, *Lernerfolgskontrolle*, or *prueba* alongside a publisher-provided test. In these discussions, we usually address the focus of each task, the contextualization, whether or not the text goes beyond mere interpretation of factual information, and if not, what changes might support explorations of and reflections on the target language cultural contexts.

The teaching methods course for each language reinforces this reflection, tasking new GTAs with developing various sample tasks, which they can then later incorporate into written tests. The emphasis is on creating tasks that activate choices and interpretations that are dependent on contexts, situations, and participants. Across all three methods courses, language is conceptualized as a social practice, which should be reflected in both teaching and assessments. We stress that written tests should afford subjective voices to surface and invite learners to use their linguistic resources to communicate meaningfully. Tasks on the tests should mirror everyday purposeful language use. One practice that we have found helpful is to devote an entire class period of the methods course to an activity in which teams of two develop three test items for the class they observe (introductory level). They then take these products to the course team meeting where they are reviewed and incorporated in the final version of the second test of the semester. After the test has been administered and graded, in another session of the methods course, the GTAs' experiences during the entire process are discussed and reflected upon.

Putting Principles into Practice: Test Development Procedures

The pre-semester workshops and the teaching methods courses provide opportunities to explain and justify our approach through examples. But to effectively understand how to translate this knowledge requires experiential practice, which positions GTAs "not as passive recipients of theory but as active users and

producers" (Johnson, 2009, p. 15). To that end, we have embraced a sociocultural perspective and have strived to develop an environment where GTAs can "receive support and assistance to do more than they would be able to do independently" (Johnson, 2009, p. 100). Requiring all GTAs teaching at a given level to form "course teams" to collaboratively develop the tests (and if necessary, revisit a test that is not meeting expectations) creates conditions for the Vygotskyan *zone of proximal development* (ZPD) to emerge (Vygotsky, 1978). The goal is to enable GTAs to assist one another and recognize that "the group as a whole, by working at the problem together, is able to construct a solution that none could have achieved alone" (Wells, 1999, p. 324).

The scaffolding of the experience depends on the program. Due to the size of the Spanish program, there is a designated course coordinator for each level who takes the lead during test creation. This individual has more direct control over the format, and it is this person who assigns the creation of specific test tasks to individual instructors. However, both the level coordinator and the LPD are available as resources to guide the GTAs and instructors. In French and German, during the pre-semester workshop, the LPD designates an experienced GTA from each team as test coordinator or asks for volunteers (if multiple experienced GTAs are part of a team).

Each semester, course teams are different due to variation in teaching assignments and new GTAs joining each program. Previous tests are available to the teams (in electronic archives) and may be used as examples, but we require the development of new tests every semester. Course teams are asked to meet face-to-face to decide the test content, but in Spanish, larger teams can meet virtually. Although they are bound to the themes of the chapters, GTAs and instructors do have a large degree of freedom in choosing the written test's narrative and tasks, echoing the process learners undertake themselves in completing it. They develop test tasks and items, decide on the grading criteria for constructed responses (including both sample answers and scoring rationale), assemble the test, and send it to be reviewed by the LPD. When necessary, a team will meet with the LPD to determine how a test fails to meet the guiding principles by revisiting the content together.

Allowing learners to take control of their answers both in content and language use to express their own subjectivity requires the teacher to relinquish (some of) their own objectivity and authority in order to welcome variation, which can be conflicting and unsettling for GTAs, especially those new to teaching. Adopting a holistic approach to grading is essential; learners may provide perfectly logical and acceptable answers without using chapter-specific content, which can create friction with the demand for uniformity and consistency inherent to a coordinated program. To guide the evaluation of learners' production and ensure a coherent approach to assessing performance, GTAs and instructors are expected to formulate scoring criteria with multiple acceptable answers and detailed point allotments, allowing partial credit for originality and content.

To emphasize the importance of this collaborative approach even further, the LPDs have worked and continue to work cross-disciplinarily. For example, the German LPD recently created one specific opportunity for GTAs within the department to support one another across programs. At one of the weekly German program meetings, she invited a French GTA to reproduce the presentation given at a regional conference on the French program assessment techniques and practices (developed under the supervision of the LPD). Interacting with a peer helped establish a dialogic mediation across programs and encouraged professional development, as German GTAs saw how to apply what they learn and how that in turn could lend itself to be presented at conferences.

Improving Test Development Procedures: Toward a Model for Collaborative Design

Establishing a culture of test development and shared responsibility has not been challenge-free. As already mentioned, developing open-ended items and test narratives tied to real-life situations can be time-consuming, and thus it may provoke resentment among GTAs. Concerns include the time commitment required to develop the grading criteria as well as how long it takes to grade the tests. There has also been a perception that the investment of time and energy may not be comparable among peers. Others have voiced that they do not feel they have the creativity or imagination to conceive tasks reflecting situated language use. While these are not the only issues faced by LPDs with regard to the development of written tests, they have been the most salient in our coordinating practice. In order to help GTAs work through these challenges, one tactic has been to ask them to fill out a survey at the end of the semester, requesting input on what worked well and what did not. This is a recent development, and the first results have prompted us to reflect further on our approach. We asked ourselves: Should we simply eliminate testing in class? All three programs have already eliminated midterm and final exams and incorporated various project-based assessments throughout the curricula. It is not unreasonable to interpret this as the first phase of a longer process that removes written tests from each program entirely. However, at this point in time, that may be too radical of an idea and may trigger incomprehension or uproar from learners, GTAs, and faculty. Instead, a plan outlining tangible steps for GTAs to follow might address some of these challenges.

For example, Glisan and Donato's (2017) IMAGE Model for Exploring Cultural Perspectives might be a feasible guide to approach test development. The model they outline for lesson planning could easily be adapted to written tests. For example, learners could first start by making observations about an image posted on Twitter that centers on a theme related to several chapters. Tweets reacting to the image that are followed by questions designed to prompt analysis of this additional information would engage learners in identifying perspectives they may not

have considered. In Glisan and Donato's model, the next step is inviting learners to make hypotheses. A possible way to translate this to the written test is to have students generate their own tweets in reaction to original prompts. The last step in the model is exploring and reflecting. Here, a possibility would be to have learners formulate questions in order to continue a dialogue. This could include asking for clarification about something they are unsure of or requesting more information about a specific aspect of the topic. Then, while grading, the instructor could respond individually to the students' requests. This example represents one possible avenue to transform the written test into a more dialogic tool, which engages learners with "otherness" (Byram, 1997) within the context of the test. Using the IMAGE model for test development would create an explicit roadmap to follow and might alleviate some of the challenges reported earlier. If applied to both lesson and test design, the model would improve articulation between the written tests and the learning taking place in the classroom.

Recommendations

Some general recommendations to enhance collaboration and promote reflections on assessment practices are as follows:

- **Establish a collaborative culture.** Our collaboration as LPDs has been invaluable, allowing us to reflect on our coordinating practice, define our pedagogical approach, and streamline our processes and approaches to professional development. Of course, every program has its own needs, which leads to differences in how such collaboration can affect a specific program. But we believe our experiences and practices are an example of how individualization and collaboration are not mutually exclusive when it comes to coordinated language programs.
- **Embrace flexibility in coordination.** Engaging GTAs in co-creation of assessments may signal that programs do not exclusively employ a top-down approach. Shared responsibility gives GTAs and instructors a stake in their programs. The extra time and effort on the part of the instructors should not be seen as a burden but rather a unique professional development advantage in the context of a large coordinated language program. This involvement does not have to be limited to the written test, as it can be extended to other forms of assessments such as projects.
- **Consider the criteria for assessment.** Programs and departments might wish to reflect collectively on how learners' performance is measured, whether against an artificial native-speaker norm or through other criteria. Defining the criteria for assessment might contribute to harmonizing the approach to assessing learning, which in turn can be leveraged to enhance articulation of learning outcomes, teaching, and assessment practices.

- **Make designing written tests an integral focus of professional development within and across graduate programs.** Workshops on assessments may help GTAs reconsider the role and content of written tests. Successfully helping them move toward understanding language as situated practice will necessitate workshops that are not just concerned with content development but also with defining situated practice. They may also provide an environment conducive to developing a model for test design that stakeholders across programs could adapt to their own needs. Also, by expanding the discussion to forms of assessments at all levels of the curriculum, this may begin to improve continuity throughout a given undergraduate program.

Conclusion

Regardless of whether other coordinated programs follow the specific practices discussed in this chapter, we do feel that a continued reconceptualization of the written test within introductory and intermediate language courses is essential for paradigm shift to happen. First, most generally, by highlighting three distinct programs with different languages, textbooks, personnel, structures, and enrollment sizes, we hope it is clear that these notions do not require being one-size-fits-all. Second, in addition to the pedagogical benefits addressed throughout this chapter, we hope this discussion can also serve to address broader, administrative, and conceptual issues. As remarked by the Modern Language Association (MLA, 2007), "the standard configuration of university foreign language curricula, in which a two- or three-year language sequence feeds into a set of core courses primarily focused on canonical literature … creates a division between the language curriculum and the literature curriculum" (p. 236). By shifting the focus of written tests at the lower levels from accuracy to situated contexts, that division can be softened. By treating the test as an opportunity to explore and reflect on underlying cultural frames of references in texts, students will be better prepared for advanced-level courses. Learners can begin to apply concepts and terms at the earliest levels in a manner that is much more similar to what is expected of them as they progress through the entire sequence of courses. As Chavez (2011) notes:

> Reconsider[ing] practices that essentialize … language and culture … is not [a task] for an individual trailblazing teacher, course supervisor, department, or even university. It needs to be a concerted effort that includes the earliest stages of language instruction, as students begin forming personal theories of not just the language but also language learning. (p. 96)

By working together across programs and continuing to attempt to find common ground with the advanced-level courses, we can ensure parallel development of linguistic and cultural competence from day one.

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Appendix 3.A

Français 101

CONTRÔLE 3

Chapitres 5, 6, & 7

I. Une pub de Kadi. Un soir, vous regardez la télé et voyez une pub pour le bouillon « Kadi ». Cette pub est bien intéressante, mais très différente. Il y a des personnes, des plats, des robes aux couleurs vives, et une fête, oh là là ! Vous parlez de cette pub à votre mère. Répondez à ses questions. (24 points)

1. La pub est située où (dans quel pays) ? Pourquoi penses-tu ça ? (4 points)

   ____

   ____

2. Pourquoi est-ce que tout le monde est ensemble ? Quel type de fête est-ce ? (4 points)

   ____

   ____

3. Comment est-ce que les personnes sont habillées ? Tu aimes ? Pourquoi ou pas ? (6 points)

   ____

   ____

4. Quelle est la relation entre les deux femmes et l'homme ? (4 points)

   ____

   ____

5. Comment est-ce que cette fête compare à nos fêtes familiales ? Donne-moi 2 similarités ou différences. (6 points)

   ____

   ____

   ____

II. Les responsabilités. Votre mère a vu aussi la pub et veut voir toute la famille. Donc, elle envoie un texto aux membres de la famille pour organiser les responsabilités pour la réunion familiale. Terminez la conversation **avec les verbes *vouloir, pouvoir, devoir*, ou *savoir*.** (20 points)

●●●○○ Sprint LTE 1:58 PM 75%

Messages **famille chat** Details

Maman : Coucou ! Il y a beaucoup de choses à faire pour la réunion ! Donc, tout le monde doit aider ! La maison n'est pas propre. Quelqu'un doit faire le ménage.

Moi : ________________ ________________

Marie : Bon, je ne veux pas. Je fais toujours la vaisselle.

Moi : ________________ ________________

Maman : Est-ce que quelqu'un peut faire les courses aujourd'hui ?

Pierre : Je ne peux pas. Je dois faire mes devoirs.

Moi : ________________ ________________

Maman : Nous n'avons pas assez de boissons. Pierre, est-ce que tu peux aller au supermarché ?

Pierre : Maman ! Pourquoi est-ce je dois faire ça ? Je ne sais pas quelles boissons. Quelqu'un sait ?

Moi : ________________ ________________

Marie : Est-ce que quelqu'un a déjà préparé le gâteau ?

Maman : Non, pas encore. Est-ce que tu peux préparer le gâteau?

Moi : ________________ ________________

Maman : D'accord, d'accord. Quelqu'un doit aussi cuisiner le dîner.

Pierre : Je ne sais pas cuisiner.

Maman : Donc, tu peux faire la vaisselle après. Merci mes enfants ! À plus !

Source: iFakeTextMessage.com

III. Faisons les boutiques. Bien sûr, vous devez acheter des nouveaux vêtements pour la fête familiale ! Vous allez faire du shopping avec votre sœur pour trouver des vêtements. Indiquer vos préfèrence. (20 points)

Votre sœur : Qu'est-ce qu'on doit chercher aujourd'hui ? Que mets-tu pour la fête ?
Vous : ____________________
Votre sœur : Ah bon ! Donc, on doit aller à Zara ou H&M ? Ils vendent ce que tu veux ?
Vous : ____________________
À la boutique…
Votre sœur : Cette robe ou cette jupe? Qu'est-ce que je prends ?
Vous : ____________________
Votre sœur : Ah…je ne sais pas ! Je dois réfléchir. Et toi ? Tu as fini ?
Vous : ____________________
Votre sœur : On prend un café ? Où veux-tu aller ?
Vous : ____________________
Votre sœur : On y va !

IV. Au café. Quand vous êtes au café avec votre sœur, vous discutez de votre famille qui va venir à la fête. Vos opinions sont complétement différentes ! Écrivez une **contradiction** à la phrase de votre sœur. (12 points)

Modèle : Votre Sœur : Je pense que Sophie est déjà à l'Université !
Vous : Mais non, elle n'est pas encore à l'Université !

Ollyy/Shutterstock.com

Votre grand-mère

Votre sœur : Bah, Mamie critique toujours ma vie !
Vous : Mais non, elle __________
____

Brocreative/Shutterstock.com

Votre Beau-frère Paul

Votre sœur : J'imagine que Paul ne cuisine rien. Il est paresseux !
Vous : Mais non, il ________________
____

YAKOBCHUK VIACHESLAV/
Shutterstock.com

Votre Tante Claudine

Votre sœur : Elle ne trouve personne pour l'épouser. Elle est trop bizarre !

Vous : Mais non, elle ___________
____

JKstock/Shutterstock.com

Votre Cousin Jean

Votre sœur : Est-ce que Jean voyage souvent ? Il semble qu'il va toujours quelque part.

Vous : Mais non, il ___________
____

V. Votre famille. Comment se passe les fêtes dans votre famille typiquement ? Pensez maintenant à une fête récente dans votre famille. Imaginez que vous écrivez un blog de famille pour raconter la fête. C'est quelle fête ? Qui est venu ? Qu'est-ce que vous avez mangé ? Qu'est-ce que vous avez fait ? **Écrivez un titre et 5 phrases au passé composé.** (24 points)

Blog de Famille

Posting | Settings | Template | View Blog

Create | Edit posts | Moderate comments | Status

Titre: ____________________

Edit Html | Compose

Recover post — Preview

Critères d'évaliation

I. 24 points

Montrez la pub :

https://www.youtube.com/watch?v=AZTIDjVP0SM

1. 4 points : 2 contenu, 2 grammaire/vocabulaire
2. 4 points : 2 contenu, 2 grammaire/vocabulaire
3. 6 points : 2 description des vêtements, 2 justification, 2 grammaire/vocabulaire
4. 4 points : 2 contenu, 2 grammaire/vocabulaire
5. 6 points : 2 points par explication, 2 grammaire/vocabulaire

II. 20 points

4 points par réponses : 2 contenu, 2 grammaire/vocabulaire

Possibilités

1. Je peux faire le ménage.
2. Tu ne veux jamais faire la vaisselle.
3. Tu dois faire les courses.
4. Marie doit savoir.
5. Je ne sais pas faire les gâteaux.

III. 20 points

4 points par réponses : 2 contenu, 2 grammaire/vocabulaire

Possibilités

1. Je mets un jean et un pull.
2. Je préfère Zara, c'est chic
3. La jupe, elle est jolie.
4. Oui j'aime ce pantalon et ce chemisier.
5. Oui allons au café du monde.

IV. 12 points

3 points par réponse : 1 logique, 2 grammaire/vocabulaire

Possibilités

1. Elle ne critique jamais ta vie !
2. Il cuisine quelque chose !
3. Elle va trouver quelqu'un !
4. Il ne voyage jamais !

V. 24 points

12 information et créativité, 6 syntaxe (utilisation passé composé), 6 expression et vocabulaire

Appendix 3.B

Schriftliche Lernerfolgskontrolle GN101

Rund ums Wohnen – Ein Praktikum bei Herrn Weber

1. Ein Arbeitsauftrag zum Thema Schrebergarten.

Sie sind Praktikant in der Fima von Gregor Weber, dem bekannten Ökoarchitekten in Mühlheim an der Ruhr. Herr Weber hat Sie gebeten sich über Schrebergärten zu informieren und ihm Fragen zu beantworten. Sie haben folgendes Video zu einem Stuttgarter Schrebergarten gefunden.

Der Schrebergarten

https://www.dw.com/de/stuttgart-von-kleing%C3%A4rtnern-und-ordnungsliebe/l-17389997

(Ausschnitt aus dem Video)

1. Welche Regeln gibt es im Stuttgarter Schrebergarten? Was darf man nicht tun? Nennen Sie zwei Regeln.

   ____

   ____

   ____

   ____

2. Wenn Sie einen deutschen Schrebergartenplatz hätten, was würden Sie dort anbauen und warum? Obst? Gemüse? Blumen?

   ____

   ____

   ____

   ____

3. Was denken Sie? Ist es ein attraktiver Ort für junge Menschen/junge Familien? Warum oder warum nicht?

   ____

   ____

   ____

   ____

4. In den USA gibt es ähnliche Konzepte zum Schrebergarten, wie zum Beispiel Gemeinschaftsgärten (community gardens). Wie unterscheidet sich Ihrer Meinung nach das amerikanische vom deutschen Konzept? Gibt es wohl die gleichen Regeln? Warum oder warum nicht? Nennen Sie zwei Unterschiede mit zwei Begründungen.

____

____

____

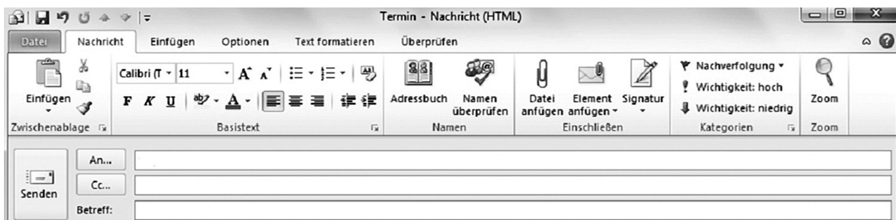
____

(*30 Punkte*) (*6 Sätze - jeweils 5 Punkte: 3 Punkte für Inhalt und Logik, 1 Punkt für Grammatik, 1 Punkt für Rechtschreibung*)

2. Ihr zukünftiges Traumhaus.

Herr Weber erzählt Ihnen von einem Wettbewerb für Architekturpraktikanten. Sie sollen einen Aufsatz mit dem Thema "Mein Traumhaus" verfassen. Sie können nicht nur 500 Euro gewinnen, sondern das Haus wird auch tatsächlich gebaut! Wenn Sie gewinnen, wäre das eine tolle Werbung für das Architekturbüro! Herr Weber ist sehr nett und hat versprochen, Ihnen zu helfen. Sie sollen schon mal mit dem Aufsatz beginnen. Er hat Ihnen ein paar Stichpunkte gegeben. Schreiben Sie mindestens 6 Sätze in Ihrer Email an Herrn Weber.

- Wo sollte Ihr Traumhaus sein? (in der Stadt, auf dem Land etc.)
- Mit wem werden Sie dort wohnen? (allein, mit Familie oder Freunden etc.)
- Wie wird es aussehen? (Anzahl der Etagen, Größe, Zimmeranzahl, viele oder wenig Fenster etc.)



Sehr geehrter Herr Weber,

im Folgenden finden Sie meinen ersten Entwurf eines Texts für den Wettbewerb "Mein Traumhaus". Danke für

Ihre Hilfe!

____

____

Ich verbleibe mit freundlichen Grüßen.

(*30 Punkte*) (*5 Punkte pro Satz: 1 Punkt für Kreativität, 1 Punkt für Logik, 2 Punkte für die Verwendung von Futur und 1 Punkt für Rechtschreibung*)

Grading Criteria

Schriftliche Lernerfolgskontrolle GN101

<u>1. Ein Arbeitsauftrag zum Thema Schrebergarten.</u>

(*30 Punkte*) (*6 Sätze - jeweils 5 Punkte: 3 Punkte für Inhalt und Logik, 1 Punkt für Grammatik, 1 Punkt für Rechtschreibung*)

1.
Gehe nicht in den Garten, wenn das Tor zu ist.
Man darf nicht in den Garten, wenn das Tor zu ist.
Man darf/Du darfst/sollst nicht einfach Blumen pflücken.
Ein Baum darf nicht höher als 5 Meter (5m) sein.
Ein Garten/Die Gärten dürfen nicht vernachlässigt sein/werden.
Man darf/Du darfst den Garten nicht vernachlässigen.
Man darf keinen Abfall/Müll/keine Pflanzen auf den Weg legen/schmeißen/werfen.

2.

Ich würde Obst anbauen/pflanzen, weil ich gern Obst/Äpfel/Birnen/ Kirschen esse.
Ich würde Obst/Gemüse anbauen/pflanzen, weil es gut schmeckt/, weil ich es verkaufen möchte/essen will.
Ich würde Blumen anbauen/pflanzen, weil sie schön sind/, denn sie sind schön.

3.

Es ist nicht attraktiv. Es gibt (zu) viele Regeln.
Es ist nicht attraktiv, weil junge Familien kein Geld haben/, weil es langweilig ist.
Es ist attraktiv, weil es keinen Stress gibt/, weil es ruhig ist/, weil es Biogemüse gibt.

4.

Es ist anders, denn in Deutschland gibt es immer mehr Regeln. /, weil die Schrebergärten kleiner/privater sind.
Die amerikanische Version ist lockerer. Es gibt nicht so viele Regeln.
In Amerika sind die Gärtner jünger. Es gibt nicht so viele alte Menschen.

2. Ihr zukünftiges Traumhaus.

(*30 Punkte*) (*5 Punkte pro Satz: 1 Punkt für Kreativität, 1 Punkt für Logik, 2 Punkte für die Verwendung von Futur und 1 Punkt für Rechtschreibung*)

Mein Traumhaus sollte/wird/würde in der Stadt sein, weil ich gerne Shoppen/ins Kino/ins Theater gehe.
... auf dem Land sein, weil ich es gern ruhig/die Natur mag.
Ich würde/werde mit meiner Familie/meinem Freund/meiner Freundin/meinen Freunden/allein wohnen (wollen).
Mein Traumhaus wird/würde/sollte eine Etage/zwei Etagen haben.
Es sollte groß und hell sein und viele Fenster haben.
Es sollte/wird/würde keine/kaum Fenster haben, denn ich mag es gern privat/dunkel.
Es sollte/wird/würde Solarzellen auf dem Dach haben.
Ich will/möchte ein großes Schlafzimmer/Wohnzimmer haben.
Ich will/möchte ein kleines Arbeitszimmer mit einem kleinen Schreibtisch und vielen Regalen, da ich gern lese.
Es sollte/wird ein umweltfreundliches Haus sein, weil mir die Umwelt wichtig ist.
Es hat einen Balkon und eine große Terrasse.
Die Jalousien sind automatisch.
Es hat einen kleinen Garten.

Appendix 3.C

Prueba 6: Unidad 6

SP 101

A. *Tu amiga Ana te mandó* (sent you) *un correo electrónico sobre sus próximas vacaciones. Después, te encuentras con su amigo mutuo Steve, y él te pregunta sobre Ana. Responde a sus preguntas.* (5 × 4 points each = 20 points)

> Este año voy a ir de vacaciones a Málaga, Andalucía. Málaga es un pueblo con playa que está en el sur de España. Ya he reservado las habitaciones de hotel para mí y mi familia, una doble para mi marido y yo y una para mis padres. La agencia de viajes ya ha confirmado la reserva. Hemos decidido ir de Madrid a Barcelona en avión y después en coche desde Barcelona hasta Málaga. Allá vamos a hacer excursiones a otros pueblos de la costa. Nos vamos a quedar dos semanas.

1. ¿Adónde van Ana y su familia?

____

2. ¿Cómo van a viajar?

____

3. ¿Qué van a hacer?

____

4. ¿Por cuánto tiempo están allí?

____

5. ¿Cuántas personas van en total?

____

B. *Tienes un horario muy ocupado, y tienes dificultades para mantener todo en orden. Escribe en tu agenda cuáles son tus planes futuros para los períodos de tiempo indicados.* (5 × 4 points each = 20 points)

Esta noche...	Mañana...	Este fin de semana...	Las próximas vacaciones...	El año que viene...
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________

C. *Hace semanas que no hablas con uno de tus mejores amigos. Actualízale* (update him/her) *sobre tu vida escribiendo un email de 5 oraciones sobre lo que has hecho recientemente. Usa al menos 3 palabras de la lista.* (5 × 4 points each = 20 points)

camping – ido – siesta – dar un paseo – mejor – tiempo libre – estado mucho – viajar – estupendo – porque – volver

____

____

____

____

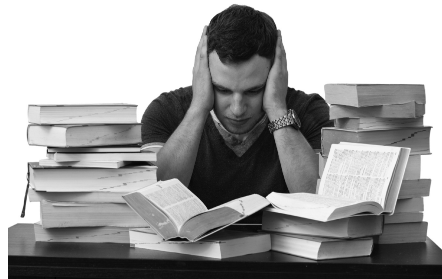
____

D. *Un nuevo estudiante de primer año quiere saber más sobre tu clase de SP 101 este semestre, para estar mejor preparado para el próximo semestre. Contesta sus preguntas usando oraciones completas.* (5 × 4 points each = 20 points)

1. ¿Cuál es una cosa importante que has aprendido este semestre?
____
2. ¿Qué vamos a hacer en clase durante el semestre?
____
3. ¿Vas mucho a la biblioteca para estudiar?
____
4. ¿Cuál es tu consejo para un amigo que no puede hablar bien en español?
____
5. ¿Has conocido a un amigo en la clase de español?
____

E. *Selecciona una de las fotos marcando una X en el espacio al lado. Luego escribe 5 oraciones diferentes en español. Debes incluir al menos 3 de las palabras o expresiones de la lista.* (5 × 4 points each = 20 points)

Boris Rabtsevich/Shutterstock.com



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a. ____________________ **b.** ____________________

bienestar – ocio – aconsejar – alojamiento – ir – moderado – mejor – semana – todo el día – reservar

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Grading Criteria

A. 5 × 4 points each = 20 points | 2 points for a logical response and 2 points for general language.

Sample Answers
1. Van de vacaciones a Málaga.
2. Van en avión y en coche.
3. Van a hacer excursiones.
4. Están allí por dos semanas.
5. Van cuatro personas.

B. 5 × 4 points each = 20 points | 2 points for a logical response and 2 points for general language.

Sample Answers
1. Esta noche voy a estudiar para mi clase.
2. Mañana voy a trabajar.
3. Este fin de semana voy a ir al cine.
4. Las próximas vacaciones voy a la playa con mis primos.

C. El año que viene voy a buscar trabajo. 5 × 4 points each = 20 points | Per sentence, 2 points for a logical response and 2 points for general language. –2 points for each missing word (up to –6 points total).

Sample Answer
En mi tiempo libre, he hecho mucho recientemente. He ido a un partido de fútbol con mis amigos. ¡Fue estupendo! También hemos dado un paseo por el River Walk todos los fines de semana. Ha sido espectacular porque hemos tenido muy buen clima.

D. 5 × 4 points each = 20 points | 2 points for a logical response and 2 points for general language.

Sample Answers
1. He aprendido a pedir información.
2. Van a estudiar palabras nuevas.
3. Sí, voy con mucha frecuencia.
4. Es importante hacer la tarea.
5. Sí, he conocido a Angela.

E. 5 × 4 points each = 20 points | 2 points for a logical response and 2 points for general language. –2 points for each missing word (up to –6 points total).

Sample Answers

1. La semana que viene voy a Florida.
2. Voy con mi familia.
3. Vamos en avión.
4. Ya hemos reservado el hotel.
5. Va a ser divertido.