

Building a Tailor-Made Digital Placement Test

A Talk to Share Experiences with
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Sharing Experiences

- Our situation – International Business School
- Evolution of ESB-wide language concept
- Online design - learning
- Oral testing – learning from coach-approach
- Evaluation of results
- Evaluation of tests & moving forward

Setting the scene



INTERNATIONAL RELATIONS

INTERNATIONAL NETWORKS

PARTNER UNIVERSITIES

INTERNATIONAL TEACHING

VISITING LECTURERS
PROGRAMME

INTERNATIONAL TEAM

STUDENT EXCHANGE

INTERNATIONAL TEACHING

Teaching at ESB Business School has a consistently international orientation. We are continuously working on expanding this international focus to promote the intercultural competence of our students. Students at ESB Business School should...

... understand how to apply subject-related knowledge in a variety of different cultures.

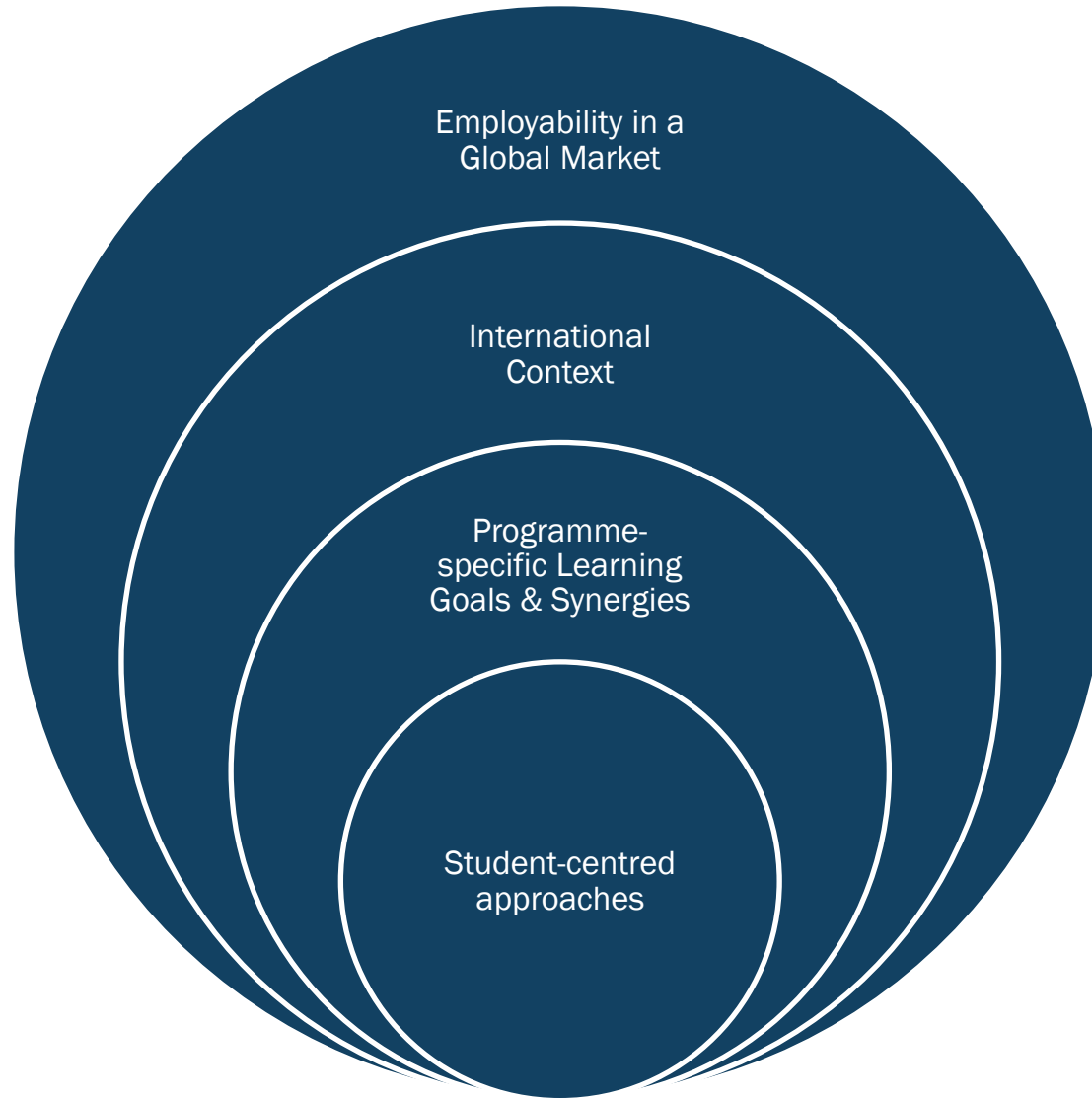
... develop the ability to communicate in their discipline with people from different cultures

... develop the skills that are necessary in a global labour market.

The internationalisation of our teaching takes into account all the aspects of the learning process, subject content, teaching methods and integrated international mobility.



Evolution of the Concept



Online Design - Learning

Overall plan and structure

- Spanish & German have other priorities
- Flexibility

Digital tool: Moodle

- Increased competency
- Restricts creativity
- Supports reliability & validity

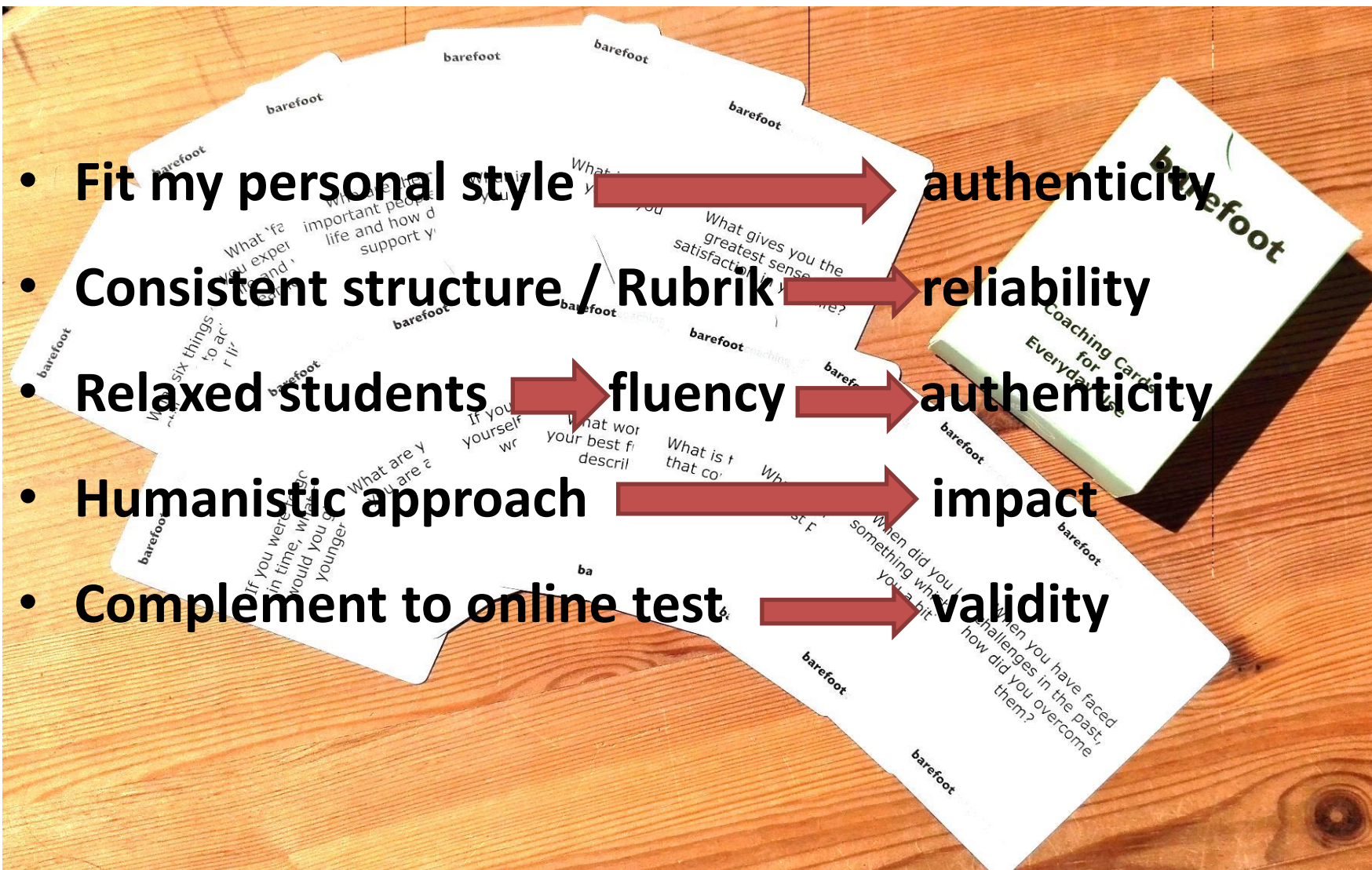
Oral Testing – Coach Approach

- 20 minutes per student
- Rapport-building opener question
- BEC-style business situation: thoughts „presentation“
- Express opinion of news photo
- Pick a card & respond spontaneously
- Rate your performance






Rubric

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	General Notes & Observations
ORAL PRODUCTION				
Student articulates clear and understandable information about complex subjects.	<input type="checkbox"/> 0 Makes multiple pronunciation and/or grammatical errors that interfere with understanding.	<input type="checkbox"/> 1 Makes few pronunciation and/or grammatical errors which do not interfere with understanding.	<input type="checkbox"/> 2 Makes isolated or no pronunciation and/or grammatical errors.	
Student uses language appropriately for academic and professional purposes.	<input type="checkbox"/> 0 Makes multiple vocabulary and/or style, and/or register errors.	<input type="checkbox"/> 1 Makes few vocabulary and/or style, and/or register errors.	<input type="checkbox"/> 2 Makes isolated or no vocabulary and/or style, and/or register errors.	
ORAL INTERACTION				
Student expresses him/herself fluently and spontaneously.	<input type="checkbox"/> 0 Demonstrates limited lexical repertoire which impairs fluency and spontaneous expression.	<input type="checkbox"/> 1 Demonstrates broad lexical repertoire which facilitates fluent and spontaneous expression.	<input type="checkbox"/> 2 Demonstrates extensive lexical repertoire which facilitates fluent and spontaneous expression.	

Oral Testing – Coach Approach

- 
- **Fit my personal style** → **authenticity**
 - **Consistent structure / Rubrik** → **reliability**
 - **Relaxed students** → **fluency** → **authenticity**
 - **Humanistic approach** → **impact**
 - **Complement to online test** → **validity**

Evaluation of Results

First name / Surname	Time taken	Grade/10.00	Q. 1 /0.33	Q. 2 /0.33	Q. 3 /0.33	Q. 4 /0.33	Q. 5 /0.33	Q. 6 /0.33	Q. 7 /0.33	Q. 8 /0.33	Q. 9 /0.33	Q. 10 /0.33	Q. 11 /0.33	Q. 12 /0.33	Q. 13 /0.33	Q. 14 /0.33
	54 mins 9 secs	6.61	✓ 0.33	✓ 0.33	✓ 0.22	✓ 0.22	✓ 0.25	✓ 0.33	✓ 0.33	✓ 0.28	✓ 0.33	✓ 0.33	✓ 0.20	✓ 0.33	✓ 0.21	✓ 0.28
	41 mins 16 secs	3.22	✗ -	✓ 0.07	✓ 0.17	✓ 0.22	✓ 0.21	✓ 0.28	✓ 0.13	✓ 0.33	✓ 0.13	✓ 0.20	✓ 0.13	✓ 0.11	✓ 0.13	✓ 0.11
	52 mins 24 secs	6.91	✓ 0.30	✓ 0.33	✓ 0.22	✓ 0.22	✓ 0.33	✓ 0.33	✓ 0.33	✓ 0.33	✓ 0.33	✓ 0.33	✓ 0.33	✓ 0.28	✓ 0.25	✓ 0.11
	56 mins 34 secs	4.49	✓ 0.15	✓ 0.13	✓ 0.33	✓ 0.28	✓ 0.17	✓ 0.33	✓ 0.20	✓ 0.33	✓ 0.33	✓ 0.27	✓ 0.07	✓ 0.22	✓ 0.08	✓ 0.06
	1 hour 2 mins	5.34	✓ 0.30	✗ 0.00	✓ 0.33	✓ 0.28	✓ 0.29	✓ 0.33	✓ 0.33	✓ 0.33	✓ 0.20	✓ 0.27	✓ 0.13	✗ 0.00	✓ 0.13	✓ 0.17

Evaluation of Tests & Moving Forward



References

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Thank you!

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