Building a Tailor-Made Digital Placement Test

A Talk to Share Experiences with
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BALEAP Bristol 2017
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 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

- Employability in a Global Market
- International Context
- Programme-specific Learning Goals & Synergies
- Student-centred approaches
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

<table>
<thead>
<tr>
<th>ORAL PRODUCTION</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>General Notes &amp; Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student articulates clear and understandable information about complex subjects.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Makes multiple pronunciation and/or grammatical errors that interfere with understanding.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes few pronunciation and/or grammatical errors which do not interfere with understanding.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes isolated or no pronunciation and/or grammatical errors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student uses language appropriately for academic and professional purposes.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Makes multiple vocabulary and/or style, and/or register errors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes few vocabulary and/or style, and/or register errors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes isolated or no vocabulary and/or style, and/or register errors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ORAL INTERACTION</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>General Notes &amp; Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student expresses him/herself fluently and spontaneously.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Demonstrates limited lexical repertoire which impairs fluency and spontaneous expression.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates broad lexical repertoire which facilitates fluent and spontaneous expression.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates extensive lexical repertoire which facilitates fluent and spontaneous expression.</td>
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<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>First name / Surname</th>
<th>Time taken</th>
<th>Q. 1 /0.33</th>
<th>Q. 2 /0.33</th>
<th>Q. 3 /0.33</th>
<th>Q. 4 /0.33</th>
<th>Q. 5 /0.33</th>
<th>Q. 6 /0.33</th>
<th>Q. 7 /0.33</th>
<th>Q. 8 /0.33</th>
<th>Q. 9 /0.33</th>
<th>Q. 10 /0.33</th>
<th>Q. 11 /0.33</th>
<th>Q. 12 /0.33</th>
<th>Q. 13 /0.33</th>
<th>Q. 14 /0.33</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>54 mins 9 secs</td>
<td>6.61</td>
<td>✓ 0.33</td>
<td>✓ 0.33</td>
<td>✓ 0.22</td>
<td>✓ 0.22</td>
<td>✓ 0.25</td>
<td>✓ 0.33</td>
<td>✓ 0.33</td>
<td>✓ 0.28</td>
<td>✓ 0.33</td>
<td>✓ 0.33</td>
<td>✓ 0.20</td>
<td>✓ 0.33</td>
<td>✓ 0.21</td>
</tr>
<tr>
<td></td>
<td>41 mins 16 secs</td>
<td>3.22</td>
<td>✓ -</td>
<td>✓ 0.07</td>
<td>✓ 0.17</td>
<td>✓ 0.22</td>
<td>✓ 0.21</td>
<td>✓ 0.28</td>
<td>✓ 0.13</td>
<td>✓ 0.33</td>
<td>✓ 0.13</td>
<td>✓ 0.20</td>
<td>✓ 0.13</td>
<td>✓ 0.11</td>
<td>✓ 0.13</td>
</tr>
<tr>
<td></td>
<td>52 mins 24 secs</td>
<td>6.91</td>
<td>✓ 0.30</td>
<td>✓ 0.33</td>
<td>✓ 0.22</td>
<td>✓ 0.22</td>
<td>✓ 0.33</td>
<td>✓ 0.33</td>
<td>✓ 0.33</td>
<td>✓ 0.33</td>
<td>✓ 0.33</td>
<td>✓ 0.33</td>
<td>✓ 0.28</td>
<td>✓ 0.25</td>
<td>✓ 0.11</td>
</tr>
<tr>
<td></td>
<td>56 mins 34 secs</td>
<td>4.49</td>
<td>✓ 0.15</td>
<td>✓ 0.13</td>
<td>✓ 0.33</td>
<td>✓ 0.28</td>
<td>✓ 0.17</td>
<td>✓ 0.33</td>
<td>✓ 0.20</td>
<td>✓ 0.33</td>
<td>✓ 0.33</td>
<td>✓ 0.27</td>
<td>✓ 0.07</td>
<td>✓ 0.22</td>
<td>✓ 0.08</td>
</tr>
<tr>
<td></td>
<td>1 hour 2 mins</td>
<td>5.34</td>
<td>✓ 0.30</td>
<td>✓ 0.00</td>
<td>✓ 0.33</td>
<td>✓ 0.28</td>
<td>✓ 0.29</td>
<td>✓ 0.33</td>
<td>✓ 0.33</td>
<td>✓ 0.20</td>
<td>✓ 0.27</td>
<td>✓ 0.13</td>
<td>✓ 0.00</td>
<td>✓ 0.13</td>
<td>✓ 0.17</td>
</tr>
</tbody>
</table>
Evaluation of Tests & Moving Forward

- testing solution
- revision cycle, increased reliability
- multi-purpose, multi-users
- human factor
- oral versus written assessment, individualised instruction
- increased collaboration
- best practices for assessment across all languages
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References


Thank you!

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