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A hybrid learning framework for building student assessment literacy and improving oral communication skills in second language acquisition

**Anu Bissoonauth and Simon Bedford**



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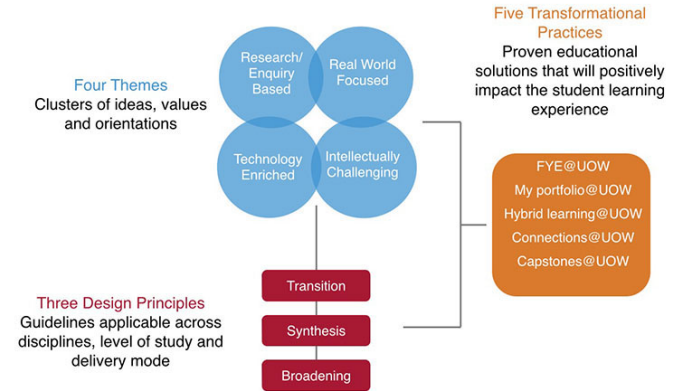
# Drive for change @UOW

## I. Curriculum Transformation Process – 2015 to 2018

1. FYE@UOW
2. Capstones@UOW
3. MyPortfolio@UOW
4. **Connections@UOW**
5. **Hybrid Learning@UOW**

## II. TEQSA Re-Registration – 2017 to 2018

- **New Higher Education Standards Framework -2017**
- **Teaching & Assessment Policy Suite (TAPS) -2016**
- **Assessment & Feedback Principles: FA vs SA vs AL**
- Assessment Quality Cycle and Peer review of assessment standards
- TEL Strategy (DLT's), English Language Policy, Academic Integrity Policy



**Australian Government**  
**Tertiary Education Quality  
and Standards Agency**



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# Course Learning Outcomes

## Major Learning Outcomes:

1. Demonstrate a broad understanding of the French language and grammar;
2. **Communicate in both spoken and written French** at B2 Level in the **Common European Framework of Reference for Languages (CEFR)**;
3. **Comprehend spoken and written French** at B2 level in the **CEFR**;
4. Critically analyse and evaluate historical events and socio-cultural forces that have shaped modern France, its people and language.

Course handbook:

<http://www.uow.edu.au/handbook/yr2017/ug/H17005896.html>



# Curriculum Transformation – Connections@UOW

The language café: Extracurricular Activities

#SasP

Language Ambassadors: Co-Curricular Activities

French 351

French 352

French 241

French 242

French 151

French 152

Academic  
Curriculum  
Activities –  
Assessment literacy  
& Hybrid  
Learning@UOW

Schools in NSW: Activities supporting the next generation



# Curriculum Transformation – Assessment Literacy



**French 351**

**French 352**



**French 241**

**French 242**



**French 151**

**French 152**

Build a scaffolded assessment framework:

- Make the most of limited f2f class time
- Peer support: Formative assessment and feedback
- Activities to target 4 core Language skills (Listening, Speaking, Reading and Writing)

MLO 2: Communicate in both spoken and written French

MLO 3: Comprehend spoken and written French

- Connections@UOW

Collaborative learning (Online)

- Hybrid Learning@UOW



## 2<sup>nd</sup> Language acquisition challenges

- Development of oral proficiency 2<sup>nd</sup> language acquisition = challenging + **neglected aspect** (Egan, 1999, Vandergrift & Goh 2012, Graham & Santos, 2015, Caruso et al. 2016)
- Oral/Aural skills in curriculum (speaking and listening skills) plus reading and writing
- 1<sup>st</sup> year evaluations French language course (not enough conversation practice, students unprepared for oral tests, confidence ↓, results affected)
- Increasing numbers, oral assessment F2F problematic, workload implications
- Potential impact on numbers & strength of Program
- French language curriculum integrates technology in innovative manner e.g **@Hybrid Learning Activities**



# Hybrid Activities - Examples



Watch Video



PRESET oral assessment marking rubric

Criteria	Poor (1 mark)	Limited (2 marks)	Fair (3 marks)	Good (4 marks)	Excellent (5 marks)
Pronunciation					
Fluency					
Grammatical accuracy					
Lexical range					
Use of appropriate register					
Total Marks = 20 x 100% = _____%					
Grade Awarded					

Download Assessment Rubric, complete and then grade students. Take rubric to class.



Question 1  
Oral Assessment  
What grade did you award Rachel?  
Not yet answered  
Marked out of 1.00  
Flag question

Select one:

A. Fail

B. Pass

C. Credit

D. Distinction

E. High Distinction

Question 3  
Oral Assessment  
What grade did you award Rebekah?  
Partially correct  
Mark 0.25 out of 1.00  
Flag question  
See question

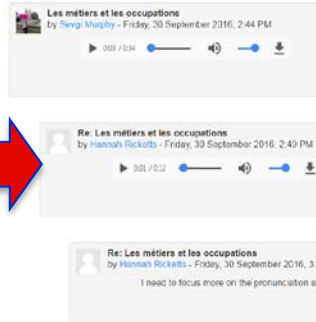
Your answer is partially correct.

The correct answer is: Distinction

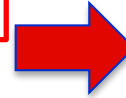
Receive instant feedback online, and watch formative feedback video



Listen to French conversation and transcribe.



Read conversation piece, listen to your peers, then leave your recording. Receive peer feedback and leave reflection summary



Discuss in class

# Activities - Pilot

First Pilot with 20 Students

**French 151**

Which communication activities did students do?

- 2016 Pilot Instructions in Moodle on how to leave audio recording & postings
- 3 Hurdle Assessment tasks with formative oral feedback:
- 2 dialogues in pairs on topics studied in class e.g. 'leisure & shopping'
- Evaluate authentic video of students food shopping for party in supermarket
- Oral Assessment: role play in pairs to organise birthday party meal

Second Pilot with all 90 Students

**French 152**

All feedback done online by tutors





# Results from pilot

French 151

French 152

How useful did you find the hurdle tasks?'

individual oral feedback was useful  
especially for pronunciation

I acquired a confidence  
boost

this is what I am going to have to  
do in the exam

hurdle tasks were  
useful because you had  
to prepare for it

the plugin [poodll] was good  
because one can contribute  
at one's leisure

finding someone to work with was not always easy  
because of our various commitments

Research question:

Will assessment data show students benefitting from hurdle tasks ?



# Activities - Main Study

French 241



French 151

How can we use peer assessment and review in a formative manner to enhance listening & speaking skills?

- Year 2 students support year 1 peers
- 2 hurdle tasks aligned with curriculum topics (introducing oneself, talking about one's home town)
- Instructions on Moodle on how to leave audio recording & posting in Moodle sites
- Year 2 students had experience of activities from pilot study
- FREN241 pilot (12 students) review 4 first year students each



# Results - Main Study

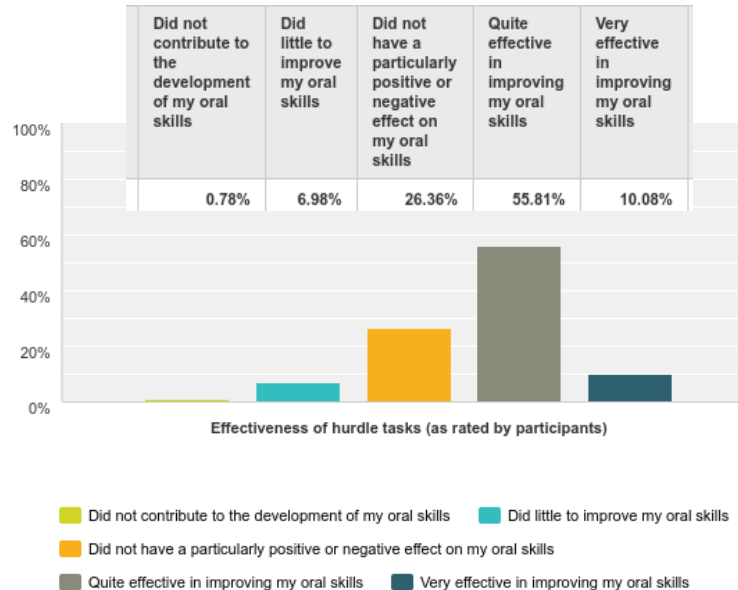
French 241



French 151

Mixed methods: Online survey, interviews and focus groups:

Q1: How would you rate the effectiveness of the online hurdle tasks you completed in promoting your oral communication skills?  
n= 129



*“I liked to do things online, as its less intimidating than in a classroom. I can always go back and re-listen or re-record something”*



# Results - Main Study

French 241

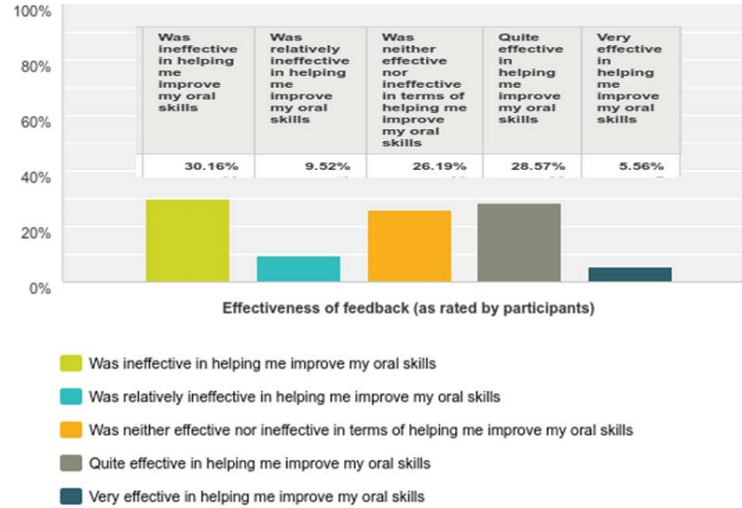


French 151

Mixed methods: Online survey, interviews and focus groups:

Q4: How effective was the feedback you received about your audio postings in helping you develop your oral skills?

n= 128



*“The second year student that supported me was very helpful and encouraged me to keep working on my French.”*



# Learnings & Next Steps - Main Study

## What worked well, issues they had, amount of work involved & part of participation mark?

1. Peer reviewing took 30-40 minutes
2. 'Yes' to participation assessment mark (10% weighting)
3. Suggestions : ice breaking meeting start of semester pairing 1st years with 2nd year mentors to build trust and relationships.
4. 1st year students to converse and not read out answers
5. Technical Issues uploading audio feedback, low volume on occasions
6. Not all students did recordings on time.

**French 352**



**French 242**



**French 152**

**\*\*\*Spring Session will undertake collaborative learning between all three years**



# The Curriculum Development Team

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Curriculum



2017 Students as Partners: Language  
Ambassadors on WIN National News.



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# Questions



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