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Aligning goals, objectives, and assessments: A multiliteracies perspective

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Presentation Outline

1. A Backward Design model for curriculum revision

2. Incorporating a literacy orientation into introductory-level French courses

3. Aligning assessment with programmatic goals and objectives

A Multiliteracies Framework for Collegiate Foreign Language Teaching

Kate Paesani | Heather Willis Allen
Beatrice Dupuy

Theory and Practice in Second Language Classroom Instruction

Judith Liskin-Gasparro and Manel Lacorte, Series Editors

Articulating L2 learning outcomes

- The WHAT

  - Goals: broad, general statements of intended outcomes

  - Objectives: specific statements about how goals will be achieved in terms of observable learner behavior

- The WHY

What matters in L2 instruction?

"What is evaluated constitutes the *de facto* curriculum, and how it is evaluated reflects the *de facto* philosophy of learning and teaching, regardless of what the teacher or course description says" (Kern, 2000, p. 267)

The HOW: Elements of the backward design model (Wiggins & McTighe (2005)

1. Identify Desired Results —> GOALS & OBJECTIVES

2. Determine acceptable evidence —> ASSESSMENT

3. Plan learning experiences —> INSTRUCTION

Example: Backward design

OBJECTIVE: Reflect on your own language-learning processes

ASSESSMENT: Self-evaluation

INSTRUCTION: small group discussion; strategy instruction

What is literacy?

[T]he use of socially-, historically-, and culturally-situated practices of creating and interpreting meaning through texts. It entails at least a tacit awareness of the relationships between textual conventions and their contexts of use and, ideally, the ability to reflect critically on those relationships . . . literacy is dynamic – not static – and variable across and within discourse communities and cultures. It draws on a wide range of cognitive abilities, on knowledge of written and spoken language, on knowledge of genres, and on cultural knowledge.

(Kern, 2000, p. 16)

Goals for a literacy-based curriculum

Interaction with the content of texts:

- Language use

- Conventions

- Cultural knowledge

Through the learning processes of:

- Interpretation

- Collaboration

- Problem solving

- Reflection & self-reflection

(Kern, 2000; Paesani, Allen, & Dupuy, in press)

The Basic French Program at Wayne State University aims to enable students to:

A. use language in culturally appropriate ways to communicate in real-life contexts;

B. gain a rich understanding of the products, practices, and perspectives of the French-speaking world;

C. recognize the interdependence of language and culture;

D. reflect on the meaning of linguistic and cultural similarities and differences;

E. see connections between the study of French and other academic subjects; and

F. continue the study of French beyond the basic language sequence

Student Learning Objectives:

1. **create and use** culturally appropriate **language** in oral and written contexts

2. **understand and interpret** culturally appropriate **language** in oral & written contexts

3. **use** a range of **language forms** appropriately and accurately

4. **understand cultural products, practices, and perspectives** of the French-speaking world **and relate** them to your own culture

5. **analyze and interpret** the cultural content of oral, written, and visual **texts** of various genres

6. **recognize and explain connections** between language used in texts and the cultural information and ideas expressed in those texts

7. **reflect** on your own language learning process

8. **compile and use information** about French & the French-speaking world through independent research and consultation of secondary sources

Characteristics of literacy-based assessment

1. Link linguistic form and meaning

2. Draw on students' knowledge of language, culture, and conventions

3. Integrate rather than separate communicative modalities

4. Examine multiple perspectives of student performance

5. Be consistent with and contribute to teaching practices

(Kern, 2000)

MEASURING OBJECTIVES THROUGH ASSESSMENT

- Preparation & Participation, 11% (1-8)

- Self-Evaluations, 4% (7)

- Online workbook, 10% (2, 3)

- Writing, 15% (1, 3, 5, 7, 8)

- Workbook Quizzes, 20% (1, 2, 3)

- Oral & Written Exams, 40% (1-6)

1. create and use culturally appropriate language

2. understand and interpret culturally appropriate language

3. use a range of language forms appropriately and accurately

4. understand Francophone culture and relate it to your own culture

5. analyze and interpret the cultural content of texts of various genres

6. recognize and explain connections between language, culture, and ideas in texts

7. reflect on your own language learning process

8. compile and use information

The assessments for this course have contributed to my developing ability to…

RESPONDENTS: n = 289	STRONGLY AGREE / AGREE	NEUTRAL	DISAGREE / STRONGLY DISAGREE
1. create and use culturally appropriate language in oral and written contexts	82%	12%	3%
2. understand and interpret culturally appropriate language in oral & written contexts	**71%**	**17%**	**9%**
3. use a range of language forms appropriately and accurately	75%	15%	8%
4. understand cultural products, practices, and perspectives of the French-speaking world and relate them to your own culture	73%	19%	6%
5. analyze and interpret the cultural content of oral, written, and visual texts of various genres	**70%**	**20%**	**8%**
6. recognize and explain connections between language used in texts and the cultural information and ideas expressed in those texts	**68%**	**23%**	**7%**
7. reflect on your own language learning process	71%	16%	11%

	PPA	SELF-EVAL	iLRN	PAR ÉCRIT	WB QUIZ	MID-TERM
Which assessments have contributed the most to your developing ability to do the following? Check all that apply.						
1. create and use culturally appropriate language in oral and written contexts	54%	6%	53%	49%	31%	28%
2. understand and interpret culturally appropriate language in oral & written contexts	52%	4%	55%	44%	26%	21%
3. use a range of language forms appropriately and accurately	48%	4%	56%	53%	29%	26%
4. understand cultural products, practices, and perspectives of the and relate them to your own culture	54%	5%	39%	34%	19%	20%
5. analyze and interpret the cultural content texts of various genres	52%	3%	50%	36%	24%	19%
6. recognize and explain connections between language and cultural information in texts	51%	5%	52%	38%	27%	22%
7. reflect on your own language learning process	44%	46%	42%	39%	30%	27%

Student Performance Data: Self-Evaluations

DESCRIPTION: Self-evaluation rubric of performance in class, including reflective component asking students to pinpoint strategies that have worked well and areas for improvement.

OBJECTIVES	LITERACY PRINCIPLES
7. Reflect on your own language learning processes	• Self-reflection • Collaboration

SELF-EVALUATION
Grading Rubric

NAME: _____   SE # _____

PREPARATION (2 points)	NEVER	USUALLY	ALWAYS
I prepared all required TB pages prior to my arrival in class	0	.5	1
I prepared all required SAM activities prior to my arrival in class	0	.5	1
PARTICIPATION (4 points)	NEVER	USUALLY	ALWAYS
I asked and answered questions when my teacher called on me and volunteered to participate in class	0	.5	1
I actively engaged with my classmates during pair/group work	0	.5	1
I tried to communicate *only* in French during class	0	.5	1
I had a positive attitude and was respectful to my instructor and classmates	0	.5	1
REFLECTIVE QUESTIONS (4 points)	*NB: Reflective Qs are graded by your instructor*		
List one strategy you used to successfully prepare for and participate in class since your last self-evaluation (or since the beginning of the semester). _____ / 1 point			
What is your main area of weakness in this course? What strategy can you use to overcome this weakness between now & the next self-evaluation? _____ / 2 points			
List one strategy you learned from your classmates during discussion of the self-evaluation that you will use to help you perform better in class. _____ / 1 point			
TOTAL	_____ / 10 points		

INSTRUCTOR COMMENTS:

List one strategy you used to prepare for and successfully participate in class	
IN-CLASS WORK	"Participate more," "Engage with classmates during class," "Stay awake and ask questions," "Arrive on time"
OUT-OF-CLASS WORK	"Read over and over," "Go over the Power Points," "Prepare early," "Follow the syllabus"
NOTE TAKING	"Reviewing notes I took in class during lecture," "Take notes about grammar," "Outlining the chapter," "Organize vocabulary by gender"
ELECTRONIC RESOURCES	"Do SAM activities before class," "Pronounce new words using the online tools," "Use flashcards," "Duolingo," "Use the language lab"
COMMUNICATION	"Talk to myself," "Watch movies with French subtitles," "Communicate only in French on Facebook," "Listen to French radio on Pandora"
SEEKING HELP	"Go to SI sessions," "Ask for help in class," "Look for a tutor"

What is your main area of weakness in this course? What strategy can you use to overcome this weakness?	
LANGUAGE FORMS	"Grammar and pronunciation. Stop being shy." "Constructing sentences. Redo homework to improve." "Spelling. I can try reading more French terms."
COMMUNICATION	"Reading and understanding French. Changed my phone setting." "Spontaneous speech. I will get a study partner and practice conversation."
STUDY SKILLS	"Course moves fast. Go over everything more than two times." "Memorization. I can study harder." "Time management. I can create a schedule."
IN-CLASS WORK	"Group work. Just do it anyways." "Feel more comfortable to participate in class. Prepare."

List one strategy you learned from your classmates that you will use to help you perform better in class	
COLLABORATION	"Use your partner to help you," "Work with stronger students," "Form a study group," "Go to SI sessions"
STUDY SKILLS	"Flashcards," "Go over the materials several times," "Reviewing immediately after class," "Don't rush through homework"
TIME MANAGEMENT	"Keep a study agenda," "Learn to prioritize," "Set more time aside to fully understand"
ELECTRONIC RESOURCES	"DuoLingo and memrise.com," "Change phone/computer to French," "Work on non-assigned iLrn problems"
COMMUNICATION	"Listen carefully," "Try harder to use what I know and think and speak only in French," "Think about French during my daily routine"

Student Performance Data: Written Exams

DESCRIPTION: Written exams test students' ability to communicate in interpretive and presentational modes about course content.

OBJECTIVES	LITERACY PRINCIPLES
1. create and use culturally appropriate language 2. understand and interpret culturally appropriate language 3. use a range of language forms appropriately and accurately 4. understand Francophone culture and relate it to your own 5. analyze and interpret cultural content of texts 6. recognize & explain connections between language, culture, and ideas in texts	• Language use • Cultural knowledge • Interpretation • Problem solving • Reflection

FRE 1010, Written Mid-Term Exam: Context

- *Contexte* : To help build your language abilities before going to France next year, you look for a French-speaking ePal on the website www.penpal-tradition.net. As you complete the activities below, reflect on how the two profiles relate to your personality and interests.

FRE 1010 Written Mid-Term Exam: Activities (Partie II)

F. <u>Les loisirs des jeunes Français</u>. Before reading the ePal profiles, reflect on what you learned about French leisure-time activities in class and your textbook. Place a checkmark next to those activities that are favorites among French young people. Check all that apply. (4 points)

G. <u>Les loisirs des jeunes Nord-Américains</u>. What similarities and differences exist between young people in North America and young people in France regarding leisure-time activities? List at least one similarity and one difference between the two groups of young people. Justify your response based on your answer to question F, above, and what you learned about leisure-time activities in class and your textbook. Please answer in **ENGLISH**. (4 points)

FRE 1010 Written Mid-Term Exam: Activities (Partie II)

H. <u>Ce qu'on aime</u>. Read the ePal profiles, paying attention to each person's leisure activities and likes/dislikes as stated in the **Présentation rapide** and **Ce qu'il/elle aime** sections. In the table below, check off the leisure activities and likes/dislikes mentioned for each person. (12 points)

I. <u>Un correspondant compatible</u>. (10 points)

- 1. List three *leisure-time activities* you like to practice. Please answer in **FRENCH** and pay attention to spelling! (3 points)

- 2. List three words that describe *your personality*. Please answer in **FRENCH** and pay attention to spelling and agreement (masculine/feminine). (3 points)

- 3. Based on your stated leisure-time activities and your personality, which ePal is the best match for you? Why? Justify your answer based on your understanding of the profiles above. Please answer in **ENGLISH**. (4 points)

FRE 1010 Written Mid-Term Exam: Activities (Partie II)

G. <u>A vous!</u> Write a message to the ePal who best fits your leisure activities, likes/dislikes, and personality. In your e-mail, please do the following: introduce yourself; state your age and where you are from; describe your personality; describe your leisure activities and likes/dislikes; ask your ePal two (2) questions to find out more information about him/her.

Your e-mail must also include at least four (4) of the following verbs: *aimer, avoir, détester, écouter, être, étudier, habiter, jouer, manger, regarder, travailler, voyager*. Your grade will be based on the following criteria: task completion, use of targeted grammar and vocabulary, spelling, and message conveyed. *Please write 7-8 complete sentences in FRENCH*! (20 points)

TARGETED VOCABULARY: greetings & introductions, descriptive adjectives, age, leisure activities

TARGETED GRAMMAR: *être*, *avoir*, *-er* verbs, *ne…pas*, subject pronouns, question formation (*est-ce que, combien, quel(s), quelle(s), qu'est-ce que, qui est-ce que*)

FRE 1010 Winter 2014 & Summer 2014						N = 67					
Activity	A	B	C	D	E	F	G	H	I	J	Overall
Point Value	6	2	6	4	12	4	4	12	10	20	80
Mean Score	5.2	1.72	5.21	3.39	10.62	2.5	3.49	10.68	8.90	17.94	69.78
Overall Average	87%	86%	87%	85%	89%	63%	87%	89%	89%	90%	87%
Standard Deviation	0.94	0.37	1.32	0.71	1.23	0.65	0.56	1.15	1.06	2.74	6.48
Range	4	1	4	3	5	2.5	2.5	5	5	20	35.5

Implications

1. Clearly communicate course objectives to students at multiple points during a course/program

2. Explicitly link learning objectives, assessments, and classroom activities

3. Use the backward design model to facilitate instructor awareness and implementation of the curriculum

4. Collect learner data to inform curricular revision

Questions? Comments?

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