Survey on Assessment Practices of Teachers of Advanced Language Learners

Dear Language Educator,

We would like to ask your help in supplying information about how you assess the proficiency of your advanced foreign language learners and what some of your perceptions are about advanced language proficiency.

The survey is part of a project conducted by the Center for Advanced Language Proficiency Education and Research (CALPER), a National Foreign Language Resource Center at the Pennsylvania State University.

Thank you very much for your time and cooperation.

Sincerely,
Elana Shohamy, Ph.D.
Ofra Inbar, Ph.D.

CALPER
The Pennsylvania State University
5 Sparks Building
University Park, PA 16802-5203
Tel.: (814) 863-1212
IMPLIED INFORMED CONSENT FOR SOCIAL SCIENCE RESEARCH –The Pennsylvania State University

Title of Project: “Assessment Practices of Teachers of Advanced Language Learners”
Principal Investigator: Center for Advanced Language Proficiency Education and Research (CALPER)

The purpose of this survey is to gather information on the practices and procedures of teachers to assess foreign language learners. Results of this survey might provide better understanding of how advanced language learners are assessed.

You will be asked 48 questions.

Your participation in this online survey is voluntary, usernames or remote computer names will not be retained, stored, or used in data analysis or reporting by those involved in the data analysis and reporting. You can stop at any time by exiting the survey.

The survey does not ask for any information that would identify who the responses belong to. Your confidentiality will be kept to the degree permitted by the technology used. No guarantees can be made regarding interception of data sent via the Internet by any third party.

The Office for Research Protections and the Social Sciences Institutional Review Board of the Pennsylvania State University may review records related to this project. You can ask questions about this research. Contact Gabriela Appel at email: calper@psu.edu or phone (814) 863-1212. If you have questions about your rights as a research participant, contact the Pennsylvania State University’s Office for Research Protections at (814) 865-1775.

You must be 18 years of age or older to take part in this on-line survey.

Clicking the “I agree” button below, implies that you have read the information and consent to take part in this research.

This informed consent form was reviewed and approved by the Office of Research Protections (IRB #21705) at the Pennsylvania State University on 10-17-2005. It will expire on 10-04-2006 (DWM).

* I agree I disagree
* 2. Are you
   Male
   Female

* 3. Do you currently teach in the U.S.?
   Yes, I currently teach in the United States.
   No, I currently teach in another country.
   No, I am not currently teaching (on leave, sabbatical, retired etc.)

* 4. If you do not teach in the US, in which country do you teach?

* 5. When was the last time you taught in the United States?
   no. of years ago
   1-2 years ago
   3-5 years ago
   longer than 5 years ago

* 6. Which language(s) are you a NATIVE speaker of?
   Chinese
   English
   French
   German
   Japanese
   Korean
   Russian
   Spanish
   Other (please specify) ____________________

* 7. Besides your native language(s), which language(s) do you consider yourself an EXPERT speaker of?
   Chinese
   English
   French
German
Japanese
Korean
Russian
Spanish
Other (please specify) ____________________
______________________________________________________________________

* 8. Which language(s) do you teach?
Chinese
English
French
German
Japanese
Korean
Russian
Spanish
Other (please specify) ____________________
______________________________________________________________________

* 9. Which best describes the institution at which you teach?
elementary school
middle school
high school
community college
2-year college
4-year college/university
adult education
commercial language school
government
Other (please specify) ____________________
______________________________________________________________________

* 10. Have you had any training in language teaching?
Yes
No
* 11. How did you receive MOST of your training in language teaching?

Coursework at a College/University
Certificate Course/Program in FL Pedagogy
Intensive Courses at a Government Agency
Inservice Training Program at a College/University
Professional Development Workshops, Seminars, and/or Intensive Institutes
Other (please specify) ____________________

* 12. Do you have an academic degree?

Yes
No

* 13. What is the highest academic degree you earned?

B.A. or B.S.
M.A. or M.S.
M.Ed.
Ph.D.
Ed.D.
Other (please specify) ____________________

* 14. Which of the following is the major area of studies related to your highest degree?

Applied Linguistics and/or Linguistics
Secondary Education
Elementary Education
Foreign Languages / Literatures
Other (please specify) ____________________

* 15. How many years have you been teaching foreign languages?

0 - 1 years
2 - 5 years
6 - 10 years
11 - 15 years
16 - 20 years
more than 20 years

* 16. How many years have you been teaching ADVANCED foreign language learners?

- 0 - 1 years
- 2 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- more than 20 years

______________________________________________________________________

* 17. Typically during the year, what percentage of your teaching load do you teach each of the following levels? [Note: Sum should not exceed 100%]

<table>
<thead>
<tr>
<th>% of Time</th>
<th>100%</th>
<th>75%</th>
<th>50%</th>
<th>25%</th>
<th>0%</th>
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<tr>
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<td>beginning</td>
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</table>

______________________________________________________________________

* 18. During the last year, how many courses have you taught where the curriculum/syllabus can be labeled as ....

- 0
- 1
- 2
- 3
- 4
- 5
- more than 5

skills-based

literature-based

content-based
* 19. Have you ever taught an advanced course with a focus on ....

    Yes       No

    international law
    engineering
    business
    health profession

In the following section, we would like you to tell us about your assessment practices.

* 20. Please estimate how many times you typically use each of the following procedure to assess your advanced students during a SEMESTER?

    never    1 -2    3 - 4    5 - 6    7 - 8    more than 8

Performance Tasks
Oral Interviews
Tests
Essays / Compositions
Simulations (e.g. Role Plays)
Presentations
Quizzes

21. Think of ONE of your advanced language courses and tell us how you calculate your final grade for the course. Enter numerical values between 0 - 100 (for percentages) and note that the sum cannot exceed 100.

    _____ Written Tests (incl. midterm and/or final exams)
    _____ Oral Tests (incl. midterm and/or final exams)
    _____ Quizzes
____ Essays (or Compositions
____ Portfolios
____ Projects
____ Attendance
____ Other

22. Can you tell us the title of that course?

_________________________________________

_____________________________________________________________________

* 23. Do you use “portfolios” to assess your advanced learners?
   Yes  No

_____________________________________________________________________

* 24. What do you typically assess with a “portfolio?”
   [check all that apply]

   subject matter knowledge
   integrated skills
   research skills
   grammar
   discourse
   vocabulary
   intercultural competence
   speaking
   writing
   collaboration
   Other (please specify)____________________

_____________________________________________________________________

* 25. Think of one of the courses in which you use “portfolios”. What percentage does the portfolio count towards the final grade in that course?

   0 - 5 %
   5 - 10%
   10 - 20%
* 26. Do you use “projects” to assess your advanced learners?

Yes  No

* 27. What do you typically assess with a “project”?  
[click all that apply]

- speaking
- integrated skills
- collaboration
- research skills
- subject matter knowledge
- listening
- reading
- writing
- presentational skills
- Other (please specify) ____________________

* 28. Think of one of the courses in which you use “projects”. What percentage does the project count towards the final grade in the class?

- 0 - 5 %
- 5 - 10%
- 10 - 20%
- 20 - 30%
- 30 - 40%
- 40 - 50%
- more than 50%

* 29. Do you engage your students in “self-assessment?”

Yes  No
* 30. When your students engage in “self-assessment”, can you tell us what your students typically assess?
[click all that apply]

their research skills
their oral presentation
their progress in learning the language
their projects
their portfolios
their essays and compositions
Other (please specify) ______________________

* 31. Do you engage your students in “peer assessment?”

Yes
No

* 32. When your students engage in “peer assessment”, can you tell us what your students typically assess?
[click all that apply]

presentations of peers
projects of peers
portfolios of peers
essays and compositions of peers
Other (please specify) ______________________

* 33. Which skills, do you typically assess with the following assessment procedures?
[check all that apply]

listening     reading     speaking     writing     do not use

Quizzes
Tests
Oral Interviews
Compositions or Essays
Performance Tasks
Presentations

* 34. What (vocabulary, grammar, discourse or intercultural competence) do you typically assess with the following procedures? [check all that apply]

vocabulary   grammar    discourse    intercultural competence    do not use

Quizzes
Tests
Presentations
Compositions or Essays
Performance Tasks
Oral Interviews

* 35. Consider the dichotomy between “language” and “content”: If you think of your assessment practices in your advances courses, what would you say you generally focus on?

I generally focus on assessing Content
I generally focus on assessing Language
I generally focus on assessing Content and Language
I cannot answer that question

31. Level of Training - Assessment Procedures

* 36. What best describes the level of training you had in each of the following.

extensive training   some training   minimal training   no training
Diagnostic assessment

Linking assessment to the curriculum

Evaluating written essays and compositions

Constructing classroom tests or quizzes

Developing rubrics

Using standards in assessment

Assessing oral interviews

Evaluating oral presentations

Using portfolios

32. Importance - Assessment Procedures

* 37. Indicate how IMPORTANT each one of the following is for your own advanced language teaching context.

<table>
<thead>
<tr>
<th>Procedure</th>
<th>very important</th>
<th>important</th>
<th>somewhat important</th>
<th>not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing rubrics</td>
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<tr>
<td>Evaluating oral presentations</td>
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<td>Constructing classroom tests and quizzes</td>
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<td>Creating performance-tasks</td>
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<tr>
<td>Evaluating written essays and compositions</td>
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<tr>
<td>Evaluating portfolios</td>
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</table>

* 38. Rate how important each of the following assessment PURPOSES is for the advanced learning context in which you teach.

<table>
<thead>
<tr>
<th>Purpose</th>
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<th>important</th>
<th>somewhat important</th>
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</tbody>
</table>
to assess on-going learning progress

to diagnose difficulties

to place into a program or course

to assess end of the semester (or year) achievements

to assign grades

34. Standards and Guidelines

* 39. To what extent do external standards, guidelines and/or scales affect your classroom assessment practices?

To a great extent     to some extent     to a limited extent     not at all

ILR Proficiency scale

National Standards in Foreign Language Education

School Board Standards

ACTFL Proficiency Guidelines

State Standards

40. If ANY of the above Standards or Guidelines affect your assessment, please specify in what way?

____________________________________________________________
______________________________________________________________________

35. Advanced Language Learners – Reactions

In this last section, we would like to ask you to react to a number of statements that are often made about the skills and abilities of advanced language learners. Do you agree or disagree with the following statements?

* 41. “Advanced language learners should be able to do the same things in their second/foreign language as in their first language.”

strongly agree     agree     neutral     disagree     strongly disagree
* 42. “An advanced language learner can ….”

strongly agree  agree  neutral  disagree  strongly disagree

read a work of popular fiction
read newspapers
read professional journals

* 43. “An advanced language learner can ….”

strongly agree  agree  neutral  disagree  strongly disagree

write academic papers
participate in a discussion on an academic topic
give presentations on academic topics

* 44. “An advanced language learner can ….”

strongly agree  agree  neutral  disagree  strongly disagree

understand humor
use and understand metaphors
participate in conversations on current events

* 45. “An advanced language learner can ….”

strongly agree  agree  neutral  disagree  strongly disagree

use complex language structures accurately
explain grammar to other learners
* 46. “An advanced language learner can ....”

strongly agree       agree       neutral       disagree       strongly disagree

demonstrate intercultural competence

describe complex processes

construct narratives

47. Are there other abilities that in your opinion characterize an “advanced” learner / user of a language?

other ________________

and ________________

and ________________

and ________________

and ________________

and ________________

and ________________

and ________________

* 48. If you would like to add additional comments about assessment of advanced learners and/or your conceptualization of what characterizes an advanced language learner, please feel free to do so.

____________________________________________________________
Thank you very much for your time and cooperation!

Results of this survey will become available at the website of the Center for Advanced Language Proficiency Education and Research once the research is completed.