

# **UEL, DLIFLC**

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**DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER**



# DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

## **ASSESSMENT STRATEGIES IN BASIC LANGUAGE PROGRAMS AT DLIFLC**

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# *Test Development*

*A Test Map for a Basic Program  
language course targets:*

- Course materials*
- Objectives & glossaries*
- Proper ILR level*



# ASSESSMENT PROGRESSION

SEMESTER I

L0+ - L1/1+

SEMESTER II

L1+ - L2

SEMESTER III

L2 – L2+/3

LIMITED  
PROFICIENCY

WORKING  
PROFICIENCY

PROFESSIONAL  
PROFICIENCY



# *The Test Map*

## *Create a Test Map:*

- Which course objectives do I want to test?*
- How many activities do I want my test to have?*
- What types of activities?*
- How many items per activity?*
- How much time should the test take to administer?*



# Testing Challenges

- *Task-based assessment*
- *Building achievement test with a proficiency component*
- *Developing mini-performance (Final Learning Objectives, or FLO) test at each unit*
- *Testing grammar in the listening modality*





# *Final Learning Objectives: Skill and Knowledge Requirements*

- **Proficiency (4 FLOs):** Global listening, reading, speaking, and [writing] at L2+/2+/2
- **Performance (16 FLOs):** Linguist job skills (transcribing, translating, interpreting)
- **Content (5 FLOs):** Comprehensive area studies
- **Ancillary (8 FLOs):** Enabling skills and knowledge (colloquial usage, manner/tone, accuracy phonetics, transliteration, text processing)



# *Grammar in Listening Comprehension*

**Grammar competency** is important for strong reading and writing skills. Why not listening skills?

- Grammar competency is a key job skill because linguists often use grammar cues to fill in missing information . They listen primarily.
- Student weakness is largely due to the lack of grammar instruction in the classroom.
- Outcomes on LC proficiency tests are consistently lower than on RC proficiency tests.





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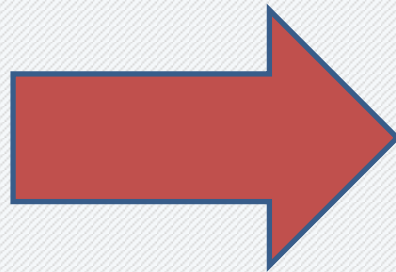
***FROM A TYPICAL UNIT TEST BATTERY to  
TYPICAL COMPONENTS in RC and LC  
ASSESSMENT***

READING

LISTENING

SPEAKING

FLO



VOCABULARY

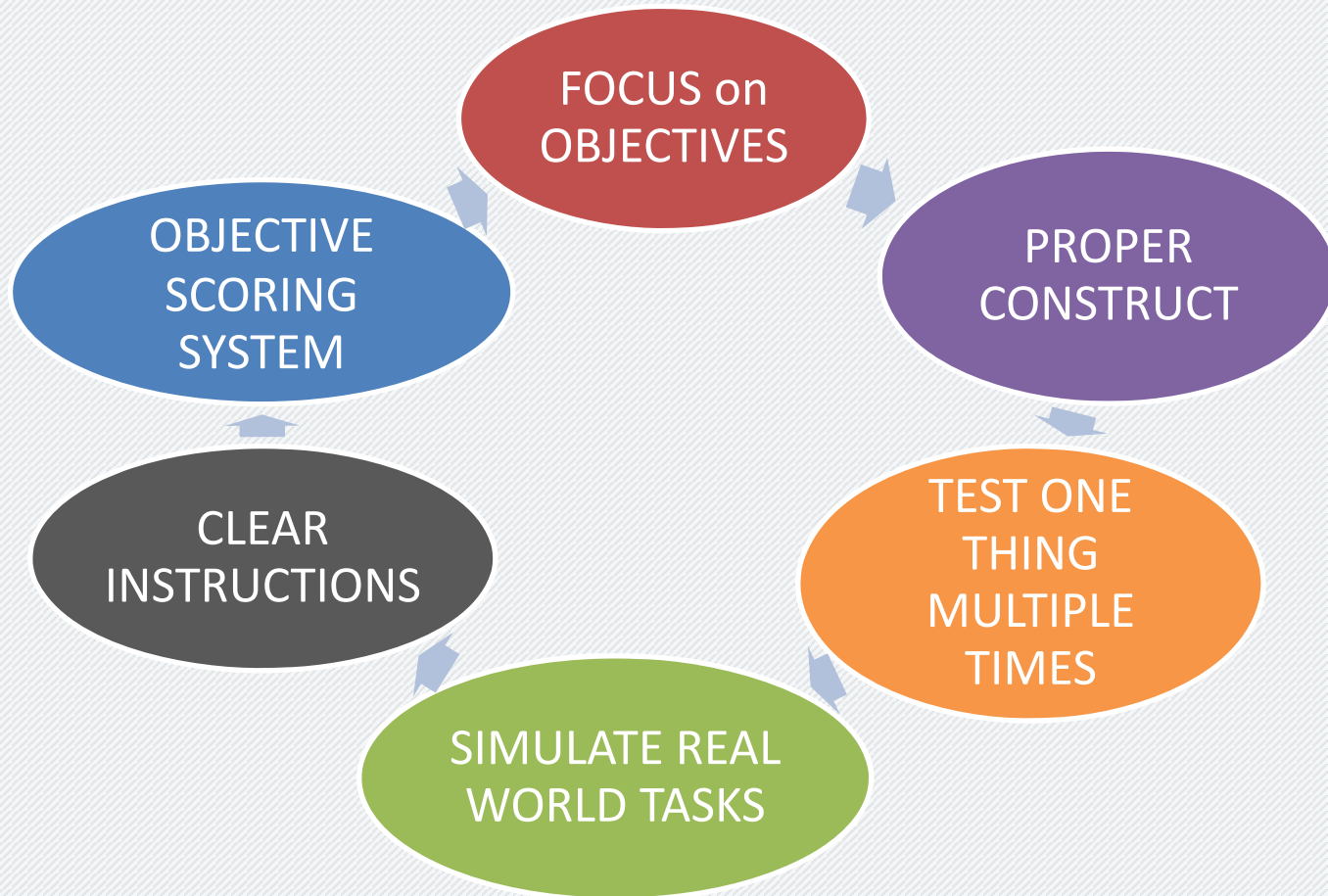
GRAMMAR

GENERAL COMPREHENSION

FLO

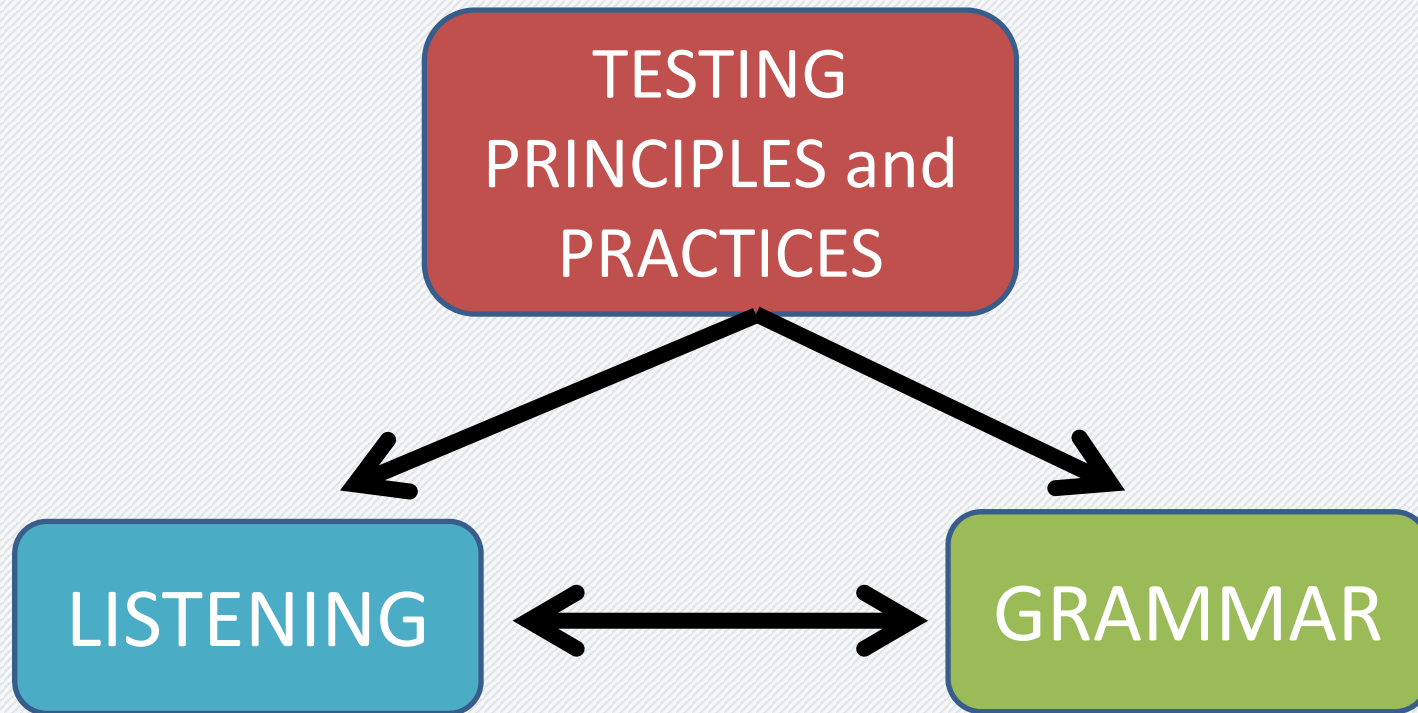


# TESTING PRINCIPLES and PRACTICES





# TESTER'S CHALLENGES







# SAMPLE TEST MAP

Type of Activity	Sections	Lessons	Objectives
<b>Grammar (3 Activities)</b>	Section I	LL 18-19	Identify Perfective vs. Imperfective aspect and time/season expressions (RU into EN) / 12 points
	Section II		Identify Genitive case (after prepositions <b>из, с, от, у, около</b> ; after numbers <b>2, 3, 4</b> ; expressing Absence, Non-possession, Ownership/Possession; relationship between one person/object and another; Partitive Gen.)/ 14points
	Section III		Identify Perfective vs. Imperfective aspect and write the correct form of the verb (RU into RU) / 10 points
<b>CRT (4 Passages)</b>	Section IV Passage 1 Passage 2 Passage 3 Passage 4		Understand vocabulary in context related to shopping tourism / 8 points
			Understand vocabulary in context related to shopping on weekends/ 6 points
			Understand vocabulary in context related to study/vacation abroad / 7 points
			Understand vocabulary in context related to business trips / 4 points
<b>Numbers</b>	Section V		Transcribe decontextualized numbers up to three digits in length (cardinal and ordinal) with the emphasis on 500-900 / 24 points
	Section VI	Transcribe numbers in context up to four digits in length (cardinal and ordinal) with the emphasis on 500-900 / 20 points	
<b>Transcription</b>	Section VII	Transcribe the missing parts of the dialog / 10 points	
<b>Bonus Credit</b>	Section VIII	Listening Comprehension (RU into EN) / 2 extra credit	



# *Challenges for Listening Comprehension*

**LISTENING COMPREHENSION** is a complex multifaceted cognitive skill that happens simultaneously and continuously. The listener must retain what has already been said, keep track of the developing message, and continue to process incoming speech at once. Listening presents these *unique challenges*:



# *Challenges for Listening Comprehension*

- **SPEED** - the presentation rate of the incoming message is controlled by the speaker.
- **VARIATION** - speech is characterized by co-articulation and by irregularities in pronunciation, rate of delivery, and accent.
- **PERCEPTION** - reflexes the listener has developed for processing L1 speech may be useless, or even hinder the ability to hear distinctions critical to the understanding of L2 speech.





# *Listening Comprehension: A Three-phase Process (perception, parsing, utilization)*

- ***PERCEPTION*** - the listener hears incoming speech and recognizes sounds
- ***PARSING*** - the listener segments the incoming speech sounds into individual word units and processes them to construct the meaning of what was said
- ***UTILIZATION*** - the listener goes beyond the surface meaning of the speaker's words and uses real-world knowledge, inferencing abilities, and contextual information to determine the speaker's intended or implied meaning



# *Techniques on how to listen*

**Students should**

- **be given an opportunity and prompted to plan before listening**
- **monitor their understanding as they listen**
- **practice listening selectively and redirect their attention as they listen**
- **evaluate their understanding**
- **expand upon their learning styles and stretch their comfort zone**



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