



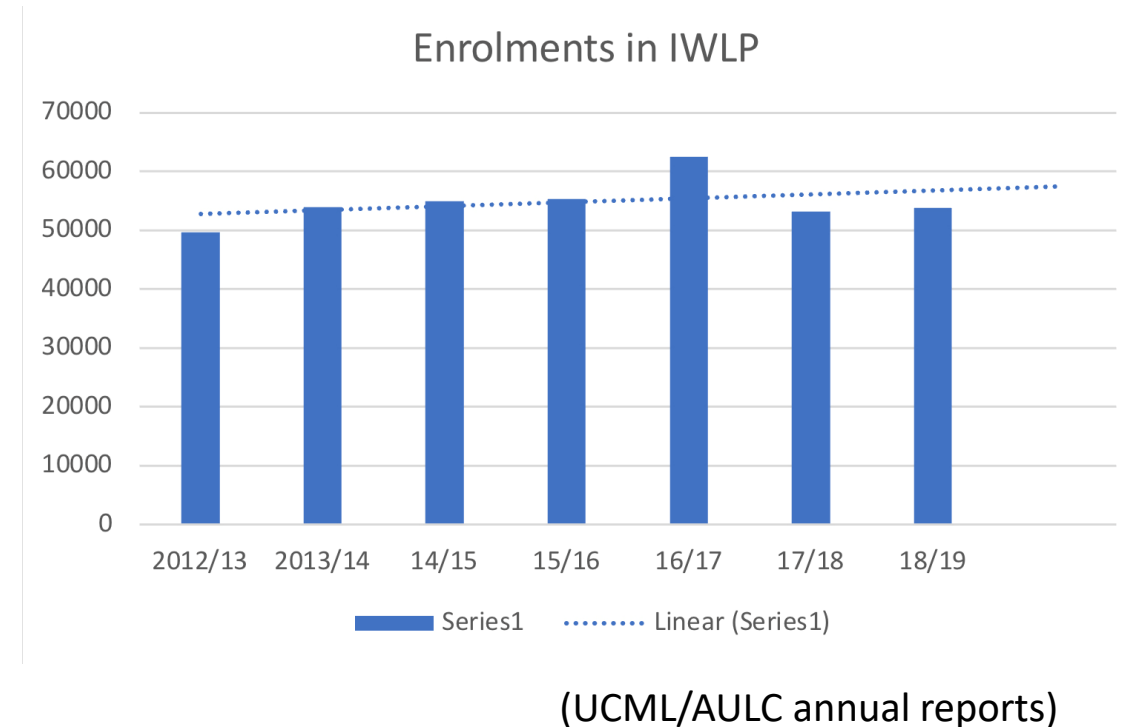
Supporting research-based teaching in modern languages

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Modern Languages – a special case?

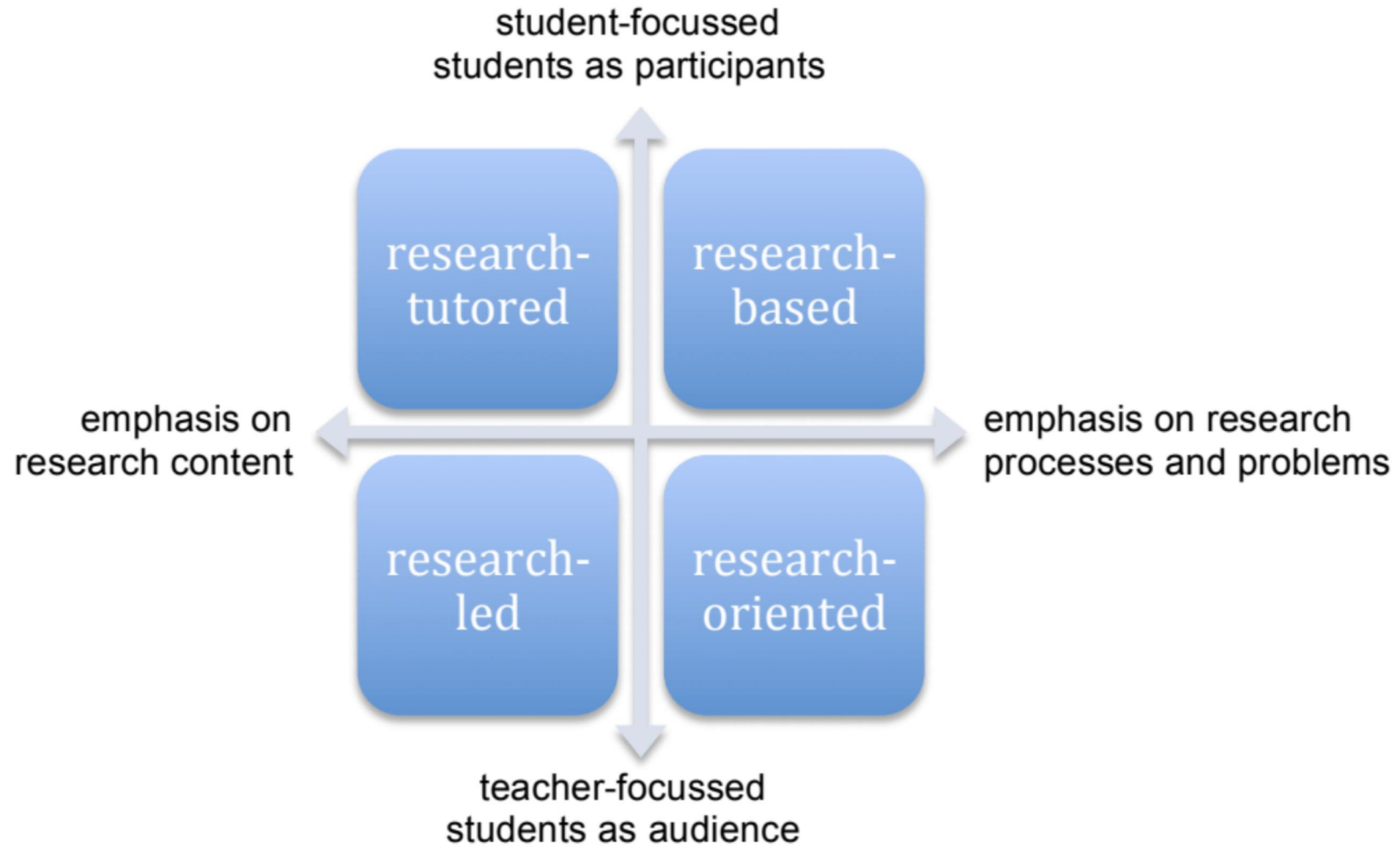
- Cinderella status, divide between academic departments and IWLP ('just language/skill' vs 'content')
- 'Territorialisation' of languages community
- Changing structures - steady increase in IWLP/elective study
- IWLP perceived to sit awkwardly with 'higher education's' criticality (*ab initio*, language-only) *ou est la pipette?*
- Special responsibility
- Importance of location and structure (geographic, structural) to perceptions and visibility: peripheral or core, embedded?



Modern languages – a tricky case?

- Increased competition —> focus on ‚distinctive‘ curricula
- (Re)harness staff research and scholarship expertise, university as a teaching **and research** environment
- ‘Higher education’ – rigour, skills, criticality, especially when credit-bearing
- Change narrative to essential, indispensable and core area of study (war rhetoric)



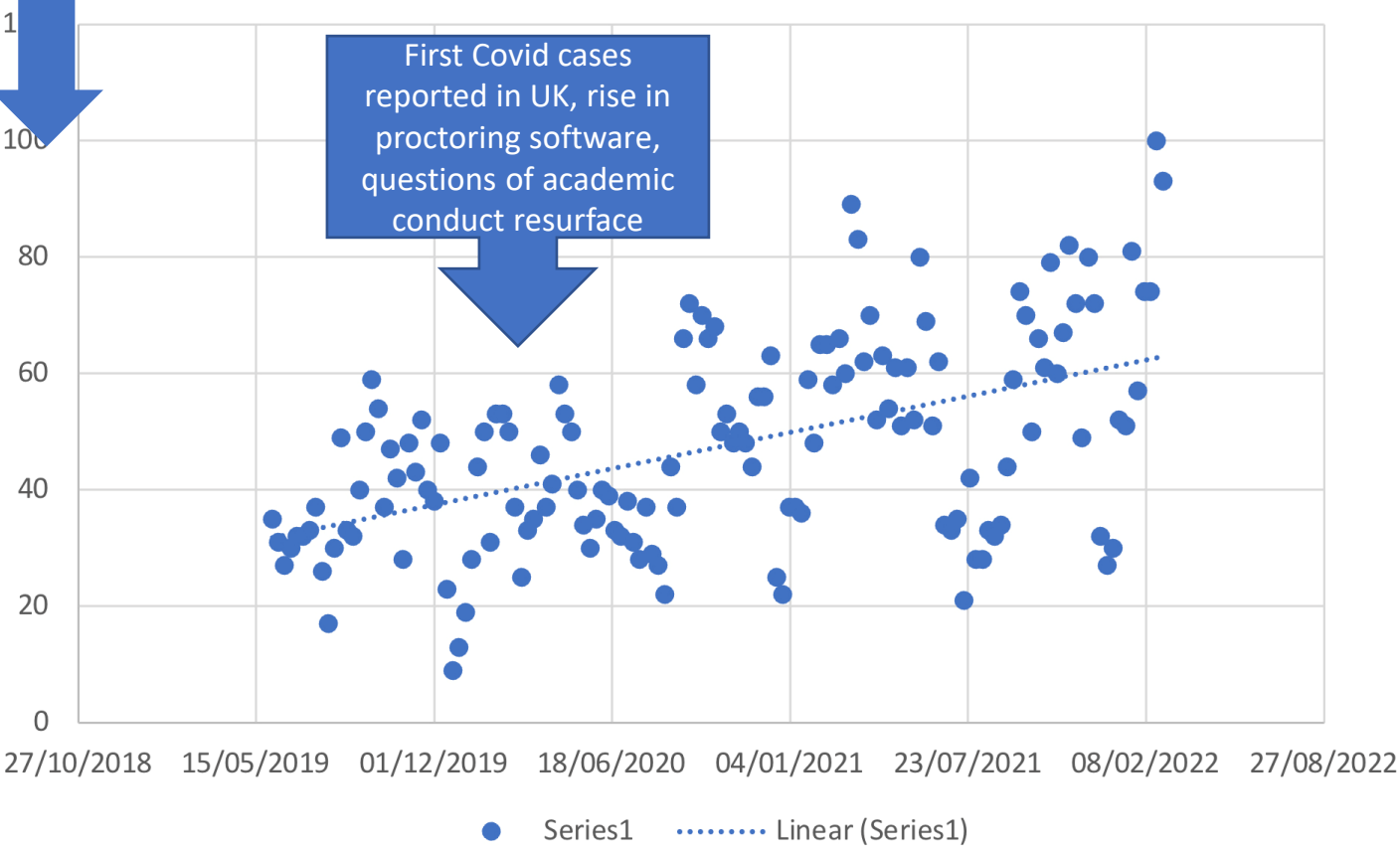


Healey 2005

HESA-run
Graduate
Outcomes
launches

'Authentic assessment' (worldwide)

First Covid cases
reported in UK, rise in
proctoring software,
questions of academic
conduct resurface



'Authentic assessment' - often framed in opposition to university curriculum 'external, can't influence, what employers want, compliance' (McArthur 2022)

replicate real-world challenges and “standards of performance” that experts or professionals typically face **in the field** (Wiggins 1989)

'An assessment requiring students to use the same competencies, or combinations of knowledge, skills, and attitudes that they need to apply in the criterion situation in **professional life**' (Gulikers, Bastiaens & Kirschner 2004)

Assessment that meets academic standards and prepares students for future learning **in work and life** is considered as authentic (Boud & Falchikov 2006)

Assessment can be considered authentic when the outcomes measured represent appropriate, meaningful, significant and worthwhile forms of accomplishment and the kinds of mastery demonstrated by **successful practitioners**. In short, when the task challenges a learner to demonstrate knowledge or skill that is needed to negotiate the requirements of a **real-life** setting, it may be considered authentic (Uni Queensland White Paper)

fidelity (Ashford Rowe et al, 2014) or realism (Villaroel et al, 2018)

student generated
client led
real life
civic engagement
process
consultancy

Authentic to the discipline

higher-order, critical, synthesising skills expected of a 'higher education', *source and evaluate* (Cardiff), deep learning

fostering criticality, divergent thinking, agency, motivation to question commonly held assumptions, creativity, and a sense of pride and value in deeply engaging with complex knowledge, or potential contributions to the broader social good (McArthur, 2021).

I'd add: generation and synthesis of own data, discuss, engage

Working as a 'real historian, scientist, linguist' – finding, interrogating own data, which can be messy and complex, identifying trends, sharing and discussing, working collaboratively and critically on the data

more equal, symbiotic relationship with students as collaborators, not hierarchical 'right' or 'wrong' with traditional student/teacher divide

Reproduction of knowledge —> joint exploration of data

Typical tests	Authentic tasks	Indicators of authenticity
Require correct responses	Require a high-quality product or performance, and a justification of the solutions to problems encountered	Correctness is not the only criterion; students must be able to justify their answers.
Must be unknown to the student in advance to be valid	Should be known in advance to students as much as possible	The tasks and standards for judgment should be known or predictable.
Are disconnected from real-world contexts and constraints	Are tied to real-world contexts and constraints; require the student to “do” the subject.	The context and constraints of the task are like those encountered by practitioners in the discipline.
Contain items that isolate particular skills or facts	Are integrated challenges in which a range of skills and knowledge must be used in coordination	The task is multifaceted and complex, even if there is a right answer.
Include easily scored items	Involve complex tasks that for which there may be no right answer, and that may not be easily scored	The validity of the assessment is not sacrificed in favor of reliable scoring.
Are “one shot”; students get one chance to show their learning	Are iterative; contain recurring tasks	Students may use particular knowledge or skills in several different ways or contexts.
Provide a score	Provide usable diagnostic information about students’ skills and knowledge	The assessment is designed to improve future performance, and students are important “consumers” of such information.

(Wiggins
1998/Indiana
Bloomington)

1. Gegen schwere Verläufe **seien** die Impfstoffe "total gut wirksam".

<https://www.sueddeutsche.de/politik/corona-covid-corona-impfung-astra-zeneca-impfung-suedafrika-1.5199822>

2. Bundeskanzlerin Angela Merkel (CDU) hatte zuvor von einer "weiteren Facette" dessen gesprochen, was "ziemlich fernab von Rechtsstaatlichkeit" in Russland derzeit zu beobachten **sei**.

<https://www.sueddeutsche.de/politik/russland-deutschland-schweden-polen-nawalny-diplomaten-1.5200233>

Found another interesting example which is relevant to some modern social issues: "J.K Rowling hatte beispielsweise angedeutet, dass trans Frauen keine Frauen seien." <https://www.jetzt.de/politik/cancel-culture-ist-ein-kampfbegriff-geworden>

Hört auf, Debatten als „Cancel Culture“ abzustempeln!

www.jetzt.de

Dann sei etwas passiert, was sie in all diesen Jahren „nie gesehen“ habe.

<https://orf.at/stories/3200945/>

Angesichts der bevorstehenden Schulöffnungen habe die Merkel darauf hingewiesen, dass gerade Erzieher keine Möglichkeit hätten, die notwendigen Abstände einzuhalten, hieß es weiter.

<https://www.wa.de/politik/corona-gipfel-live-heute-lockdown-verlaengerung-angela-merkel-schule-kitas-friseur-regeln-bund-laender-nrw-armin-laschet-10-februar-90197781.html>



1

Corpora as opportunity to interrogate language usage

Name of corpus	1. <i>People's Daily</i> newspaper, all issues from 1996–2000	2. Professor Weiguo Zhang's personal corpus	3. Balanced Corpus from Academia Sinica, Taiwan	4. Spoken Beijing Dialect Corpus by Hu Mingyang and Zhang Weiguo	5. 2009 PRC elementary/secondary school language textbooks (24 volumes)	6. Peking University Center for Chinese Linguistics (CCL) corpus
Number of characters	45 million	9.5 million	8 million	1 million	1–2 million	307 million
Type of material	primarily news; general	primarily literature	general	speech	general	general

Corpora

- (123) NACH MENORCA!NA DANN VIEL SPAß BEIM DURCHHALTEN!BIN
BEI DER HUMBOLDT ANGENOMM!KRISSE

1.3 17-21 JAHRE

- (124) In die Mensa schaffe ich es heute leider nicht. Viele Grüße, M. (21 Jahre)
- (125) SALUT! ICH VERSUCH HEUT ABEND MAL, DICH ZU ERREICHEN.
AM WOCHENENDE WÜRD ICH SEHR GERN MITKOMMEN,
VORAUSGESETZT, IHR FAHRT ÜBER HAMBURG, SONST WÄRS ZU
TEUER! Kuß (21 Jahre)
- (126) HEY CLAUDI! BIST DU ZU HAUSE? ODER SCHON UNTERWEGS ZUM
ROCK N ROLL TURNIER? RUF DICH SPÄTER MAL AN. HOFFE DU
BIST DANN NOCH ZU HAUSE. KUSS ANGIE (21 Jahre)
- (127) SALUT!ICH BIN ENDLICH WIEDER DA,WAR VOLL BLÖD.WANN
KÖNNEN WIR UNS MAL SEHEN?CIAO,SILVIE
- (128) Möchtest Du was von Plus? Ne Pizza, oder so?
- (129) Okay, das ist machbar
- (130) Moin! Kannst mich in 15 min abholen...

Corpora

- *Mensa*
- Schwa-deletion, subject deletion *ruf dich später mal an, kannst mich...abholen*
- Greetings, sign-off *Moin, Salut, ciao, Kuss*
- Reduction of articles *ne Pizza*

(123) NACH MENORCA!NA DANN VIEL SPAß BEIM DURCHHALTEN!BIN
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Curiosity-driven, generation of own data, empowering and 'democratic' language study

- Variation (geographic, 'oral/written', genres)
- Corpora, search engine-supported engagement, eg Google News, social media
- Social contextualisation, eg reported speech in German, preponderance of 'sagen' in learning resources —> student investigations, function of the subjunctive (anecdotally journalists avoid libel? Can cast doubt on statement: GDR use)
- Hierarchy and right/wrong —> students as collaborators
- Monolithic, illusion of uniformity —> variable, messy reality
- Better prepares for residence abroad and can tailor to own needs (as a student, geographic interest, genres)
- Coordination and resource-intensity of traditional exams
- Reimagine the assessments: student conduct issue —> assessment design issue
- Traditional approach encourages cramming and 'regurgitation' (and then forgetting) —> more active approach to foster retention of knowledge, student active and engaged learning

Go raibh maith agat!

- What is the purpose of your assessment and is it fit for this purpose?
- Do you use a range of assessment methods in your programme?
- To what extent is your assessment: a) Relevant? (in that it is relevant to the content and application of learning) b) Authentic? (Uses students' real world understanding) c) Contemporary? (Aligned to contemporary education models and assessment approaches)
- How do you encourage student-centred or student-led assessment?
- How does your course or module design foster assessment literacy? What do you do to ensure a consistent understanding of assessment criteria and encourage discussion to develop shared understanding?
- How does your assessment test knowledge and skills? How and to what extent do you use assessment feedback to develop student learning?
- How does your assessment drive engagement and sustain motivation?
- How do you use assessment outcomes and experiences to review your academic performance/the performance of your programme?
- What has been the impact of employing alternative assessments (e.g. in Covid)?