DEVELOPMENT OF WEB-BASED JAPANESE LANGUAGE EXAMS ON MOODLE (CCLE)

For Excellence in Pedagogy and Innovative Classrooms (EPIC) Seminars in Teaching and Excellence (STE) – Language Expertise, Winter 2018

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OUTLINE

• Why do we need On-line exam for language courses?
• Strength and Weakness of the On-line exams
• Report on development of on-line exams for the Japanese language classes
• Future Agenda
Our common concerns among language teachers

• Our students’ language proficiency has decreased over the years.
• Former students studied harder than current students.
• Current students tend to use on-line resources for their learning and prefer digital materials. Consequently they stopped taking notes and started taking photos of lecture notes in class.
But actually overall grades have not changed....
So if you look at the exams…

2002

2. 私は、たくさん（食べる）もふとりません。
   I don’t gain weight even if I eat a lot.

3. このごろ、アメリカの生活に（なれる）きました。
   I have got accustomed to the American way of life these days.

4. 明日テストがあるから、今日勉強（する）わけにはいかません。
   Since I have a test tomorrow, I cannot help but study tonight.

5. このクラスでたくさん漢字を（おぼえる）。
   We were made to memorize a lot of kanjis in this class. (causative-passive)

6. いき大学に（はいる）ば、一生けんめい勉強しないさい。
   Study hard if you want to enter a good college.

7. 日本に（留学する）ら、日本語が上手になりますよ。
   Your Japanese skills will improve if you study abroad in Japan.

8. もっとたくさん本を（読む）。
   I have to read more books.

2012

1) ‘34( 論文を書く）事は_______が_______

2) ロサンゼルスは_______ことは________が_______

3) 日本語が上手になりたいから，_________________ようにしています。

4) 夏休みに_________________ようか__________ようかと考えています。

5) 2005年ごろから“アキバ”ということばが_________________らしい。
   (新しいの)

6) アメリカで一番_________________は、何と言っても_________________

7) アメリカの大学は_________________がよく知られている。
   (新しいの)

8) 最近、ガソリンが高いので_________________ことは_______
   的だと思う。

No Big Differences in paper-pencil written exams
We should assess the students’ language proficiency with objective perspectives

• We should avoid evaluating students with the fixed idea/stereo typing.
• We should set the coherent goals and expectations.
• We should determine what tasks help students promote their proficiency.
• We should develop spiral curricula to enhance articulation.
• We should develop the accurate and reasonable grading (testing) system across the program.
In order to make good tests…

• Connection to the real language use environment
• Tasks that reflect their current learning
• Understand characteristics of students’ performance based on the item analysis
• Make use of the results of the tests to curriculum development
Needs of the efficient time management

We face to.....
• Increase the enrollment cap for each class.
• Decrease the number of teaching staff
• Do more time consuming works such as printing/copying/grading

So we need to.....
• Reduce the time to input, save and analyze the data
Advantage of on-line exams

• Automatic Grading instantly
• Randomize questions
• Item Analysis and statistic data
• Data Saving
Disadvantage of on-line exams

• Close ended questions (multiple choice, short answers, matching)
• Infrastructure (server reliability)
• Keep good technology assistants

As of winter 2018, the UCLA CCLE course sites has added various tools to create open-ended questions for language tests.
Reports of the on-line tests
(A part of the final exams)

• Elementary （N=120–180）
• Intermediate （N=50-70）
  2009-2010 (J4-5-6), 2012, 2013, 2014 (J6)
• Advanced （N=30）
  2011(Spring)

Never failed to administer the tests!! Thank you for the CDH staff support.
# Report (1) Elementary Final Exam

<table>
<thead>
<tr>
<th></th>
<th>2008 summer</th>
<th>2008-9</th>
<th>2011-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>14%</td>
<td>14%</td>
<td>20%</td>
</tr>
<tr>
<td>Reading</td>
<td>15%</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Grammar</td>
<td>30%</td>
<td>23%</td>
<td>35%</td>
</tr>
<tr>
<td>Vocabulary/Kanji</td>
<td>16%</td>
<td>23%</td>
<td>25%</td>
</tr>
<tr>
<td>Hand writing Essay</td>
<td>25%</td>
<td>25%</td>
<td>Move to Essay Category</td>
</tr>
</tbody>
</table>
Report (1) Elementary Final Exam

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct Answer</th>
<th>Incorrect Answer</th>
<th>Correct Rate</th>
<th>Correct Word Rate</th>
<th>Error Word Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>J08BES_II-8</td>
<td>かえられます</td>
<td>かえされます</td>
<td>89%</td>
<td>0.485</td>
<td>0.80</td>
</tr>
<tr>
<td>J08BES_II-10</td>
<td>読んでみて</td>
<td>読んだこと</td>
<td>98%</td>
<td>0.150</td>
<td>0.94</td>
</tr>
<tr>
<td>J08BES_II-14</td>
<td>こなかった</td>
<td>見た</td>
<td>73%</td>
<td>0.446</td>
<td>0.88</td>
</tr>
</tbody>
</table>

(Images and text extracted from a computer screen showing a webpage with multiple questions and their answers.)
### Report (1) Elementary Final Exam Item Analysis

<table>
<thead>
<tr>
<th>Ch.</th>
<th>Grammar items</th>
<th>2008</th>
<th>2009</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>〜すぎる</td>
<td>82%</td>
<td>78%</td>
<td>76%</td>
</tr>
<tr>
<td>13</td>
<td>Potential form</td>
<td>80%</td>
<td>86%</td>
<td>69%*</td>
</tr>
<tr>
<td>14</td>
<td>Counters(だい)</td>
<td>62%</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>15</td>
<td>Volitional Form</td>
<td>98%</td>
<td>96%</td>
<td>---</td>
</tr>
<tr>
<td>16</td>
<td>〜てあげる／くれる</td>
<td>68%</td>
<td>70%</td>
<td>72%</td>
</tr>
<tr>
<td>17</td>
<td>〜てから</td>
<td>70%</td>
<td>62%</td>
<td>51%*</td>
</tr>
</tbody>
</table>

Multi-regression analysis is also available on Moodle Quiz Analysis pages.
Question Banks (How many items you need)

• Take-home quizzes (low-stakes)
  10 questions out of 15-20 (150-200%)
• Final Exam (high-stakes) – given at the same/different time
  N<50 120%  N>100 150% (N=students)
  I<5 200-300% I<15 200% I<30 150% (I=items)
• Set up 50-70% of core questions (all the students take the same items) and the rest would be randomized.
• Placement Exam (need to pinpoint the level)
  50 questions for core levels (Elementary, Intermediate, Advanced) for 4 choices multiple choice questions
Report (1) Final Oral Exam (PoodLL)

- Two tasks:
  1. Recording on the answering machine (Read the prompt and record within 1-2 hours.)
  2. Answer the 3 questions (Listening to the questions and answer within 2-3 minutes.)

Tips:
Give students practice session.
Spread the time for submission (50 or less for each deadline) if you test more than 100 students in the same level.
Look at the correlation between the time they spend and the score.
Report (1) Final Oral Exam (PoodLL)
Report (2) Elementary Vocabulary Quiz

Conventional Quiz (write translation Japanese – English)
1 あし
2 おであらい
3 しあい
4 あまい
5 つごうがわるい
6 meaning
7 politics
8 cough
9 hangover
10 clothes

On-line Quiz

1. 私は大学の時、（ ）と住んでいました。
   Marks: 1
   Choose one answer.
   - a. 女の人
   - b. おきゃくさん
   - c. りょう
   - d. りょう

2. A: あした、テニスをしませんか。
   B: あしたは（ ）がわるいんです。
   Marks: 1
   Choose one answer.
   - a. じかん
   - b. つこう
   - c. きぶん
   - d. しこと

3. 私は1日に3（ ）、かれに電話をします。
   Marks: 1
   Choose one answer.
   - a. かい
   - b. まい
   - c. さつ
   - d. だい
Report (3) Intermediate Final Exam

• Active class participation 7%
• Homework 5%
• Essay 6%
• Kanji Quiz 8%
• Chapter tests 40% (in-class paper/pencil)
• Culture report 4%
• Speech 5%
• Final Exam 25% (On-line 15% Oral 10%)

High correlation between the scores of chapter tests and final on-line exams
This quiz is not currently available

Question 1
Not yet answered
Points out of 1.00

Flag question
Edit question

Choose your most favorite movie and tell us the story line of the movie for 2 minutes.
Report (4) Advanced Final Exam

- Active Class Participation 13%
- Kanji Vocabulary Quiz 12% (paper pencil)
- Chapter Tests (3) 20% (paper pencil)
- Short Essays (5 worksheet) 10%
- Self Paced homework 5%
- **Academic Essay** 15%
- **Presentation** 15%
- **On-line Exam (Final)** 10% (JLPT preparation)

The correlation between the final grade and the score of the final exams are not as high as lower division courses.
Summary

• We should develop reliable assessment systems with high validity based on the objective data.
• It is important to use technology to develop such assessment systems.
• We can review our own teaching based on the results of the assessment. Our feedback from the data would promote our students’ language proficiency.
Future Agenda

• Develop more questions in question banks for multiple levels (especially for advanced levels).

• Encourage students/instructors who are skeptical for on-line tests to try to use it.
References


