
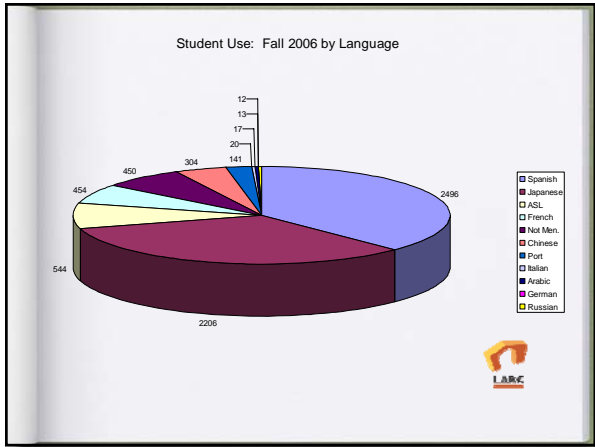
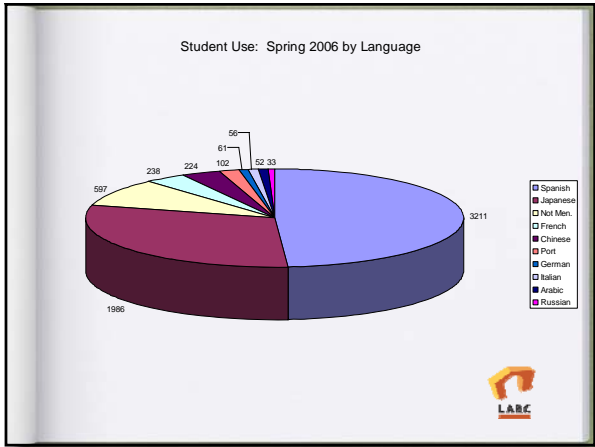
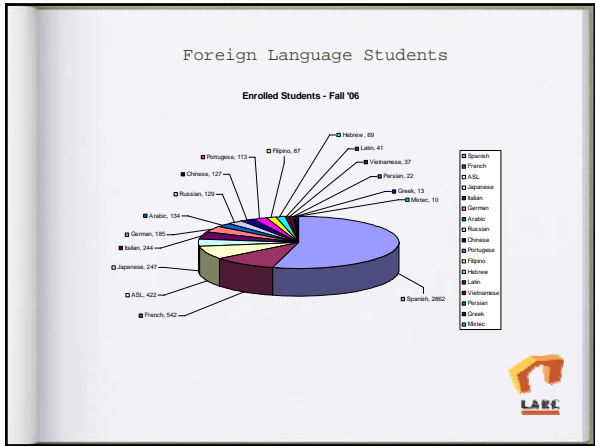


A Digital Recording Suite

Trevor Shanklin, Ph.D.
Director, LARC Language Labs

La Paz: Feb. 10, 2007





Class Visits: Fall 2006

Class Visits: Fall 2006

	Aug/ Sep	Oct	Nov	Dec	Total
Japanese	5 (1)	1	1	1	10
Spanish	6 (1)	2	1	2	11
French	4 (1)	3	2	2	11
Chinese	2	8	2	4	16
ASL	7 (1)		1		8
Linguistics		1			1
Portugese	1				1
Policy Studies	1				1
Business Administration		2			2
Total	29	17	7	9	62

() = Instructor Orientation




Digital Recording Suite

- Audio Recording:
Goldwave/ Audacity
- Video Recording (ASL)
Logitech/ I-Movie
- Oral Proficiency Assessment
[LARCStar](#) (Open Source)
- Recording Skype: Japanese 321
- Recording Studio



Survey of Two Chinese 201 Classes Fall 2006 December 11 N = 30

	Speak	List	Wr	Rd	Comf	Dic W
Mean	2.43	2.60	1.93	2.17	2.27	2.47
Median	3	3	2	2	2	3
Mode	3	3	3	3	3	3
Stand Dev	0.93	0.82	0.95	0.92	0.76	0.83

Survey of Two Chinese 201 Classes Fall 2006 December 11 N = 30

	DicR	P/C	Res	Beg	Now	Grade
Mean	2.23	1.63	2.10	0.77	2.43	1.53
Median	2	2	2	0.5	3	2
Mode	3	2	2	0	3	2
Stand Dev	0.87	0.64	1.01	0.87	0.67	0.74

Japanese Skype Project Fall 2006 December 4 N = 12

	Com	Speak	Often	Length	Lang	Enjoy
Mean	1.58	1.45	1.36	1.67	1.64	1.64
Median	1.5	1.00	1.00	1.00	1.00	2.00
Mode	1	1	2	0	2	2

Japanese Skype Project Fall 2006

- SDSU: Did your semester end soon?
- Tsuda: at school? no no, until 23
- SDSU: 23.. what? 23...23.. years old? oh.. 23rd day.
- SDSU: School ends.. on the the 23rd of this month?
- Tsuda: yes.. twenty..twenty third, no wait, twenty second, I don't know haha



Japanese Skype Project Fall 2006 December 4 N = 11

Question 1: How has using the Skype program improved your Japanese speaking skills?

It has helped me understand what level of Japanese I need to be at to talk to each individual Japanese person and that the Japanese people do use less complicated structures and words to accommodate one's lack of knowledge. (#7)

6 positive, 2 neutral, 3 negative

Japanese Skype Project
Fall 2006
December 4
N = 11

Question 2: Why did you like or not like talking with your partner?

Well, I like the idea of being able to speak to a Japanese native. It keeps me up to date with common terminology and expressions used in everyday conversation. (#11)

7 positive, 1 neutral, 3 negative

Japanese Skype Project
Fall 2006
December 4
N = 11

Question 3: In which way was Skype helpful (or not) for practicing your speaking skills?

For me; it was nice to have the speaking be a requirement because then I was guaranteed to do it. I am not that confident in my speaking, so being able to practice was very nice. Of course, it was helpful that my partner and I had topics given to us. It was hard to get started since we were both nervous, but the topics allowed us to just start talking. (#12) +

3 positive, 2 neutral, 6 negative

Japanese Skype Project
Fall 2006
December 4
N = 11

Question 3: In which way was Skype helpful (or not) for practicing your speaking skills?

Sometimes it is difficult to hear the speaker on the other side due to technological problems. Also, the time difference made it difficult to setup a good time to speak to my Skype partner. (#2) -

3 positive, 2 neutral, 6 negative

Japanese Skype Project
Fall 2006
December 4
N = 11

Question 3: In which way was Skype helpful (or not) for practicing your speaking skills?

Well, outside of this assignment, when I talk to Japanese friends or my girlfriend on Skype it is great. We converse and I can learn new words and phrases. I really like the program. (#9) /

3 positive, 2 neutral, 6 negative

Japanese Skype Project
Fall 2006
December 4
N = 11

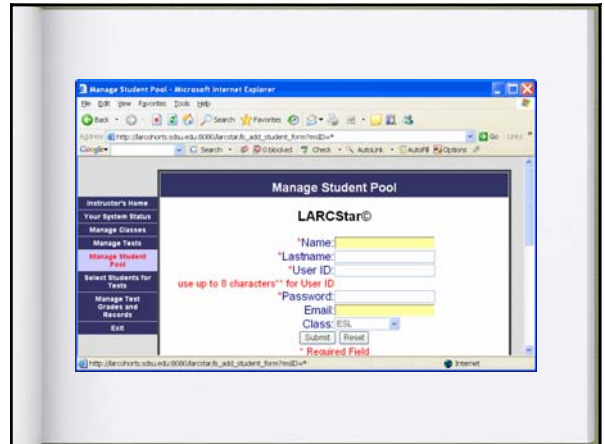
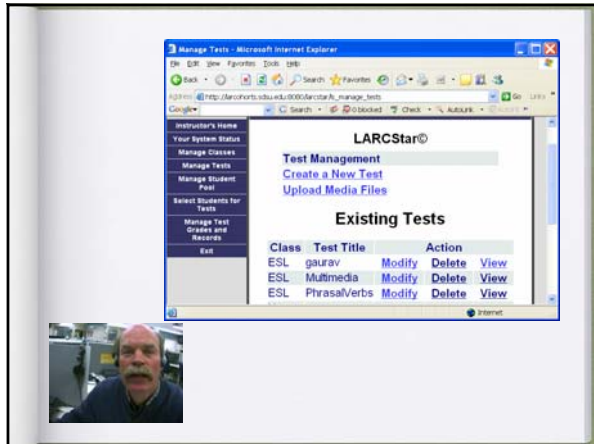
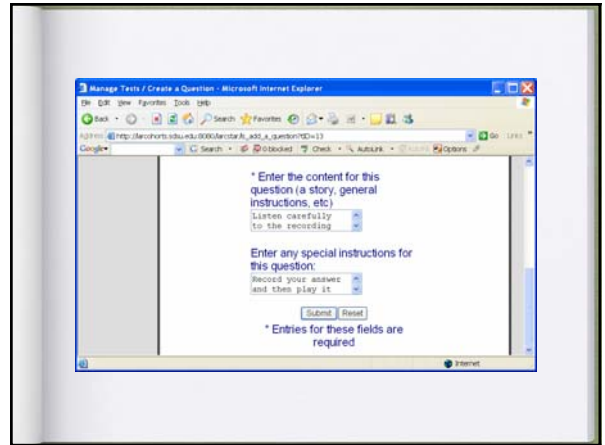
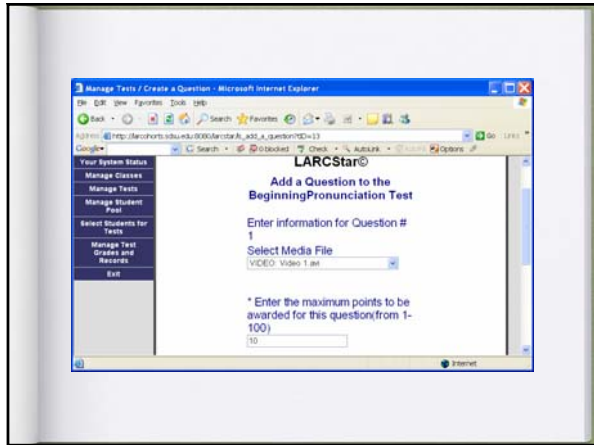
Question 4: What did you learn most from your partner(s)? - For example: new words, new expressions, information about Japan, Japanese culture, new grammar, nothing

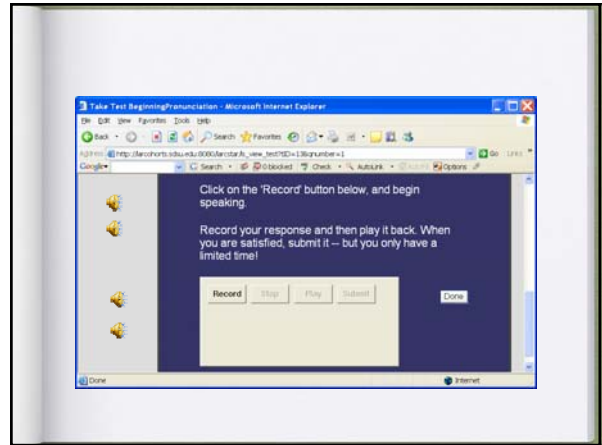
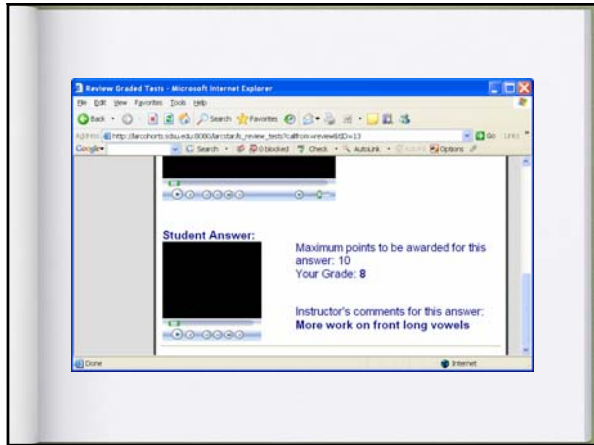
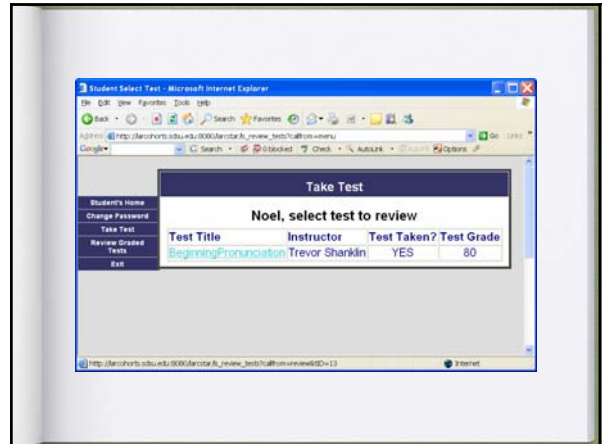
New grammar and common words used in conversation. Also I learned about student life and local attractions. What was most interesting for me was seeing how we thought differently about different subjects in a culturally based way. (#8) [4/11 culture]

Japanese Skype Project
Fall 2006
December 4
N = 11

Question 5: What conditions affected your performance in speaking Japanese?

4/12 = topic (-)
3/12 = time (-)
2/12 = vocab (-/ +)
2/12 = fluency (+)





Media Types:

Picture

Media Types:

- Audio Clip from Other Media

Media Types:

- Video Clip from Other Media



Media Types:

- Italian 101



- Workshop for Faculty on 4/ 28 and 5/5, N = 11

Mean	4.27	4.50
Median	4	5
Mode	4	4.5

- Workshop for Ling 550 Students on 4/10, N = 14

Mean	4.21	3.86
Median	4	5
Mode	4	5

- Workshop for 35 Ling 550 Students on 10/19, N = 19

Mean	3.32	4
Median	4	4
Mode	4	5

Ease of Use/ Value as Teaching Tool



Representative Comments

- Workshop 1: I like the fact that you can use different types of input for testing. This gives the instructor a lot of flexibility in using this software.
- Workshop 2: While there is a mild initial learning curve, I believe that with more experience this would become a valuable teaching tool.
- Workshop 3: Starting up was confusing. Once I learned how to use it, it is a wonderful tool. This is much better than the old school tape recorder style of testing. (1, 4)



Pilot Testing: Summer/ Fall 2006

- Test 1 (N = 14): Technologically reliable, 7/14 Did not complete test
- Upgrade to 2.5.1.:
 - Message about which questions were answered at end of test
 - More time (20 minutes)
 - 9-digit username allowed
- Test 2 (N = 50) All students completed test



Upgrading to 2.5.1

- The student gets a message about which questions were answered at end of test
- More time (20 minutes)
- 9-digit username allowed



Implementation 3

Fall 2006

- Continued Pilot Testing: 21 instructors with folders on server/ 4 high school teachers; SDSU Ling Student
- Dissemination
 - CALICO review
 - CLTA Jamboree
 - SWALLT
 - ACTFL
 - CLTA
 - CATESOL
 - LARC Principles of Testing Workshop



Typical Concerns

- "According to ... IT people, the required settings that allow LARCStar to be functional raise safety issues such as allowing malevolent people to access your personal data (passwords, user IDs, credit card info,...)."
- However:
LARCStar record control has to be downloaded to a computer only once. After the installation of the VRecX Control, Active X downloads can be turned off.



Where to Download

- <http://larclab.sdsu.edu>
- Click on Online Tests
- Click on Instructor Login (Through LARC)
- Click on Download (Download to your server and configure)



Further Thoughts

- LARCStar is an online test to assess speaking skills, and can be used in traditional, blended and distributed learning.
- In my experience, digital recording tools are underutilized in language teaching.
- This framework creates a context to intelligently discuss assessment rubrics for oral proficiency/ speaking skills/ pronunciation.



The screenshot shows the Moodle LMS interface for a course titled "Spanish 301". The left sidebar contains navigation links for "People", "Activities", "Administration", and "My courses". The main content area displays a "Topic outline" with five numbered topics. A "Latest News" section indicates no news has been posted. A "Upcoming Events" section shows no events. A "Who's On" section lists users like Juan Torres and Trevor Shankin. The bottom right corner shows the user is logged in as Trevor Shankin.

The screenshot shows the Moodle LMS interface for a course titled "Spanish 301". The page displays a list of teachers and students. The "Teachers" section includes a table with columns for First name / Surname, City/town, Country, and Last access #. The "2 Students" section includes a similar table.

First name / Surname	City/town	Country	Last access #
Juan Torres	San Diego	United States of America	21 hours 18 mins

First name / Surname	City/town	Country	Last access #
Trevor Shankin	San Diego	United States of America	now
gloria torres	Bogota	Colombia	Never