

Spanish: Pedagogy (0194)

Test at a Glance

Test Name	Spanish: Pedagogy		
Test Code	0194		
Time	1 hour (total test)		
Number of Questions	3 questions: one each in Planning, Teaching, and Evaluating Instruction		
Format	Questions require written responses in English.		
	Content Categories	Percentage of Total Test Score	Number of Questions
	I. Planning	33 1/3%	1
	II. Teaching	33 1/3%	1
	III. Evaluating Instruction	33 1/3%	1

Advice to Test Takers

Below is advice specific to taking the Spanish: Pedagogy (0194) test.

- Be familiar with pedagogical approaches to planning instruction.
- Be prepared to write about topics such as how lesson plans are developed, why specific topics are included in the Spanish curriculum, and how the Spanish curriculum fits into the total school curriculum.
- Be familiar with theories of teaching and learning and with appropriate strategies.
- Be prepared to write about topics such as how Spanish can be taught, the reasons why certain methodologies/ techniques are appropriate or inappropriate, and how to teach Spanish in specific situations.
- Be familiar with pedagogical approaches to evaluating instruction and instructional materials.
- Be prepared to write about topics such as how students' work can be evaluated, why certain forms of evaluation are appropriate or inappropriate, and how to evaluate textbooks and related materials.
- Each question in this test will count equally in determining your score. Before you begin to answer the questions, you may wish to look quickly at all of them, consider their relative difficulty, and allocate your time accordingly.
- Take some time to organize your thoughts before you write.
- Use the space provided to take notes. (These will not count towards your score.)
- You must respond in English; you will not receive credit for any responses written in Spanish.
- Communicate your thinking clearly and completely.
- Support your conclusions with specific examples and relevant details where appropriate.
- You have one hour to complete the three questions on the test. If you finish the test before time is called, use any extra time to check your responses.

Test Description

The Spanish: Pedagogy test measures test takers' preparation for teaching the Spanish language. The one-hour test presents issues and problems in the teaching of Spanish. The three equally weighted questions ask test takers to construct carefully considered and extended written responses, demonstrating their pedagogical knowledge of planning for instruction, teaching and learning strategies, and evaluation of instruction and instructional alternatives.

This test may contain some questions that do not count toward your score.

Sample Test Questions

Below is the Scoring Guide used by the evaluators who rate the test takers' responses. On the following page, there is a sample question, followed by sample responses with the corresponding scores. When you read these sample responses, keep in mind that they may not be as carefully presented as if they had been developed at home, with the time and resources for editing and rewriting. Evaluators take these circumstances into account when scoring the test takers' responses.

SCORING GUIDE

4

- Clearly demonstrates an adequate understanding of the content required by the question
- Clearly demonstrates an adequate understanding of how certain ideas or strategies affect the learning of a foreign language in various classroom situations
- Clearly demonstrates the ability to analyze language use accurately and to identify errors and problems in language use
 - always (or almost always) supports ideas with well-chosen, relevant, and accurate reasons, examples, and/or details
 - always (or almost always) expresses ideas and information clearly and logically
 - responds fully to all (or almost all) parts of the question, with appropriate elaboration
- Suggests some ability to analyze language use accurately and to identify errors and problems in language use, though inadequate
 - sometimes supports ideas with relevant or accurate reasons, examples, and/or details
 - sometimes expresses ideas clearly and logically
 - responds fully to some parts of the question

1

- Demonstrates very little understanding of the content required by the question
- Demonstrates very little understanding of how certain ideas or strategies affect the learning of a foreign language in various classroom situations
- Demonstrates very little ability to analyze language use accurately or to identify errors and problems in language use
 - rarely supports ideas with relevant or accurate reasons, examples, and/or details
 - rarely expresses ideas clearly and logically
 - responds to very few parts of the question

3

- Suggests an adequate understanding of the content required by the question
- Suggests an adequate understanding of how certain ideas or strategies affect the learning of a foreign language in various classroom situations
- Suggests the ability to analyze language use accurately and to identify errors and problems in language use
 - often supports ideas with specific, relevant, or accurate reasons, examples, and/or details
 - often expresses ideas clearly and logically
 - responds fully to most parts of the question

0

- Demonstrates no understanding of the content required by the question
- Demonstrates no understanding of how certain ideas or strategies affect the learning of a foreign language in various classroom situations
- Demonstrates no ability to analyze language use accurately or to identify errors and problems in language use
 - never supports ideas with relevant reasons, examples, and/or details
 - never expresses ideas clearly and logically
 - does not respond to any part of the question

2

- Suggests some understanding of the content required by the question, though inadequate
- Suggests some understanding of how certain ideas or strategies affect the learning of a foreign language in various classroom situations, though inadequate

At a recent parent/teacher meeting, a parent was overheard making the following comments about the instructional approaches being employed by a Spanish teacher, Ms. Murray.

“I went into Ms. Murray’s classroom last semester and found all the students in groups talking to each other in Spanish while the teacher was strolling around not making much of an attempt to maintain order. There certainly didn’t seem to be much work being done. They didn’t even have their textbooks out! When I was taught Spanish the teacher controlled the class just by standing in front of the room and calling on us to answer questions. We paid attention. I think for foreign language learning a well-structured classroom atmosphere is absolutely necessary.”

To what extent do you agree or disagree with the parent’s view of Ms. Murray’s approach in the Spanish classroom? Explain your point of view by citing specific advantages and disadvantages of the strategies employed by Ms. Murray.

Sample Response That Received a Score of 4:

I absolutely disagree with the parent who was overheard. Language cannot be learned by simply being called on for answers in a structured classroom situation. To learn a language I believe that you have to hear and speak that language constantly (or at least as much as possible). This is shown by students who travel to non-English speaking countries and live there for weeks or months at a time. Almost always when those students come back they have a far broader vocabulary and understanding of the language. Their speaking did not improve because they were in a structured environment. In fact, it is just the opposite. Those students learned because they were in an unstructured environment where they had to use a foreign language. Ms. Murray seemed to be trying to create an environment more like a real situation in a foreign country.

I do not think that a course with no grammar or structure is good either. I think that a balance is what is necessary. Foreign language students want to be able to communicate in a language different than their own. Communication involves speaking, understanding, writing, and reading. All of these things must be learned to truly know another language. A totally structured class lends itself to teaching grammar involved in reading and writing, but not to speaking or understanding. A more discussion oriented class (such as Ms. Murray’s) would lend itself to more speaking and understanding and not as much grammar. A balance between the two is necessary. Ms. Murray would also of course have to be making sure that her students were in fact speaking Spanish and not just using their class time to chat in their native language. However, if that is being done, I think Ms. Murray’s class would be more fun to go to than the structured class that the parent referred to. Even if Ms. Murray only had the open-structure for two of five classes, there would be variety and more motivation for her students.

Sample Response That Received a Score of 2:

The goal of working in groups is to allow students to work together in learning rather than competing against one another for a grade. A group situation is much less stressful and more comfortable for the students of this age. It allows the students to encourage and help one another in their learning. When such groups are used, it is good to put a high level learner with a low level learner in order to balance the group. The high level learner can sharpen his or her skills by helping the low level learner increase his or hers.



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