Performance-based Assessment for Conversation Courses at an Engineering University

by

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Abstract

The classroom of the 90's is moving away from the traditional lecture comprehension model. The new classroom is evolving into a more collaborative and interactive environment where students and teachers are participants in an evolving methodology of teaching language. This is particularly true in the engineering and business fields. In the foreign language classroom, although interaction is an important element of classroom work, it is under emphasised because the traditional model for assessment is still the basic criteria for judging outcome. In order to support an interactive environment, this paper proposes a developmental cycle for low stakes tests that is performance-based (McNamara, 1996), original, and related to a target language use domain (TLU) (Bachman, 1996), interactive, and qualitative.