ESL Speech Unit Assessment

Pilot Study conducted in
Spring & Summer, 2018

What we aimed to do:

Track progress of ESL speech students across three levels

- Level 98
- Level 99
- Level 100

Treated the ESL Speech Sequence like a program with a 'capstone'

Focus of Assessment: How well students handle **introductions** to their speeches.

What we aimed to do:

ESL Speech 100 Syllabus SLO was chosen:

> *"Speakers will apply effective strategies in their speech introductions in order to get the attention of the audience, establish a background for the topic, and articulate the thesis/main idea of the speech."*

Hypothesis: ESL speech students will improve the quality of their introductions as they advance though the course sequence.

What we did:

Due to certain constraints native to the WL/ELL department:

- Structure of the department…
  - ELL Unit
  - World Languages Unit
- Nature of meetings
  - Lack of time
  - Too much to cover
- Assessment issues *not* covered in full department meetings
- Unit Assessment Team instructed to meet as a small group
  - Three Instructors (ESL Speech 98, 99, 100)

What we did:

	Does not meet the Outcome	Demonstrates **Emerging Ability** toward the Outcome	Demonstrates **Competence** in the Outcome	Demonstrates **Mastery** of the Outcome
Hook	No hook is evident	The anecdote, fact, or quote used is off-putting due to unintelligibility, lack of sensitivity to the audience, or excessive length	A <u>clear</u> yet <u>rote</u> anecdote, fact, or quote manages to catch the attention of the audience.	A <u>clear</u> *and* <u>interesting</u> anecdote, fact, or quote effectively attracts the attention of the audience
Background	No topical background is provided.	The topical background is insufficient and / or does not connect or flow into the preview.	The topical background is established and merges into the preview but in a mechanical or uninspired manner.	The overall topical background is well developed and merges creatively into the preview
Preview	No main points are evident.	Only one or two (rather than three) main points are provided, or one or more of the main points is stated unintelligibly.	Three main points of the speech are stated, but some of the three are somewhat unclear or redundant	Clearly states the three main points of the speech

What we did:

Tool Design:

- Validity (Does it do what we design it to do?)
  - Face Validity
    - Participants are familiar with the task type
      - 'Solo' Speech
    - The procedure would appear (to the participants) to be an effective way to assess their ability to carry out an effective speech introduction
  - Construct Validity
    - Direct assessment of presenters' ability to do an introduction
- Authenticity (Does it mirror the actual real-life task?)
  - To assess their ability to do an introduction
  - They do a 'Solo' Speech
- Reliability (Would it yield the same results in subsequent iterations?)

What we did:

Participants

- Student Visa Holders

  - Limited prior exposure to English

- Immigrants

  - Attended high school in the US

- ESL Students at CCC

 - (Pre-Credit) Foundational Studies

 - Levels 1 - 3

What we did:

Assessment Procedures:

1. Post-assessment only

2. Filmed student speeches

3. Uploaded video files to shared drive

4. Assessed 'introduction' sections of speeches

   a. Went online individually

   b. Used the rubric to assess introduction sections of the student speeches

   c. Uploaded results to shared spreadsheet to store data

5. Analyzed data to test the hypothesis

What we learned:
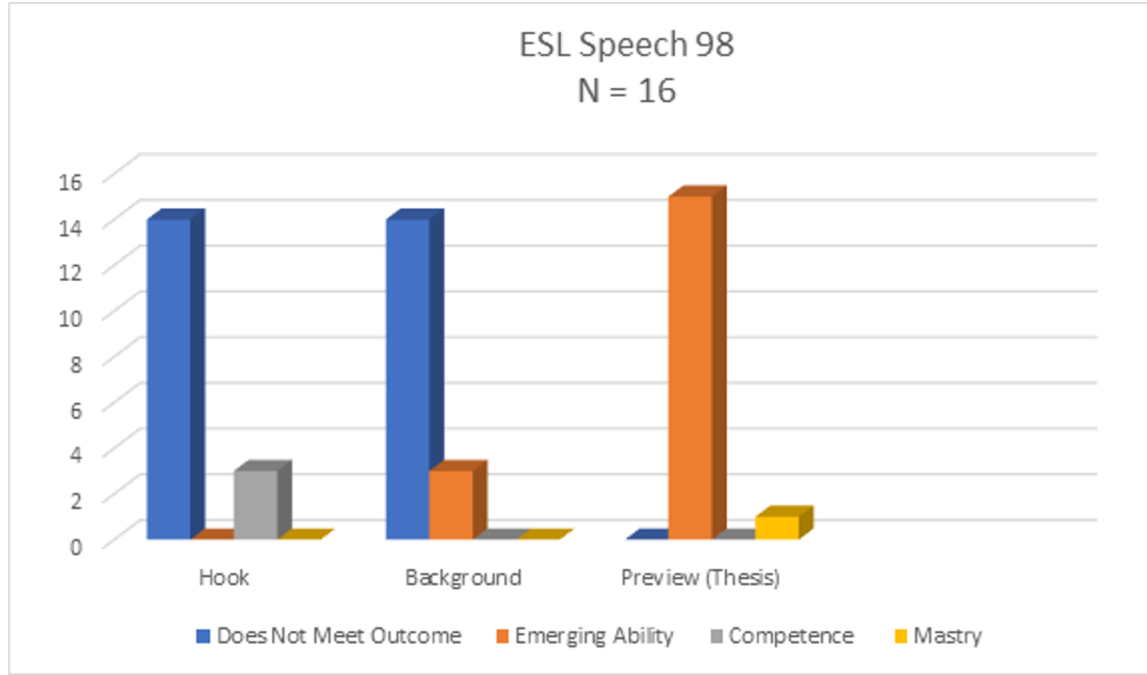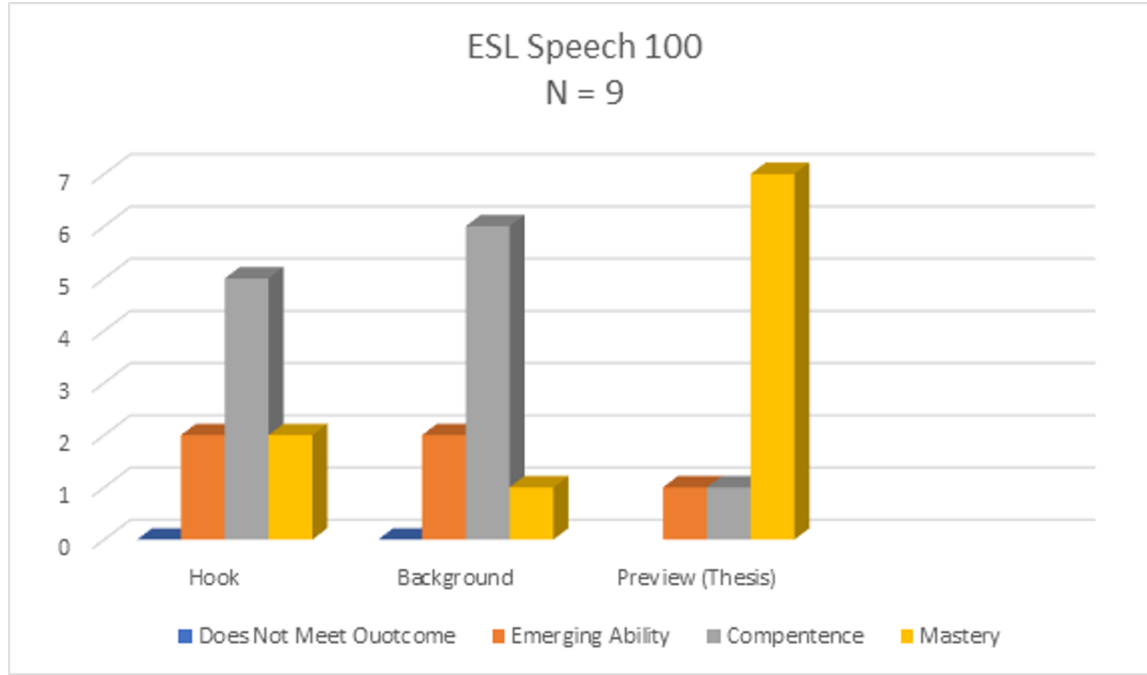

ESL Speech 98
N = 16

- Number of students = **16**
- Level of students = **ESL Speech 98**

What we learned:
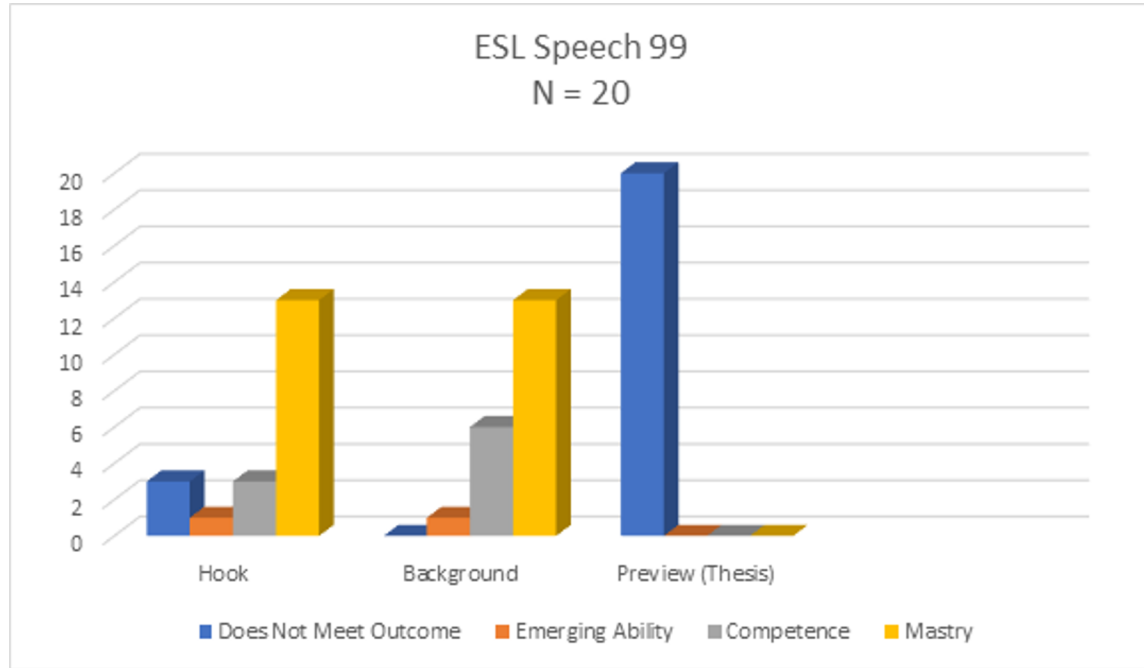
ESL Speech 99
N = 20

- Number of students = **20**
- Level of students = **ESL Speech 99**

What we learned:

ESL Speech 100
N = 9

- Number of students = **9**
- Level of students = **ESL Speech 100**

What we learned about student learning:

The results were mixed:

- Students in ESL Speech 99 showed the lowest ability to produce a preview in their introductions.
- Students in ESL Speech 100 showed the highest ability to do so
- Students in ESL Speech 98 showed an ability level between the other groups

Likely reason for these results:

- Lack of inter-rater reliability
  - The other instructors opted to rate their own students only

What we learned about the process:

Top-down model of unit assessment is problematic

- Department Goal: Use this assessment to inform curriculum design for ESL Speech

- ESL Speech instructors were *told* to participate
  - Effects
    - Instructors showed low interest in participation

Bottom-up model of unit assessment would yield better results

- Go directly to instructors
- Ask what they are curious about
- Offer to help them investigate it
- Example: *French Pronunciation*

Overall Outcomes:

My plan was to proceed with full assessment in Fall 2018

- I planned to offer to:
    - film their speeches myself
    - analyze the results myself

The ESL Speech faculty express no interest in going on with the assessment

- Reasons included (and despite my efforts to disabuse them of the following):
    - Instructors' self-assurance that their own evaluation efforts suffice
    - Fear that the project would be used to evaluate instructors

The department supported the end of this project in favor of:

- French pronunciation assessment