

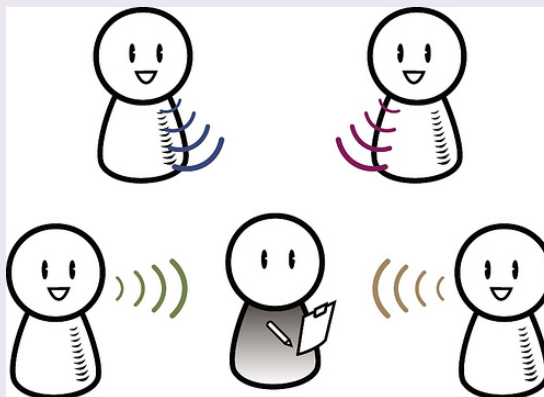
# ACADEMIC LISTENING AND SPEAKING: EFFICIENCY AND EFFECTIVENESS IN ASSESSMENT

Maxine Gillway



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# What are your concerns?



## MY CONCERNS – EFFICIENCY AND EFFECTIVENESS

### Practicalities

Time involved (from teaching time and tutor hours)

Validity (Weir 2005)

a priori – cognitive (theory), context (task, setting)

a posteriori – scoring validity (reliability), consequential (impact)

ASSESSMENT AS/FOR LEARNING (Black & William 1998)

ACHIEVEMENT; CONSTRUCTIVE ALIGNMENT (Biggs 1996)

# My solution: The ALS Course

<http://www.bristol.ac.uk/english-language/study/current-students/open-units/als/>

1. listen critically to academic lectures and take effective notes	21%; <b>42%</b> ; 36%
2. understand the structure and development of academic talks	18%; 24%; <b>58%</b>
3. provide oral summaries of lectures and seminar contributions	11%; 26%; <b>66%</b>
4. build on contribution of others in seminars	13%; 37%; <b>50%</b>
5. justify personal contributions with appropriate evidence	8%; 39%; <b>53%</b>
6. prepare and deliver short academic presentation	3%; 11%; <b>87%</b>

The assessment tasks helped me to learn 13%; 24%; **63%**

The assessment tasks were fair. 5%; 24%; **71%**

# Student comments: formative

- General positive comments (26)
  - useful, interesting, great practice, something new
- Specific perceptive points
  - Helped me to do my podcast (2)
  - A challenge (synthesis; summary; careful listening)(7)
  - Learnt from good and bad presentations (7)
  - Learnt evaluation skills (others and self) (2)
- Negatives
  - Boring doing it every week

# Student comments: podcast

- Generally positive
  - New experience, helpful, useful (16)
  - ‘The most interesting assignment’
- Specifics
  - Forced to listen and pay attention (3)
  - Improved pronunciation, stress, intonation(7)
  - Technicalities (3)
  - Topic chosen (5)

# Questions raised

- ‘A real discussion would be better (2) – I know that it is hard to grade that, but the podcast, well, you could prepare yourself so well and probably most of the students were just reading out loud what they carefully wrote down before. I’m not sure if that is what you want.’
- ‘Good - easier to say my opinion when by myself/ very relax thing – I just need to read my prepared words’
- Acid test = alignment with ILOs; Assessment for learning
- ‘This task is a great way to start off with in any listening/ speaking skills because you tend to hear yourself repeatedly until you recognize what is your mistakes in that audio. Either your pronunciation, intonation, chunking, stress, etc.’

# Student comments: screencast

- Generally positive
  - Good practice/interesting/loved it/enjoyed it (8)
  - ‘Nice and creative assignment’
- Specifics
  - ‘I liked the fact I could choose any topic’ (3)
  - Better face to face (body language/tech)(5)
  - ‘useful to learn to summarise a complex topic and present it in an easy and understandable way’ (3)
  - ‘Really hard to keep within the 3 minutes yet clear and informative’
  - Using Jing (9)

# Other comments: unmet expectations

- 'I think playing games and do crossword won't help us to improve our English.'
- 'It was important that the professor built a friendly environment, where we could feel comfort about speaking, making the learning process easier' / 'Classes were really fun' / 'tutor friendly and kind' (3)
- 'I don't like the teacher always ends the class 10 minutes before schedule and I don't think he is talkative enough to fill up the gaps during class time'
- More fb from the lecturer rather than the students – opinion is most important cos are professional – good to see each other mistakes as well
- 'We have not listened to a lot of seminar on audio files that can help us with the listening.'
- 'It would be nice if the unit focussed on discussion and speaking itself rather than on the theory of academic talks.'
- 'I want to learn useful word in daily conversation'

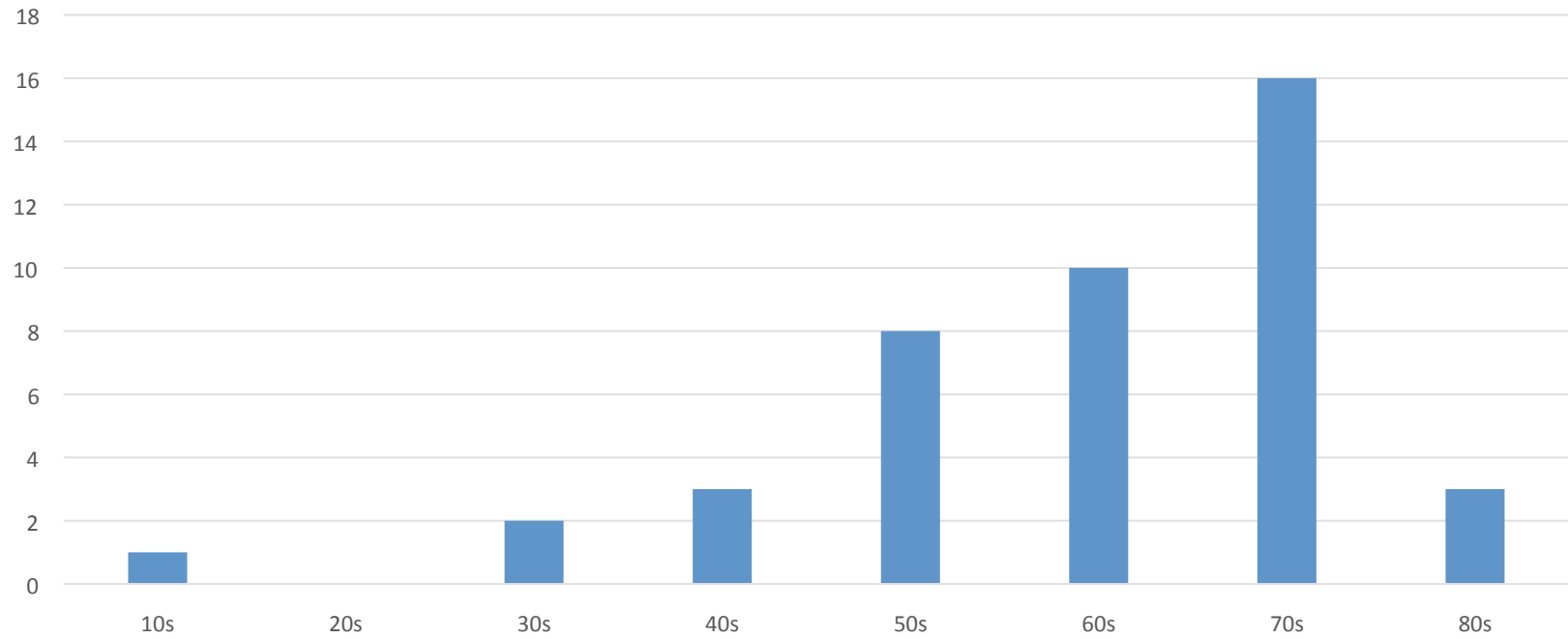


# Teacher evaluation

- The 3MT's provided an interesting focus and students were fully engaged with the selection and summarising process.
- I was very pleased with my students for the quality and ideas put forward in their video 3MT's.
- The use of JING for the presentation was okay but using this we cannot comment on body language and other paralinguistic features in the final assessment.
- The marking scheme's bands are too simplistic
- In marking, I think more categories are needed to help differentiate between students rather than just minimal, good and outstanding.
- In the final exam, I am not sure about the final task, a written summary with argument. After all it is a listening/speaking course.
- I would very much like to teach this module again.

# RESULTS

GRADE DISTRIBUTION



# SAMPLES

- [Sample](#) seminar podcast
- [Sample](#) feedback/grade sheet
- [Sample](#) screencast
- [Sample](#) exam

# Thoughts for future development

- Flipped classes using TED lectures
  - Meet student expectation of more listening and discussion as warmer
- Use of video for presentation
  - For feedback but not grading paralinguistics
- Populate cells in scoring rubric
  - Using examples from first run through

# My turn to listen!

What do you think?

Does indirect testing have its place?

Are these task types useful?

