

Oral Communication for Language Teachers: Assessment Rubric Development

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The Proposal

The Department of Second Language Studies (SLS) BA major includes two electives, SLS 312 and SLS 313, that prepare students to teach key skills (reading, writing, speaking, listening) to learners of a second and/or foreign language. Assessment of students' oral communication requires not only consideration of their immediate ability to communicate clearly to their instructor and peers, but also a projection to how clearly they will communicate to second/foreign language learners (their future students). Both audiences have different needs and impose different communicative challenges for students. The goal of our project is to develop the "Oral Communication for Language Teachers" rubric, which integrates University of Hawai'i Oral Communication Learning Objectives within a discipline-specific rubric for assessing students' oral communication skills.

Workshop 1 (summer 2020)

Faculty and students (N = 17) discussed what language teachers should be able to do (in terms of Oral Communication). Also, how the SLS course assignments allow students to develop Oral Communication skills and what mastery of the skills looks like.

Draft Rubric (August 2020)

Faculty and staff drafted rubric descriptors based on criteria identified in Workshop 2.

- 3 rating categories
 - Lesson implementation
 - Student-teacher interaction
 - Language use
- Scoring criteria: *Exceeds, Meets, Approach Expectations*

Ongoing (spring 2021)

We made slight revisions to the rubric based on fall piloting. The revised rubric is now being piloted in SLS 312: *Teaching Reading and Writing*. During summer 2021, we intend to finalize the rubric for official course use in fall 2021.

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Workshop 2 (summer 2020)

Faculty and students (N = 14) discussed one assignment in detail, *microteaching*, or a demo activity from a larger lesson plan. They then watched video recordings of students doing the assignment and began to discuss the criteria for the assignment's oral communication rubric.

Piloting (fall 2020)

Rubric piloted in SLS 313: *Teaching Listening and Speaking*. Students completed two microteaching assignments, and feedback was provided using the draft rubric. In December 2020, the course instructor met with the research team to discuss their use of the rubric.

Rubric (as of end of fall 2020)

	3: Exceeds expectations	2: Meets expectations	1: Approaching expectations
<i>Lesson Implementation</i>	<ul style="list-style-type: none"> - Consistently gives clear directions/instructions - Consistently signals transitions among activities/sequences of lessons - Models appropriate language and content - Effectively uses supporting materials 	<ul style="list-style-type: none"> - Gives mostly clear directions/instructions - Occasionally signals transitions among activities/sequences of lessons - Models some language and content - Uses some supporting materials (or some supporting materials not used effectively) 	<ul style="list-style-type: none"> - Rarely gives clear directions/instructions or gives confusing directions - Does not signal transitions among activities/sequences of lessons - Does not model appropriate language and content or provides ineffective or incorrect models - Does not use supporting materials or uses supporting materials ineffectively
<i>Student-Teacher Interaction</i>	<ul style="list-style-type: none"> - Consistently elicits students' participation through the use of primarily referential questions. - Consistently provides students with an appropriate amount of time to formulate and provide a response to a question prompt. - Consistently uses techniques such as repetition and comprehension checks to ensure students' understanding before continuing with the lesson. - Appropriately addresses students' language difficulties to promote intelligible language use. 	<ul style="list-style-type: none"> - Frequently elicits students' participation, though may do so through a combination of referential and display questions. - Mostly provides students with an appropriate amount of time to formulate and provide a response to a question prompt. - Sometimes uses techniques such as repetition and comprehension checks to ensure students' understanding before continuing with the lesson. - Mostly addresses students' language difficulties. 	<ul style="list-style-type: none"> - Infrequently elicits students' participation, or does so using primarily display questions. - Rarely provides students with an appropriate amount of time to formulate and provide a response to a question prompt. - Infrequently uses techniques such as repetition and comprehension checks to ensure students' understanding before continuing with the lesson. - Inconsistently or inappropriately addresses students' language difficulties.
<i>Language* Use</i>	<ul style="list-style-type: none"> - Consistently uses language well-matched to learners' proficiency level. - Effectively uses appropriately simplified language when giving directions, responding to student questions or providing feedback. - Consistently speaks at a suitable pace and volume. - Delivery (through intonation, gesture, eye contact, etc.) consistently conveys professionalism and approachability. 	<ul style="list-style-type: none"> - Mostly uses language well-matched to learners' proficiency level. - Mostly uses appropriately simplified language when giving directions, responding to student questions or providing feedback. - Mostly speaks at a suitable pace and volume. - Delivery (through intonation, gesture, eye contact, etc.) conveys professionalism and approachability most of the time. 	<ul style="list-style-type: none"> - Uses language that is only sometimes suited to learners' proficiency level. - Shows limited or inappropriate simplification in language when giving directions, responding to student questions or providing feedback. - Speaks at a suitable pace and volume only some of the time. - Delivery (through intonation, gesture, eye contact, etc.) conveys professionalism and approachability only some of the time.

