Tracking: how do we evaluate the effectiveness of our EAP programmes?

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## Context

- **Pre-sessional courses & Teachers**

<table>
<thead>
<tr>
<th></th>
<th>5 wk</th>
<th>10 wk</th>
<th>20 wk</th>
<th>30 wk</th>
<th>40 wk</th>
<th>Ts/CDs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>550+</strong></td>
<td><strong>600+</strong></td>
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</tbody>
</table>

- **5 wk**
- **10 wk** Ts/TLs/CD
- **20 wk** Ts/TLs/CD
- **30 wk** Ts/CD
- **40 wk** Ts/CD
- **Ts/CD**
- **20**
- **50**
- **150**
- **550+**
- **600+**
Overview of 3 ‘tracking’ projects

1. Teacher induction & development
2. Tracking grades
3. Assessment criteria
Focus on Teachers

• How effectively do we prepare & support teachers?
  • to implement the syllabus
  • to meet T identified needs

• Sources of data
  • Interview criteria/ TEAP CF
  • ‘Flash’ observation summaries
  • Observation reports
  • End of course meetings (Ts & Team Leaders/TLs)
  • Returner interviews
Focus on Teachers

The story so far..

** Returner interviews**

- Assessment
  - Providing effective, manageable, impactful feedback
  - More standardisation esp. Spk.
- Academic discourse & subject specific knowledge
- A wide range…

Observation reports (1)

- Observer needs (quantity & quality of comments)
- Less experienced, more range in recommendations
Focus on Teachers

‘Under construction’

• Observation reports (2)
  • More systematic, grounded analysis of themes
  • Compare quantity & type of comments of ‘less’ & ‘more experienced’ teachers

• [Interview criteria- before & after (reliability?; ethics?)]

➢ Inform Induction programme
Focus on student achievement

Grades/performance

Tools:
Student life-cycle project & student records
+ EAS database (PS entry & exit grades)

Tracking Method:
• Entry grades, length of course, exit grades
• Semester 1 & Semester 2 GPA
• ?cf. direct entry

(Partial replication of previous work)
Focus on student achievement

Student perceptions of ‘usefulness’
• Beginning & end of course Q’aire
• End of S1 Q’iare
• End of S1 focus groups (x 6 bridging programmes)
• [?? Lecturers (ethics?)]

Uses:
• Shape PS programme content
• Inform in-sessional provision
• [testimonials..]
Focus on student achievement

- Beginning & end of course Q’aïre

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### EAP Course Evaluation Student Questionnaire (EAPCESQ)

This questionnaire aims to find out some information about the efficiency and effectiveness of the existing EAP course. There are 5 sections and you are kindly requested to circle the number that reflects your opinion. It will take you about 10 minutes to complete the questionnaire. Thank you!

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Idea</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I improved my academic listening and note-taking skills in the EAP classes.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2 I was provided with sufficient opportunities to practice my academic listening and note-taking skills inside the classroom.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3 I improved my academic speech in the EAP classes.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4 I improved my academic reading skills in the EAP classes.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5 I was provided with sufficient opportunities to practice my academic reading skills inside and outside the classroom.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6 I improved my academic writing skills in the EAP classes.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7 I was provided with sufficient opportunities to practice my academic writing inside and outside the classroom.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8 I improved my academic vocabulary in EAP classes.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9 The EAP classes have met my expectations.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

(adapt Ustunel & Kaplan, 2015, to PS ILOs)
Focus on Assessment Criteria

Work-in-progress: assessment working party data collection

Sources of data
- Entry scores + samples of student work on entry/week 1 + grades
- Samples of student work on exit + grades + report

Approach
- Review & refine constructs
- Review & refine criteria
- Assess samples of work
- Compare .. . TBC

Drawing on e.g. Bruce & Hamp-Lyons, 2015; Banerjee, & Wall, 2006.
Tracking @ Glasgow

Questions
Comments
Suggestions....
Get in touch!

- If you’d like to find out more &/or if you’d like to collaborate on a SoTL project in this area

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References


