



University  
of Glasgow

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

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**INSPIRING  
PEOPLE**



# Context

- Pre-sessional courses & Teachers

				5 wk
			10 wk	Ts/TLs/CD
		20 wk	Ts/TLs/CD	
	30 wk	Ts/CDs		
40 wk	Ts/CD			
Ts/CD				
20	50	150	550+	600+

# Tracking @ Glasgow

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'aire
- 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'aire

## 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!

Student Name: Class: Date:			Strongly Agree	Agree	No Idea	Disagree	Strongly Disagree
COURSE CONTENT	1	I improved my academic listening and note-taking skills in the EAP classes.	5	4	3	2	1
	2	I was provided with sufficient opportunities to practice my academic listening and note-taking skills inside the classroom.	5	4	3	2	1
	3	I improved my academic speech in the EAP classes.	5	4	3	2	1
	4	I improved my academic reading skills in the EAP classes.	5	4	3	2	1
	5	I was provided with sufficient opportunities to practice my academic reading skills inside and outside the classroom.	5	4	3	2	1
	6	I improved my academic writing skills in the EAP classes.	5	4	3	2	1
	7	I was provided with sufficient opportunities to practice my academic writing inside and outside the classroom.	5	4	3	2	1
	8	I improved my academic vocabulary in EAP classes.	5	4	3	2	1
	9	The EAP classes have met my expectations.	5	4	3	2	1

(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

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