

Module 6: ASSESSMENT AND EVALUATION OF ORAL PRODUCTION (AE)

Extended Module - English

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1. Introduction

In this module, you are asked to use the pieces of information from the basic module for your work within your classroom. Additionally, we will provide you with useful materials to help you assess your learners' oral speaking skills. You will be practicing, for example, creating good learning tasks for speaking development, in the first activity. Then you will practice methodologies as well creating performance tasks. Finally, you will learn how to design a rubric to create your own for a speaking task.

2. Creating good learning tasks

As the example of Mr. Smith in the basic module showed, it is not easy to create good tasks. In the basic module, you were given some suggestions on what to look out for when creating learning tasks.

Task:

Take two of the possible things to practice in class from toolbox 1 in the basic module, one from two different types of talk, and develop a short, hypothetical class exercise for each one (200-300 word total for each one). Take into account the Checklist 1 for good learning tasks in the basic module, too!

Optional task:

Present your task to another teacher involved in the project and revise your tasks together!

3. What are good methods to increase speech rate?

I am sure you share the view that it takes a lot of practice to use a foreign language fluently and confidently. We all know that there is not always enough time in class for all pupils to actively use the foreign language. Some need more support than others, some don't have the confidence to speak in front of the whole class, some push themselves too much to the forefront and dominate the class too much. On worksheet 1, you will find a range of methods that you can use to increase the amount of speaking your pupils do in class.

Task:

Try out 2-3 methods from worksheet 1 in your classroom and write a short report on your experiences (200-300 words).

4. Creating good speaking tasks!

You probably have a range of tasks that you can use to test your students' speaking skills. But are they "good" tasks? In the following you can find two examples of tried and true oral test tasks.

Task:

Read the examples in worksheet 2 carefully! Take checklist 2 out of the basic module and check whether they are good speaking tasks! Make a note of your comments!

Task: Create a good speaking task for your next class test!

Worksheet 2:

Example 1:

You are sitting with friends in a bar in your town and you are talking about the heavy traffic. Tim says he is in favour of banning car traffic in city centres. He asks you for your opinion.

Weigh up the positive and negative consequences of banning cars from city centres.

Explain your own point of view and give reasons for your opinion.

Example 2:

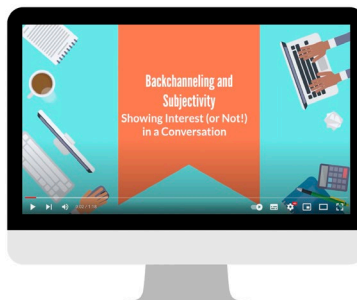
Yesterday there was a cycling accident outside school, so your teacher raises the topic of "compulsory helmets" for cyclists in class. The teacher asks you for your opinion. Jenny has already given her opinion.

Listen to Jenny's contribution, reproduce her arguments and take a stand for her arguments.

Explain your own position on the topic.

5. Backchanneling

In the Basic module you learned about back channelling, the feedback we receive during our spoken interaction with others. As a review, optionally, watch this short video about backchanneling:



As you have seen in the video, not having backchannelling can make you feel as though someone is not listening well, or even being rude. Too much backchannelling can make you feel as though someone wants to rush through the conversation.

Task :

Now, watch this video from the Big Bang Theory, with the subtitles in the language of your choice. Write a short paragraph (200-300 words) to describe the backchanneling you see here. Some questions to guide you are:

- Can you find the moment when the backchanneling changes (quite drastically!) in the dialogue?
- How did Shelton ask for this change to happen and why did he request it?
- What things did his friend do to give feedback in the second part?



6. Creating rubrics for your oral performance tasks

In the basic module, you learned how important it is to create rubrics for assessing students' oral performance in advance. In this extended module, we will explore more specific techniques and tools for creating effective rubrics specifically designed for oral performance tasks. Note that some of the tools explored here build on what you learned in the ICT module of this training.

Integrating AI can significantly enhance the effectiveness of rubrics for oral performance tasks. AI tools can analyze extensive datasets from past assessments to identify common performance trends and pinpoint areas which need improvement. This data-driven approach allows for the creation of more targeted and effective rubric criteria, ensuring that the assessments are tailored to address specific student needs and performance patterns (Schaper, 2024).

Developing dynamic rubric templates is another crucial step in this process. According to Andrade and Du (2005), these templates should be able to be modified depending on the context of the task and the unique needs of the students. This flexibility is essential for accommodating different speaking scenarios, such as presentations, debates, or interviews. Dynamic templates include adaptable criteria and performance levels, which can be modified to match the specific requirements of each task, providing a more personalized assessment experience.

Incorporating formative feedback loops into rubrics ensures that they serve not only as assessment tools but also as instruments for ongoing learning. As Brookhart (2013) explains, rubrics should have spaces for teachers to include specific comments on each criterion, allowing students to receive real-time feedback on their progress and areas for improvement. Research highlights the importance of formative feedback in enhancing learning and performance, making it a vital component of effective rubric design.

The use of precise and descriptive language in defining performance levels is also critical. Clear distinctions between each level help students understand what is expected of them and how they can achieve higher standards. This clarity can reduce anxiety associated with oral tasks and improve overall performance (Panadero et al., 2016). Descriptive language in rubrics provides students with specific guidance, making the assessment criteria more transparent and attainable.

In addition, Panadero et al., (2016) also mention the importance of incorporating peer and self-assessment mechanisms within rubrics fosters critical thinking and self-reflection among students. Encouraging students to engage in these practices allows them to gain diverse perspectives through peer assessments and take ownership of their learning through self-assessment. These processes lead to deeper learning and a more comprehensive understanding of their strengths and areas for improvement.

Apart from the above-mentioned considerations, teachers must regularly update rubrics based on feedback from students and other teachers to maintain their relevance and effectiveness.

Task:

Take the Annex 1 and Annex 2 out of the basic module. Use them as examples to create a rubric for the speaking task you have produced in part 3.

7. How to digitalize rubrics?

The process of creating a rubric has evolved in the last few decades. Many scholars agree on the fact that to create a rubric, it is helpful to look at pre-existing rubrics evaluating similar aspects. In the current era, modern technologies facilitate this task (Ulker, 2017). The fact that rubrics are presented in a digital format has several advantages:

- **Efficiency:** Saves time with pre-made templates and automated scoring.
- **Accessibility:** Easily shareable and editable, enhancing collaboration.
- **Instant Feedback:** Platforms like Additio, iDoceo, and Google Classroom enable teachers to provide immediate feedback.

There are several websites teachers can access to look for ready-made rubrics, edit them, and adapt them to their purposes. Examples of these include RubiStar, CoRubrics, QuickRubric and even Moodle. They provide a free service and their interface is user-friendly.

AI tools like ChatGPT make rubric creation effortless, generating a rubric for a speaking task within seconds. N. Schaper (2024) explains that to get quality assessment material from ChatGPT, users should describe the task, specify the learning outcomes, and clarify the rubric format. This includes naming and defining evaluation criteria on one axis and detailing quality levels on the other. The in-between cells should describe the levels of acquisition for each criterion.

Task:

Create a digital rubric for an oral presentation task in which pupils present an app they have invented in groups using at least four of the criteria listed in toolbox 4 in the basic module. You can use [Canva](#), [MakeBeliefsComix](#), [StoryboardThat](#), [Pixton](#), or the tool you prefer.

8. Can AI create a well-balanced rubric?

Artificial Intelligence (AI) has the potential to significantly enhance the creation of well-balanced oral assessment rubrics, ensuring consistency, efficiency, and objectivity in evaluating students' oral performances. AI tools can assist teachers by automating the process of generating rubrics, which standardizes criteria and reduces subjective bias.

What are the advantages of using AI to create oral assessment rubrics?

- AI ensures consistency in the evaluation criteria, which minimizes subjective bias and contributes to fairness.
- AI provides efficiency, saving teachers significant time and effort compared to manual creation.
- AI allows for easy customization of rubrics to fit specific educational contexts or student needs.
- AI tools can provide instant feedback, helping students understand their performance and areas for improvement promptly.

In addition, a case study by El-Shazly (2021) emphasizes the effectiveness of AI in reducing English speaking anxiety and improving speaking performance through AI-generated feedback and assessments. The study found that AI tools can provide detailed, constructive feedback that helps students enhance their oral performance by clearly defining criteria and quality levels.

Which steps need to be followed to create a rubric using AI?

1. Clearly describe the oral presentation task.
2. Specify the learning objectives the rubric needs to assess.
3. Define the evaluation criteria and the performance levels for each criterion.
4. Clarify the type of rubric you need – holistic or analytical – and the format, i.e. a table.
5. Review the AI-generated rubric and adjust it to ensure it aligns with educational standards and specific student needs.

AI's ability to generate detailed, well-structured rubrics ensures that oral assessments are fair, comprehensive, and conducive to student learning. According to N. Schaper (2024), AI platforms such as ChatGPT can create rubrics swiftly by specifying assessment criteria and performance levels based on the task description, learning outcomes, and rubric format.

Incorporating AI in the creation of oral assessment rubrics provides numerous benefits, including enhanced objectivity, efficiency, and effectiveness. This technological advancement not only helps teachers in creating high-quality rubrics but also supports students in achieving their learning goals more effectively.

9. What are the challenges of creating rubrics using AI?

AI tools like ChatGPT offer significant advantages in creating rubrics for assessing oral tasks, but there are also challenges and considerations that teachers should be aware of:

- AI tools may lack the deep contextual understanding that human teachers bring to rubric creation. While AI can generate generic rubrics efficiently, it might miss the nuances of specific classroom dynamics, student needs, and cultural contexts (Benitez et al., 2020).
- The quality of the rubric descriptors generated by AI can vary. AI tools might produce overly simplistic or generic descriptors that do not provide meaningful feedback to students. Teachers need to refine these descriptors to ensure they are specific, actionable, and aligned with learning objectives (Brookhart, 2013).
- The use of AI tools in education requires acceptance from both students and teachers. There may be resistance to using AI-generated rubrics due to concerns about accuracy, transparency, and the impersonal nature of AI (Selwyn, 2019).

However, if teachers are aware of these challenges and considerations, they can better harness the power of AI tools like ChatGPT to create effective and equitable rubrics for assessing oral performance tasks.

Task:

Ask ChatGPT to create a rubric for the previous task – the presentation of an app they have invented in groups - and compare it to the rubric you previously designed. Which conclusions can you draw from both rubrics?

RECALL, so you won't forget:

1. Name 2 methods you can use to increase the amount of speaking our pupils do in class
2. Name 3 examples of backchanneling
3. Which are the 5 steps to ask AI to create a rubric for you?

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WORKSHEETS: AE – Extended Module

List of Worksheets

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Worksheet 1: Methods for increasing the amount of speaking in the classroom

1. Increase speaking time through simultaneous procedures:

Omnium-Contact

Function: Learners have the opportunity to take part in various conversational contacts, whereby smaller dialogues are conducted with changing partners.

Performance: First, the learners spread out around the room – with relevant materials if necessary. On a signal, they form pairs and talk to each other. The two steps are repeated as often as desired.

Aim:

- Train free, spontaneous speaking
- Bring movement into the school day
- Break up fixed cliques by changing partners

Capabilities of use:

- Exchange, discussion, exchanging attitudes, opinions, experiences etc.
- As a method for role-playing

Conversation While Walking

Function: By talking while walking, a realistic situation is created in which the learners talk to each other during a 'walk'. This also satisfies the need for movement.

Performance: Pairs get together and then walk a predetermined route together, talking about a topic. The conversation while walking can be repeated as often as desired in a different constellation.

- Aim:*
- Train free, spontaneous speaking
 - Increase motivation through movement and natural speaking situations
- Capabilities of use:*
- Exchange, discussion, exchanging attitudes, opinions, experiences etc.
 - As a method for role-playing
 - As a preparation for presentations

2. Activate all learners through individual responsibility:

Expert Puzzle

- Function:* Learners are individually responsible for the learning success of their classmates and work on one or more topics/tasks in a distribution of tasks.
- Performance:* The learners work in expert groups – which were divided up by the teacher – on different work assignments so that each group completes a different task. In the next step, new groups are formed, with one person from each expert group. The experts from the first group phase now explain the work assignment and their results to their classmates.
- Aim:*
- Train note-based writing
- Capabilities of use:*
- Development, discussion, comparison of work results
 - As a preparation for presentations

3. Allow practice time in a protected space:

Tandem Sheet

Function: The learners are placed in pre-structured speaking situations, which take place in a protected space. They can correct each other and/or give tips.

Performance: Pairs are formed. Each pair is given a worksheet, which is folded in half. The worksheet is held so that everyone can see one side. The learners have a pre-structured discussion in which they have to fill in the gaps. The opposite page contains the solution to the gap.

Aim:

- Train vocabulary and its grammatically correct embedding
- Testing communication strategies
- Learn the prototypical structure of dialogues
- Start talking
- Train pronunciation
- Helping those with learning difficulties

Buckling Method

Function: Learners try out conversational situations in a protected space using a predefined scheme. They can choose the appropriate support for them, as the worksheet offers differentiated options.

Performance: In the first phase, the learners either receive a worksheet that has already been completed or are asked to write down the instructions in any social form. The worksheet offers different levels of help (e.g. beginning of sentences, keywords, symbols), which can be folded away so that only one level is visible. In the second phase, pairs are formed. The learners independently decide on a column with the desired assistance and conduct a dialogue with each other based off this.

- Aim:*
- Train vocabulary and its grammatically correct embedding
 - Test communication strategies
 - Practice pronunciation

4. Create relevant and authentic communication occasions:

City Map

Function: Learners try out authentic communication situations in a playful way.

Performance: Two pairs play competitively against each other. Partner A has to explain to partner B the route from a given starting point to a destination unknown to partner B using a map. If partner B guesses the destination correctly before the other pair, the pair receives a point.

- Aim:*
- Train free, spontaneous speaking
 - Increase motivation through gamification and authentic everyday situations

Telling Stories

Function: Learners practice speaking spontaneously and freely in a playful way.

Performance: The teacher gives the beginning of a story. The learners take turns in completing a coherent sentence to continue the story.

- Aim:*
- Train free, spontaneous speaking
 - Increase motivation through gamification

5. Train listening and pronunciation:

Whispering Mail

<i>Function:</i>	Active listening and paraphrasing are practiced. Students learn synonyms and equivalent statements and use them.
<i>Performance:</i>	The learners sit in a circle. One person whispers a sentence into the ear of another person. This person paraphrases the sentence to the person sitting next to them. This continues until the sentence reaches the first person again. The meaning of the sentence is checked for its similarity to the original statement.
<i>Aim:</i>	• Increase motivation through gamification • Train free, spontaneous speaking • Get to know and use synonyms • Practice making sense of what someone's hearing

React

Function: Learners practice listening and recognizing certain sounds and/or words.

Performance: A text is read aloud. The learners should signal (by raising their hands, tapping, standing up, etc.) when they hear a given sound or word.

Aim:

- Train active listening
- Vocabulary training

6. Train oral communication strategies:

Default Situation

Function: Students learn about typical communication situations in role-playing and try out strategies for these.

Performance: Pupils should try out typical everyday communication situations with different partners. This includes situations such as greeting, saying goodbye, shopping, etc. The learners should perform these situations according to certain guidelines (e.g. funny, sad, curious, etc.).

Aim:

- Practicing communication strategies for everyday situations
- Increase motivation through authentic speaking situations
- Practicing speaking situations in a protected space
- Gain confidence for everyday speaking situations

Built-In Difficulties

Function: The learners' creativity is challenged as they have to follow certain guidelines. They have to reflect on and adapt their previous communication strategies.

Performance: The learners are asked to find out something about a classmate under certain conditions. The guidelines can be, for example: Questions should only be able to be answered with yes/no, no direct questions should be asked or a certain word must not be said.

Aim:

- Becoming aware of your own communication strategies
- Becoming aware of the importance of communication strategies
- Trying out and getting to know alternative communication

strategies

7. Practice recurring phrases and structures:

Action Cards

- Function:* Students learn and practice active listening in conversation and practice given structures by using them in sentences.
- Performance:* The learners are given cards with structures and phrases on them (e.g. "Do you really believe that ...", "Oh, you just said that ..."). They have a conversation with a partner in which they incorporate the phrases from the cards and complete them.
- Aim:*
- Practicing structured dialogues
 - Responding to what has been said and formulating transitions
 - Putting yourself in the other person's position

8. Take into account the individual requirements of the learners:

Choral Speaking and Singing

- Function:* Reluctant and insecure learners can also be activated by choral speaking and singing, as they are not the focus of attention. Pupils can recognize and adapt their own mistakes through speaking/singing together.
- Performance:* The whole class sings or speaks a given text in chorus. Alternatively, individual groups can sing/speak parts of the text in canon.
- Aim:*
- Practice reading aloud
 - Increase motivation through movement and music
- Capabilities of use:* To prepare a creative implementation of texts (e.g. music video,

transfer of a text into another type of text, drawing comics, etc.).

Worksheet 2: Examples

Example 1:

You are sitting with friends in a bar in your town and you are talking about the heavy traffic. Tim says he is in favour of banning car traffic in city centres. He asks you for your opinion.

Weigh up the positive and negative consequences of banning cars from city centres.

Explain your own point of view and give reasons for your opinion.

Example 2:

Yesterday there was a cycling accident outside school, so your teacher raises the topic of "compulsory helmets" for cyclists in class. The teacher asks you for your opinion. Jenny has already given her opinion.

Listen to Jenny's contribution, reproduce her arguments and take a stand for her arguments.

Explain your own position on the topic.