Formative Evaluation Plan

PART 1: DESCRIPTION OF 3 EVALUATION TYPES

1. Expert Review

I would involve another colleague of mine (Linda) to help me conduct a review of the instructional materials. She has been a teacher for over 20 years and is The main goal at this stage is to review the project’s subject content, the accuracy of materials, and the quality of the instructional delivery.

The first area has to do with content. I would begin by telling my colleague the instructional goal: ESL (English as a second language) students in Conversation 1 class will be able to use vernacular English to engage in basic conversation with a stranger for at least two minutes. As of now, this project is broken down into five lessons and I would review the activities and materials for each lesson with my colleague. Is the material for each lesson related to the goal of the lesson? Is the subject content give for each 75 minute lesson too much or not enough? Will my students be challenged by the material or is it too easy that they may lose interest?

Next I would focus on the accuracy of materials. I would show him the YouTube video clips and ask him if the content is related to my goal. Do the examples in the video provide specific examples related to the focus & objectives of each lesson? Are the situations in the video an accurate example of what I want my students to learn and model? Will the students be motivated after watching them?

The final point I would review is the quality of instruction. Most of my lesson will be asking my students to come up with information and discuss what they know. My instruction will guide them after they have had a chance to think of answers first. Will this be sufficient or will I need more direct instruction? Is the instruction too little or too much for each lesson? Is it manageable for the level of the students?

2. One-to-One Evaluation

This kind of evaluation would include a minimum of three students from my class. I would choose according to ability level including one low level, one average student, and a high but not the top. This cannot be done at the beginning of the course because I would not be familiar with the ability of my students. Usually it takes minimum three classes to get a good idea of the level of my students. I would also take notice of their motivation level, trying not to pick only the highly motivated students. It is always possible to pick more students if necessary. My goal is to find out if students will learn valuable information that is challenging and manageable rather than being too easy or too difficult.

I will perform this evaluation with each student separately before the group evaluation. This also would be done near the beginning of the project, after the first lesson preferably so that I could adjust the remainder of the 4 lessons if necessary.
The first area of concern is the clarity of instruction. Because my students are Korean and their first language is not English, I need to make sure they understand my directions.

- Is my vocabulary too advanced?
- Do they relate to the examples provided?
- Are the video clips I show easy to follow and model?
- Do they understand the topic of the group discussion?
- Am I giving them enough time in their group to discuss the question, or is the pace too fast?

The second area is the impact of my instruction. This course optional for my students and so it is vital for me to know if they find the information relevant and useful.

- Are the examples provided helpful and meaningful?
- Can they students identify with the examples and relate to the context?
- Will they use these examples in the real world

The third area is the feasibility. Learning a new language can be intimidating so it is vital students feel comfortable enough to speak English and know that making mistakes is a part of learning. The environment needs to be safe and comfortable for the students in order for learning to take place. Some questions asked would be:

- Is the amount of instruction given able to be learned in the time of the lesson?
- Is the learner comfortable in the setting or do they hesitate to practice the expression?
- Do they need more or less time to practice the phrases/expressions being modeled?

3. Small Group Evaluation

This kind of evaluation involves eight to twenty learners, but because my class is 20 students, I would choose eight. Again I’d choose a range from low, average, and high-achieving students as well as a diverse mix of maturity levels. The evaluation would occur after the one-to-one evaluation once the changes and tweaks in the lesson have been made. Another attempt to identify any remaining problems is the focus. It is almost like getting a second opinion about the instruction after performing the one-to-one evaluation.

The focus of small group evaluation is to evaluate the ‘learnability’ of the instruction and learner performance. The instructor should explain to the group that the lesson and materials are in the development stage so the students can be aware of any changes or revisions that need to take place and let the instructor know. Some questions the instructor would observe include:

- How much background knowledge to the learners have on the topic? Are the learners starting out at an appropriate level or is more background information required?
- Could the learners follow or perform the activities without (much) intervention from the instructor? What is the ease of administration?
- To what degree are the learners engaged in the instruction?
• What is the learners’ preference in activities? Do they respond better to one specific activity?
• Do they feel the learning is something meaningful that they will use outside of the classroom, or is it just a task they are doing because they must?
• Were any objectives from the lesson missed or not successfully accomplished?

With little intervention as possible from the instructor, notes should be taken as to the level of difficulty the students have with the task. Much of the information gathered will take place by observing the learners in the activities and thus these questions must be planned before observing the students so the instructor knows what to focus on. However, after the learners have completed the task, questions about the lesson such as level of difficulty, pace, and interest can be directly asked by the instructor.

**PART 2: DATA COLLECTION PLAN**

My data collection plan is to give the questionnaire below after the first lesson of my project. I will have already been teaching this class for about four classes prior to this lesson because I want a chance to develop a rapport and get to know the students and their approximate levels of English.

I will take about 4 students individually and ask them the questions of the questionnaire, writing down their responses or anything else they may tell me. It is important I make the students comfortable and tell them I am not evaluating them, but the program and the level of instruction. It is important they tell me anything that they didn’t understand about the lesson so it can be fixed.

**PART 3: DATA COLLECTION INSTRUMENT**

*One-to-One Evaluation Questionnaire*

**A. Clarity of Instruction**

1. Did you understand the definition of small talk?
2. Could you understand the other group members when you were in your small groups discussing small talk?
3. On a scale of 1 to 5 (5 being the highest), how much did you contribute to the group conversation?
4. How many ideas did you contribute to the list of appropriate and inappropriate questions?
5. Was there enough time given to complete the discussion, or would more time be better.

6. What the video about “Making Eye Contact” difficult to understand?
   What was the hardest part you found about the video? Example: Speed in which the speaker was talking? Use of vocabulary words? Overall message?

7. What the video about “Positive Body Language” difficult to understand?
   What was the hardest part you found about the video? Example: Speed in which the speaker was talking? Use of vocabulary words? Overall message?

B. Impact on Learner

1. Do you think it is important to make eye contact with a person? Do you do that when talking in your own language?

2. What is body language? Is body language something they notice about people? Ask the student to show them a negative kind of body language.

3. When would you find yourself in a nervous situation? Name an example? Now show me how you could ‘look’ calm even though you were very nervous.

4. Did you find it helpful to learn the value of making eye contact? When else is it important to make eye contact?

5. Are you generally attracted to people with negative body language? Why?

C. Feasibility

1. Do you feel the lesson was rushed, or was their adequate amount of time overall?

2. Did you enjoy the group discussion and the video clips?

3. Do you feel more comfortable talking in a small group or one-to-one?

4. What is the most difficult part of the lesson for you?

5. What did you enjoy the most? Why?