

Listening, Speaking: Practical Conversations (LSPC)

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Chapter 1: Content

With rapid urbanization beginning in the 1970s, Seoul in South Korea drew migrants from throughout the country, and the population reached some 10 million in 1990 (Lee & Yu, 2021). Since then, the population has stagnated; new towns and satellite cities around Seoul have drawn some of the metropolitan area's growth. As a result, the population comprises almost entirely of Korean citizens, who are nearly all ethnically Korean. Foreign residents constitute a small but appreciable fraction of the populace; they are not concentrated in particular areas but distributed across the city.

If you speak to most Koreans, they will tell you that Korea is not a big country and lacks many natural resources compared to more powerful and economically advantaged nations in the region. However, one thing Korea does have is its people. Therefore, Korea's primary focus is heavily investing in its human capital to be a great nation.

Hyundai Motor Group, the parent company to Kia Motor, is headquartered in Seoul, South Korea. Hyundai has independent plants over several different countries, employing over 34,000 workers capable of producing 5,600 vehicles daily, a projection of 38.2 percent of the nation's vehicles (Lee & Yu, 2021).

Hyundai is looking to expand globally in countries where English is likely the lingua franca. Traditionally, Hyundai selects employees from its headquarters for leadership roles to relocate and head up new plants. Also, in Korean companies, hierarchy is fundamental. In most settings, people are promoted or obtain raises and more seniority purely based on age; age is key in other aspects of Korean culture. Creating different paths for promotion, Hyundai has established a Mentorship program that does two things - creates a pipeline for Hyundai

leadership selections and prepares employees to be equipped with a range of knowledge in English communicative competence.

Education is vital in Korea, and the education industry is steadily growing especially the English language industry. Education is intense, and from a young age, most students attend multiple schools and spend most of their time focusing on education. Hagwon is the Korean word for a private academy or institute, also known as a cram school in some countries (Kenzie, 2021). In Korea, kids start their education at kindergarten (from ages 3-6), and around the age of 7, students begin elementary school. Most students will attend at least one after-school private academy, a "hagwon," with English being the most popular subject studied. With attending several different hagwons every day and arriving home late into the evening from a young age, participating in night classes is not unusual for adult learners.

Being a student learning English in Korea is not easy. Traditionally, English learning in South Korea had focused on memorization and surface-level understanding of the language. While these methods proved effective for students in Korea to pass English examinations with soaring marks, they did not create an environment conducive to real comprehension and fluency (Kensi, 2021).

Hyundai Employee Mentorship program looks to address some English learning concerns. Therefore, they are looking to handle it differently by establishing partnerships with several South Korean universities to deliver courses that offer employee preparation in various contexts where proposed plants will be located and opened.

According to the World Economic Forum (2015-2016), South Korea ranked 23 out of 140 countries regarding its higher educational competitiveness. This statement means Korea offers a higher level of educational services to students coming from abroad.

To compete in the globalized world, South Korean universities have increased the number of programs available in English. In addition, to create a more globalized community, Korean universities look to attract more and more international students every year, offering programs taught in English entirely.

According to the publication, Top Universities, more than 40% of all classes offered at South Korean Universities are taught in English. The colleges of engineering and business have the highest proportion of English-taught courses. In addition, most universities in South Korea have Graduate-level International Studies courses taught in English, such as Korean Studies, International Area Studies, and International Business.

This course is offered through Yonsei University, Korean Language Institute, partnering with the Hyundai Employee Mentorship program. All of the Korean Language Institute teachers hold a minimum of a Master's Degree and possess a range of knowledge about culture and teaching international students. Due to their background, each teacher is specially equipped to help students learn in an efficient and engaging environment. The Hyundai Mentorship Program and its different university partners can offer evening courses, advanced courses, summer courses, and a unique requested course.

This course is considered a unique request expected to take place in the evening directly on the Hyundai worksite, allowing employees to complete work shifts to transition to class quickly. These professional students range between the age of 25-35 years old. Each student has completed one EFL requirement class during their attendance at one of the universities.

According to ACTFL, most students are at the mid intermediate to low advanced level in reading and writing. Using the CEFR Scale, most students fall in A2 and B1 with some variation on either side for speaking and listening. Typical sizes for this class range from 10 to 15 Korean

adult students, and the gender distribution in most classes is usually homogeneous. The course design gives students a deep dive into U.S. history and culture and its political discourse on race, diversity, and social justice. Hyundai's employees will likely encounter U.S. plant employees rallying around such "water cooler" discussions. Therefore, the course components are teaching listening, speaking, reading, pronunciation, notetaking, and critical thinking, focusing on practical conversational skills, and raising student enthusiasm to improve English fluency and communicative competency. Most students are likely extrinsically motivated with the career promotional possibilities. However, students have had few opportunities to practice outside of class or work because of the predominantly ethnically Korean culture. The anticipation is that students, who participated in an EFL course to pass English exams, will have anxiety speaking, face embarrassment, and be reluctant to talk. The course strives to help students overcome fear to get them to the feeling of comfortableness with making mistakes when practicing speaking. The course is 15 weeks, and students attend classes for two hours, three days a week M-T-Th.

Problematizing

In this course, the relationship between culture and language is vital to how teachers perceive language. Students' responses to a given context are the products of the individual's cultural background that shapes their encounter with another culture, leading to student error and misunderstanding. Therefore, it will be critical to be conscious of how English is schematized for best use in certain areas.

Chapter 2: Beliefs

Culture in Language

Language is a social semiotic that identifies a language structure not limited to speech, writing, non-verbal cues but reflects the communicative needs of a given social context.

Expounding on Whorf (1956), language affects how a culture conceptualizes reality (cited in Byram, n.d). Different languages evolved different ways of seeing. Moreover, language conceptualization derives from other languages, cultures, and beliefs, pointing to shared traits and attributes. However, because our exposures are different, our perception of these traits will sometimes be through the filter of different cultures. Wierzbicka (1997) attested that one should avoid assuming a simple dichotomy between those who emphasize the universal features of language and those who perceive it as a construct reflecting cultural relativism. Though later agreeing, universal features of languages meanings are partitioned differently according to how culture shapes language.

Language is inseparable from culture and cognition. Pedagogical learning methods involve cognitive processing and social interactions with others. During these interactions, culture binds language for learners looking to grasp word meanings in the target language. It establishes where meanings are shared and differentiated due to culture's effect upon language (Byram, n.d)—in other words, finding ways to teach the target culture and understand the meaning a learner wants to assign in that context due to their cultural background. The challenge is not devaluing the response to a given context. Instead, recognizing a learner's own cultural background is likely determining the meaning a learner may want to express. Then assessing those types of encounters when learners are probably providing their responses based on a given context is due to the cultural shaping of the students' L1 (Byram, n.d). The teacher can establish goals using these opportunities to gain insight into the learner's cultural understanding and furnish students with strategies to develop meaning.

Learners and SocioPolitical Context

Social and Political issues influence globalization in the marketplace, driving global communication across national boundaries. Language is a vehicle of influence to exploit and distribute communication of events and the impacts and effects of those events worldwide. Therefore, it is critical for students to understand how language is used and its impact.

Educators play a crucial role in today's society helping students, and classrooms feel safe; yet, it is equally important to support culturally relevant teaching. For example, teaching students to understand and become aware of the complexities of social and political issues helps learners understand how to maneuver when trying to access community and government services and respond to employment matters. Equally important is to teach students awareness of biases and how they may be perceived when discussing social issues. The relationship between culture and language is essential to how teachers perceive language. It can raise discussions points, engaging students' understanding of their own culture and how it may fit in the political discourse of race, diversity, and social justice. Learners' voices are essential in discussions concerning U.S. history, assisting them in understanding how race relations have shaped public policy, creating a divisive discourse that pits people of color against white people. For instance, it is essential to explain the difference between liberals' and conservatives' beliefs and why they are in sharp disagreement. Building students' awareness of these issues helps immigrants understand complex problems directly affecting them when they are better informed about language use and its role in social constructs. That racism is not merely the product of individual bias or prejudice but also something embedded in U.S. legal systems and policies.

Language and political discourse are critical, connecting and discussing political issues such as systemic racism that impact communities, neighbors, and friends and raising awareness where it is lacking for an immigrant to understand these social constructs to create students'

schema. Students can very quickly remain in a bubble in the classroom and after the class.

Graves (2000) discussed, "Language learning involves analyzing language how it is used to gain, hold, and deny power" (p. 29). Creating activities that involve real-life issues exposes students to the sociopolitical aspects of language they can relate to. According to Graves (2000), learners should know how to participate in the community. Language teaching involves helping learners gain access to social systems that are related to sociopolitical issues.

Teaching Approach

Educational ideology directs curriculum and pedagogy. It also assists in establishing students' expectations to play an active role and be willing participants in their education. In addition, it sets the stage and the critical role a teacher plays in assisting learners in using their abilities and skills to work and be productive members of society. Finally, it aids students in understanding their power to make choices regarding their education and equips them to be lifelong learners. The expected result is to produce productive, empathetic learners who continue to improve and grow personally and socially. Students have their personal goals and objectives on how they choose to spend their time learning a language. Teaching involves both a myopic, and holistic approach. In other words, sometimes learning together may mean giving up content for better understanding. Moving toward practicing wholesome student engagement rather than a classroom fulfilling "information gluttony and creating shallow learners is not a nutritious way to learn" (Smith and Smith, 2011, p.87). The ability to take a more narrow approach Graves (2000) discussed that the teaching process is on a continuum in which the teacher transmits knowledge at one end. At the other end, the teacher negotiates the knowledge, skill, and methods of learning. It requires understanding the teaching principle, including inductive and deductive

approaches, crossing linguistic and affective boundaries such as meaningful learning, autonomy, intrinsic motivation, and communicative competence (Brown 2015).

Teaching also includes creating an effective learning environment. It involves considering that both teachers' and learners' preferred learning styles should remain at the forefront of pedagogical practices. Failure to adequately plan how to address these differences could hinder learning (Lightbown & Spada, 2013).

As a Christian teacher, I think carefully about the relationship between teaching, learning, and Christian practices. I intend to draw on the tradition of Christian hospitality to model an outlook regarding strangers and foreigners to shape students' study of the expected topics of this course. As a new teacher, I am looking to model my approach and view around the main points of Jesus' teachings, in which we treat one another with love and compassion as he loved us and speak well even to those who curse, despitefully use and abuse us. Love our enemy, not just our friends and family. We should not use our tongues to say evil things to one another or curse because we are in his likeness (Genesis 1:31).

As a teacher, my role should be to empower, encourage, intercede, much like the Holy Spirit, who inspires the student to create and be steadfast. Focusing on the importance of meeting academics need and the spiritual desires and growth for each learner (Smith, 2009). Therefore, the implication of course design is to plan carefully, weigh the context and adapt it to adhere to one's ideology. To create opportunities, meet the student's needs, and inspire to edify a thriving community.

Chapter 3: Needs Analysis

Needs assessment is a cyclical process gathering information, interpreting the data, deciding what data to collect, how to collect it, and how to act on it to meet the needs. It is a

repeated approach to continually analyze the needs of the learners and provide insight to others stakeholders – administrators, parents, and other teachers (Graves 2000).

The advantage of needs assessment is that it stimulates dialogue between the teacher and the learners and other learners when students cannot communicate their needs and desires in many contexts (Richards, 2001). In addition, it helps reflect on a student's learning, identify their needs, and give learners a sense of agency and control (Graves 2000). Also, it shares insight into stakeholders' perceptions of perceived and present needs, potential and unrecognized needs (Richards, 2001).

Stakeholder

The primary stakeholders include Hyundai enrolled employees, the administration of the Hyundai Employee Mentorship Program, and partners of Yonsei University, Korean Language Institute. The Listening, Speaking: Practical Conversations course is required to discuss race, diversity, and social injustices. The Mentorship program is part of Hyundai's investment in its employees to relocate them to North America to open new plants. Therefore, it is relevant for employees to understand and be aware of robust discussions around race relations. In addition, the administration of the program can share their specific goals for this class and how it fits into the broader curriculum of the Hyundai Employee Mentorship Program. In establishing goals for the learner, it is essential to gather information on students' interests, learning preferences, previous aural and oral instructions, and their level of intercultural competence specific to North American Culture and History.

Needs Assessment

Table 3.1 below identifies the needs assessment for Listening, Speaking: Practical Conversations (LSPC) course outlines three sections: pre-course, initial, and ongoing assessments and outlines how information is gathered before, at the beginning of, and during the

course (Richards, 2001) and considers stakeholders' interest while analyzing learner's target and learning needs.

	Target Stakeholder	Data Collected	Method of Collection	Rationale
Pre-course	Administration	Expectations, dynamics of the environment, culture, relationship & partnerships	Interview & meetings questions (Appendix A)	Interviews and meetings will assist in developing a framework and focus for the questionnaire
Pre-course	Administration, Teachers, and learners	Goals, aims, restrictions, perceived needs	Questionnaire (Appendix B)	Following a triangular approach – collecting data from multiple sources provides more reliability
Initial (first – day)	Learners	Students' background, interest, target context, expectations, and professional reason for learning English	Peer reviews, In-class group work & observation	Students can voice their needs, concerns, interest and gain an immediate sense of class ownership. Teachers gain knowledge about learners' prior experience, target needs, and alignment with administration expectations using an introduction activity
Initial (first week of class)	Learners	Learners' goals and struggles; listening and speaking proficiency	Self-rating Questionnaire (Appendix C)	Personal goals may differ from administration, and teacher needs a baseline assessment of students listening and speaking abilities
Initial (first week of class)	Learners	Learners preference, attitude	In-class discussion Learning Style Survey (Appendix D)	Knowledge of how students feel about learning English and how they prefer to learn, assist the teacher in tailoring activities, and provide support where needed
Ongoing (each class)	Learners	Learner engagement, progress, struggles, successes, and needs	Targeted Observations (Appendix E)	Each class teacher selects two or three learners to carefully observe and be intentional with data collection for each student
Ongoing (each class)	Learners	Learner motivation and progress	Anonymous feedback cards	Understanding students may feel more comfortable sharing

				discretely present and unrecognized needs, strengths, and weaknesses effectiveness of the class
Ongoing (mid-term)	Learners	Learners attitude toward course, target skills, progress, and suggestions	In-class review and discussion	Students provide reflections on their acquisition of skills, changes that have occurred since beginning the class, and the teacher addresses the anonymous feedback validating input
Ongoing (mid-term)	Administration	Expectations, dynamics of the class, culture, & relationship, partnerships	Meeting with administration and partners to receive feedback from student or administrators observation of the class	Provides teacher with opportunity and time to adjust to accommodate all stakeholder needs

Needs Assessment Walkthrough

Pre-course needs assessment targets administration, teachers, and learners to provide multiple perspectives and increase data reliability (Richards, 2001). In a meet and greet format with the administration, the teacher will ask questions using Appendix A to gather information regarding course expectations, the dynamics of the program, and its environment, providing a framework for the subsequent questionnaires. Different questionnaires (*see* Appendix B) will be distributed to the administration, current participating teachers teaching a course in the program, former and current employee participants, and the information gathered should prepare the teacher for what to expect on the first day of the class throughout the semester.

An initial needs assessment will focus on the learners. Peer interviews provide information about the learners' educational background, target contexts, interests, and course

expectations. The first group activity designed for the course evaluates competence understanding and skills concerning sociocultural and sociolinguist sociopolitical aspects.

During the initial first week, students will have participated in a few different activities aiding students in answering the Learning Styles Survey (*see* Appendix D) adapted from Graves (2000, p. 151). Likewise, the Self-Rating Questionnaire (*see* Appendix C) adapted from (Richards, 2001, pp. 95-96) further elicits valuable data on learning and preferences for identifying students' attitudes about language learning and target culture. These will be considered when designing activities and discussing course materials.

An ongoing needs assessment will also focus predominantly on the learners through observation. Anonymous feedback and class discussion evaluate whether the course materials and teaching methods are effective (Graves 2000). The teacher will select a few learners for a targeted observation during each class week to record and deliberately assess students' progress and needs (*see* Appendix E). During mid-point, in-class discussion, will provide students reflection on their acquisition of skill, voice any changes and concerns since the beginning of the class. In addition, the teacher addresses the anonymous feedback, so students' inputs are validated as heard, and this activity remains an effective tool. It is also a checkpoint with the administration to receive guidance, feedback, and advice. This juncture also serves as the opportunity to make timely changes and adjustments to accommodate all stakeholder needs. Further acknowledging course design is an iterated process, "reconciling competing needs and views of what should be taught and how" (Graves, 2000, p. 109).

Chapter 4: Learning Outcomes

When planning a course, one should have a vision of where students come out at the end. Graves (2000) discussed goals, objectives, and learning outcomes as a journey with designed steps and methods to provide a clear direction to reach the destination successfully. When developing course goals, two factors to consider are what is achievable for the student to do when the course is completed, proposed by Brown (as cited in Graves, 2000), and the desired changes in learners as a result (Richards, 2001). Such contemplation requires the teacher to look to the future to set priorities for the course that aligns with what learners must achieve to reach these goals and reflect on core pedagogical beliefs about curriculum and learning (Richards, 2001) to align with expected outcomes and assessments.

Richards (2001) summarized several ideologies on curriculum formulating specific learning outcomes, and this course follows two of those perspectives: social reconstructionism and cultural pluralism. The former perspective focuses on the teacher's responsibility to involve students in critical thinking to use analytical and evaluative processes to interpret and examine and critique "power relationships" are those with power that privileges some over others. In the latter perspective, the teacher equips the learner to grow and appreciate different viewpoints and develop cross-cultural competencies. The course seeks to utilize both philosophies to provide a variety of goals and learning outcomes to foster a desire for increased social responsibility and awareness within them. However, the consensus by Mager and Brown (as cited in Graves, 2000) is that learning outcomes require specifying what learners will be able to do, a condition to be met which is the desired change, and a method to measure the performance in some form of assessment as some criterion. Still, even with specificity, learning outcomes must be achievable and realistic given the learners' current ability and time constraints to be practical.

Graves (2000) pointed out that learning outcomes are "guidelines and should be flexible enough to change if they are not appropriate" (p. 74). Otherwise, teaching outcomes may obstruct learning and fail to address learners' actual needs. Teachers' engagement in continuous reflection and ongoing needs assessment help identify what adjustments are needed for learning outcomes.

Goals

This Listening, Speaking: Practical Conversations (LSPC) is an integrated skills course that emphasizes listening and speaking. By the end of this course, students will be able to (SWBAT) apply listening and speaking strategies to accurately process and interpret input for social and professional interactions; demonstrate fluency, intelligibility using relevant norms of interaction in conversations, classroom discussions, and debates around complex topics. The goal aligns with the Hyundai Mentorship program's expectations of improving participants' aural and oral engagement in professional interactions and raising their ability to express opinions on complex topics such as social injustices.

The following learning outcomes serve to support this goal.

Learning Outcome 1

By the end of week 4, SWBAT participate in a 15- minute role-play discussing the weekly topic, using a range of language functions including (a) asking and answering questions, (b) offering and acknowledging differing opinions, (c) agreeing to disagree, (d) displaying the ability to distinguish appropriate use of weak and strong forms functioning words when using them, (e) choosing a suitable style and register for a given social and professional interaction.

This learning outcome of pairing and grouping students reflects a program goal to engage in social interactions and express opinions while increasing English fluency. Learners develop

sociolinguistic and functional competence to communicate successfully in particular contexts. Because learners will discuss controversial and complex course topics, students learn to engage in social discourse in a respectful manner that promotes healthy learning. The use of various learning strategies allows students continuous improvement outside the classroom. Students have repeated opportunities in class to recognize weak forms of function words and receive informal feedback from their peers on their use of the language functions. Unfortunately, learners from a monolingual society have few opportunities to practice outside the classroom to develop their communicative competence. Distinguishing the spoken word that differs significantly from its written form increases students' ability to automatically translate function words, increasing their instinctive processing proficiency and building discourse competence.

Learning Outcome 2

By the end of week 7, SWBAT summarize listening texts of various lengths and genres orally and in written form that matches the CEFR level of this class.

This learning outcome uses integrated skills to demonstrate students' ability to summarize or paraphrase a listening text and justify and explain their answers. This skill is designed to improve comprehension and interpretation capabilities, an ability that will be transferrable to other contexts such as class and meeting presentations, listening and responding during a hiring interview, and taking notes.

Learning Outcome 3

By the end of week 15, SWBAT, cooperatively participate in the final debate project, present at least two intelligible arguments and two counter-arguments, exercise a range of concrete and abstract vocabulary, and deliver it with an appropriate academic style and body language, and tone.

This learning outcome focuses on proficiency goals or what learners will be able to do with the language (Graves, 2000). Students participate using the scaffolded course activities designed to lead to the final project. It inspires learners to cultivate their aptitude to produce extensive, fluent language while articulating well-formed, supported opinions within a real-life social or professional context. It also acknowledges the importance of self-directed learning. Learners must negotiate to decide their team project type and determine the process for accomplishing this outcome. This fosters learner autonomy, allowing learners to take responsibility for both the process and product resulting from their efforts.

Chapter 5: Syllabus

Teacher beliefs, the course goals, learning outcomes, and the stakeholders' needs determine the content and the organization of the course. Each helps influence the conceptualization of the course and the organizing principles used to structure the course (Graves, 2000). When organizing the course, teachers identify the course units or modules, the content within each to determine the sequencing of the content and consider the time factor of the course to complete each unit. Graves (2000) defined, "The product of organizing and sequencing a course is a syllabus" (p. 125).

Richards (2001) demonstrated the syllabus as an indispensable component that clarifies and focuses on a language course. He further explained a syllabus construction is developed around different frameworks such as functional, topical, situational, grammatical, which integrates several strands and frameworks. Graves (2000) discussed, "The syllabus can take on a variety of forms, depending on how you plan to use it" (p. 125). For instance, the essential to include course rationale, instructor contact information, schedule, learning outcomes, policies, and expectations in the syllabus. Other information should explain the text, materials needed,

assignments, and grading criteria. Graves (2000) raised while a syllabus is needed to provide structure to a course, it does not mean it cannot be changed. She explains not to give too much power to a document that it becomes rigid and does incorporate flexibility into the structure to accommodate and adapt to the needs of the stakeholders. The tentative syllabus (Appendix F) for the Listening, Speaking: Practical Conversations (LSPC) course is described in the following paragraphs.

LSPC Syllabus

The Listening, Speaking: Practical Conversations syllabus adapted Richards (2001) framework of an integrated-skills course, primarily organized around different themes to reach targeted outcomes across the four language skills. Secondary focuses identify the necessary skills for listening and speaking, emphasizing tasks to organize activities that move listening skills from simple to complex and speaking skills activities that are safe interactions with classmates and build to risk-taking. Further, the course has a third component: a robust cultural focus closely tied to topics.

The course content is organized following (Richards, 2001) method of starting with introductions of familiar, easy topics that progress to more difficult and unfamiliar ones. The topic's discussion, such as Stereotypes in the opening weeks, provides students a familiar topic to easily manage. Then, each week, students will move toward topics less familiar and require more critical processing. Task components that are listening and speaking elements with each unit follow a similar process from simple to complex, from easy to difficult, and from lower to higher order of thinking.

The course follows the principles of sequencing, determining the order in which units will be taught. Listening components follow a prescribed learning sequence starting with the fundamentals of listening strategies moving toward meaning-building, elements of inference, and interpretation (Richards, 2001). Skills and speaking functions begin with instructions and narration progressing toward advanced components such as opinions, comparing and contrasting, and summarizing.

In addition to sequencing the units, each internal structure consists of a mixture cycle and a matrix (Graves, 2000). The cycle consists of a systematic order using activities practicing listening and reading for the main points, determining meaning from context details, and reviewing targeted vocabulary. The cycle also incorporates applying forms of writing as students prepare for their argument and opinion statements for mini-debates and class discussions.

The course content is derived from several resources to produce theme-based authentic material such as – Tedtalks, journals, YouTube, etc. In addition, students will practice using language functions during peer interactions and role-play, debates, and developing an argument through theme-based content and various cultural focuses of student perspectives on the topic, further facilitating language learning through multiple activities.

By charting the learning outcomes to course content and task activities, the syllabus provides the learners a better understanding of the course objectives. The syllabus clarifies targeted learning outcomes by including course schedule, assessment, grading criteria, and identifying activities performed weekly. Students have little opportunity to practice outside the classroom. Including spiraling or recycling of skills provides the student multiple opportunities to practice and develop skills (Graves, 2000), further allowing the teacher to monitor progress and evaluate the course and student success.

Chapter 6: Materials

A critical component of a language course is the material selections and adaptations of texts resources. Deciding on course content requires assessing instructional materials and surveying their ability to meet learners' needs, providing language input and practices. Using commercial texts or developing one's own material has its pivotal factors to consider, such as the context, administration, learning outcomes, and pedagogy in one's decision. When discerning the content, questions pop up, such as the advantages and disadvantages of meeting the course goals and the specific learning outcomes using one or the other. Richards (2001) discussed the importance of examining the instructional materials' pedagogical approach and its alignment with the intended purpose to make an informed decision. Graves (2000) elaborated that a commercial text inherently will have an underlying pedagogical approach and stressed the saliency, identifying a text that aligns with a teacher's operational beliefs. Explaining the importance of investigating and assessing how well the content, activities, tasks, and methodology meet the course goals. Sometimes using developed authentic materials or created materials not specifically developed for the classroom but the materials are more appropriate to fulfill the learner's needs. Teachers will use a mixture of created and authentic materials with courses because they understand how the course is conceptualized, and most times, commercial texts are blurred (Richards, 2001). Unfortunately, the international market buyers continue to show preferences for textbooks, which lack authentic language, controversial topics, are devoid of culture, and lean toward middle-class westernized subjects (Graves, 2000) and (Richards, 2001). Tomlinson (2018) confirmed that commercial text content editors and publishers cater to the general audience because of the financial feasibility and profitability driving forces to continue promoting traditional pedagogy. Graves (2000) stressed that no text is a perfect fit, so

teachers make decisions based on their beliefs and experience. Richards (2001) reinforced Graves's point that selecting and adapting material should be viewed as an integral component of teaching, agreeing that no textbook will uniquely align with all learning contexts and learners' varying needs.

Text Selection

The Listening, Speaking: Practical Conversations (LSPC) course will utilize authentic materials from various audio-visual sources and adapted content from a series of created materials textbooks by National Geographic Learning and Cengage Learning. Richards (2001) pointed out that instructional materials are often springboards for instructors to adapt and extend to align with teachers' beliefs and course outcomes. This chapter discusses one of the textbooks series called *21st Century Communication* used as a resource. The series texts targets CEFR B1-B2 learners. Many of the developed materials include several resources, such as podcasts, TED Talks, NPR reports, with the interest of developing critical thinking and integrated language skills. The selection of this series is based on each text's ability to present themes and topics with focuses of high-interest, controversial issues that explore different values and attitudes and allow students to consider and explore their opinions on a variety of problems and injustices (*see* Appendix G). The textbook units have no relevancy of sequencing of topics at the content syllabus level. However, there is sequencing at the unit level composed of two parts following an approach that activates students' schema and interest in the subject through activities that introduce and preview the topic, introduce new vocabulary, and allow students to think and offer opinions on the issues. Learning, speaking, notetaking, pronunciation, and presentation skills are explicitly taught and woven in each unit to practice three primary skills: collaboration, communication, and critical thinking. The activities involved are listening and reading text that

contrast two topics that support the theme. The listening processes and vocabulary strategies are sequential, fixed sequences, focusing on each unit's main ideas and details. Speaking functions, skill exercises, and tasks tied to the topic are rearranged as necessary.

Text Strengths

21 Century Communication materials were in the form of theme-based units and neatly fit with the integrated skills needed for the content-based syllabus used for this course. The themes are a potent mix of high-interest topics, authentic material, tasks and have an integrated approach using the four modalities in developing listening, speaking, and critical thinking. The listening activities use TED talks and the authors' presenting varying from informal to formal, native to non-native speakers allowing encounters with many world English. Brown (2015) explained that English, a non-academic language with various accents, is an excellent source for developing cognitive academic language proficiency. Additionally, the topics and activities closely align with the course goals using a variety of collaboration to develop learners, social awareness, understanding of cultural differences, presentation skills in discussing complex topics. The text activities and exercises provided offer a teacher the ability to save time developing materials and provide ideas a teacher can quickly expand and adapt into a format. Each unit recycles listening and reading skills for main ideas and giving opinions, presenting learners with multiple opportunities to develop specific skill and practice strategies in collaboration, communication, and critical thinking (Graves, 2000).

Text Weakness

The text has various exercises to assist the student in thinking about the topic delivered through listening and reading skills using written responses to cloze activities and developing

students' strategies and note taking skills. Still, it lacks an opportunity to practice transferring students' brainstorm and opinions in written format. Other noticeable occurrences included exposure to cultures through visual pictures with a topic for light discussion. Though different cultural aspects are presented, they are not fully discussed and do not allow learners to explore and analyze differences and other underlying issues. Another limitation the text presents is the complexity of language and the introduction of vocabulary. While learners must encounter complex materials with high lexical density, idiomatic language, and low-frequency vocabulary, it is important to consider the lexis is not outside the learner's needs (Richards, 2001). Students would benefit from more vocabulary recycling in each unit lesson plan to reinforce words consistently. At the end of each unit, students are limited to reflecting and assessing their progress by responding to a check box but does not allow them to respond to what area they feel they still need assistance.

Text adaptation

This text content will be adapted at the unit and activity level using, in this case, three of the unit's themes (2, 6, & 8) and activities to discuss culture, social awareness, and injustices (*see* Appendix G). For example, to accommodate the weakness unifying cultural aspects, the text unit theme "Lending a Hand" activities are expanded and adapted to address community building and cultures, incorporating it into the syllabus topic "Being A Good Neighbor" (Appendix F). Richards (2001) explained part of adapting is addressing omissions a teacher feels important to explore by adding or modifying activities to give it more focus. Extending activities, vocabulary, and skills to integrate objectives around culture and community allows students to be part of the learning process and creates an opportunity for individual expression, exploration, and meaning through activities around the topics. The limited writing and reflections are addressed by

adopting a weekly Self-Reflection Log (Appendix H) as a homework assignment to promote students' reviews using a questionnaire to understand each unit, learners' preferences, and skills. This activity will further assist in documenting the effectiveness of using the materials, receiving feedback on how materials work, and keeping a record of additions, deletions, and supplementary material used in each lesson plan (Richards, 2001). The weekly unit home tests use the materials directly from the text *21st Century Communication*. Other homework and classwork are designed materials incorporating text content as informal assessments to track progress and increase learner autonomy. The goal for the text adaptations is grounded in the learners' needs, teachers' beliefs, and course outcomes.

Chapter 7: Assessment

Assessments play overlapping roles in developing a course curriculum and assessing students' needs, learning, and evaluating the course. It is a process of evaluation divided into two types of assessments: formative and summative. The former refers to ongoing, continuous evaluation of gauging learner and course success to determine appropriate adjustments for the remainder of the courses. In contrast, the latter occurs at the end of the course and measures the overall course's effectiveness, efficiency, and learner success (Richards, 2001). Both types are incorporated into a comprehensive assessment plan, a tool used to aid a teacher to align ongoing assessments of students' needs, learning outcomes, and course evaluations to "assess what your course design has achieved with respect to your intentions in designing it" (Graves, 2000, p. 208).

Learning assessment utilizes two types of measuring tools: formal and informal. Both involve a teacher collecting information using various formal or informal assessments methods to measure a student's learning. Formal assessments usually deploy traditional tests, quizzes, and

exams, which supply numerical data that provide explicit information on achievement required by learners and administrators (Richards, 2001). An example of this is using the four formal assessments' primary purposes for assessing learning: diagnosing needs and assessing proficiency, progress, and achievement (Graves, 2000). The informal evaluation also provides ongoing formative feedback, but it is more subjective, focusing on interviews, questionnaires, role-play, and a checklist for more procedural analysis. Nonetheless, each assessment tool used should have the principles of reliability and validity to evaluate the data.

Assessment is essential for evaluating learning needs, progress, and course effectiveness (Graves, 2000). Identifying whether a learner is succeeding or failing, whether the course or teaching plays a role in the learners' failure or success, cannot be evaluated without an assessment method. Graves (2000) has explained that some form of assessment must be used to measure the learners' progress, else learners and teachers have no clear guide about reaching the goals and learning outcomes. Furthermore, the effectiveness of the course has to be assessed to make needed adjustments, changes, and improvements. Performing assessments help guide the teacher on how best to facilitate learning and guide the learner to reach the outcomes.

Learning Assessment Plan

Outcome	Type	Instrument	Time
Outcome 1: participate in a 15- minute role-play discussing weekly topics, using a range of language functions, appropriate style and register for a given social and professional interaction.	Formative Formal	role-play presentations	4 th week 8 th week 12 th week
Outcome 2: summarize listening texts of various lengths and genres orally and in written form that matches the level of this class. Debate different topics and use a wide range of words and phrases to keep their arguments clear	Formative Formal & Informal	Unit tests Homework Class activities	weekly
Outcome 3: cooperatively participate in the final debate project, present at least two intelligible arguments and two counter-arguments, exercise a range of concrete and abstract vocabulary, and deliver it with appropriate academic style, body language, and tone	Summative Formal	Final project	Final Week

Outcome one will be evaluated based on the situations developed by the teacher. However, each student in the pairing or group is assessed separately using a student-generated rubric, followed by peer and self-critique. The teacher will assist students in devising a specific assessment criterion so that students gain agency and clearly understand expectations. This assessment is considered a formal test though it has some informal elements because it requires spending a few minutes examining each student to record the data. Also, learners will complete peer and self-critique forms (Appendix I) that require learners to reflect on performances. This combination of assessments provides direct, qualitative, and quantitative feedback following a triangular approach to collect data from multiple sources, providing more reliability (Richards 2001). Here we have, learners directly involved in the assessment process.

Outcome two will be assessed through a combination of unit take-home tests, select homework, and class activities. The unit home test will be formal "reviews" designed to help students reflect and respond to the content and topics to form opinions and construct meanings. The weekly unit home tests uses the materials directly from the text *21st Century Communication*. Other homework and classwork are designed as informal assessments to track progress and increase learner autonomy.

Outcome three is a summative assessment of students' integrated skills. Students' homework assignments, role-play, and mini-debate class activities are scaffolded events to prepare for the final debate. The topic of the debate is students selected, and teams are teacher assigned. The project is formal and graded using a teacher grading rubric (Appendix J) designed to emphasize the organization of ideas, student development and understanding of the topic, and appropriateness of body language and tone. The debate is designed so that each member has an essential role throughout the exercise.

Finally, two types of continuous assessments are used during the course, the student self-reflection log and the teacher checklist. First, through a weekly self-reflection log, learners assess their own progress and indicate where they need more practice (*see Appendix H*). This ongoing assessment helps the teacher identify learners' linguistic needs. It also provides continuous information to the teacher students' perspectives assessing the course and gauging if it meets their learning needs. The second is the teachers' checklist (Appendix E), a weekly tool to observe students and gain a snapshot of the learners' engagement. Allowing the teacher to monitor progress, success, and diagnose weaknesses enables the teacher to look for additional resources and strategies to assist the student meet learning outcomes.

The assessment plan's targeted objectives use a full range of formative and summative assessments to strike a balance in achieving learning outcomes. For example, Hughes (2003) explained authentic materials, classroom activities, and real-world tasks, carefully considering aligning assessment with learning outcomes to ensure that the course measures what was intended increases face validity and positive washback.

Course evaluation

Listening, Speaking: Practical Conversations elicited feedback on the course unit, topics, and learners' self-assessment as to learning from students' weekly responses identified in the Self-Reflection Logs. However, maximizing the reliability of evaluation data, students will complete an end-of-course evaluation from Grave (2000), a sample provided in Appendix K. Because the course is new, Richards (2001) advised before receiving student and administration feedback, teachers should write a detailed course review on the course's problems, strengths, weaknesses, and future needs, which can be revised after receiving feedback from students and administration. The combination of the students' weekly logs, their end-of-course evaluations, the teachers' detailed review, and the administration observations of the course should provide a triangulation of data to provide reliable information on the success and failure of the course (Richards, 2001). In addition, they are further identifying what additional changes and modifications are needed for the next course assessment cycle.

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Appendix A

Pre-course Needs Assessment

Questions for Administration Meeting/Interview

1. What is the timespan for the program?
2. How many courses are part of the program?
3. What is the rotation of courses in the program?
4. Has this course been taught in the past? If so, by whom? Do you have their contact information?
5. How does this course fit into the curriculum? Are there any other similar courses offered?
6. What are the goals and outcomes expected of this course? What does a successful course look like to the administration?
7. Is there a textbook? If so, how much deviation from the text is acceptable? If not, are there any restrictions on choice of materials used to teach the class? Are there any cultural subjects taboo (off-limits)?
8. What does the course schedule look like for the student in terms of class hours per week?
9. What assessments are mandatory? Is there a set of grading policies?
10. Who is my point of contact should I have questions and concerns?

Appendix B

Questionnaires – Listening, Speaking: Practical Conversations (LSPC)

Questionnaire for Administration

1. What are two or three of the most important goals for the course?
2. Are there any specific functions or skills that need to be taught?
3. Are there any concerns with any specific topics that should be taught?
4. What is the general proficiency level of the students in each of the four English modalities?
5. Is there a mandatory participant rate for students?
6. Students participating in the program are taking how many classes per semester?

Questionnaire for Teachers

1. How many and what courses are you teaching as part of the program?
2. Have you taught this class or a similar class in the program? If so, what were the course goals and outcomes?
3. What functions and skills were taught?
4. What is the percentage of participating students in the program who are recurring students in your class? What are some of the difficulties and challenges – students, program, expectations?
5. What are some of the successes and rewards – students, program?
6. What advice or comment can you give for the current teacher?

Questionnaire for Previous Students

1. What courses have you taken that are part of the program?
2. What were the challenges in any courses?
3. What did you enjoy participating in the program?
4. What skills and functions did you learn/study?
5. What courses do you feel helped you improve?
6. What changes, if any, would you recommend to make courses better?

Appendix C

Self-Rating Needs Analysis

adapted from (Richards, 2001, pp. 95-96)

4 Needs analysis • 5

Please complete this questionnaire with regard to the course you have specified here.

A. Overview of Skills Needed and Difficulties Encountered

In your course of study, how often are you expected to use the following skills? (please circle):

	Very often	Often	Sometimes	Rarely	Never
Reading	1	2	3	4	5
Writing	1	2	3	4	5
Speaking	1	2	3	4	5
Listening	1	2	3	4	5

How often do you have difficulty with each of these skills? (please circle):

	Very often	Often	Sometimes	Rarely	Never
Reading	1	2	3	4	5
Writing	1	2	3	4	5
Speaking	1	2	3	4	5
Listening	1	2	3	4	5

B. General Statements

Please circle the appropriate response:

How important to success in your course of study are the following abilities?

	High		Moderate		Low
1. Listening to English	1	2	3	4	5
2. Speaking English	1	2	3	4	5
3. Writing English	1	2	3	4	5
4. Reading English	1	2	3	4	5

How important to success in your field after graduation are the following abilities?

	High		Moderate		Low
1. Listening to English	1	2	3	4	5
2. Speaking English	1	2	3	4	5
3. Writing English	1	2	3	4	5
4. Reading English	1	2	3	4	5

C. Speaking and Listening Skills

How often do the following happen to you?

	Always	Often	Sometimes	Never	N/A
1. Receive low grades in tasks involving class participation.	1	2	3	4	5
2. Have difficulty working in small groups during class.	1	2	3	4	5
3. Have difficulty working with other students on out-of-class projects.	1	2	3	4	5
4. Have trouble leading class discussions.	1	2	3	4	5
5. Have difficulty participating in large groups.	1	2	3	4	5
6. Have difficulty interacting with student demonstrators in labs, tutorials, etc.	1	2	3	4	5
7. Struggle with out-of-class assignments which require interaction with native speakers of English.	1	2	3	4	5

D. Speaking Skills

How often do the following happen to you?

	Always	Often	Sometimes	Never	N/A
1. Have difficulty giving oral presentations.	1	2	3	4	5
2. Have trouble wording what you want to say quickly enough.	1	2	3	4	5
3. Worry about saying something in case you make a mistake in your English.	1	2	3	4	5
4. Not know how to say something in English.	1	2	3	4	5
5. Not know the best way to say something in English.	1	2	3	4	5
6. Have difficulty with your pronunciation of words.	1	2	3	4	5
7. Find it difficult to enter discussion.	1	2	3	4	5
8. Other (please specify):	1	2	3	4	5

Appendix D

Learning Style Survey

adapted from Grave (2000, p. 151)

Learning Style Survey

This survey is to help you and your teacher understand the way you usually like to work on assignments, projects, and activities in class. Please read each statement and decide whether you agree or disagree with each statement, then give a reason for your answer.

1. I enjoy having opportunities to share opinions, experiences, compare answers, and solve problems with classmates.
 Agree _____ Disagree _____
 Why? _____
2. I like to work with a partner or a small group. I feel that I learn more and I do a better job on the project.
 Agree _____ Disagree _____
 Why? _____
3. When I work by myself in class I think that I do a better job.
 Agree _____ Disagree _____
 Why? _____
4. When I work by myself in class I often feel bored or frustrated.
 Agree _____ Disagree _____
 Why? _____
5. I prefer working with a single partner than with a large group.
 Agree _____ Disagree _____
 Why? _____
6. I feel more comfortable working in groups when I can choose the group members.
 Agree _____ Disagree _____
 Why? _____
7. I like it when the teacher decides who I will work with.
 Agree _____ Disagree _____
 Why? _____
8. I prefer to work in a mixed level group.
 Agree _____ Disagree _____
 Why? _____
9. I like to work in a group when the teacher assigns roles to the group.
 Agree _____ Disagree _____
 Why? _____
10. I like it when the teacher allows the students to think of the topics and questions for discussion.
 Agree _____ Disagree _____
 Why? _____

Appendix E

Ongoing Needs Assessment

Teachers Checklist

Name of Learner:	Class Topic:	Date:
The learner was...	<u>never</u> / <u>rarely</u> / <u>sometimes</u> / <u>usually</u> / <u>consistently</u>	...engaged
The learner struggled with:		
The learner was successful with:		
The learner needs further assistance with:		

Appendix F

Listening, Speaking: Practical Conversations (LSPC)

Syllabus

Class Location: Bldg. XXX Rm: XXX

Instructor: Zina Carter

Contact Information

Email: Zcarter@xxxx.org

Cell: (xxx) xxx -xxxx

Course Rationale:

This course is designed to increase communicative competence for intermediate to advance level (CEFR at B1 to C1) adult workers to improve their English fluency to prepare and move into leadership roles. It focuses on teaching the integrated skills of listening, speaking, reading, writing, and pronunciation and targets participants' listening and discourse levels in conversational interactions when discussing complex topics in social and professional contexts. The course uses theme-based readings, audio/video material, classroom discussions, and writing assignments. Participants will engage in students' practices and presentations to develop familiarity with US history, culture, and mini debates that focus on topics of social injustices.

Course Materials and Text:

Workbook: 21st Century communication 2: Listening, speaking and critical thinking

Access to CANVAS

Learning Outcomes:

By the end of this course, students will be able to:

1. Participate in a 15- minute role-play discussing weekly topics, using a range of language functions, including (a) asking and answering questions, (b) offering and acknowledging differing opinions, (c) agreeing to disagree, (d) displaying the ability to distinguish appropriate use of weak form and strong form when using them, (e) choosing a suitable style and register for a given social and professional interaction.
2. Summarize listening texts of various lengths and genres orally and in written form that matches the level of this class. Debate different topics and use a wide range of words and phrases to keep their arguments clear
3. Cooperatively participate in the final debate project, present at least two intelligible arguments and two counter-arguments, exercise a range of concrete and abstract vocabulary, and deliver it with appropriate academic style, body language, and tone.

Course Expectation

Active Class participation

English is primarily the language spoken in class

Course Policies

Cell Phones are placed in silence mode and face down

Arrive timely

Grading:

Non-Credit

Assignments:

Students will have weekly assignments

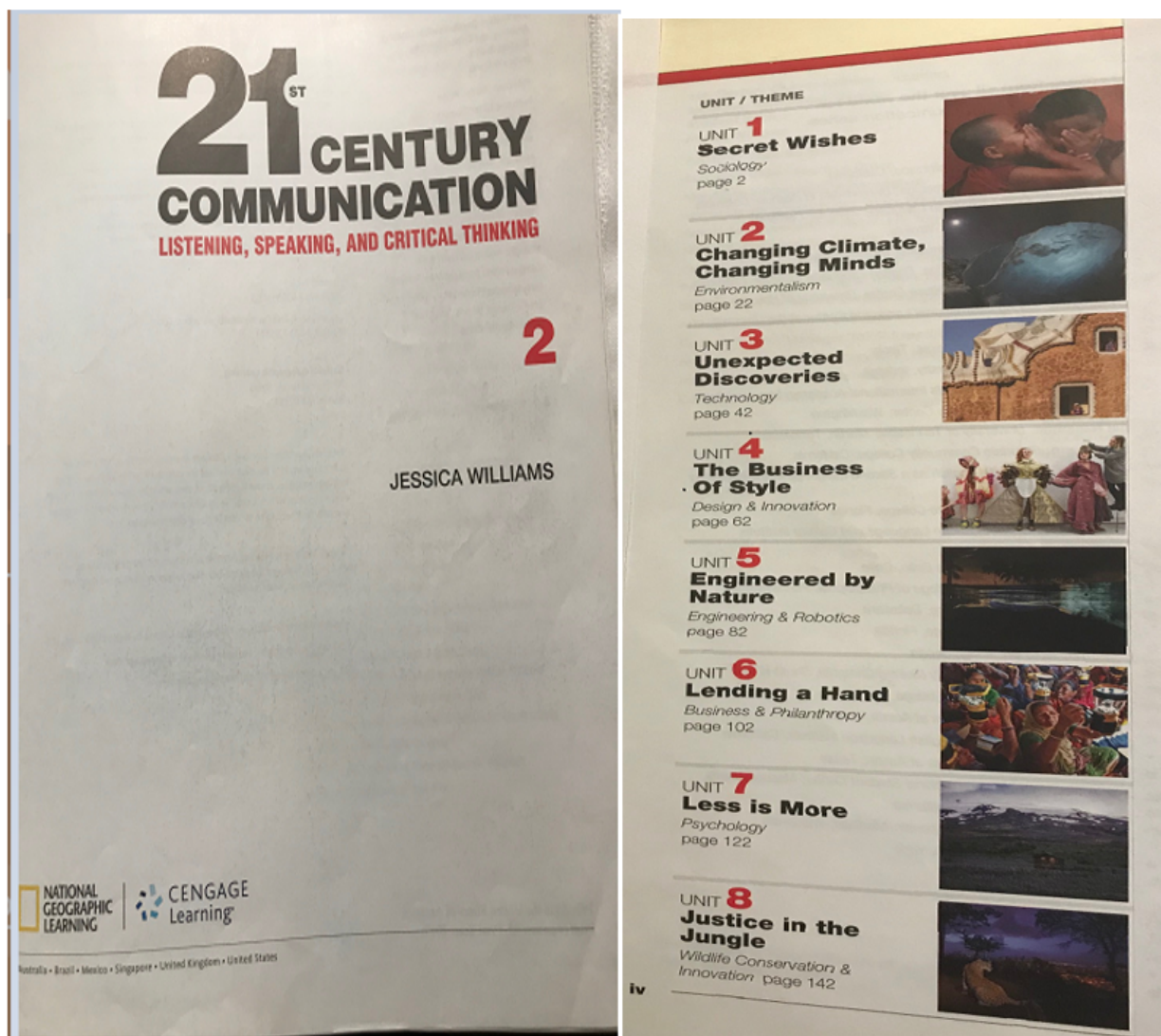
Assignments and assessments will be discussed during the first day of class.

Course Schedule Overview

Week	Themes	Focus/Form/Tasks	Cultural topics
1	Stereotypes	Focus: Gesture, customs, Family, differences, attitudes Grammar: contrasting, yes/no questions, likes and dislike Speaking/Conversations: narration, story openers, comparing and contrasting, expressing opinions Listening: listening for detail, and gist Pronunciation: Word stress, sentence intonations	Personal identification
2			Perceptions of own culture
3			Perceptions of Americans
4	American History Did You Know?	Focus: Hate, differences, superiority fear Grammar: Verb tense review & contrasting tenses Speaking/Conversations: dialogue discussions, comparing and contrasting Listening: Listening for details Pronunciation: Word stress, sentence intonations	Perception of other cultures
5			Discrimination & Propaganda
6			US Asian internment camps
7	American Culture	Focus: Colloquial, Forming Questions Reading: Pre-readings of topics to get the gist: Speaking/Conversations: Sharing opinions, group discussion Presentations: summary and analysis Listening: Listen for details, asking follow up questions Pronunciation: English rhythm	Civil Rights Movement- Who benefits?
8			What Active role has Rap Music played in changing societies?
9			What is Systemic Racism? What are BLM concerns?
10	Biases in the Workplace	Focus: Prediction, Agreement & Disagreement Grammar: Imaginative future, review (2 nd conditionals) Speaking/Conversations: Role-Play, mini debates Listening: recognizing key terms Pronunciation: Unstressed syllables	What is Me Too? Activism
11			Ageism, Sexism, Favoritism
12	Being a Good neighbor	Focus: Proposing Solutions, being personable Group Task: Researching & Preparation Speaking/Conversations: Speaking in thought groups, reporting & describing actions Listening: Recognizing facts and opinions Pronunciation: intonation with questions	Connecting community problems to local realities
13			Roles and Responsibilities
14	Final Debate	Focus: Position Statements Grammar: use signal words to make transitions Speaking/Conversations: presentation, connecting endings to beginning, summary Listening: Recognizing facts and opinions, inference, analyzing Pronunciation: intonation with yes/no	Students to Determine
15			

Appendix G

Book Content



Appendix H

Weekly Self-reflection Log

Name: _____

Week: _____

Directions: Review the course material, learning objectives, and activities from this week before responding. Be sure to Post your weekly reflection through CANVAS before the following Monday.

Place an "X" in the column that best corresponds to your feeling about the statements below.

1- Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree

	1	2	3	4	5
1. This week's theme and course materials were interesting to discuss.					
2. The speaking and listening activities helped me learn new skills.					
3. I understood and felt confident discussing this week's topic.					
4. I understood and feel comfortable using the grammar points from this week.					
5. The reading materials were at the appropriate difficulty level this week.					
6. The speaking activities helped me improve my speaking skills.					
7. I had sufficient practice with a variety of skills this week.					
8. This week, I felt the amount of discussion and tasks was manageable.					
9. I enjoyed working with my peers on group and pair activities.					
10. This week I made progress toward my language learning goals					

Please answer questions 11-15 honestly. If you have any concerns, you would like to discuss. Please include this in Question 15. I'm also available after class. Thank you for your feedback!

11. What activity or topic did you enjoy the most? Why?

12. What activity or topic did you enjoy the least? Why? How would you change it?

13. What other suggestion(s) would you give to improve this week?

14. Complete the sentence below. Then elaborate on your response with a few sentences.

To improve my English, this week I learned that I need to

a) start

b) stop

c) continue

15. Additional comments:

Appendix I

Self-Critique Form

Name: _____

Date: _____

Briefly write a response to the following statements.

1. Describe one thing that you did well in this role-play presentation.
2. Comment on the content of your dialogue: what information about the topic did you provide that the audience did not know prior to this discussion? Did you include main points and supporting details? Explain.
3. What information about the topic did you learn you did not know prior to this discussion?
4. Comment on your range and control of vocabulary and grammar structures.
5. Comment on your delivery:
 - a. Time limit:
 - b. Eye contact:
 - c. Gestures and movement:
 - d. Rate of speech:
 - e. Use of visual aids:
 - f. Pronunciation:
6. Comment on your practice for this role-play. How did you practice? Was it effective? Do you feel you were well prepared or did not practice thoroughly, how would you modify your practice for future role-play presentations? Be specific.
7. Describe one thing you would change during your interaction.
8. Please provide an overall assessment of your role-play presentation. Were you satisfied with it? Why or why not?

Appendix J

Final Project Rubric

Catorgory	4	3	2	1	Totals/comments
Organization Understanding of Topic Body Language an Tone	Arguments were clearly tied to an idea and organized in a logical fashison. Rebuttals directly related to oppossing arguments.	Arguments were tied to an idea but the organization was not always clear. One or more rebuttal did not directly answer the opposing argument.	Arguments were not tied well to an idea. One rebuttal may have directly addressed an opposing argument but other were off topic.	Arguments were not related to the topic of the debate. Rebuttals did not answer the opposing points.	
	Clearly understood the topic in-depth and presented their information with ease.	Seemed to understand the main points of the topic and presented those with ease.	Seemed to understand the main points of the topics, but had difficulties stating the case.	Did not show any understanding of the topic.	
	Usually used gestures, eye contact, and tone of voice and enthusiasm that kept the audience's attention.	Sometimes used gestures, eye contact, and tone of voice but sometimes lost the audience's attention from too much use of the written notes.	Had a presentation style that did not keep the audience attention.	Read all their points directly from note card. Did not use eye-contact, tone of voice or body language to keep audience attention.	
Totals: _____/12					

Appendix K

Course Evaluation

End-of Course-Evaluation

Mark each of the following statements concerning evaluation on a scale from disagree to agree.

The Course

1. The content of the course was appropriate to my needs.
disagree 1 2 3 4 5 agree
2. The skills taught in the course were appropriate to my needs.
disagree 1 2 3 4 5 agree
3. There were no cultural misunderstandings.
disagree 1 2 3 4 5 agree
4. All instructions were clear.
disagree 1 2 3 4 5 agree
5. Materials and learning activities were appropriate.
disagree 1 2 3 4 5 agree
6. The class atmosphere was positive.
disagree 1 2 3 4 5 agree
7. The pacing of lessons was appropriate.
disagree 1 2 3 4 5 agree
8. There was enough variety in the lessons.
disagree 1 2 3 4 5 agree
9. Error correction and feedback were appropriate.
disagree 1 2 3 4 5 agree

Grading

10. My overall understanding of the class assessment plan was clear from the beginning of the course.
disagree 1 2 3 4 5 agree
11. The grades that I received assessed my work fairly.
disagree 1 2 3 4 5 agree
12. I understood my teachers' method of grading my work.
disagree 1 2 3 4 5 agree

Student Questionnaire

1. What was the most enjoyable aspect of the course?
2. What was the most effective aspect of the course?
3. What challenges/difficulties did you encounter? Why?
4. What functions/skills did you improve?
5. What topics did you enjoy the most?
6. What topics were not very interesting or enjoyable?
7. What advice would you give to the teacher?
8. What advice would you give to next year's students?

Administration Questionnaire

1. What has been successful about the course?
2. What aspects of the course need to be changed or improved? Why?
3. Was the pacing of the course appropriate?
4. Did students enjoy the course?
5. Did students get enough practice and practical use out of the course?

Personal Reflection

1. Over the course of the semester, what action was taken because of needs assessment?
2. What needs assessment methods worked well and proved most valuable?
3. What needs assessment methods need to be improved?
4. Are there any needs assessment methods that should be omitted? If so, why?