Classroom Assessment Technique 32: Course-Related Self-Confidence Surveys

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**Program description:**

I have been teaching a beginner Spanish class for the last 5 weeks. This class is composed of 4 learners with minimal experience learning Spanish as a second language. Our goal for this 16 classes program is for the learners to communicate in Spanish verbally and in written while traveling overseas, visiting restaurants, airports, and hotels and while shopping.

**CAT:**

I selected the CAT 32 for this class: **Course-Related Self-Confidence Surveys.** This CAT is a tangible assessment on the learner’s level of confidence while speaking in Spanish in a social situation like in the case of being in a restaurant (TGI Goal 45).

**Setup description:**

1. Most learners on this class are interested in feeling comfortable speaking Spanish in a restaurant. Therefore, I selected this topic to measure their level of confidence while participating in a conversation at a Spanish restaurant.
2. I created a survey with the following questions:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | How confident do you feel? (circle one) |
| 1 | Feel comfortable asking for food |  | Very | Somewhat | Not Very | Not at all  |
| 2 | Feel comfortable asking for drinks |  | Very | Somewhat | Not Very | Not at all  |
| 3 | Feel comfortable paying for the meal |  | Very | Somewhat | Not Very | Not at all  |
| 4 | Feel comfortable asking for recommendations | Very | Somewhat | Not Very | Not at all  |

Note: I typed the same survey on both sides of the page, so students can evaluate their confidence at the beginning and at the end of the session.

**Application:**

1. We had already learned the vocabulary, verbs and phrases for asking for a meal in a restaurant. Therefore, I knew that most learners knew what words they needed to use and how to form sentences. The session where this CAT was used was designed around the application of the material learned previously.
2. I started the class by asking them to put their books away, and help me to brainstorm on vocabulary about food, drinks, and phrases to pay for a meal and how to ask questions in a restaurant like in the case of asking for recommendations.
3. After we reviewed, I asked the group to individually answer the survey I had created on side 1 of their page, and keep it with them.
4. While they were answering the survey, I took real items to create an atmosphere like being in a restaurant.
5. Then, we all pretended to be in a restaurant, and used the material learned in a very practical way. No corrections were made during the role plays. Feedback was given at the end of the role plays, and the students were able to change roles from being the clients to being the waitress/waiter.
6. At the end of our role plays, the students were asked to turn the page around and answer the survey one more time, and return them to me without writing their names on it.

**Results:**

The students’ level of confidence after our role plays changed positively. Although, I knew they made a few mistakes here and there while we were practicing, I made sure to mostly praise them after the practice and that seem to help them to feel more open at participating. I know by experience that practice makes better, and when learning a new language, we must speak up to listen to ourselves making the mistakes and get to a point where we can self-correct. The role plays allowed the group to feel better about themselves, and I am hoping that they will keep trying to speak up so they can keep improving their oral skills.

**Changes:**

This CAT worked out great. I would not make any changes to it because it was an easy way to give the students quick feedback, and helped them see for themselves that they are doing well.

**Conclusion:**

Overall, the activity was great to show our students how well they are doing, and their confidence level absolutely increased.

I am planning to use this CAT more often after every topic has been taught, and the students are ready to practice doing role-plays.

References

Angelo, T. & Cross, K. P. (1993). Classroom Assessment Techniques: *A Handbook for College Teachers, 2nd Edition.* San Francisco, CA, Jossey-Bass.