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Student Learning Outcome	Strategy or method of measurement	Observations gathered from data	Actions recommended based on observations	Plan and timetable for taking action	Overall evaluation of progress on objective
<p>To be able to diagnose a learner’s error by correctly naming the linguistic system to which the error belongs.</p> <p>Background: This SLO is most intensively covered in ESLG 480 Second Language Acquisition and Instruction, a course offered each Fall quarter. This SLO is a practical key for language teaching professionals and is highlighted on the state assessment, WEST-E, a test that ESLG students originally struggled with. (At one point, the pass rate for ESLG students was 75%.) Interviews with students in 2007 who did well on this part of the WEST-E showed that those students who took either ANTH 445 or ENGL 360 (both introducing the linguistic systems) <u>before</u> ESLG 480 had better mastery of this SLO and passed the WEST-E on the first attempt. Thus, the program was changed in 2008 to include this requirement.</p> <p>Context: ESLG 480 is a lecture-practice-discussion course with enrollment of 18 in Fall 2009.</p>	<p>The SLO is measured in ESLG 480 first through a <u>10-question objective quiz (attached)</u>. This assessment was created and used beginning in 2005. The average score ranged from 60% to 70% before the program change in 2008.</p> <p>Later in the quarter, students are assessed more directly through a <u>short paper in which a student diagnoses the learner errors of a non-native speaker s/he interviews (rubric attached)</u>.</p> <p>In language acquisition, 80% is considered the sign of mastery. Thus, 80% or better is the goal for assessment of learning in ESLG 480.</p>	<p>In Fall 2009, 17 of the 18 students taking the course received a score of 80% or above on the 10-question quiz.</p> <p>Of the 10 points possible on the short paper, 4 of the points were directly related to this SLO. 12 of the 18 students got scores of 3.25 or better (80%) on these 4 points.</p> <p>Students appear to be successful with mastery of the material at a theoretical level, as demonstrated by the high scores on the quiz. However, their lower scores on the paper demonstrate that they are less-capable in applying this knowledge.</p>	<p>The course needs more opportunities for students to interact with language learners to grow comfortable with speaking with and writing to people who are at some point on the inter-language continuum. In addition, the course should be enriched with more inter-language data such as audio podcasts and samples of writing from learners so that students have more opportunities to attempt to identify patterns. Perhaps more modeling by the instructor is in order as well such as ‘think aloud protocols’ in which the instructor reads through and thinks through a piece of writing or listens to and takes visible notes on a learner’s recorded speech.</p>	<p>This information will be shared with the other instructor who at times also teaches ESLG 480 this academic year.</p> <p>Program discussion will include brainstorming how to better make these kinds of changes to ESLG 480.</p>	<p>This SLO has received considerable attention and improvement in instruction and learning outcomes since Fall 2005, as evidenced by the increasing quiz scores. In addition,, there is now a 100% pass rate by ESLG students on the WEST-E (much higher than the state average).</p>