Empowering Teachers’ Instruction on Oral Skills
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Introduction

EVALOE (Gràcia et al., 2015a) is an instrument that allows specialists to explore classroom interactions between the teacher and their students, both the teacher’s performance and its consequences in the students’ performance. It adopts a socio-pragmatic and eco-functional perspective of the acquisition of language. It consists of an observation scale with a total of 30 items grouped into three areas, where each item is defined as a rubric and is answered by the specialist in an assessment.

The methodological proposal that is on the basis of the construction of EVALOE is the Conversational Methodology. It understands the classroom as a communicative space in which teaching and reflection on oral language is an end in itself, as well as an instrument to help students to learn contents related to all subjects (Gràcia et al., 2015b; Gràcia, Galván-Bovaira, & Sánchez-Cano, 2017; Gràcia, Casanovas, Sancho, Casanovas, & Cuatrecasas, 2018).

Objectives

The aim of the study is the design, implementation and validation of a digital Decision Support System (EVALOE-SSD), conceived as a teacher development tool through self-assessment and decision making about their teaching practice concerning students’ oral skills. EVALOE-SSD is built from the results of the EVALOE, and taking into account the following criteria established from the psychology perspective:

- Transform an external evaluation tool into a self-assessment tool
- Establish three complexity degrees on the items
- Design a tutorial which guides the user through the use of the tool
- Introduce media support elements for the teacher to make adapted and accurate decisions
- Allow the teacher to know its level of resolution at the end of the self-assessment

Example of one item screen

Item’s media support elements

Result of a self-assessment

Automatically proposed items to make a decision

Technical Architecture

Conclusions

- We have been able to design and implement EVALOE-SSD as a tool to contribute to the professional development of the teachers through self-assessment and decision-making about communicative interactions in class.
- The system has been proved able to propose the appropriate set of items the teacher should take into account to make decisions about actions to introduce in next classes.
- The teachers have been able to use the tool to make decisions about actions to be introduced in the next classes, to detect the actions and strategies for self-improving and also some aspects of the tool that could be improved.
- The process of validation of the tool has allowed us to empower the teachers, helping them to introduce changes, to be more aware of their current and acquired skills and to develop a critical, reflexive and autonomous capacity of reflecting how they manage their classes and the impact of this on their pupils.

References