

French Phonology Acquisition

Unit Assessment Liaison Report
April 2021

Department of World Languages and ELL

Program Level Assessment

- Alignment of course SLOs with pathways (done)
- World Language program (created and listed in the course catalog)
 - List of current WL students following this program
- *Next step*: create program level SLOs

Unit Level Assessment

- Ongoing French Phonology Acquisition Project



Where we are in the Six Stage Process...

Outcome Definition

Assessment Research and Design

Pilot Assessment Tools and Processes

Administer Specific Assessment

Data Analysis

Supporting Evidence-Based Change



What we did in Fall, 2020

Finished pilot stage:

- Creation of instructional videos for students
 - Video Tutorial 1 - About Praat
 - Video Tutorial 2 - How to use Praat
 - Video Tutorial 3 - Recording with Praat
- Sharing with students
 - Issues:
 - Too long
 - Too complex
 - Requisite revisions done



What we did in Spring, 2021 (1/)

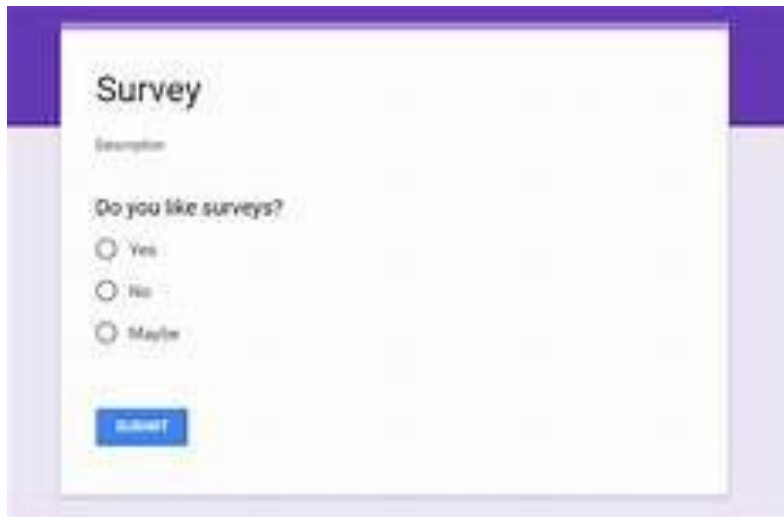
First attempt at Running Full Assessment

- Step 1- Choosing class sections
 - Faculty volunteered the following:
 - French 102 (remote)
 - French 103/104 combined sections (remote)
 - Full-time faculty is instructor of record
- Ongoing challenges:
 - Maintaining momentum w. students
 - Students do not seek extra help with project
 - Unclear if remote medium is the cause



What we did in Spring, 2021 (1/4)

- Step 2- Pre-Assessment
 - Indirect assessment
 - Google Survey (Feb, 2021)
 - Six questions
 - About 45% response rate
 - From one class only
 - Responses (mostly) were expected
 - But #3 did not (practice time)
 - Responses helped us adjust tasks
 - Finding finding target language examples in diverse voices



Survey

Description

Do you like surveys?

☐ Yes

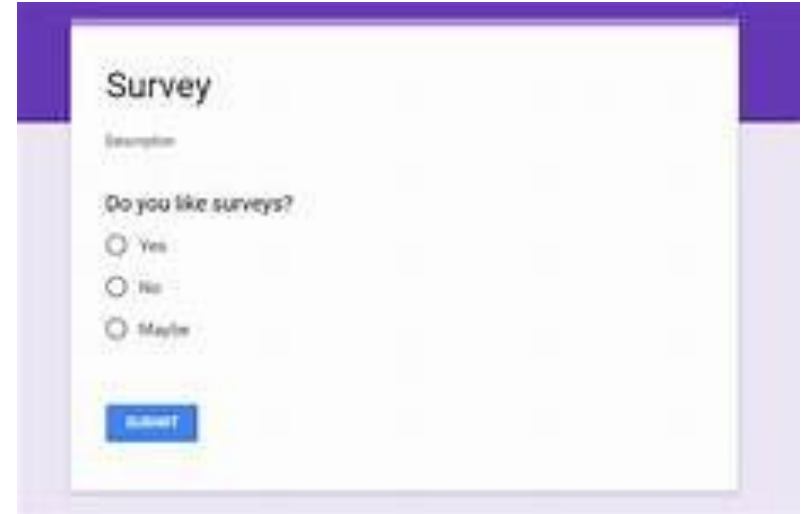
☐ No

☐ Maybe

Submit

What we did in Spring, 2021 (2/4)

- Step 2- Pre-Assessment
 - Task types
 - #1 through #4 and #6
 - Scale of 1 - 5
 - From strongly agree to strongly disagree
 - *Issues*: offering a #3 option may have encouraged non-committal responses
 - #5 list of five statements
 - Check all that apply

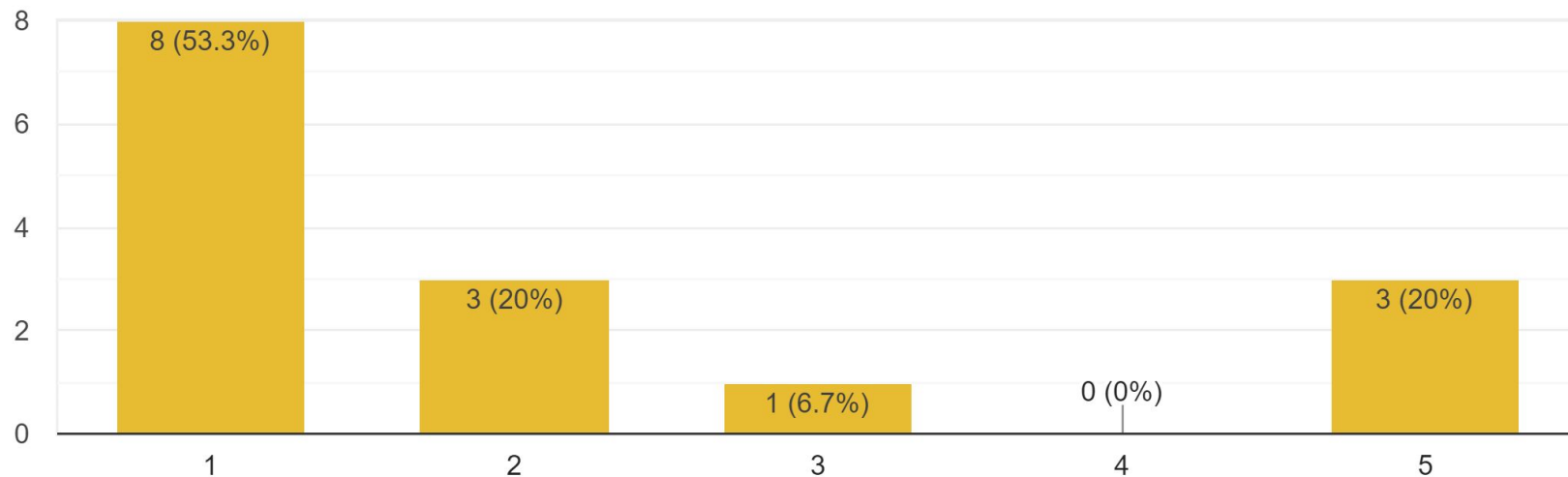


The image shows a screenshot of a web-based survey form. The form has a white background with a purple header bar at the top. The title 'Survey' is displayed in a large, bold, black font. Below the title, there is a section labeled 'Description' in a smaller, italicized font. The main question is 'Do you like surveys?' followed by three radio button options: 'Yes', 'No', and 'Maybe'. At the bottom of the form, there is a blue 'Submit' button.

Question 1 Results

1. Pronouncing French well is important to me.

15 responses



#1 Analysis:

Pronunciation important to them:

- 53% respondents = strongly agreed

Shows they value communicative accuracy

What this means for this project:

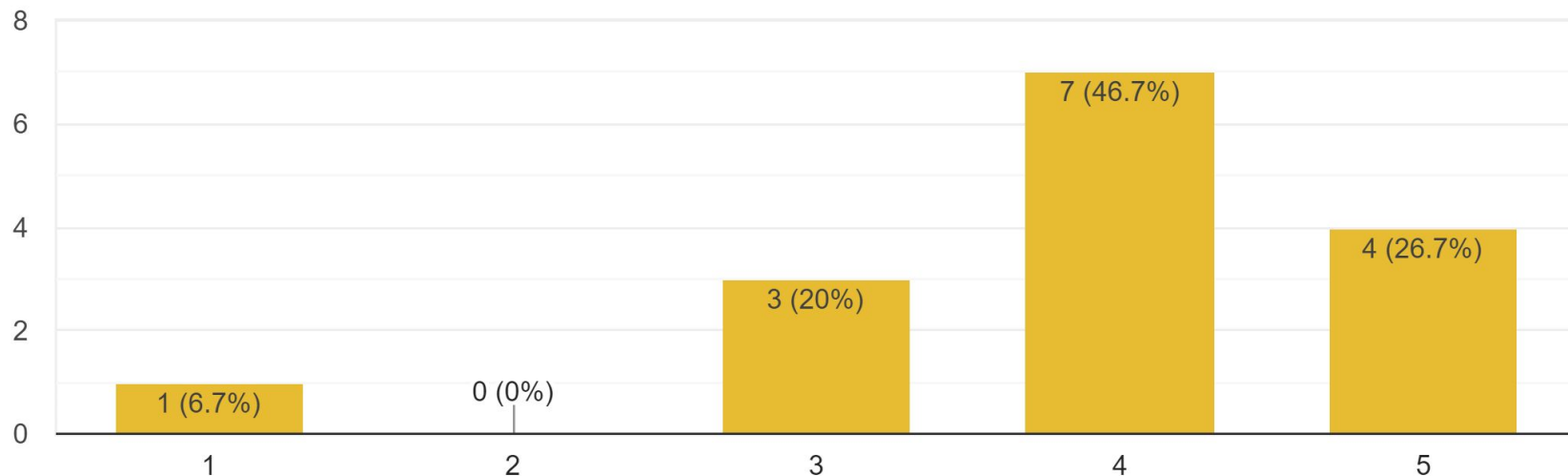
- Respondents more open to using Praat despite its novelty



Question 2 Results

2. I have no trouble pronouncing things in French.

15 responses



#2 Analysis:

They recognize their limitations:

- 73% respondents = disagreed (strongly) with #2

Again, shows they value communicative accuracy

What this means for this project:

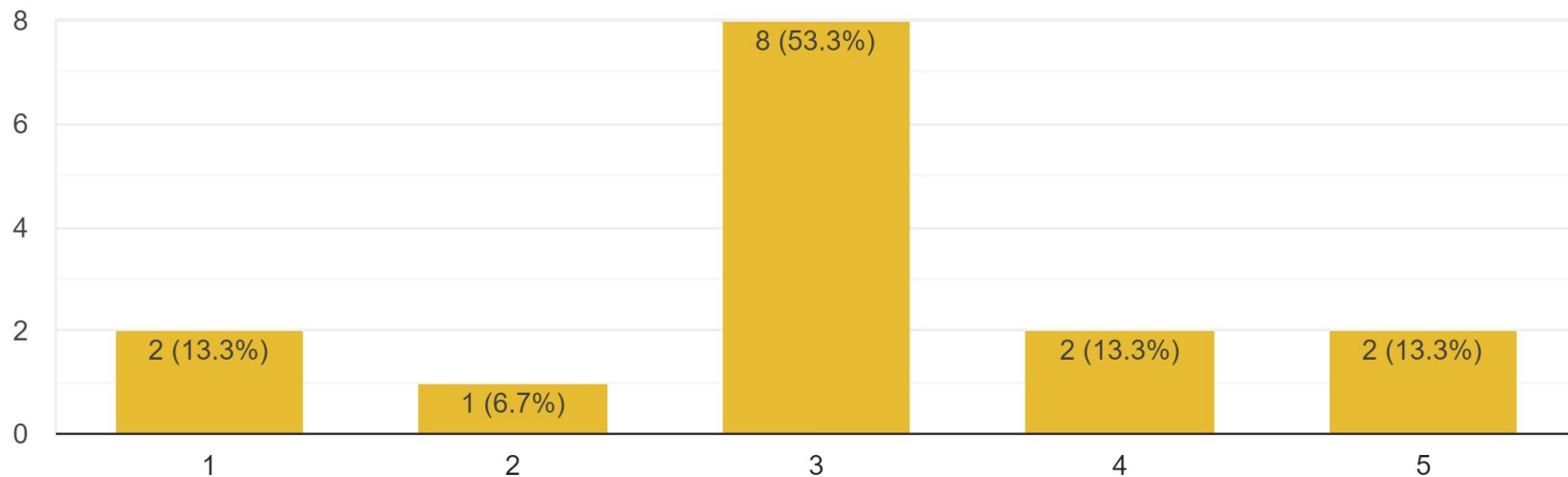
- Reinforces result of #1



Question 3 Results

3. I spend a lot of time practicing my French pronunciation.

15 responses



#3 Analysis:

Drawback to offering an 'option 3':

- 53% respondents = non-committal?

Again, shows they value communicative accuracy, but either:

- Unsure of what counts as 'practice'
- Unwilling to admit not doing it

What this means for this project:

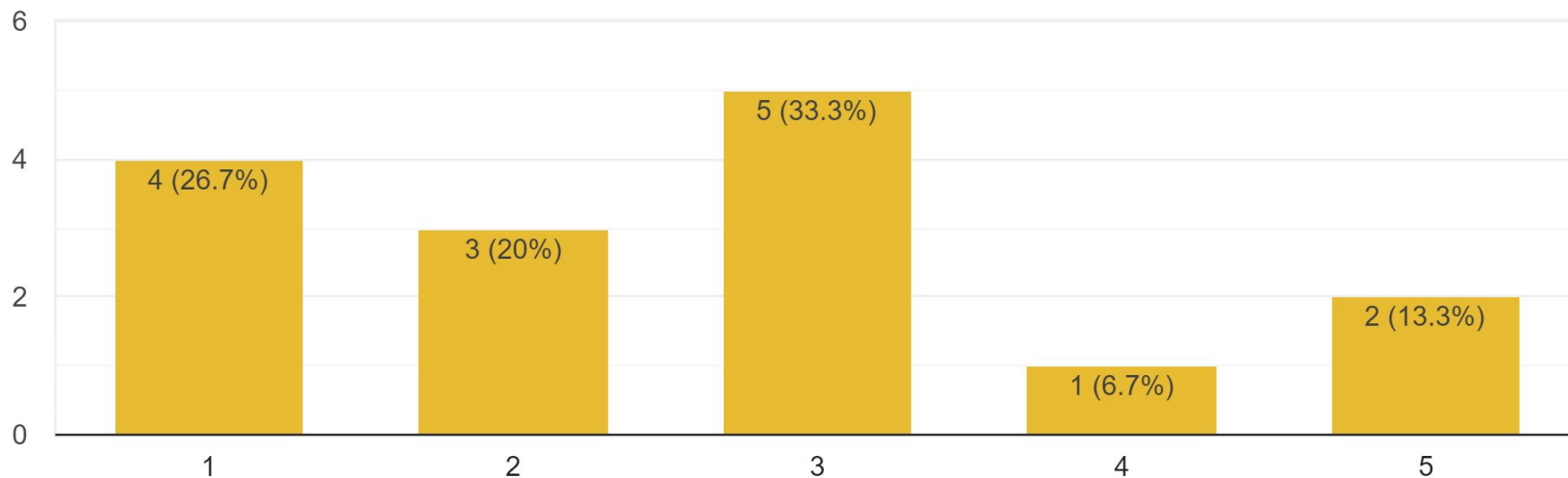
- Activity procedures
 - show how to practice
 - They may not commit due to complexity / novelty of procedures



Question 4 Results

4. The examples of French pronunciation that I am able to use should include more diverse voices.

15 responses



#4 Analysis:

Support for diversity in examples:

- 33% (Plurality) = non-committal?
- 26% Strongly agreed
- 20% Agreed

Choice of 'option 3' could indicate:

- True Indifference
- Unwillingness to appear 'polarizing'

What this means for this project:

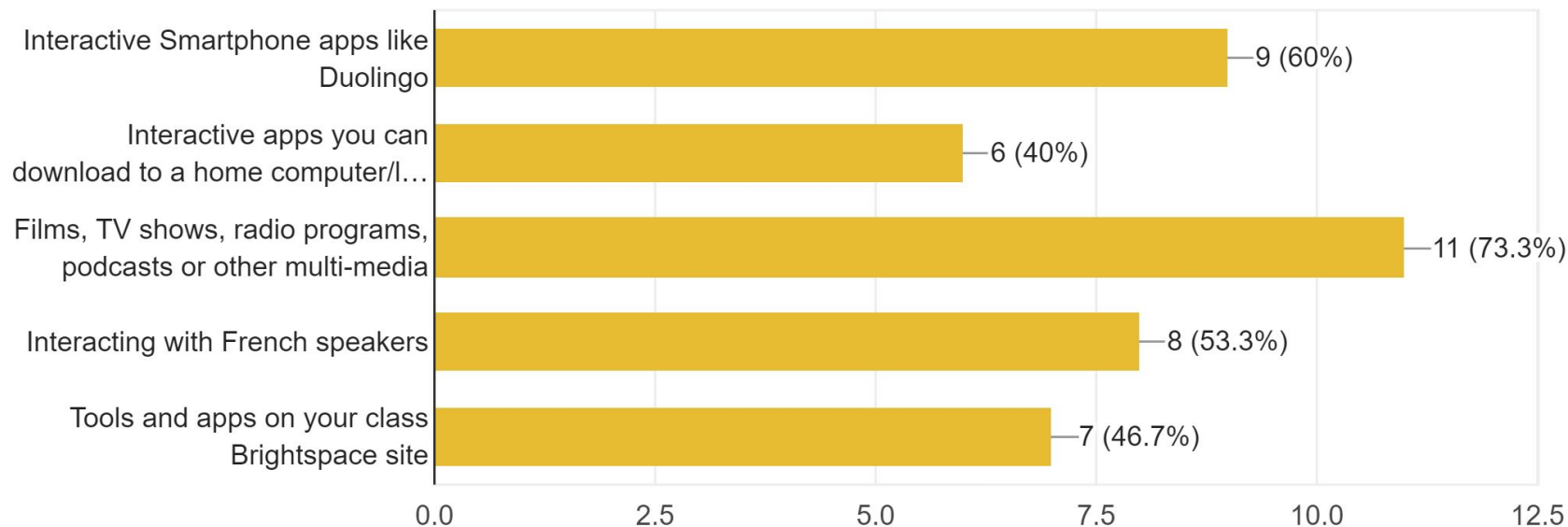
- Examples with diverse voices found
 - To counteract gender bias, but
 - More work to reflect dialects?



Question 5 Results

5. I prefer to use the following to practice my French pronunciation. (Check all items that apply to you)

15 responses



#5 Analysis:

Favored ways to practice pronunciation

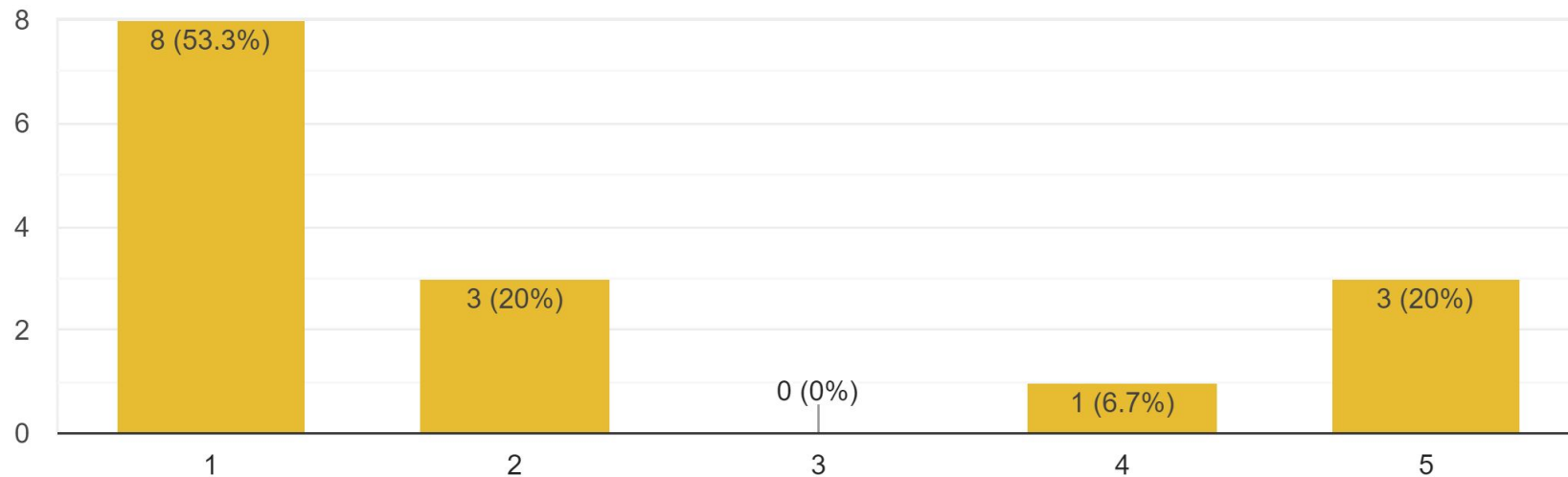
- The bad news:
 - Only 40% = app downloads (Praat?)
 - 73% = 'passive' methods (pods, TV)
- What this means:
 - Possible resistance to using Praat
 - Still, it's 'active listening'
- The good news:
 - Interest in using apps and technology



Question 6 Results

6. I enjoy learning new ways to practice my French pronunciation.

15 responses



#6 Analysis:

#6 couples with #5 to indicate:

- Openness to Praat, provided that:
 - It's easy to use
 - Its' results are understandable

What this means to us:

- To make Praat easier:
 - Simplify the video tutorials
 - Minimize background theory?
- To make the results more usable:
 - Work through procedures w/ students (shared screen or live)
 - Give them more time (start earlier)



What we did in Spring, 2021 (3/4)

First attempt at Running Full Assessment

- Step 3- Trained Students on Procedures
 - Live presentation to students (Feb / March, 2021) and Q and A
 - A mix of interest and apprehension
- Step 4- Students took action (March / April, 2021)
 - reviewed the three video tutorials
 - Responded to a google questionnaire
 - choose French sounds to focus on
 - Practiced selected sounds using Praat and activity procedures (from video tutorials)
 - *Gave them choice to ask for help (error)*



What we did in Spring, 2021 (4/4)

First attempt at Running Full Assessment

- Step 4(cont.)- Students took action (sort of)
 - Limited Results:
 - Those who selected sounds
 - Chose too many?
 - 'Became overwhelmed?
 - Stopped practicing?
 - Students asked to do only 2 sounds
 - Early/Mid-April, 2021
 - No spectrograms (as yet)

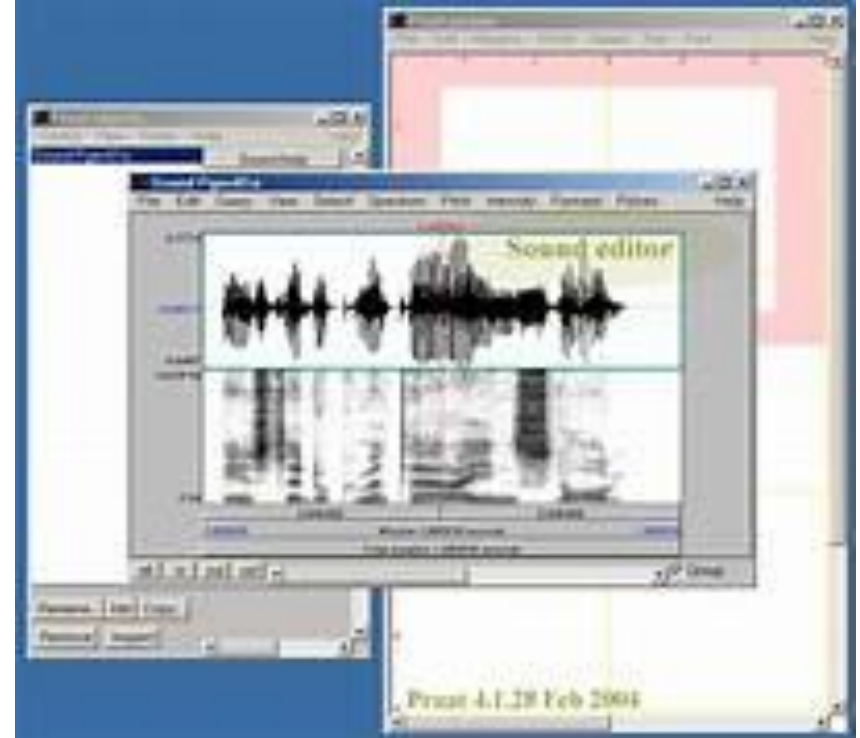
Pre-assessment survey Q #5 predicted this



Looking ahead to next steps...

Fall, 2021

- Edit instructional videos once more:
 - Shorter, simpler explanations
- Re-use both revised google surveys
 - Pre-assess (indirect assess)
- Start the project earlier in the term
- Increase support for students
 - Don't rely only on tutorial videos
 - More class visits
 - Work through procedures together
- Expand number of sections for project
 - Include adjunct instructor courses



Thank You!

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