

English Speaking Board (International) Ltd.



Oracy Assessment Impact Report

Academic Year 2021 – 2022

Executive Summary



Oracy Assessment Impact Report for Primary Level Centres 2021 – 2022

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Are there commonalities between elements of the disadvantage gap as identified by the Education Endowment Foundation (EEF) and teachers' and learners' experiences of completing oracy qualifications with ESB International?

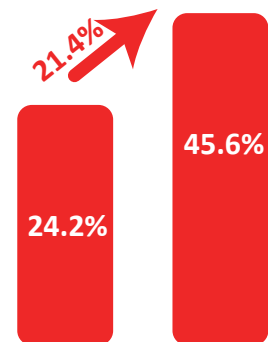
a) When asked, on a scale of 1 - 10, how much completing the ESB International qualification had **helped to develop their learners' speaking and listening skills in the wake of the pandemic**, teachers returned a mean average score of 8.7 and a median score of 9.



b) Learners were judged to be **more competent** after preparing for and completing the assessment in their ability **to speak using Standard English, and in their ability to articulate and justify themselves**. This suggests an improvement in learners' knowledge of vocabulary and their ability to apply it appropriately to express themselves.



c) Where **24.2%** of learners strongly agreed that **they felt happy to read aloud to the class** in pre-assessment, this increased by **21.4%** in the post-assessment questionnaire to **45.6%**.



d) Similarly, **20% more learners** felt they could **'Strongly Agree'** that they could **ask questions to improve their knowledge and understanding**.



e) The proportion of learners who **'Strongly Agree'** that they **'can use a range of vocabulary when speaking'** increased by **13%**.



f) **10% more learners** also **'Strongly Agree'** that they could **join in a discussion**.



³ EEF (2022) Impact of Covid-19-related school closures in Key Stage 1 on attainment and social skills of pupils in Year 2 and Year 3 in academic year 2021/2022.
https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Impact-of-school-closure-in-KS1-on-Y2-and-3-pupils_publication-update.pdf?v=1676551951

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How does completing an ESB International oracy qualification impact learner agency, and how can this aid in closing the disadvantage gap?

a) Learners were most likely to make progress from their starting point in the following statements:

- **Speaks audibly and fluently (42%)**
- **Speaks with an increasing command of Standard English (43%)**

They have **improved their ability and confidence to speak in front of others** i.e. their intrapersonal agency. They have also **developed their wider spoken language skills**, which I CAN⁴ and CFEY⁵ indicate have been **negatively impacted by the lack of communication-rich experiences throughout the Covid pandemic**.

b) Teachers are clear that the **process of preparing for their ESB International qualification has provided new, vital communicative opportunities for their learners**, which resulted in a positive and purposeful experience for all, thus improving learners' interpersonal and intrapersonal agency, and developing their spoken language skills.



c) Learners were judged to be more competent with their ability to 'gain and maintain the interest of listeners' and to 'stay on topic, initiate and respond' indicating their **improved interpersonal agency and ability to lead their peers and cope with minor conflicts** to stay on track.

d) Learners **no longer felt as concerned with elements of interpersonal agency (working with others, speaking in front of groups, fear of ridicule and failure)**, but felt more reflective about their learning, and gained the vocabulary and subject knowledge to better articulate what they need to do to improve in future oracy tasks.



⁴ I CAN, (2021). Speaking Up for the Covid Generation, [speaking-up-for-the-covid-generation-i-can-report.pdf](https://speechandlanguage.org.uk/speaking-up-for-the-covid-generation-i-can-report.pdf) (speechandlanguage.org.uk)

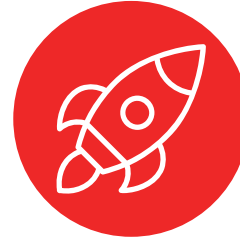
⁵ Centre for Education and Youth (2021), Oracy after the pandemic: what Ofsted, teachers and young people think about oracy, <https://cfey.org/wp-content/uploads/2021/04/CFEY-and-University-of-Oxford-Oracy-after-the-pandemic-FINAL-slides-v2.pdf>

Limitations, Conclusions and Future Directions

ESB International is continuing to research the impact of externally assessed qualifications on the development of learners' oracy and personal development. The data collection tools are being refined and simplified, to capture a more complete picture of teacher and learner voices.



Improve oracy skills



Boost personal development

This study has shown that preparing for and participating in externally assessed oracy qualifications in peer groups can play a valuable role in rebuilding learners' communication skills, knowledge, and confidence, which have suffered due to the pandemic. In particular, learners have had access to new communication-rich experiences, and through these have developed their interpersonal and intrapersonal agency. Their fears of speaking in front of others have been significantly reduced and their social skills, such as collaborative working, asking questions, and turn-taking have been improved.

Rebuilding...



Communication skills

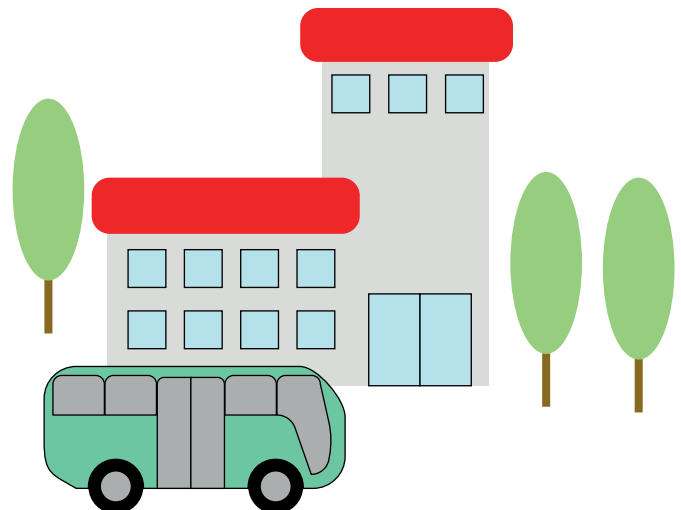


Knowledge



Confidence

ESB International **welcomes interest from other schools that would like their learners to participate in these qualifications** and in the further study of the impact of this learning through external assessment.



Oracy Assessment Impact Report for Secondary Level Centres 2021 – 2022

What is the impact of the communication-rich experience provided by completing an ESB International qualification?

Learners made significant progress in knowledge and skills through the communication-rich experience of completing an ESB qualification

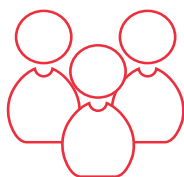
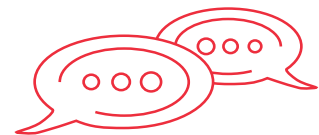
Where an average of **30%** of learners were judged as 'not competent', in a skill/knowledge statement at the beginning of the preparation period, this had **reduced to to 3.9%** after the assessment had taken place.



44% of learners made **progress** from their starting points in at least 6 different statements, as assessed by their teachers.



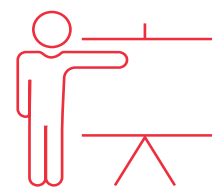
60% of learners improved their ability to 'speak **confidently**, **audibly** and **fluently**'.



62% of learners improved their ability to 'work well in a **group**, staying **focused** and **collaborating** with others'.



Learners' progress in a post-pandemic setting is further corroborated by feedback given in teacher questionnaires. When asked: 'on a scale of 0-10, how much do you think completing the ESB qualification has helped to develop your learners' speaking and listening skills in the wake of the pandemic?', the average was **8.6**.



Learners' qualitative responses indicated that learners have not only gained skills and knowledge, but also the **vocabulary** to better **articulate** their own abilities and targets.



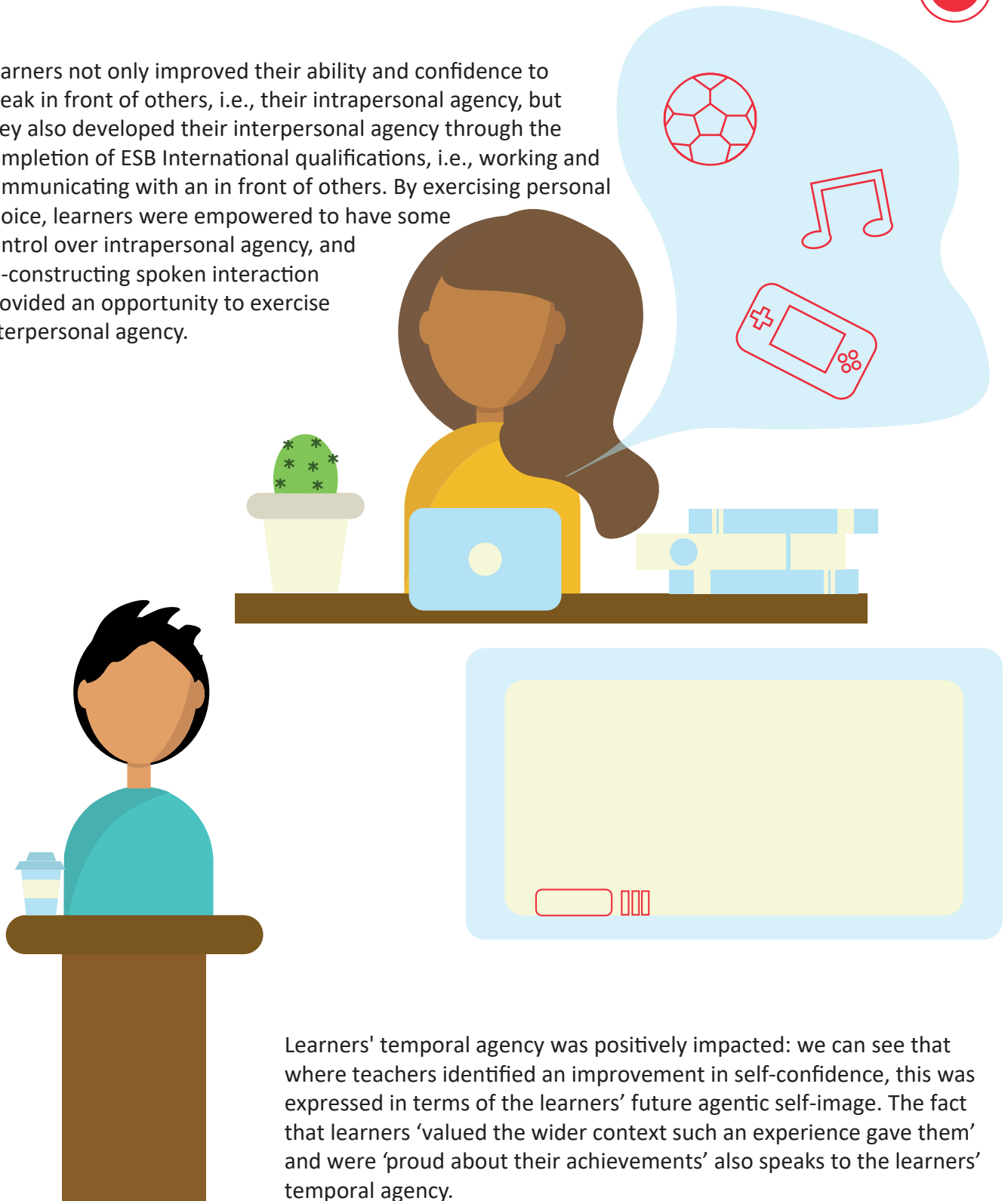


How does completing an ESB International oracy qualification impact learner agency?

Learner agency was positively impacted through completion of ESB assessments.



Learners not only improved their ability and confidence to speak in front of others, i.e., their intrapersonal agency, but they also developed their interpersonal agency through the completion of ESB International qualifications, i.e., working and communicating with an in front of others. By exercising personal choice, learners were empowered to have some control over intrapersonal agency, and co-constructing spoken interaction provided an opportunity to exercise interpersonal agency.

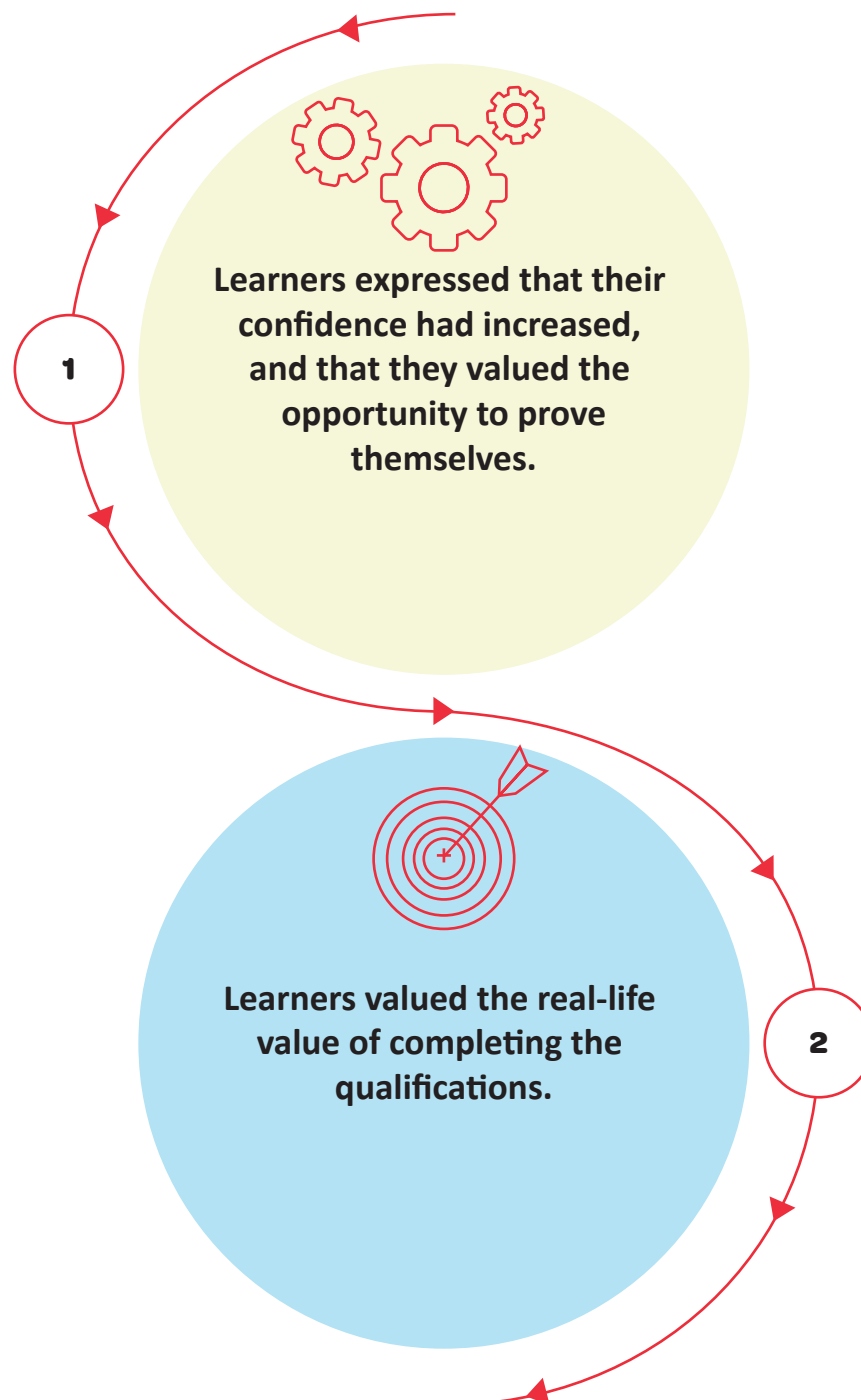


Learners' temporal agency was positively impacted: we can see that where teachers identified an improvement in self-confidence, this was expressed in terms of the learners' future agentic self-image. The fact that learners 'valued the wider context such an experience gave them' and were 'proud about their achievements' also speaks to the learners' temporal agency.



How are learners' perceptions of Speaking and Listening affected?

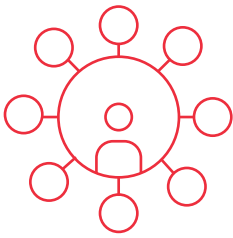
Learners' perceptions, overall, improved through the course of their qualification preparation and assessment.

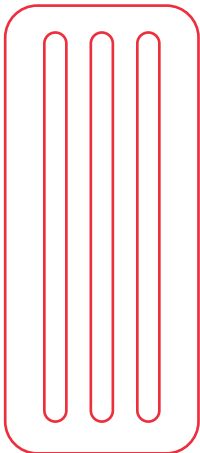




To what extent are lifelong learning and employability developed by completing ESB International oracy qualifications?

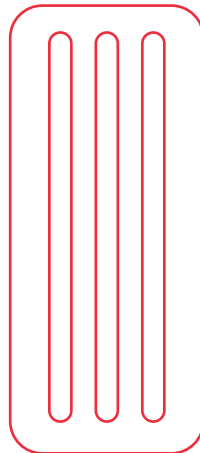
Skills



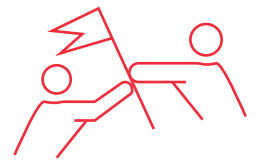


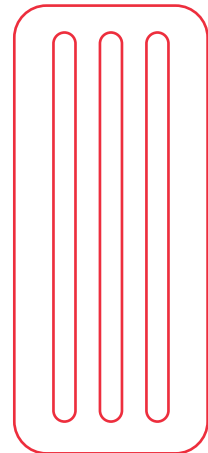
Knowledge





Character





Progress made by learners shows that the completion of ESB International oracy qualifications has given learners **skills** and **knowledge** which are vital to their **character** and employability, the three pillars of work-readiness as described by the CBI⁶.

⁶ 'Getting Young People Work Ready', CBI (2019), https://www.cbi.org.uk/media/2960/cbi_work-readiness.pdf