

2022-2023

OEPP ANNUAL REPORT



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Executive Summary

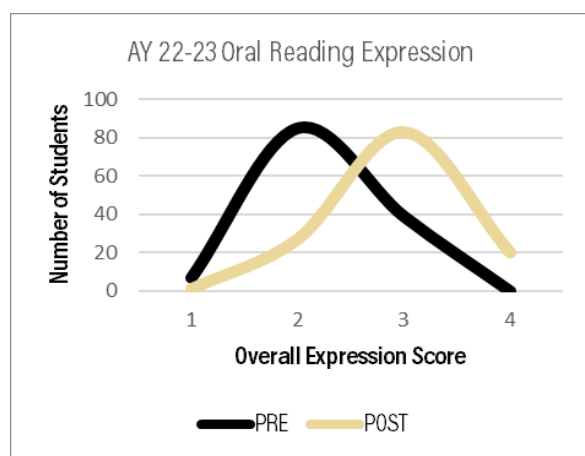
The OEPP is responsible for certifying the oral English proficiency of international graduate students who are not first language speakers of English and have been identified by their departments as prospective teaching assistants. The program meets this responsibility in three ways: (1) by administering the Oral English Proficiency Test, (2) by reviewing certification of all current teaching assistants, and (3) through successful completion of the program's instructional component (ENGL 620) for those who are not certified through examination.

Summary of OEPP Activities for 2022-2023

- Oral English Proficiency Tests: **710**
- Student Enrollment: **175**
- Undergraduate Volunteers: **1,135**
- Volunteer Hours: **2,031**

English 620 Pre/Post Assessment

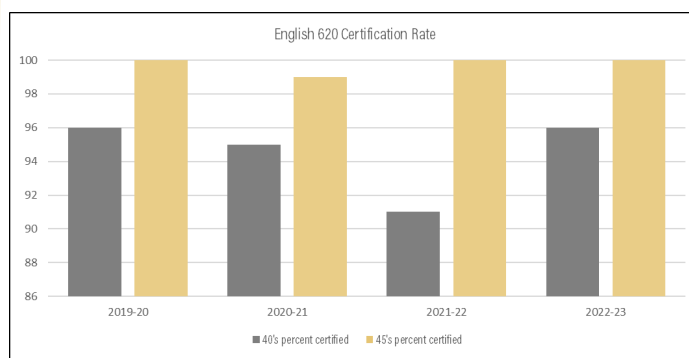
Students took an expanded pre/post assessment measuring improvements in Expression, Pronunciation Accuracy, and Rate of Speech. The graph below shows that students made great strides in improving their overall expression in 22-23.



English 620 CIE Course Evaluations

English 620 students evaluated their instructors very highly with almost all students completing their course evaluations.

- The average rating for instructors was **>4.9/5.0**
- Response Rate: 172/175; **98%**



English 620 Certification Rate

Students in English 620 continue to have high certification rates. Those with higher scores (45s in gold) tend to have higher certification rates than those with lower scores (40s in gray).

Oral English Proficiency Test Statistics

- Spearman Interrater Reliability 22-23: .73
- Interrater Exact Agreement: 55%
- Pass Rate: 55%

Looking Back and Looking Forward: For this and future OEPP Annual Reports, we have shifted to reporting in a summer-fall-spring format (rather than fall-spring-summer). This allows OEPP staff to work on the Annual Report in the summer rather than the fall (our busiest time of year). In 2023-2024, the OEPP is adding a section of English 620 due to high demand from departments. In an effort to improve on materials while increasing student affordability, OEPP staff have created a free course reader for English 620, replacing TopHat material that students had to pay for. Finally, the OEPP will be working to set cut scores for automatic certification for students who matriculate with the Duolingo English Test.

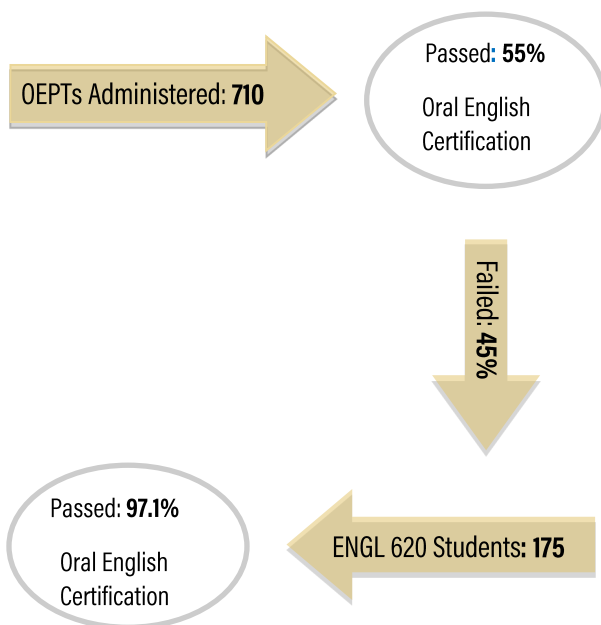
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OEPP in Brief

The Oral English Proficiency Test (OEPT)

Prospective TAs who do not meet standardized test score certification requirements take the OEPT. The OEPT is designed to measure the oral English proficiency of Purdue University graduate students whose first language is not English. OEPT items focus on instructional contexts, and recorded responses are human rated. OEPT scores are used by departments at Purdue University in determining the eligibility of graduate students for assignment of teaching duties involving direct classroom or online instruction of undergraduate students. In 2022/23, the OEPP tested and rated 710 students which was the highest number of tests in the OEPP's 36-year history.

Figure 1: Summary of OEPT Testing and ENGL 620 Course Statistics 2022/23



OEPP Administrative Staff and Lecturers

Liaison Outreach

The OEPP is supported by 80+ departmental liaisons. In the past year, OEPP Program Coordinator, April Fidler, has worked to streamline the liaison manual, taking it from a 30-page to a six-page document. Throughout the year, OEPP staff have hosted liaison meetings, to improve communication of procedures and practices related to ITA verification, test registration, and English 620 registration.

ITA Verification

One important component of the OEPP mission is to monitor departmental compliance with the University policy on oral English proficiency. This policy requires that any person whose first language is not English—and who holds or is a candidate for appointment as a graduate teaching assistant/instructor—demonstrate adequate English proficiency before being assigned duties involving direct instruction of students. The OEPP performs this function through the ITA verification.

The ITA Verification process begins with a request by the OEPP to Purdue human resources for a list of all international graduate students who are listed as teaching assistants (TAs) for the current semester. In a typical semester the list contains about 1200 international student TAs. This list is sorted by department and TAs are cross referenced in Banner, SLATE, and the OEPP's app to ensure certification. If a student has a TOEFL speaking score of 27 or above, an IELTS speaking score of 8.0 or above, an OEPT score of 50-55, or certification through the class, then no further action is taken (continued on page 6).

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ITA Verification Continued

If there are TAs who are not certified for oral English proficiency, the OEPP works with the department liaison to identify the TA role (only TAs with instructional roles need to be certified), register the TA to take the OEPT, and/or English 620. TAs are listed as “out of compliance” when departments cannot verify their TA role because they have not been certified through English 620 or the OEPT.

As we can see from Table 1, in 2022/23, there were only 32 total TAs out of compliance. This represents only about 3% of the TAs each semester. In general, departments are doing a good job at ensuring that their international TAs have the language skills necessary for communication in the classroom.

Table 1: Number of TAs Out of Compliance by College Spring 2022 to Spring 2023.

COLLEGE	Spring 2022	Fall 2022	Spring 2023
Engineering	13	6	4
Science	14	4	5
Technology	3	4	0
Vet Sciences	0	0	1
MGMT	0	0	0
Liberal Arts	2	2	1
Education	0	0	0
Others	36	5	0

English 620: Classroom Communication in ESL for International Teaching Assistants

As we saw in the Executive Summary, students continued to highly evaluate the excellent instructors in English 620. Students also demonstrated consistent improvement in their language skills as measured in our pre/post assessment. In 2022/23, English 620 continued to have high certification rates. The certification rate was 97.1 %. However, of those enrolled who scored a 40 on their OEPT, 92.6 % were certified through English 620. Of those enrolled in the class who received a 45 on their OEPT, 100% were certified. The highest enrollment numbers in English 620 in 2022/23 came from the College of Science followed by the College of Engineering. Five students had to repeat English 620 in 2022/23. Of those five students, all have been certified.

Instructor Evaluations

English 620 students, as in previous years, rated their instructors highly on the CIE course and instructor evaluations. The average rating for all instructors was between 4.9 to 5.0 out of 5.0. Over 98% of students, 173/175, completed their course evaluations! These incredible evaluation responses and scores represent OEPP instructors' commitment to excellence in the classroom.

Representative English 620 Student Comments from CIE Evaluations 2022/2023

“My speaking skills improved a lot. Beth is such an excellent instructor. She is passionate, responsible, caring and has great teaching skills. She never gives up on any student...In meetings, she helps us correct mistakes in our presentations and encourages us to do better next time. Thank you so much Beth!”

“I LOVE EVERYTHING ABOUT THIS COURSE. KYLE DID A GREAT JOB! It has been the course I...look forward to attending every week. Course settings are elaborate and well-planned...KEEP IT UP!”

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End-of-Semester Reflections

Reflection is an important component of English 620. Students reflect and self evaluate after each major assignment. They also reflect on their performance in end-of-semester reflections responding to the following prompt:

How has your English developed and improved this semester? Please be as specific as possible. Please also comment on how you intend to continue to develop your English skills and strategies going forward.

Sample English 620 End-of-Semester Student Self Reflections, 2022/23:

"My overall prosody and intonation has improved significantly throughout the semester, I am now able to recognize and use intonation changes during my speech, which helps me to keep my audience attention, but also helps me to deliver a clearer speech. As for my pronunciation, I am aware of what combination of letters are harder for me to pronounce correctly, so every time I have to pronounce a word, with for example, th at the beginning, I try to be get that pronunciation right, by taking my time and thinking previously on the shape that my tongue/mouth should be forming."

"This journey has shaped me nicely to think about English differently. It helped me to figure out my deficiencies and guided me to resolve those issues."

"This course also helped me to improve my reading skill. Previously, I was able to speak English fluently, but it did not sound comprehensive due to my poor pausing, stress, and rhythm. I learned and still, I am learning to make those skills inherent. Finding out the perfect spot to give pause, the perfect words to give more stress, and the coarticulation of a few words really made my English more understandable to all. I really like the idea of making phrase and course journal that is making my life so easy. Right now, I can understand others' opinions more correctly in detail and I can also express myself clearly to others."

"I plan to continue to improve my English through courses and workshops provided by PLaCE. Also, since I'm used to

watching movies and TV series on Netflix, I will continue to practice my listening comprehension with watching something without subtitles."

OEPP Volunteer Program



Volunteer of the Year (2022/23) Sage Morrison with OEPP Director, Mark Haugen and Senior Lecturer, Beth Lageveen

The OEPP uses a web-based volunteer registration system consisting of an administrative interface and a volunteer interface. The administrative app is accessible only to OEPP staff who use it to create volunteer sessions and track volunteers. The volunteer app allows students to sign up as volunteers for presentations and roundtables.

The OEPP continues to benefit from the participation of undergraduate volunteers in ENGL 620 classrooms. Undergraduate volunteers are recruited to share in roundtable discussions, converse with students, and primarily, to observe and participate in classroom teaching presentations by ENGL 620 students. During the roundtable discussions, undergraduate volunteers help the international graduate students in ENGL 620 understand the perspectives and cultures of undergraduates at Purdue. As participants in classroom teaching presentations, undergraduates observe, participate in question and answer sessions, and prepare written evaluation and feedback.

In 2022-23, 1,135 unique undergraduate volunteers volunteered for 2,031 total hours.

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Data Digest

Oral English Proficiency Testing

In 2022-23, the OEPP administered 498 in-person Oral English Proficiency Tests (OEPTs) (up 40% from last year) and 212 virtual OEPTs (down 33% from last year). For virtual OEPTs, the OEPP continued to use ProctorU, which uses a combination of artificial intelligence and human invigilation to proctor exams. Departments have appreciated students' ability to take the OEPT while away from campus, however the OEPP pays ProctorU \$10 per test.

Retests are given when technical difficulties occur and the test is unsuccessful, or by department request when a student was ill or not sufficiently prepared for the test. In addition, students scoring 45 on the OEPT are allowed to retest after six months. Those scoring 40 or 35 may retest after one year.

Figure 2 presents the number of OEPTs administered annually by the OEPP for the last 16 academic years. Each academic year in Figure 2 is divided into three bars. In gold, we can see the total number of tests, 710 in 2022/23. In black, the number of tests in August, which has declined due to emphasizing summer online testing for prospective TAs that will need to TA in the fall. Finally, in grey, the total number of retests for the year.

Figure 2: Oral English Proficiency Test Administrations by Year for 2005/06 to 2022/23

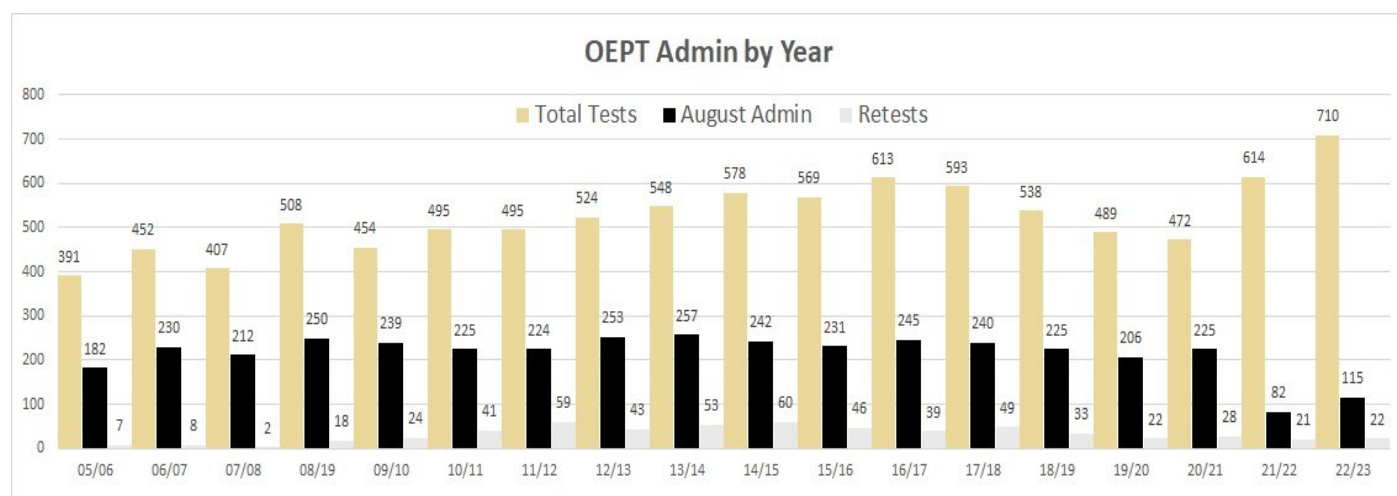


Figure 3 (next page) shows the total number of OEPT examinees with pass and fail rates for the last five years. The annual number has fluctuated somewhat during this 5-year period, increasing from 489 to 710. The percentage of students who pass the OEPT has increased from 2016/17 to 2022/23. In 2022/23, 55% of students who took the OEPT passed.

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Figure 3: Summary of OEPP Testing and Course Statistics, 2017/18 to 2022/23

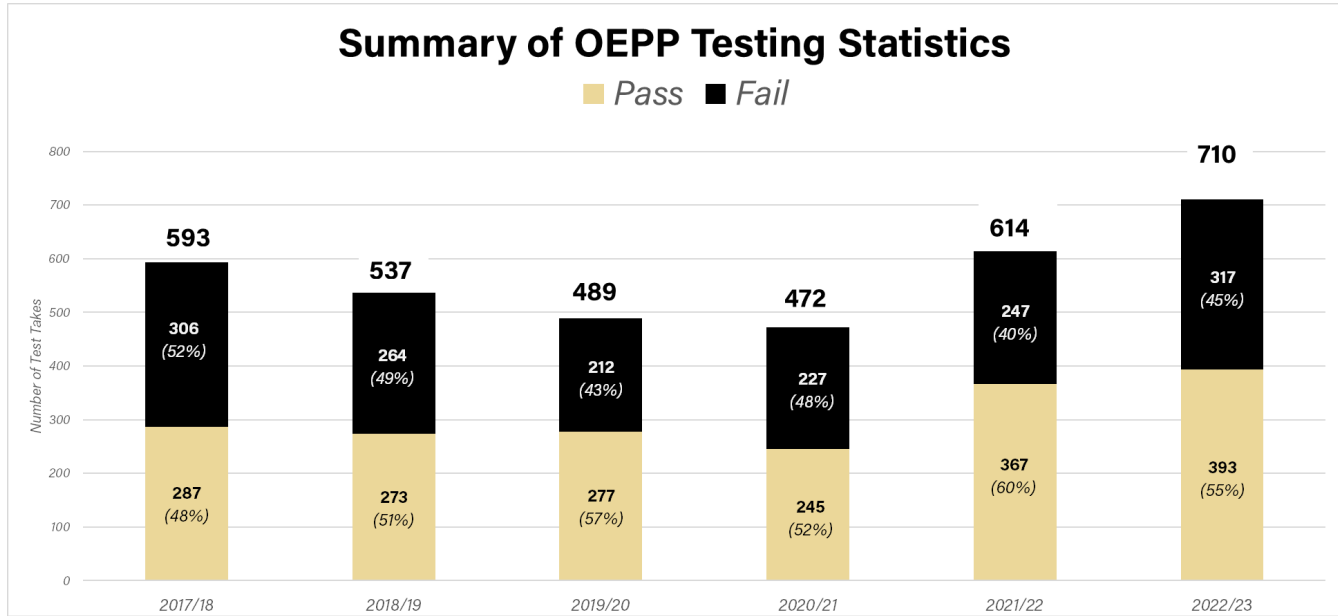
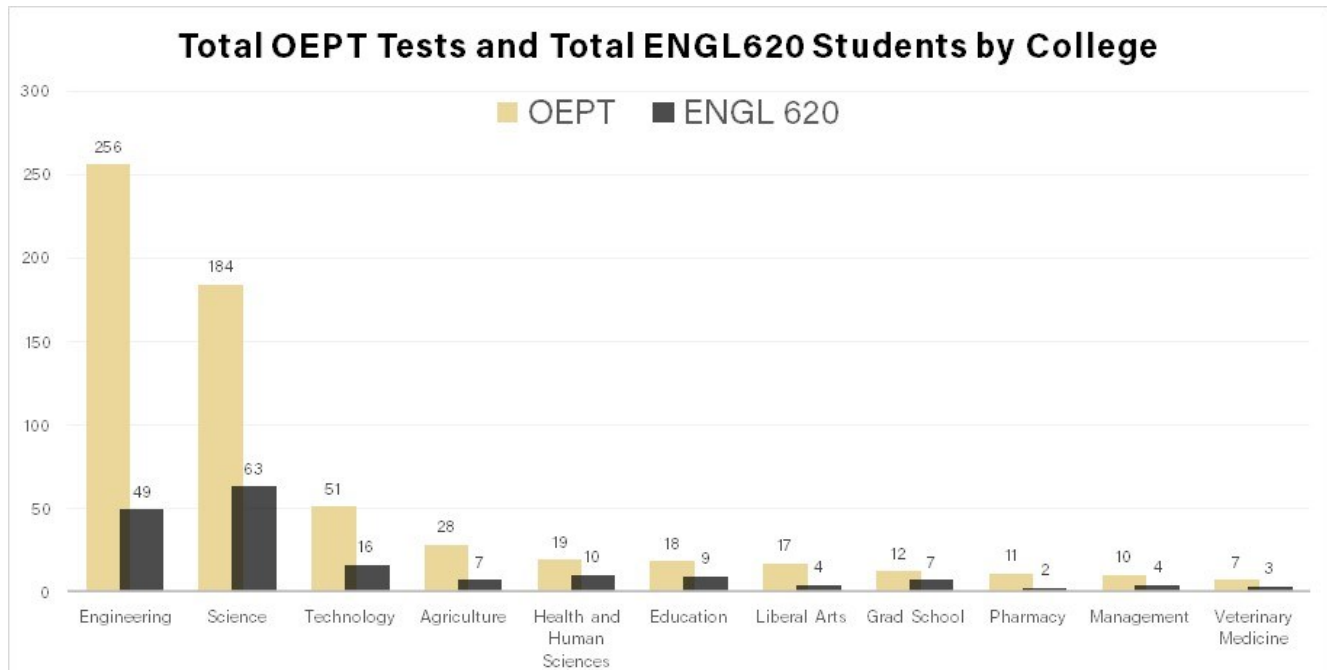


Figure 4 (below) shows that the College of Engineering had the largest number of OEPT examinees (256) and the second largest number of ENGL 620 students (49) among all the colleges. The College of Science had the largest number of students (63) and the second largest number of OEPT examinees (184) among all the colleges. This trend has been consistent for four years.



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Table 2 (below) shows the number of Oral English Proficiency Tests administered by month, semester, and year for the past 10 years. The fifth column shows the continued demand for summer testing. This increase coincided with summer online testing during the pandemic. In the bottom cell of the last column we can see high demand for the OEPT in 2022/23. The OEPP tested and rated 710 tests during 2022/23, which is a significant increase from the all-time high of 614 in 2021/22.

Table 2: OEPT Test Administrations by Month, Semester, and Total 2012/13 to 2022/23

Year	May	June	July	SU	Aug	Sept	Oct	Nov	Dec	FA	Jan	Feb	Mar	April	SP	Total
12/13	0	0	23	23	253	24	35	55	0	367	40	34	28	32	134	524
13/14	0	0	34	34	257	35	29	45	0	366	38	31	37	42	148	548
14/15	0	0	56	56	242	36	27	56	0	361	54	21	38	54	167	584
15/16	0	0	35	35	231	34	39	62	0	366	60	25	35	48	168	569
16/17	0	0	49	49	239	44	44	57	1	385	60	27	39	53	179	613
17/18	0	51	0	51	240	37	40	57	1	375	78	21	33	35	167	593
18/19	1	0	29	30	225	35	40	58	0	358	64	28	26	32	150	538
19/20	0	0	43	43	206	32	40	53	0	331	70	15	30	0	115	489
20/21	0	0	128	128	97	23	22	50	0	192	68	35	18	31	152	472
21/22	0	107	105	212	82	26	47	48	0	203	68	23	50	58	199	614
22/23	49	113	50	212	115	28	62	65	0	270	74	35	56	63	228	710

Oral English Proficiency Testing by College and Department

Table 3 (next page) shows OEPT certification rates by the Oral English Proficiency Test (OEPT) for selected departments. Certification rates by the OEPT vary substantially when viewed by department. Within the College of Engineering, certification rates in departments with 10 or more examinees vary from 45% in CHE to 75% in IE in 2022/23. The certification rate for the College of Science increased by 23% in 2021/22, and then decreased by 15% in 2022/23. However, it should be noted that some departments, e.g., STAT had only 33% of their students pass the OEPT. Some of the variability in certification rates may be attributed to the language backgrounds most common among students admitted to different colleges and departments.

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Table 3: Certification Rates by OEPT by Selected Departments, 2020/21 to 2022/23

Academic Year	2020/21			2021/22			2022/23		
College/Dept	N	N Cert	% Cert	N	N Cert	% Cert	N	N Cert	% Cert
Engineering	229	131	57%	271	167	62%	274	175	64%
AAE	23	12	52%	11	9	82%	20	15	75%
CE	32	15	47%	49	29	59%	35	16	46%
CHE	23	13	57%	16	6	38%	20	9	45%
ECE	42	26	62%	91	62	68%	94	65	69%
IE	21	15	71%	12	9	75%	32	24	75%
ME	53	31	58%	68	43	63%	37	27	73%
MSE	18	11	61%	11	7	64%	23	15	65%
Science	113	48	42%	175	113	65%	210	106	50%
CHM	4	2	50%	13	11	85%	11	6	55%
CS	60	28	47%	105	71	68%	137	73	53%
MA	1	0	0%	4	1	25%	3	1	33%
PHYS	24	8	33%	30	16	53%	12	6	50%
STAT	15	4	27%	5	2	40%	24	8	33%
Technology	39	22	56%	34	20	59%	81	44	54%
CGT	13	6	46%	15	12	80%	14	9	64%
SOET	4	2	50%	8	3	38%	17	8	47%
TLI	2	2	100%	0	0	NA	0	0	NA
Grad School	5	2	40%	12	6	50%	17	11	65%
PULSE	5	2	40%	12	6	50%	16	10	63%
Liberal Arts	12	7	58%	14	7	50%	13	8	62%
VPA-AD	1	1	100%	7	2	29%	5	3	60%

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Oral English Proficiency Testing by Country and Region Examinees

Table 4 shows OEPT examinees by region and home country. In 2022/23, as in the previous two years, the majority of OEPT examinees were from East Asia (47%) followed by South/Southeast Asia (40%). However, the percentage from East Asia has steadily decreased while the percentage from South Asia has steadily increased.

Table 4: OEPT Administrations by Region and Selected Country of Origin, 2019/20 to 2022/23

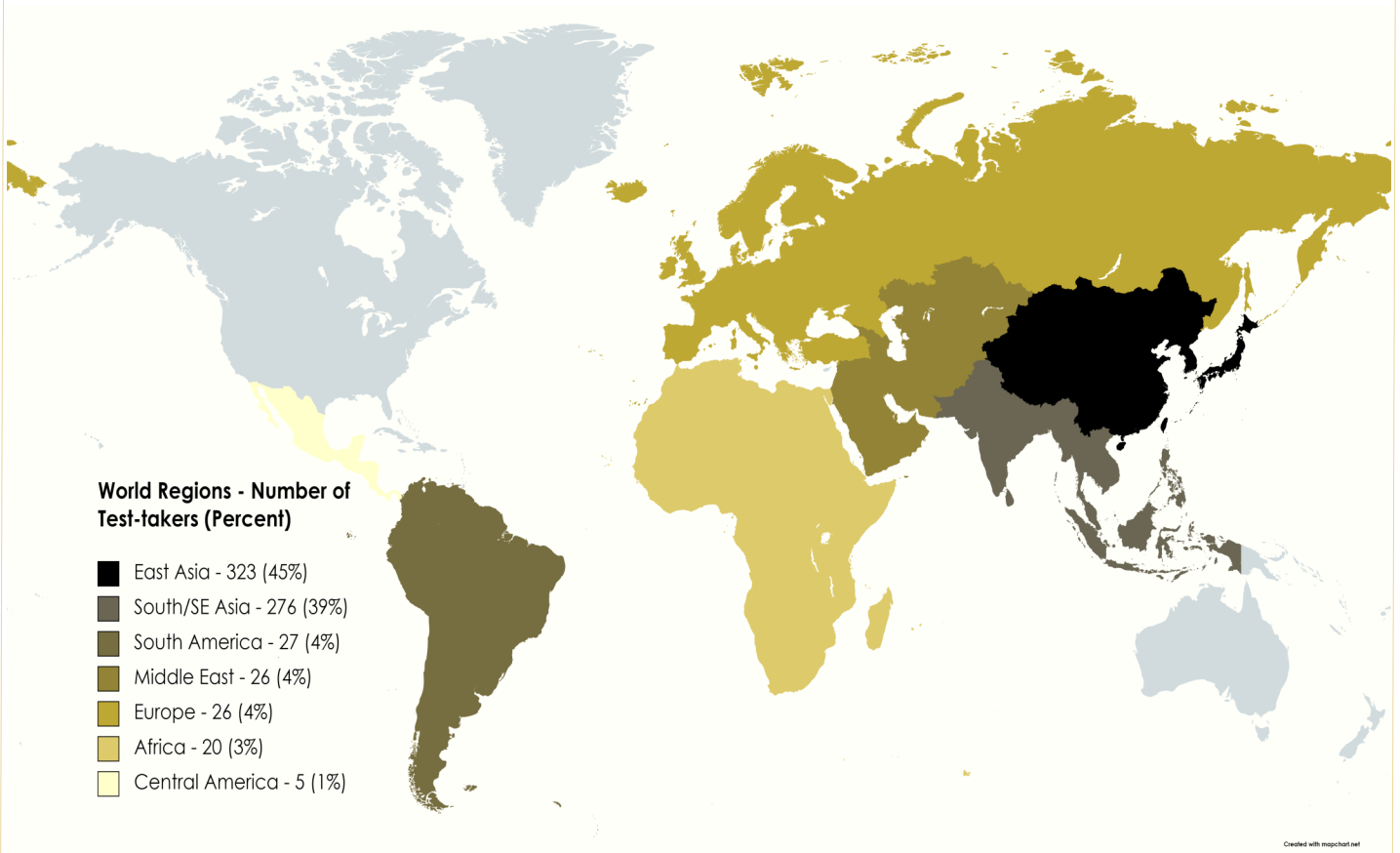
2019/20 Region/ Country	N	Region % Total/ Country % Region	2020/21 Region/ Country	N	Region % Total/ Country % Region	2021/22 Region/ Country	N	Region % Total/ Country % Region
East Asia	318	55%	East Asia	279	50%	East Asia	286	47%
China	231	73%	China	205	73%	China	207	72%
South Korea	44	14%	South Korea	46	16%	South Korea	55	19%
Taiwan	35	11%	Taiwan	26	9%	Taiwan	22	8%
Japan	6	2%	Vietnam	2	0.7%	Japan	1	<1%
All others	2	1%	All others	0	0	All others	1	<1%
South/SE Asia	142	25%	South/SE Asia	194	35%	South/SE Asia	249	41%
India	113	80%	India	145	75%	India	197	79%
Bangladesh	10	7%	Bangladesh	16	8%	Bangladesh	17	7%
All others	19	13%	All others	33	17%	All others	35	14%
Europe	27	5%	Europe	18	3%	Europe	15	2%
Turkey	11	41%	Turkey	7	39%	Turkey	4	27%
All others	16	59%	All others	11	61%	All others	11	73%
S. America	37	6%	S. America	21	4%	S. America	24	4%
Colombia	22	59%	Colombia	12	57%	Colombia	13	54%
Brazil	8	22%	Brazil	4	19%	Brazil	4	17%
All others	7	19%	All others	5	24%	All others	7	29%
N. America	5	1%	N. America	0	0	N. America	4	1%
Mexico	3	60%	Mexico	0	0	Mexico	4	100%
US and Canada	2	40%	US and Canada	0	0	US and Canada	0	0
Africa	19	3%	Africa	18	32%	Africa	7	1%
Egypt	14	74%	Egypt	12	67%	Egypt	2	29%
All others	5	26%	All others	6	33%	All others	5	71%
C.America/ Caribbean	6	1%	C.America/ Car- ibbean	2	0.4%	C.America/ Car- ibbean	8	1%
Middle East	19	3%	Middle East	21	4%	Middle East	21	3%
Iran	12	63%	Iran	11	52%	Iran	15	71%
All others	7	37%	All others	10	48%	All others	6	29%
Central Asia	1	<1%	Central Asia	3	0.5%	Central Asia	0	0
Oceania	0	0%	Oceania	0	0%	Oceania	0	0
Total	574	100%	Total	556	100%	Total	614	100%

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Figure 5 displays the world regions with the highest number of OEPT test-takers. East Asia with 45% and South/Southeast Asia with 39% comprise 84% of all OEPT test-takers around the world.

Figure 5: Number of Test Takers by Region, 2022/2023



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ITA Verification

One important component of the OEPP mission is to monitor department compliance with the University policy on oral English proficiency. This policy requires “that any person whose first language is not English, and who holds or is a candidate for appointment as a graduate teaching assistant/instructor, demonstrate adequate English proficiency before being assigned duties involving direct instruction of students.” The OEPP performs this function through the ITA verification. Below, Table 5 shows the number of international TAs in compliance and the number out of compliance for spring 2021 to spring 2023.

Table 5: Number of International TAs Verified or Out of Compliance (OOC) by School and Department from Spring 2021 to Spring 2023

School/Department	SP 2021		FA 2021		SP 2022		FA 2022		SP 2023	
ENGINEERING	Verified	OOC	Verified	OOC	Verified	OOC	Verified	OOC	Verified	OOC
AAE	28	11	22	6	27	4	30	3	49	
ABE		3	6		3					
BME	10	2	9	5	14		11		20	
CE	29	7	49	1	86	9	38	1	41	
CEM		2	3		4		5		5	
CHE					1					
ECE	103		71		88	5	74	12	125	1
EEE					12	1	3		2	
IE	23	4	17	12	19	9	31		40	
ME	89		95		98	5	88	8	97	1
MSE	9		8		13		10		8	
NUCL					1				2	
ENE/FYE	9		15		3		15		11	
EPICS	11		5	1	3	3	4	4	7	2
OPP										
SCIENCE	Verified	OOC	Verified	OOC	Verified	OOC	Verified	OOC	Verified	OOC
BIOL	27	10	49	8	35	10	51		50	2
CHM	50	5	62	18	88	4	61		72	3
CS	120		104		147		200		185	
EAPS	7		9		5	1	10		14	
MA	44		70		52		46		59	
PHYS	34	14	57	17	70		65		63	
STAT	61		54		52		49	1	49	

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Table 5, continued: Number of International TAs verified or Out of Compliance (OOC) by School and Department

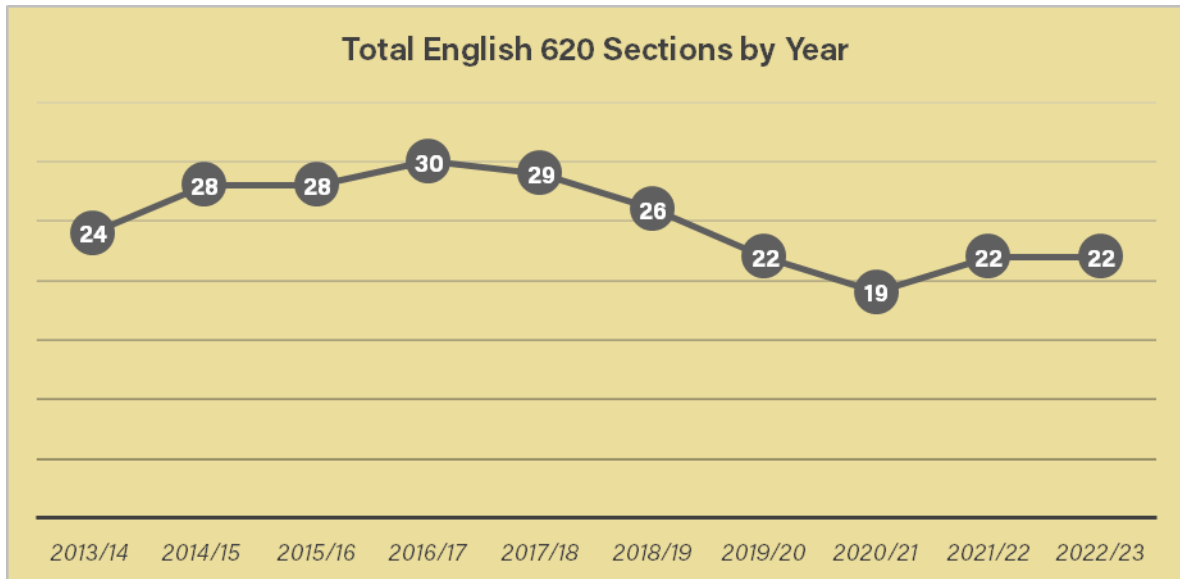
School/ Department	SP 2021		FA 2021		SP 2022		FA 2022		SP 2023	
	Verified	OOC	Verified	OOC	Verified	OOC	Verified	OOC	Verified	OOC
TECHNOLOGY										
AT					7	1	6		6	
BCMT	15		14		13		17		15	
CGT	17		16		19	2	46	1	22	
CIT	13	13	24	3	21	3			34	
SOET	9	1	18		13	3			22	
TECH							16			
TLI	4	2	3	1	2	1	5	2	2	
OTHER SCHOOLS	Verified	OOC	Verified	OOC	Verified	OOC	Verified	OOC	Verified	OOC
GRAD SCHOOL (PULSE)	1		1							
GRAD CERIAS										
LIBERAL ARTS	34	1	56	6	76	12	59	2	77	1
AGRICULTURE	26	4	35	2	25	4	24	6	43	
MANAGEMENT					12					
HEALTH & HUMAN SCIENCES			12		44	2	64	1	52	
EDUCATION	22	9	20	3	22	3	29		35	
PHARMACY	23	3	22	3	19	3	25		29	
VET SCIENCES			11		2		3		5	1
TOTALS	818	92	937	86	1,096	85	1,085	41	1,241	11

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OEPP Instruction: English 620: Classroom Communication in ESL for International Teaching Assistants

Figure 6 shows the number of English 620 sections offered by the OEPP from 2013/14 to 2022/23. Overall, the number of sections represent two phenomena: department demand and OEPP staffing. We can see that the number of sections has decreased from 30 in 2016/17 to 22 in 2022/23. The 22 sections in 2022/23 was sufficient to meet department needs while maxing out OEPP staffing. We currently have the staffing to accommodate 23 sections in 2023/24.

Figure 6: English 620 Sections Offered from 2013/14 to 2022/23



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Figure 7 and Table 6 show that enrollment in English 620 increased from 171 students in 2021/22 to 175 in 2022/23. The certification rate was 94.2% in 2021/22 and 97.1% in 2022/23.

Figure 7: English 620 Certification Rate, by OEPT Score from 2020-2023

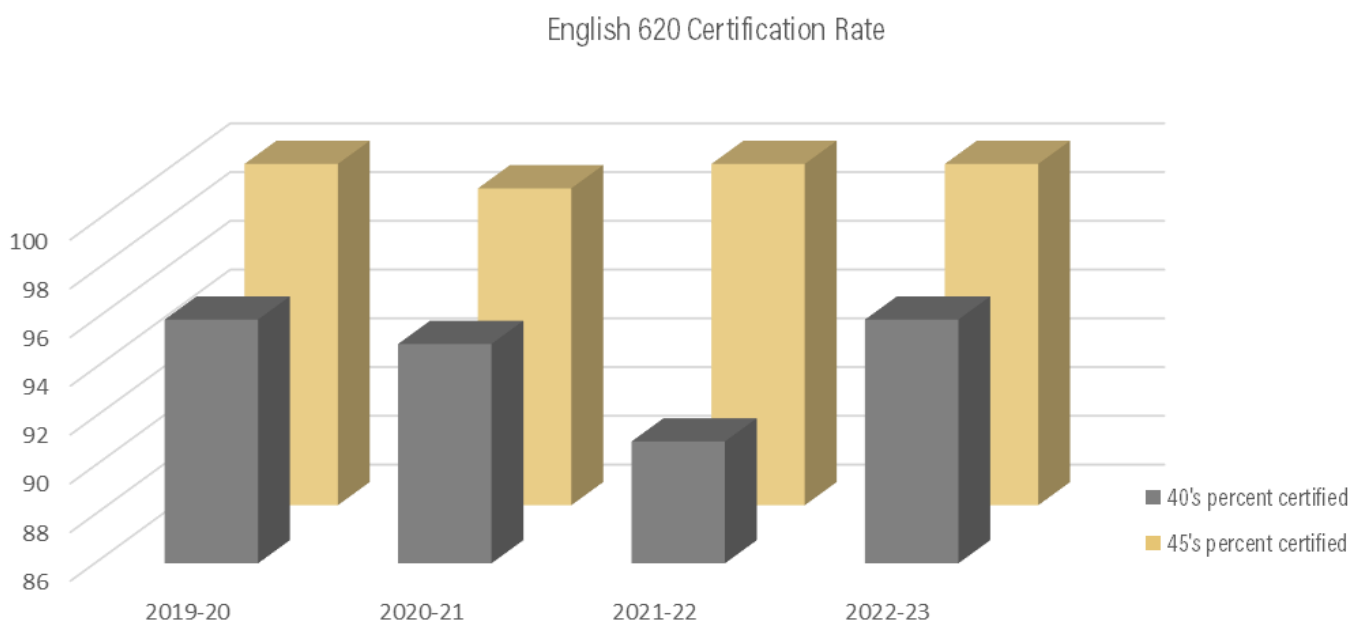


Table 6: English 620 Enrollment and Certification, by OEPT Score 2022/23

Semester/Year	OEPT Score	Enrolled ENGL 620	Number Certified	Percent Certified
Summer 2022	35's	0	0	N/A
	40's	7	7	100%
	45's	8	8	100%
	Sem. Subtotal	15	15	100%
Fall 2022	35's	0	0	N/A
	40's	32	31	97%
	45's	47	47	100%
	Sem. Subtotal	79	78	98.7%
Spring 2023	35's	0	0	N/A
	40's	42	38	90.5%
	45's	38	38	100%
	Sem. Subtotal	80	76	95.0%
TOTAL for 2022/23		175	169	97.1%

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Table 7 shows course enrollments, certification information, and the number of students certified for summer 2022, fall 2022, and spring 2023. It is important to note that students can take English 620 up to three times to be certified. We can see, however, that the vast majority, 169 out of 175, were certified in the first semester of enrollment in English 620. We can also see that five students who enrolled in English 620 for a second semester were certified.

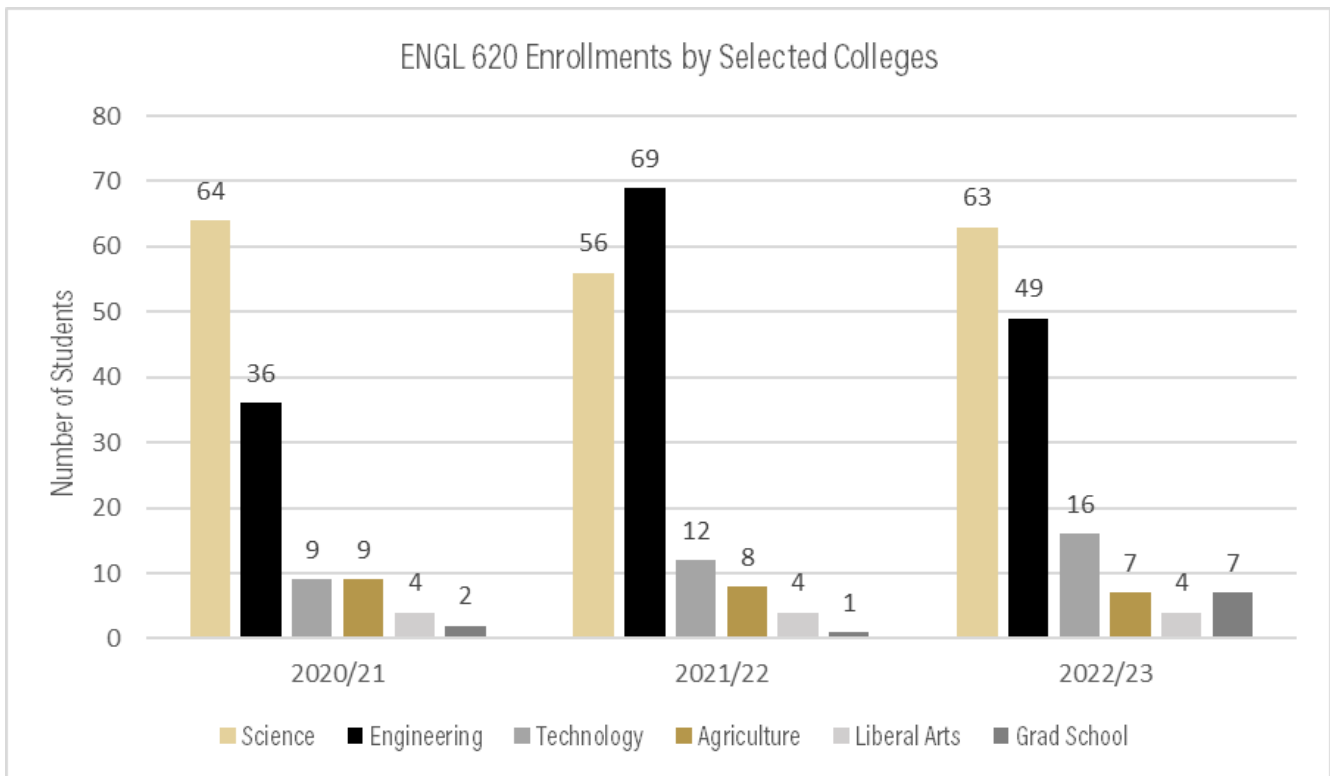
Table 7: Course Enrollment, Repeats, and Certification in English 620 by OEPT Score, 2022/23

Semester/ Year	OEPT Score	Total Enrolled ENGL 620	1st time Enrolled 620	Number Certified 620 (1 st)	2 nd time Enrolled 620	Number Certified 620 (2 nd)
Summer 2022	35's	0	0	0	0	N/A
	40's	7	7	7	0	N/A
	45's	8	8	8	0	N/A
	Sem. Subtotal	15	15	15	0	N/A
Fall 2022	35's	0	0	0	0	N/A
	40's	32	30	31	2	2
	45's	48	47	47	0	N/A
	Sem. Subtotal	80	77	78	2	2
Spring 2023	35's	0	0	0	0	N/A
	40's	42	39	38	3	3
	45's	38	38	38	0	N/A
	Sem. Subtotal	80	77	76	0	N/A
TOTALS for 2022/23		175	169	169	5	5

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Figure 8 highlights the colleges with the highest enrollments, Science and Engineering, which were also shown in Table 10. English 620 course enrollments for the last three years have been fairly steady with about 70% of the students coming from the College of Engineering and the College of Science. These two colleges also had the highest number of students take the OEPT.

Figure 8: English 620 Enrollments by Selected College from 2020/21 to 2022/23



2022-2023

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English 620 Course and Instructor Evaluations

This year, as in previous years, ENGL 620 students rated their instructors highly on the CIE course and instructor evaluations. All questions on the course evaluations had an average of either 4.9 or 5.0/5.0. Additionally, response rates for the year were 172/175, which is greater than 98%.

Table 8: Average Course Evaluations

Question	Summer 2022	Fall 2022	Spring 2023
The course is well organized	5.0	5.0	5.0
The assignments aid me in achieving the class objectives	5.0	4.9	5.0
The instructor communicates clearly	5.0	5.0	5.0
The instructor effectively answers students' questions	5.0	5.0	5.0
The instructor seems to care that I learned this material	5.0	5.0	5.0
The instructor makes time to help students	5.0	5.0	5.0
The instructor is fair in evaluating my performance in the course	5.0	5.0	5.0
The instructor created an inclusive learning environment	5.0	5.0	5.0

Sample English 620 Students Written Comments from CIE Evaluations 2022/23

"Thank you for always being so welcoming. Thank you for taking the time to help me overcome my fear. Thank you for your continued encouragement. Thank you for your encouraging words. Thank you for your patience ..."

"Awesome experience during the whole semester. I really appreciate you help, time, and patience to improve my spoken English and presentation skills. I learned a lot. I will definitely recommend you to other students who will take this class (I have recommended several times). Thanks again!"

"Love her way of teaching. Especially, since she is also not native speaker, she knows how international students can effectively learn how to speak English. I could get used to speak in English in comfortable manner and I could improve myself on everything that is required to speak better English."

"He developed really good activities to help us practice English as a learner community. We engaged in the content and improved the learning strategies."

"I have to say the course ENGL 620 is so helpful for my TA works. This semester, the instructor led us to do 5 presentations, and my speaking skills improved a lot. She is such an excellent instructor. She is passionate, responsible, caring and has great teaching skills. She never gives up on any student. She leads us to practice making sentences and playing games to familiarize us with the words in class. In meetings, she helps us correct mistakes in our presentations and encourages us to do better next time. Thank you so much!"

2022-2023

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English 620 Student Self Reflections

"After comparing presentations 1 and 4, I noticed that I made significant progress in my fluency, even though some of the pauses were noticeable, I do believe that my sentences were clearer, and choppiness was reduced. I have been able to apply some of the strategies I learned from this course, for example, every time I learn a new word or idiomatic phrase, I try to look at it in YouGlish to see in which other ways people tend to use it. Also, I have been able to apply some of the phrases and words from my journal to casual conversations with my lab mates and my advisor. There are other aspects in which this class has helped me, for instance, I feel comfortable and poised when talking in English. At the same time, I improve how I present information and how I connect the ideas so the message can be delivered in a more natural and understandable way."

"I am very proud of my progress with the course because in my lab meetings and presenting my research project I had had the opportunity to apply many of the techniques that I learned, for instance, the way to organize presentations, the use of idiomatic phrases to make transitions, and the process to answer questions. Other people have noticed my progress, pronunciation, and fluency skills when I speak in regular conversations. Even though I have not used all these skills for teaching yet, I feel more confident and less uncertain when considering the possibility of being a TA."

"The course also helped improve my English in daily conversations with others. I noticed I have been consciously trying to check if the listener is following my talk when I explain something difficult. And I was able to use the language to close daily life communications or professional presentations/talks where I used to say a simple "See you" or "Thank you" instead."

"It was the first English course I enjoyed the most. It helped me improve my linguistic skills like pronunciation, prosody, and delivery rate and taught me to learn through observing others speak. This course helped me realize what works best for me during presentations. I have also figured out several ways to reduce my nervousness; one of the ways is by walking between the rows before the presentation and talking to the audience during the presentation."

"ENGL 620 is one of the best courses I have even taken at Purdue. I learnt how to give a presentation and how to instruct my students from this course. At the beginning of this semester, I didn't even know how to start a presentation. After this course, I learned how to hold office hours. From greetings to politely notifying my students to leave, from introducing myself using some tips to conducting a topic about my research. All the strategies work in my future academic career and professional career. Last week, when I held the lab session for my TA class, I used the phrase learned from this course to wrap up the session. Next week, there will be some visitors in our lab, I may use some name tips to introduce myself to them. Honestly, it's an interesting language course with a lot of in-class group activities."

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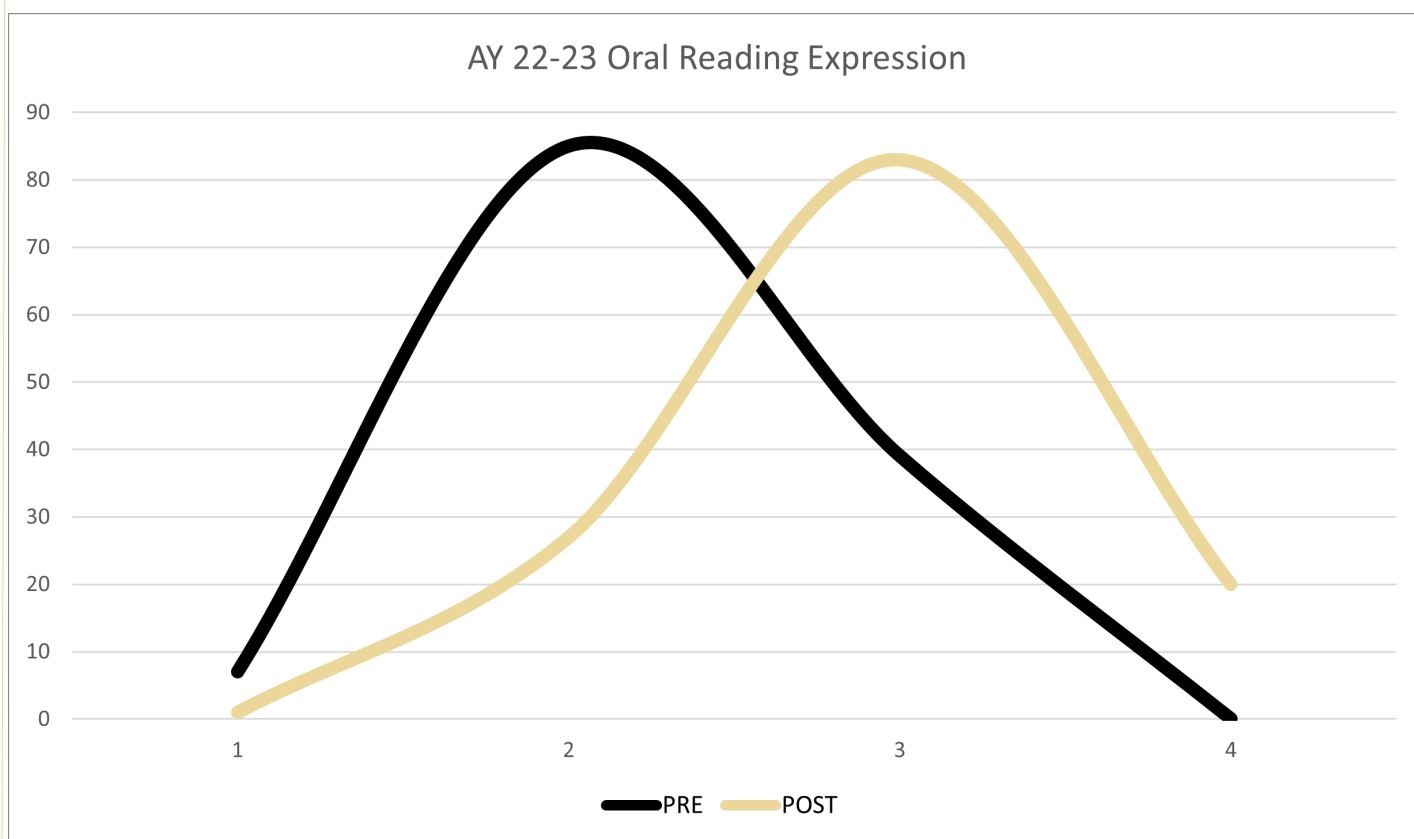
English 620 Pre and Post Assessment of Student Improvement

Expression, Accuracy, and Rate (EAR) Assessment

In English 620, students work on improving their language, communication, and presentation skills. Presentation and communication skills are assessed in presentations. Communication skills are assessed in presentation comprehension checks and question-and-answer sessions. To assess improvement in language skills, English 620 students take a pre and post assessment of their expression (stress, intonation, and rhythm), accuracy (pronunciation), and rate (fluency). Each student was assessed in the first or second week of the semester and then the final week of the semester. In the pre and post assessment, each student reads a leveled passage. There was a total of 131 valid pre and post assessments. Figures 7-9 show student improvement from pre to post assessment on expression, accuracy, and rate.

Figure 9 shows improved oral reading expression (stress, intonation, and rhythm) across the population of English 620 students from the pre to the post reading assessment. The threshold for appropriate expression is a score of 3. We can see that 103 of the 131 students met this threshold in the post assessment whereas only 39 met the threshold in the pre-assessment. There were also 20 students demonstrating excellent expression in the posttest, whereas none demonstrated excellent expression in the pretest.

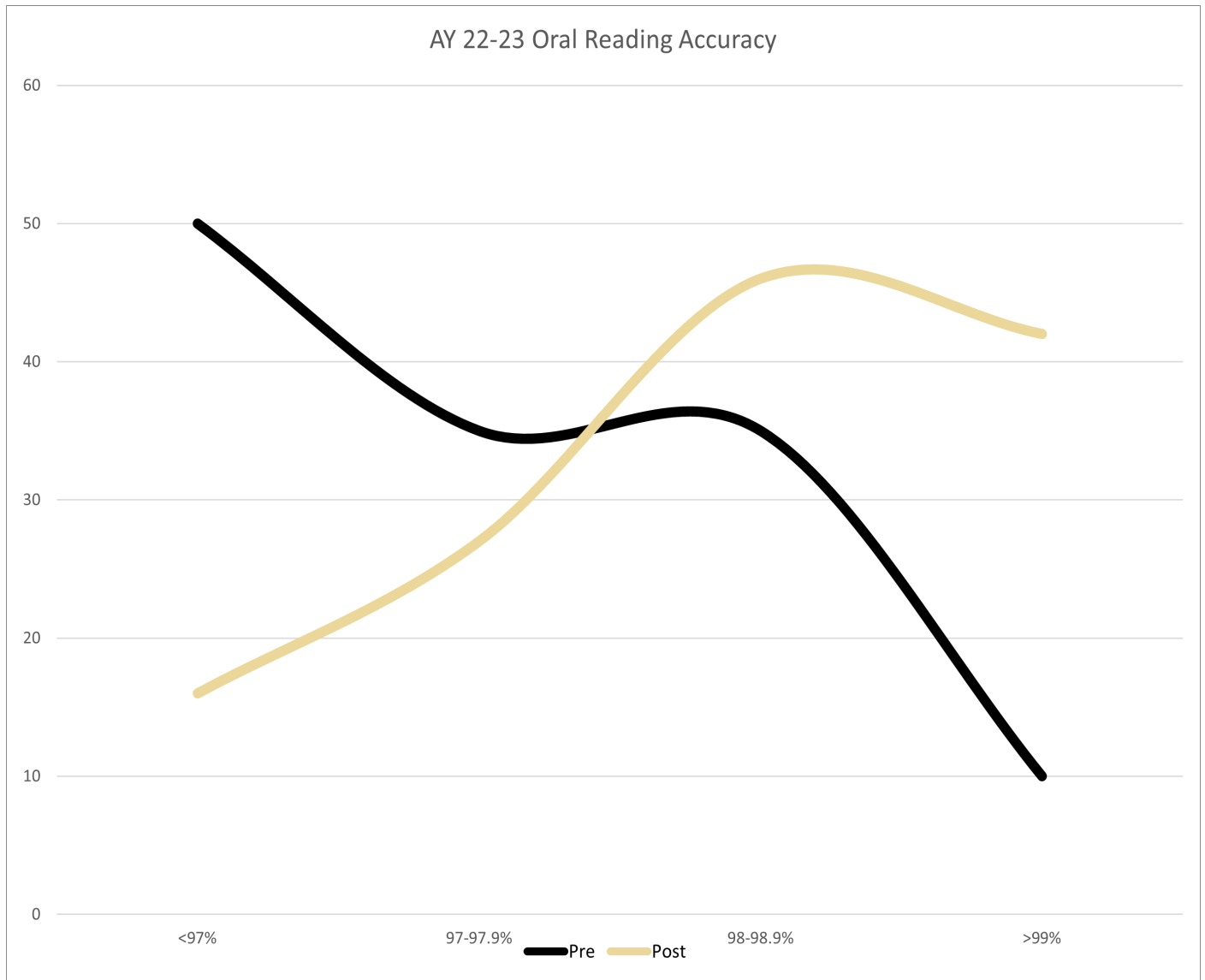
Figure 9: 2022/23 Oral Reading Expression



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Figure 10 shows oral reading accuracy represented as the percentage of words produced intelligibly. Generally, 98% correct is necessary for comprehension. Figure 10 shows that 86 of the 131 students were able to reach this threshold on the post assessment (versus 45 on the pre).

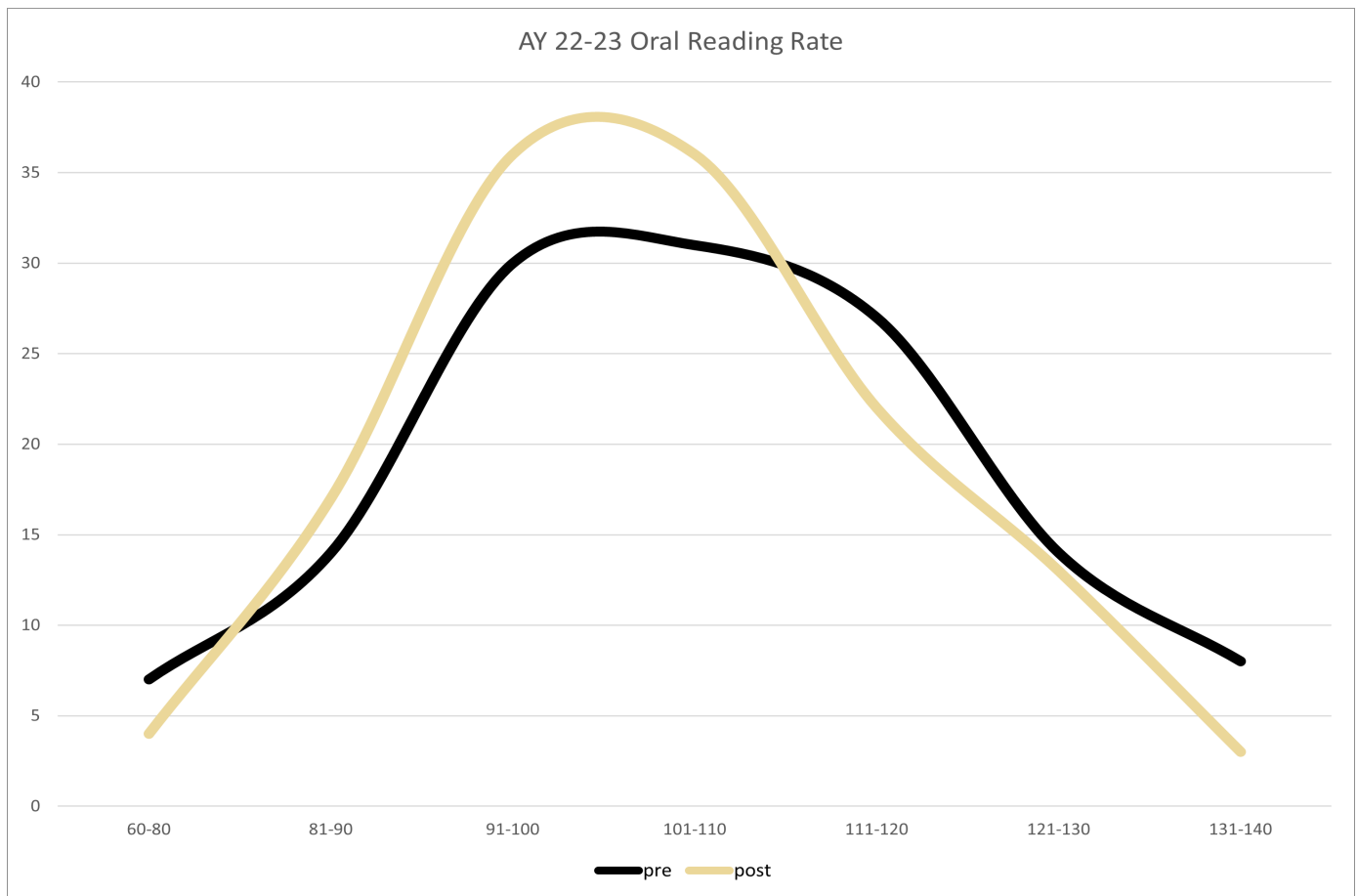
Figure 10: 2022/23 Oral Reading Accuracy



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Figure 11 illustrates the improvement students were able to make in their oral reading rate. It is important to look at the oral reading rate results in the context of threshold reading levels. Ideally, adult L2 learners would read at 100 words per minute (WPM) or faster while maintaining intelligible speech. However, students that read much faster may need to slow down to produce intelligible speech. Part of what we see in Figure 11 is the dynamic of some students slowing down while others are increasing their reading fluency. English 620 students at the very low end (60-80 WPM) were able to increase their rate of speech, while also improving their expression and accuracy.

Figure 11: 2022/23 Oral Reading Rate



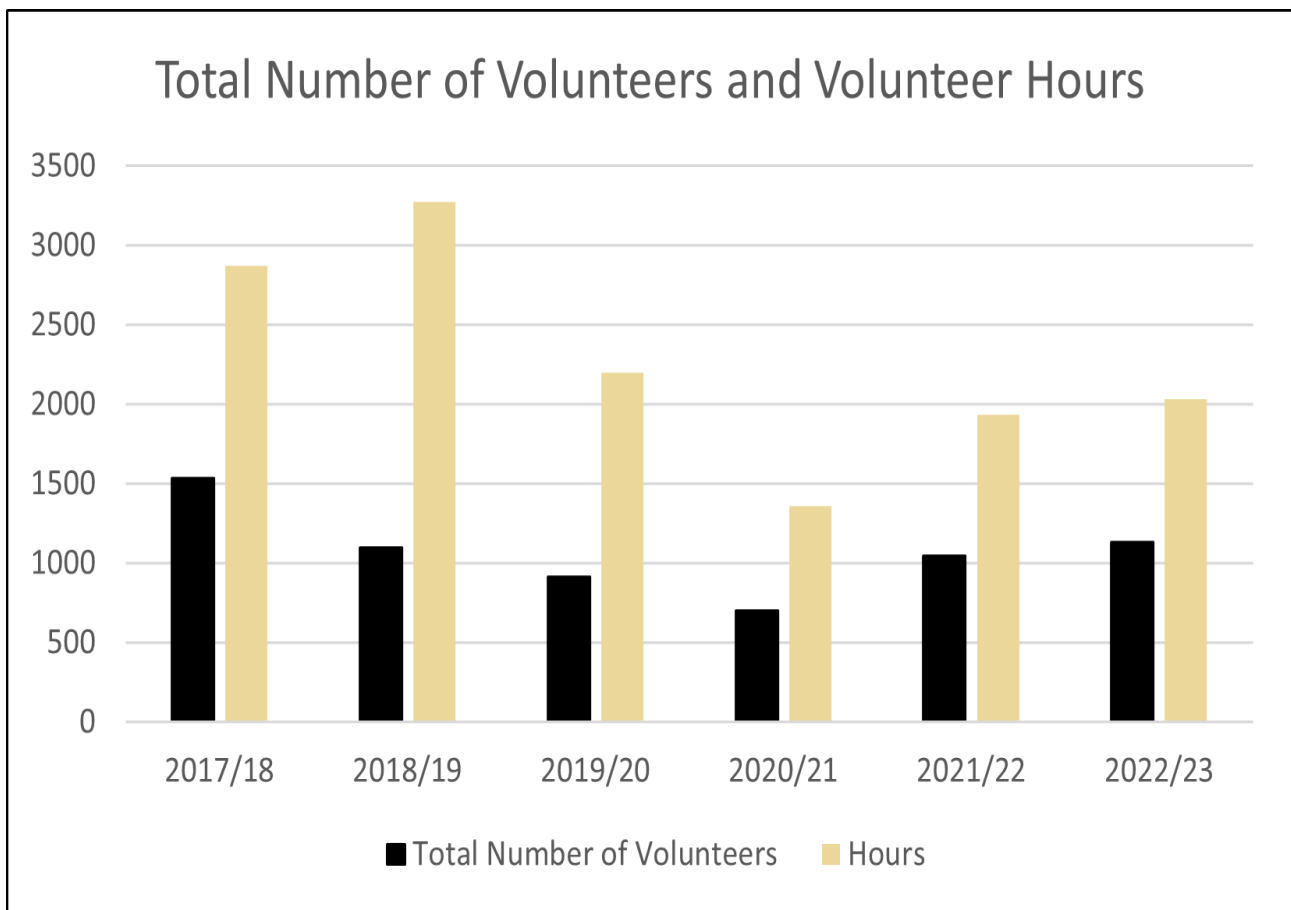
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OEPP Volunteer Program

The OEPP continues to benefit from the participation of undergraduate volunteers in ENGL 620 classrooms. Undergraduate volunteers are recruited to share in roundtable discussion, converse with students, and, primarily, to observe and participate in classroom teaching presentations by ENGL 620 students. During the roundtable discussions, undergraduate volunteers help the international graduate students in ENGL 620 understand the perspectives and cultures of undergraduates at Purdue. As participants in classroom teaching presentations, undergraduates observe, answer comprehension questions, participate in question-and-answer sessions, and prepare written evaluation and feedback.

We can see in Figure 12 that the total number of volunteers has continued to rebound. In 2022/23 we had over 1,100 unique volunteers who volunteered for a total of more than 2,000 hours!

Figure 12: Total Numbers of Volunteers and Volunteer Hours, 2017/18– 2022/23



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Table 9 shows the number of individual volunteers and total volunteer hours for the last three years. We can see in the last column, that the total number of volunteers and volunteer hours has seen a rebound since the pandemic. The growth in volunteers can be attributed to the work of Beth Lageveen who continues to tirelessly work with the campus community to get the word out about the benefits of engaging with students in the OEPP.

Table 9: Number of Undergraduate Volunteers and hours by Semester for 2022/21 to 2022/23

	SUMMER		FALL		SPRING		Total	
	Individuals	Hours	Individuals	Hours	Individuals	Hours	Individuals	Hours
2020/21	303	597	306	580	92	185	701	1362
2021/22	526	880	448	976	74	88	1048	1935
2022/23	74	88	510	995	551	948	1135	2031

Our volunteer program could not exist without the continued support of many instructors in departments across campus who give their students extra credit for evaluating our students or participating in roundtable conversations. We are grateful for each one of you!

Volunteer Certificate Program

Undergraduates who volunteer 10 or more hours per academic year earn a certificate for participation as an "Intercultural Communication Partner", a useful addition to resumes and CVs. Volunteers often attend once for a class requirement or extra credit and then continue to volunteer to earn a certificate. Volunteers with 10-19 hours earn a bronze level, 20-29 a silver level, 30-39 earn a gold level, 40-49 earn a platinum and 50+ earn a diamond certificate. The certificates read:

Intercultural Communication Partner: In recognition of (# of hours) of volunteer service in support of international teaching assistants, globalization, and diversity at Purdue University in the Oral English Proficiency Program.

Number of Certificates Awarded to Undergraduate Students for 2022/23: **32**

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