Assessing Student Evaluation of English Activities Using the COLT Observation Scheme

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Abstract
In this study, we used a mixed method (Dornyei, 2003) so that the student evaluation was complemented by classroom observation data from the Communicative Orientation of Language Teaching (COLT) Observation Scheme (Spada & Frohlich, 1995). To collect the data for this study, we conducted a questionnaire survey of classroom activities, and observed six classes at one university to investigate whether the students' sense of preference or effectiveness reflect the time spent on an activity and/or the frequency of an activity and whether the activities the students rated more preferable or effective have some features in common in terms of the COLT Observation Scheme. The results show that some evaluation scores reflect the observation data, and such findings were seen more in group work than in individual activities. With respect to COLT features, topic control and student modality have an impact on student evaluation.