Evaluating the Effectiveness of a Video-Recording Based Self-Assessment System for Academic Speaking

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Building on an academic speaking self-assessment system piloted in the previous year (see Christianson & Hoskins, 2008), coordinators and instructors in the 2009 Academic Speaking course in the English Language Program at International Christian University in Tokyo, Japan implemented several improvements including the use of video, recording groups of students rather than individuals, and the addition of a peer review activity for students to view the videos together and exchange comments. Approximately 460 first-year students participated in the self-assessment process which consisted of recording a four minute video of a group discussion, watching it with peers, and doing a self-analysis that included creating a transcript of the recording, identifying strong and weak areas of speaking, setting goals and writing out practice plans for further improvement. This paper outlines the rationale and design of the video-based self-assessment system for academic speaking, summarizes student and instructor survey results, and discusses several issues related to improving the self-assessment system.

Speaking skills are a challenge to assess. In their preface to Luoma's *Assessing Speaking*, Cambridge Language Assessment Series editors Alderson and Bachman call speaking "the most difficult skill to assess reliably" and proceed to list a variety of factors that complicate the endeavor. These factors include the simultaneous use of a wide range of skills from pronunciation to pragmatics as well as the fact that speaking is more susceptible to socio-cultural and interpersonal factors than taking a test in a written format (Luoma, 2004, p.x). Logistical and technical difficulties such as scheduling time for each student and preparing equipment for recording and playback also must be considered. In fact, given the logistical and theoretical difficulties, some speaking courses rely on evaluation mainly based on indirect factors such as attendance, perceived activeness of participation, or performance on written quizzes (Folse, 2006, p. 219). However, unless some type of spoken assessment is designed, it is arguably difficult for learners and instructors to obtain reliable information on whether the learners have made improvements in the targeted speaking skills. Thus, despite the challenges, efforts should be made to assess speaking skills systematically with speaking related criteria based on tasks designed to elicit the targeted speaking skills.

Another difficulty is that speaking assessments often depend on quick, subjective judgments of instructors or peers, making fairness and reliability a challenge. In this context, using video recording for speaking assessment has two clear advantages. First, it can allow both the learner and the instructor to see the performance as many times as necessary to accurately

analyze the various aspects of the performance. Second, and more importantly, it can allow the learner to become the central player in the assessment process. This is because rather than only receiving instructor or peer assessments about the effectiveness of a performance, learners can view their own performance and compare it to a list of criteria, to model performances, or to their own previous performances on a similar task to reflect on strengths and weaknesses and to set goals for further improvement.

Rationale

The main learning objective of the Academic Speaking course (ASP) in the English Language Program (ELP) at International Christian University (ICU) in Tokyo, Japan is defined as "to help students feel more comfortable in academic oral communication situations, especially in various functions for leading and participating in discussions" (ELP Staff Handbook, 2009, p. 39). Skills for meeting people and socializing, making an appointment, visiting a instructor's office, and giving peer feedback are also covered as key academic communication skills, but the primary emphasis is placed on developing skills for group discussions.

In their analysis of the ASP course conducted in 2002, Hammond and Lucantonio (2002) observed that the course was well received in the eyes of the students, but that there was "no clearly defined set of linguistic criteria used to assess speaking" despite the fact that both instructors and learners felt that grading criteria should be based "either totally on spoken or mostly spoken" assessment tasks (p. 55). While individual instructors introduced various systems for assessing speaking tasks such as stating an opinion, leading a discussion or visiting a instructor's office, the official course guidelines for ASP tended to emphasize indirect methods for evaluating students such as attendance and perceived activeness of participation.

This was still the case prior to spring term of 2008 when a program-wide self-assessment system based on audio recording was piloted for the first time (Christianson & Hoskins, 2008). For example, in the 2008 ELP Staff Handbook, assessment guidelines for ASP continued to reflect what was recommended in a needs assessment for the course in Hemmert et al (1993), where a B grade was to be given to a student "who comes to class regularly, participates actively, and focuses on the task at hand," while an A student was one who was "outstanding in every way" (p. 17). Since meaningful assessments should assess progress toward learning objectives as authentically as possible, an assessment of group discussion skills was needed.

The assessment system which is described below in the Design section was informed by the following assessment-related beliefs. It was believed that the assessment system for the ASP class should be:

Formative: Assessment should be conducted periodically during the course for formative purposes and not just at the end in a summative way (OECD, 2005). The benefit of formative assessment is that the instructor and learner will have a clearer mutual understanding of the needs of the learner as they work together in the course. This belief led to the creation of a video self-assessment task early in the term as well as toward the end.

Useful: Assessment should provide the learners with useful information on their strengths and weaknesses. Naturally, video is useful for this because it allows self-viewable footage of both their verbal and nonverbal performance. Also, as noted in Christianson and Hoskins 2008, for learners to transcribe their own speech from a spontaneous task can provide a valuable source of

information for students to notice and analyze characteristics of their own language use (Lynch, 2001; Lynch, 2007).

Student-centered: The learner should be at the center of the assessment process. Self-assessment is important because it shifts responsibility for reflection on and evaluation of the performance to the student, thus broadening and deepening the role of the student in the learning process.

Autonomy-building: Assessment should support the development of autonomous learners who are aware of weaknesses in their own speaking and can set goals, access necessary resources that will help the learning, and create specific plans for improvement. Thus, in addition to assessing whether students speak well or not, the assessment should include a way to see whether students engage in autonomous learning for "learning to speak" well by asking for goals and improvement plans.

All of these concepts seemed important because most of the English speaking students do at ICU is outside of the eighteen-lesson ASP class, in other ELP or ICU classes conducted in English. It followed that the ASP course should be used not only for giving students time to speak freely to improve fluency and practice phrases and skills, but also to develop their awareness of personal improvement needs and practice methods for effective speaking so that they can make use of all courses in the year-long ELP program to work on their speaking skills. One useful framework in this context is Kolb's cyclical model of learning (1984), consisting of the four stages "do, observe, think, test" described as follows and in Fig. 1 below: 1) concrete experience (or "do"), 2) observation and reflection (or "observe"), 3) forming abstract concepts (or "think"), and 4) testing in new situations (or "plan/test").

Thus, in order to promote student engagement in learning to speak well, the assessment system was designed to emphasize the importance of the improvement process rather than only the ability to speak well. In other words, an "excellent" student in ASP would not necessarily be an excellent speaker who can outperform his classmates with fluent opinions and discussion leading, but a student who works diligently and systematically to improve by understanding the criteria for good speaking, practicing, recording speech samples, analyzing them, and setting improvement goals and practice plans.

Figure 1: Kolb's Model of Learning
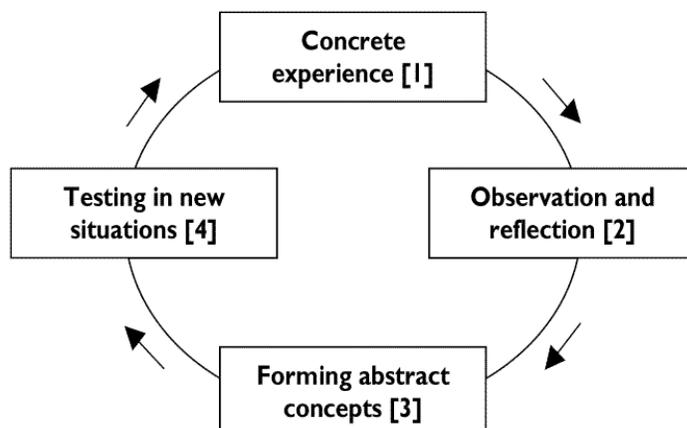
Design

Based on the beliefs outlined in the Rationale section above, two self-assessment cycles were built into the syllabus for ASP (See Appendix A). The initial self-assessment was conducted in the third or fourth week of the term and the final assessment in the ninth week of a ten-week term. Following Kolb's learning cycle, both assessments were opportunities for students to record their speaking performance, to observe them, to think about their strengths and weaknesses and set improvement goals in both verbal and non-verbal aspects, and to make and carry out practice plans for improvement.

The six main steps of each self-assessment were as follows: 1) orientation, 2) recording, 3) peer-analysis, 4) self-analysis, 5) discussion in class and 6) submission/evaluation. The description of each step below aims to highlight the improvements that were made from the audio-based system reported by Christianson and Hoskins (2008).

There are two points need to note about the representativeness of the design below. First, of the fifteen instructors who taught ASP in 2009, ten instructors conducted both the initial and final assessments as described below, while five chose to only conduct one recording rather than two due to preferences regarding how to use the limited number of classes on the syllabus. Second, although most procedural details of the initial and final assessment were the same, there were some differences due to improvements of methods based on feedback received after the initial assessment.

For simplicity, the descriptions below will be based on the steps carried out in the final assessment in the "two recordings" syllabus unless otherwise noted.

Orientation

In 2008, one problem noted was the time and effort required for explaining the self-assessment steps to students. To partly solve this problem in 2009, the coordinators and instructors created a 6-minute orientation video (Hoskins et al, 2009) that showed the goals and steps of the self-assessment. In the lesson prior to the recordings, instructors showed the video, distributed printed directions, recording schedules and worksheets for the self-assessment, and gave students time to practice the speaking task using a list of ten possible topics that they would randomly have to choose one topic from. The orientation video was uploaded on YouTube and posted on the course website so that students could watch it as many times as they wanted.

Recording

The recordings mainly differed from the 2008 audio-based system in terms of use of video, group size, and data transfer. First, web cameras were used to record videos of student speaking instead of audio recordings. Second, three students recorded as a group instead of coming one by one. Third, to make the video files quickly available for student viewing, students were asked to bring USB memory devices and data was transferred on the spot rather than uploading the files to a website. Further details of the recordings are as follows:

Entering the room, selecting a topic and preparing ideas: On the recording days, students went to a recording room, which was usually their instructor's office, at appointed times in groups of three for recording sessions of approximately 15 to 20 minutes. After sitting down, one student handed the instructor a USB device to receive the video file. Then all students randomly chose discussion topics such as "*Should all colleges in Japan be liberal arts colleges like ICU?*" from a list of ten possible topics related to what they studied in the program during the term. Students were given one minute for preparation and were allowed to take notes on a piece of paper and use those notes while speaking.

Recording an opinion and discussion: After one minute of preparation, the first group leader stated and supported an opinion on the chosen topic for about two minutes and then led a group discussion on the topic for another two minutes. As group leaders, students needed to try to lead the discussion according to criteria for the role of the leader as they learned in the lessons (See Appendix B). The instructor evaluated the performance of the group leader based on the same criteria. The participants were asked to cooperate with the group leader, but were told that their performance was not being evaluated. The participants were also asked to keep their responses short to allow the discussion leader to have several turns to move the discussion forward. After all three students performed as group discussion leader, the instructor transferred the video file to the USB device and returned it to the student so that the group could leave and the next group could begin.

Peer-Analysis

After receiving their video file, students went to a computer-equipped room, watched the video as a group, and engaged in peer analysis as explained in the ASP Video Peer-Analysis Sheet (Appendix C). First, each member of the group confirmed individual goals and areas of improvement they wanted to focus on and then separated responsibilities for noticing verbal or non-verbal aspects when watching the video. This distinction was introduced because it seemed difficult for all members to focus on all aspects of communication. Then, after watching the first speaker's video and taking notes on strengths and weaknesses in verbal and non-verbal areas, peers gave the speaker positive comments on the aspects that were well done. Following this, the speaker commented on his or her own speaking before peers gave constructive critical comments and suggestions. The speaker needed to write down the positive comments and the suggestions received in order to submit them as evidence of conducting the peer analysis activity.

Self-Analysis

Self-analysis was conducted by each student individually using the ASP Video Self-Analysis Sheet (Appendix B). First, each student transcribed the recorded speech as accurately as possible to make the verbal content easier to analyze. After the completion of the transcription, students read the script and identified aspects of their performance that required improvement based on self-evaluative Yes / No questions in terms of opinion presentation skills, discussion leading skills, and speaking skills. Then, they set goals for improvement and made practice plans.

In analyzing aspects of their performance, the students were encouraged to refer to the comments given by their group members.

Discussions in Class

In the class following the video recording days, students met in the regular classroom to share and receive additional ideas for their improvement goals and practice plans. Instructors presented ideas for independent study of speaking skills such as shadowing or finding a conversation partner and gave suggestions on how to make practice plans as specific and realistic as possible. In the discussion class after the initial recording, the coordinators and instructors did not have a very well prepared document for explaining independent speaking practice methods to students and many students were unable to come up with ideas on their own. However, for the second recording, a list of methods was made available. See Christianson (2009) for an online presentation of methods and resources for independent speaking practice.

Submission/Evaluation

After the handwritten peer analysis and self-analysis sheets and the typed transcript were finished, students submitted them to their instructors as evidence of their engagement in the self-assessment process. Instructors evaluated the quality of the worksheets based on given criteria, wrote comments and suggestions, and returned the documents to the students. The initial self-assessment documents were returned prior to the second recording, and the final self-assessment documents were returned to student mailboxes after the term. Based on the second recording, instructors also provided students with a speaking performance evaluation, which was a separate grade from the self-assessment. For the weight of the various assignments in the final ASP grade, refer to the bottom of the Syllabus in Appendix A.

Student and Instructor Survey Results

Student Survey Responses

In the last week of the term, 422 out of the 461 students taking ASP were surveyed using five statements and a five choice scale of Strongly Agree, Agree, Disagree, Strongly Disagree and Not Applicable (did not do) marked on a computer card in a lecture-based class called Narrative Presentation required for all first year students. In addition, since the multiple choice format could not allow students to give us their comments and suggestions, an anonymous free response survey was emailed to all students using a Google Spreadsheet Form and 261 students responded voluntarily in either English or Japanese. Student responses to the multiple choice survey and comments that correspond from the free response survey are presented below. Also, see Appendix D for a graph and table of the multiple choice results.

ASP in General: In response to "*The ASP class helped me improve my academic speaking skills, especially for discussions*," 93.7% selected "Strongly Agree" or "Agree," showing a very positive view of the usefulness of the course.

Recording and Watching: In response to "*Watching and listening to myself on the ASP video helped me notice my weak points of speaking*," agreement was also very high, with 92.9% choosing "Strongly Agree" or "Agree." The majority of comments concerning the recording experience were positive with many students noting that the process helped them to see for themselves how they really spoke in the presentation and discussion, and to discover specific points that they felt they would like to improve. Only a few students commented that they did not like the video-recording because it was too difficult or made them too nervous. Some other students suggested that they be given more time to say their opinions and lead a discussion during the recording session since four minutes is too short to develop the topic in detail.

Notably, a number of students who were only able to do the recording once in their class expressed a desire to do the process twice as a means of gauging improvement. Another comment notable for its repetition was that students could feel a greater sense of confidence with the second recording and were glad to have that chance.

Peer Analysis: As for "*Doing the Peer Video Analysis group activity was effective for finding improvement points,*" 76.3% of students agreed or strongly agreed, while 15.9% disagreed and 2.8% (12 students) chose "Strongly Disagree." Comments from students seem to show that while the majority of students were glad to watch their video with peers and receive encouragement and suggestions, some did not feel the time was usefully spent. Those who tended to view the activity in a negative way generally did so due to the fact that their peer discussions were shallow in nature and did not provide much insight into how they might improve Also, students who stated they did not do the peer analysis activity commented it was difficult for them to find a convenient time for all members of the group to meet together in a computer-equipped area outside of class.

Self Analysis: 77.3% agreed or strongly agreed that "*Doing the Self-Analysis Sheet, including transcribing (typing) and writing improvement goals and practice plans was effective for improving my speaking.*" Many students wrote that the self-analysis helped them raise awareness about their own problems in speaking performances and allowed them to look at themselves and their current level of speaking proficiency more objectively.

In terms of the specific tasks within the process, a significant number of students noted transcription to be effective in helping them to identify what they need to improve in their speaking. On the other hand, negative responses regarding the self-analysis included comments such as, "*it was too difficult*," "*what I had to do was not clear*," and "*I want to receive comments from the instructor*."

Overall, while the responses of the students show that watching the video, doing transcription, and self-evaluating based on the criteria were all regarded as helpful, writing down goals and making practice plans were found to be more frustrating. Within Kolb (1984)'s four stages of the reflective learning cycle it seems that the students found the fourth step, active experimentation (plan/test) to be most challenging, perhaps because they had never had a chance in high school to reflect on their own speaking skill learning or think about independent speaking practice methods for improving in their weaker areas.

Instructor Survey Responses

All fifteen ASP instructors were asked to respond to an ASP Instructor Survey via a Google Form sent by email at the end of the term, and nine anonymous responses were collected in time for consideration in this paper. Of the various items in the survey including some points not directly related to this paper, instructor feedback regarding the ASP Assessment for 2009 can be best summarized by focusing on responses to the following items where instructors were asked to agree or disagree and comment:

"The ASP Speaking Assessment is a useful series of activities within the ASP syllabus." Among instructors, the contention that the ASP Assessment is generally useful wins qualified acceptance with the caveat that the process be streamlined and take less time than it does at the present. Positive comments such as "*I think it is a useful part of the syllabus, and definitely a strong component of the syllabus*," were accompanied by admonitions to, "*think in more depth*" [about ways to improve the process] *and by reducing the amount of class time devoted to preparation and execution of the* [assessment] *exercise*."

"The ASP Speaking Assessment should, in some form, be part of the syllabus next year." While again expressing some reservations about issues mentioned above, and desires to see the process further refined and improved, all but one of the instructors who responded agreed that the ASP Assessment should continue to be part of the ASP syllabus next year.

"The ASP Speaking Assessment is an effective way to help students become aware of their main weaknesses in academic speaking." Instructors showed unanimous agreement with the statement above. Reasons given included statements such as, "*There is no better way to do it*...," and "*...looking at oneself and finding one's strengths and weaknesses is a necessary task to foster independent learning*." This agreement was accompanied by acknowledgment of the delicate nature of having students focus on weaknesses in such a graphic way, noting loss of confidence to continue in ASP among a few students who were apparently shocked by seeing how little they could say within the limited amount of time available. However, as a means of noticing and reflecting on weaknesses in speaking performance, all instructors agreed the assessment process was effective.

"The ASP Speaking Assessment can be an effective way to measure student improvement in academic speaking skills." Instructor opinions on this question were mixed, with only a slight majority expressing agreement. Some instructors pointed out that while some students showed improvement in key areas and gained confidence from seeing that on video, others did not. As one instructor put it, "*The short time span between the 1st and 2nd assessments as well as the different levels of relative difficulty in questions from the 1st to 2nd time make drawing conclusions about improvement according to the results problematic.*" With only a few weeks between the first recording and the second, showing visible improvement on the given task may not be realistic for students, and the design of the assessment should consider that reality.

In your opinion, what aspects of the ASP Assessment need to be changed and how? This final question generated many of the issues and suggested improvements that are covered below in the Issues section.

Issues

Number of Class Periods Used

One main concern among instructors seems to be that doing two recordings and self-assessments takes up a relatively large number of class periods. Three to four class periods were used for both self-assessment cycles of orientation, recordings, and reflective discussion, and this added up to six to eight self-assessment related periods out of eighteen total classes (Appendix A). As a result, some instructors seem to feel the time spent may not be worth the return in student improvement or motivation, or that other skills or communicative activities might be a better use of those periods.

One idea, therefore, is to do the recording and assessment only one time, freeing up time for other activities. Another idea is to do it twice but simplify it or find creative ways to use fewer class periods such as using two or more cameras in one room. Or, the current structure could be kept based on the consideration that the self-assessment related activities such as practicing, recording or talking about improvement plans and practice methods are valuable speaking activities worth doing twice and doing the cycle two times allows students to consider their progress or lack of progress in their weak areas. Various possible designs should be carefully considered prior to the creation of the 2010 ASP course syllabus.

Topics

How speaking topics for the recording are assigned and how the difficult the topics should be continue to be issues. In some recording sessions this year, students were randomly assigned (by choosing from a box) topics that they felt were difficult to say much about, even though the list of possible topics had been given to them in advance. For example, two of the questions on the list "*Should all colleges in Japan be liberal arts colleges like ICU?*" and "*Are citizens in Japan controlled by propaganda?*" caused difficulty for some students who were assigned these.

If students know their exact topic in advance, they will be able to prepare a more developed opinion about relatively difficult topics, and this may particularly benefit less confident speakers. On the other hand, requiring spontaneous speaking with minimal planning has the benefit of allowing students to see a more honest picture of their ability to express ideas in a discussion setting, accompanied by the risk that some students may not be able to say much at all. Giving students a list of possible topics in advance and then randomly assigning one just before the recording, as tried in Recording No.2, may be one balanced solution, as long as the questions are of reasonable difficulty for students. However, other options such as allowing students to choose their own topics should be explored as well.

Grading the Assessment

The approach to grading for the self-assessment and the ASP course as a whole needs to be further developed and systematized. The goal for such development should be an easy-to-understand, criteria-based system for scoring or rating the quality of the transcript, peer-analysis,

and self-analysis. Also, ideally, instructors will have clearer guidelines for giving students feedback on whether they were able to satisfy the target criteria for a good opinion, good discussion leading, and good non-verbal communication.

Peer analysis as a guided class discussion activity

One way to increase the convenience and effectiveness of the peer activity, which a fairly large number of students had some difficulty with could be to conduct it in a computer lab during a regular ASP class facilitated by the instructor to help students give each other more useful feedback and suggestions.

Conclusion

Video based self-assessment as conducted in ASP has been well received by most students and instructors, and is acknowledged by the great majority to be an effective means of building an awareness of competence in spoken English in academic contexts. Technical and pedagogical refinements will further enhance the process, hopefully leading to an even wider acceptance among faculty, all of whom express a desire for the kinds of advantages a well-designed self-assessment can offer, and among students, all of whom express a powerful desire to master spoken English for academic, professional, and personal reasons. The self-assessment process engages students in the analysis and evaluation of their performance; this strongly suggests it may be something that should be further incorporated in the ELP.

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Appendix A: The ASP 2009 Syllabus

Academic Speaking 2009

Welcome to ASP! The main course goals are 1) to improve your ability to actively participate in university life in English, with an emphasis on being able to exchange opinions clearly and engage in academic discussions, and 2) to help you understand a step-by-step process of becoming a "good communicator" by learning techniques for practice and improvement. In ASP, you are just beginning to lay the foundation of your English communication skills rather than make them perfect, and it is very important to make an open and relaxed atmosphere so that everyone can try their best and not be afraid of mistakes. Support each other and try to improve!

Class No./Date	Class Content (Chp = Communicating on Campus text chapter)
1. 4/10 F	Self-introductions and conversation skills (Chp 1~2)
2. 4/14 Tu	Controlling a conversation, active listening (Chp 3~4), CS Announcement
3. 4/17 F	Participating in a group discussion (Chp 7, SGW back)
4. 4/21 Tu	Leading a discussion (Chp 8, Back of SGW), CS Registration
5. 4/24 F	**Intro to ASP Assessment No.1 (Purpose/Steps/Practices)**
6. 4/28 Tu	**Recording Day (or Skit)**
7. 5/1 Fri	**Recording Day (or Skit)**
8. 5/8 F	**Discussion on ASP Assessment No.1 (Goals & Practice Strategies)**
9. 5/12 Tu	Visiting a instructor's office (Chp 5~6, SGW p.6)
10. 5/19 Tu	Intro to P&D (SGW p.95-100)
11. 5/22 F	P&D Practice (SGW p.95-100)
12. 5/26 Tu	Reporting on a discussion (Chp 9)
13. 5/29 F	Strategies for communication and fluency
14. 6/2 Tu	Giving peer feedback
15. 6/5 F	**Practice for ASP Assessment No. 2**
16. 6/9 Tu	**Recording Day (No Skit)**
17. 6/12 F	**Recording Day (No Skit)**
18. 6/16 Tu	**Discussion on ASP Assessment No. 2 (Goals & Practice Strategies)**

Evaluation: A= 90%+, B=80%+, C=70%+, D=60%+, E=59% or less. Do your best!

Class Participation 30%
Quizzes, Skits, and other Tasks 20%
ASP Self-Assessments No.1 and No.2 40% (20% each)
Instructor Evaluation of Recording No.2 10%

Appendix B: ASP Video Self Analysis Sheet

Please **finish all steps below** and bring this to your next ASP class for discussion. Your instructor will evaluate your engagement in the assessment process based on the criteria below.

Step 1: Peer Analysis Watch your video with your group members (peers)
Step 2: Transcript Listen to your recording several times and type an accurate transcript.
Step 3: Self-Evaluation
Based on the video, the peer analysis and reading your transcript, evaluate your own performance in terms of the criteria such as those below. Circle Yes or No.

Opinion Presentation Skills: Did I...
Yes No   introduce the discussion question and state my basic opinion clearly?
Yes No   develop supporting points with specific, logical reasons and examples?
Yes No   organize the flow of ideas by using transitions such as First, Second, For example?
Yes No   provide a short conclusion that summarizes my basic opinion and key points?

Discussion Leading Skills: Did I...
Yes No   smoothly move on to the discussion and introduce discussion topic?
Yes No   encourage all participants to offer comments and responses?
Yes No   respond effectively to participants both verbally and non-verbally?
Yes No   use summarizing to confirm opinions and move the discussion forward?
Yes No   use follow-up questions to deepen the discussion (if time was available)?
Yes No   provide a conclusion to the discussion that sums up the main viewpoints?
Yes No   effectively manage time to achieve a good discussion within the time limit?

Speaking Skills – Non-Verbal Aspects: Did I...
Yes No   speak with enough energy, volume and emphasis of key words to make points clear?
Yes No   frequently make eye contact with all participants?
Yes No   use appropriate gestures and posture?
Yes No   avoid excessive hesitation and long pauses, keep a good rhythm?

Step 4: Reflection on Speaking Skill Improvements, Future Goals and Practice Plans
On a separate sheet, please write a thoughtful, specific response of at least 3 sentences for each.
1) In your first ASP assessment, you identified 3 main improvement goals. In your 2nd recording, were you able make improvements in the three areas you set as goals in the first self-analysis?
2) After the first ASP assessment, did you try some of the practice plans that you wrote? If yes, how did it go? Were your practice plans effective? If not, why not?
3) Based on your 2nd recording, what are your main goals for further improvement of your academic speaking skills?
4) What do you plan to do during the summer and during fall and winter terms to improve your speaking in terms of your goals in question 3) above? Try to explain specific plans!

Step 5: Sharing -Please bring your Self-Analysis, Transcript, and Peer Analysis to class.

Video Based Self-Assessment for Academic Speaking

Appendix C: **ASP Video Peer Analysis Sheet**

Directions: This should take about 30 minutes as a group in front of a computer. You are going to help each other analyze your speaking videos by watching them together on a computer, taking notes, and having a discussion in English (if possible). Please make sure you keep your voices quiet if you are in a computer room with other people. The Digital Media Laboratory (DML) or Room 209 in the ILC is recommended, and you can borrow 3 headsets and audio splitter to listen together. If you want, you can also reserve a Group Study Room in the library. Enjoy!

Step 1. Before you watch each video, tell each other what improvement goals you had for Assessment No.1. Then, separate your watching responsibilities. One member should be in charge of mainly analyzing the Discussion Leading Skills, while the other member analyzes the Non-Verbal Communication of the discussion leader. Try to rotate the responsibilities in each video. The "Discussion Leader" in the video should always self-analyze both.

Discussion Leading Skills	Nonverbal Communication Skills
introduce the topic (give opinion and reasons) ask for opinions and respond summarize viewpoints during and at the end move on to a new topic (if time allows) manage time others:	eye contact facial expression posture and gestures voice volume/speed/clarity emphasis of key words others:

Step 2. Watch the 1st discussion video, take rough notes below, <u>STOP</u> the video, and then have a discussion for about 5 minutes using steps a), b) and c) below.
 a. First, group members <u>give positive comments</u> on the leader's performance.
 b. Then, the leader comments on his/her own performance as a <u>self-analysis</u>.
 c. Finally, the members give the leader their <u>suggestions</u>.
After one discussion, watch the next video and repeat the process.
1st discussion: Leader Name _____ Notes:
2nd discussion: Leader Name _____ Notes:
3rd discussion: Leader Name _____   Notes:

Step 3. During or after your discussion, on the back of this sheet make a clear list at least 2 or more positive comments and 2 or more suggestions that you <u>received </u>from each member. (8 or more in total).
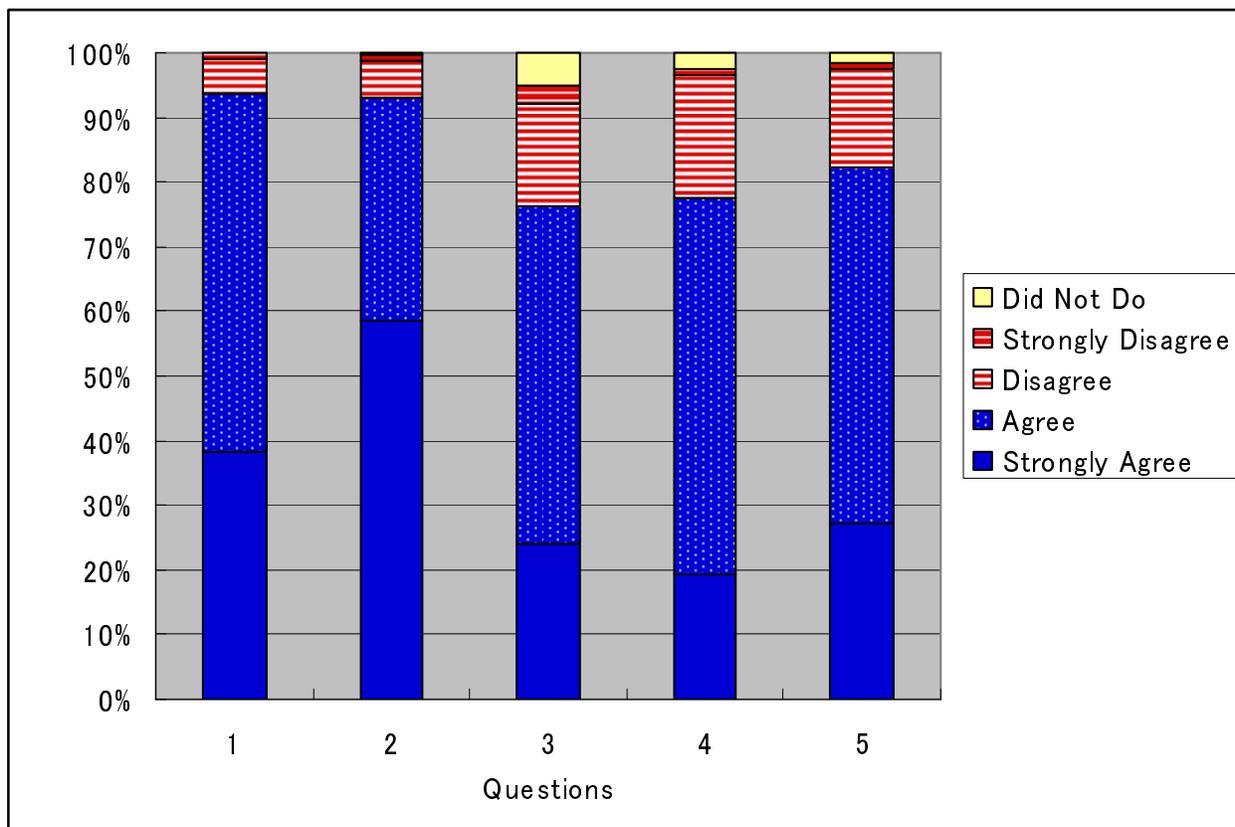**Sample:**
From Taro about my Non-Verbal Skills:
Positive Comments: 1) Your speaking style is very energetic and friendly. 2) Your voice is very clear and easy to understand.
Suggestions: 1) <u>It may be better</u> to use hand gestures more. 2) Sometimes you <u>seemed to be</u> speaking too quickly, so <u>how about</u> pausing more?

Appendix D: Results of Student Multiple Choice Survey

First year students   **n = 422**

	Q1	Q2	Q3	Q4	Q5
Strongly Agree	161 (38.2%)	247 (58.5%)	102 (24.2%)	81 (19.2%)	115 (27.3%)
Agree	234 (55.5%)	145 (34.4%)	220 (52.1%)	245 (58.1%)	231 (54.7%)
Disagree	23 (5.5%)	25 (5.9%)	67 (15.9%)	80 (19.0%)	65 (15.4%)
Strongly Disagree	4 (0.9%)	3 (0.7%)	12 (2.8%)	5 (1.2%)	4 (0.9%)
N/A, Did Not Do	0 (0.0%)	2 (0.5%)	21 (5.0%)	10 (2.4%)	6 (1.4%)

Directions: Please respond to the statements below with the following scale:
Strongly Agree, Agree, Disagree, Strongly Disagree or Not Applicable (Did Not Do)
Q1. The ASP class helped me improve my academic speaking skills, especially for discussions.
Q2. Watching and listening to myself on the ASP video helped me notice my weak points of speaking.
Q3. Doing the Peer Video Analysis group activity was effective for finding improvement points.
Q4. Doing the Self-Analysis Sheet, including transcribing (typing) and writing improvement goals and practice plans, was effective for improving my speaking.
Q5. Discussing improvement goals and practice plans with my classmates and instructor helped me get specific ideas for how to practice and improve my academic English.