

Student Reflections on Peer Feedback and Self-Assessments

Katherine SONG

Institute for Foreign Language Research and Education

Hiroshima University

The following study examines the comments on the self- and peer assessments regularly assigned to students in three first-year university English language courses focusing on English spoken communication skills. Over the 15-week term, the students were assigned four 3-minute presentations and one 5-10 minute presentation as a final project. With each of the presentations, the students were required to provide written feedback for their classmates, in turn receiving feedback about their own presentations. Students' comments about their classmates' presentations and their responses to the comments received were studied to discover what qualities were recognized and perceived to be of value by the students. It was hoped that students' identification of such qualities in themselves will help them further appreciate communicative competence in additional varieties of Englishes including their own, and venture attempts to set and work towards realistic and manageable goals for their own language development and progress.

BACKGROUND

Like elsewhere in the world, wide varieties of Englishes are being used in Japan. In the current state of immigration and commerce, Japanese university students are far more likely to find themselves using English in an 'English is as a lingua franca' or ELF context, encountering foreign schoolmates and visitors either 'outer' or 'expanding' circle countries¹⁾ using varieties of Englishes significantly different the 'inner' circle varieties, typically North American Standard English (ASE) or British Received Pronunciation (RP), they nearly exclusively used in their language classes in textbooks and other materials. Recent statistics show that students from Asia (e.g., China, South Korean, Taiwan, Vietnam, and Malaysia) make up 92.7% of international students studying in Japan. This figure (APPENDIX 1) is also the case with Hiroshima University where less than 5% of its 1169 international students come from the inner circle countries (e.g., Australia, Canada, New Zealand, the U.K., and the U.S.). In 2010, 75.8% of tourists came from other Asian countries with less than 22% from inner circle countries (JNTO, 2010).

Japanese companies have been doing increasing business with companies in Asia with the share of exports rising to 56% (JETRO, 2010). The majority of business visitors come from Asia, at 62% greatly exceeding the 16.5% from North America (JNTO, 2010). Interviews with Japanese business professionals revealed that they most often used English to interact with other non-native speakers, rather than native speakers (Morrow, 2004).

Such statistics within Japan and around the world strongly support the need to expose the adult learners of English to varieties of English beyond the inner circle. However, in their six years of English language education in Japanese secondary schools before enrolling in the first

year university level courses, students will find American or British as the sole target models in their language classrooms as the result of the excessive value educational institutions appear to be placing on employing native-speaker teachers and using materials heavily favoring the inner circle speaker varieties. Such an educational context has shown to lead to students' misunderstanding about the language's use and unfavorable attitudes toward other varieties.

In her 2003 interview study with 33 Japanese high school students, Aya Matsuda found the students believing English to be used predominantly in the US and the UK and having limited awareness of or interest in non-native speaker varieties. Additional studies suggest that Japanese learners of English may not recognize the value of gaining familiarity with non-standard (outer and expanding circle) varieties of English.

PROCEDURE

At the start of the academic term, students were asked to respond to *Self-Introduction / Needs Analysis* (APPENDIX 2), a questionnaire designed to elicit information about their language learning background. The questions come with sample answers and additional prompts were posted on the class WebCT (course management software) and students posted their answers online.

Of the 78 students enrolled in the three first year classes, 72 responded to all or most of the 10 questions; 55 of the 67 students responded to the Question 4 (“Weaknesses: What specific areas do you want to improve during this term?”); 55 listed oral production skills (e.g., “speaking”, “communication,” “discussion,” “pronunciation”, etc.) as their weaknesses. The responses to the question about their recent English classes (Question 9) helps to explain the popular attitude towards their oral production skills as summarized by one student's comment: “I want to improve my speaking skills. I can read, write, and listen to some degree, but I can't speak very well. I sometimes have no idea what to express my thoughts in English.”

Table 1. Q9. Recent English Classes² (n=59)

Subject	Total (59)	University	Secondary School	Cram Schools
Reading	39 (66%)	11 (19%)	24 (41%)	4 (7%)
Writing	36 (61%)	2 (3%)	29 (49%)	5 (8%)
Listening	16 (27%)	3 (5%)	13 (22%)	0
Speaking	18 (31%)	11 (19%)	7 (12%)	0
Other	7 (12%)	6 (10%)	1 (2%)	0

Table 2. Q9. Language(s) of Recent English Classes (n=59)

Language(s)	Total (59)	University	Secondary School	Other / Unspecified
Japanese (mostly)	38 (64%)	7 (12%)	26 (45%)	0 (0%)
English (mostly)	12 (21%)	11 (19%)	0 (0%)	1 (2%)
Both equally	8 (14%)	2 (3%)	6 (10%)	0 (0%)

It should be noted that since the data was collected during the first week of the students' first term at the university, the students were at the start of the classes listed under "University." Those under "Secondary schools" are the ones completed before the time of the questionnaire. Therefore at the start of their first term at the university, only 7 of the 59 respondents have taken speaking skills classes in their secondary school years. The majority of them instead have completed writing (29) and reading (24) classes. Furthermore, for 38 (64%) of the respondents, the language of instruction for their recent classes has been "mostly Japanese."

Although English language classes have been compulsory for all six years of their secondary schools, most of the teaching was done in their first language (L1) and the focus of their recent classes has been on skills necessary for the university entrance exams, which for most do not require a demonstration of their speaking abilities:

- Last year (of high school), I learned English especially reading and listening classes in order to pass university entrance examination. And 2 and 3 years ago, I learned speaking, writing, listening and reading class. Most of classes' teachers used English and Japanese equally. (An Education Faculty first year student)
- I took reading, writing, and oral communication classes at senior high school. I also took reading and writing classes at [university entrance exam] preparing school for a year. (An Engineering Faculty first year student)
- I had been studying English for entrance examination. I am a typical Japanese student, so I can read write English, but cannot speak it. (A Medical Sciences Faculty first year student)

Table 3. Q7. Independent Activities³ (n=59)

Activities	Students
I listen to English songs (30), podcasts (5), the news (1).	36 (50%)
I watch English (American) movies / news / TV programs	23 (32%)
I read (the news, (simple) books, etc.)	13 (18%)
Nothing (but I want to...)	8 (11%)
I speak to foreigners, club members, classmates, myself, etc.	6 (8%)
I write emails to foreign friends	3 (4%)
I study words	4 (6%)

Most popular activities outside of their class time appear to be passive in nature like listening to English songs and watching English movies and TV programs, which can be considered less effective for the development of spoken English than actually speaking as reported done by only 6 of the students.

Despite such limitations in the quantity of input and practice opportunities, a considerable number of the students appear to have set and aspired for an unreasonable goal of native-like fluency and accuracy: “I want to be able to speak English fluently like a native speaker. Especially, I cannot pronounce well, so I want to strengthen my speaking skills.” While the term ‘native speaker’ was used only by two respondents, desire to speak “fluently” and using correct / right pronunciation were the two most commonly used specifications with the word “fluently” being used by 9 respondents and accurate (“right”, “well”, “correct”) pronunciation by 6 respondents: “I want to improve my speaking and writing skill. My hope is to speak English fluently, using right pronunciation.”

The textbook for the three classes was chosen based on the similar results in past questionnaires and the students’ speech tasks were modeled after the ones in the textbook. The book *Scraps* was chosen based on two main factors, the first being that the activities lead up to students giving short presentations about familiar topics: e.g., hometown, family, schools, etc., so that the focus will be on the language over having to deal also with unfamiliar topics. Another important factor was the varieties of both native speaker (Canadian, Irish, and New Zealander) and learner (Brazilian, Russian, South African, Korean, and Italian) Englishes.

Before each presentation, the students were assigned the tasks of listening to the audio recordings of the presentation and interview accompanying each unit and studying the language (*Useful Vocabulary* and *Scraps Pointers*) associated with each of the unit’s topic and a number of presentation skills (*Presentation Time*, APPENDIX 3).

On the day of the presentation, the students got into pairs and one side of the pair did the presentations as the other side listened and prepared comments. For each of the five minutes given to each pair, the first three minutes were assigned to presentation and the remaining two for questions and comments from the listeners.

Listeners were given an A4 work sheet (APPENDIX 4) to offer feedback for the three speakers and to choose the best of the three. They were told to offer both verbal and written feedback to the presenters regarding “Things done well” and “Suggestions for improvement.”

After the first presentation was completed, the listeners were given up to two minutes to ask questions and offer comments both verbally and in writing. The presenters all then moved one seat to repeat their presentation for the second listener. The process is repeated once more before the listeners and presenters switched roles. After all the presentations are completed, the students returned to their seats and recorded and posted their presentation on the class WebCT.

As a follow-up task, the students were told to collect the listener comment sheets to complete the Presentation Report answering the following questions:

1. According to your classmates, what have you done well? Copy your classmates’ comments here.

2. According to your classmates, what can you do to improve? Copy your classmates' comments here.
3. How do you plan to improve for your next presentation? Include 1) what you plan to do, 2) what you plan to fix, 3) what new thing you will do, etc.

RESULTS

Final Presentation Preparation: Past Presentation Evaluations (APPENDIX 5)

At the end of the term, in preparation for their final presentations, the students were told to review their past presentations as well as their classmates' comments about them (See Appendix 5). After their final presentations, the students' individual and final presentation reports were downloaded and analyzed. The following study will focus on the latter, specifically on the questions:

18. How will you have improved by the final presentation?
19. What have you learned about communication from your own presentations and your classmates' comments about them?
20. What have you learned about communication from listening to your classmates' presentations?

Additional comments:

The items for deeper analysis were chosen because they are hoped to have encouraged students to set manageable goals for their language development and discovering effective communication techniques employed by peers, fellow language learners, will help students value their own language and communicative abilities.

Most of the students' comments contained multiple points about communication resulting in 298 discrete points, 155 about their own presentations and 138 about their classmates' presentations:

19. What have you learned about communication from your own presentations and your classmates' comments about them?

"I learned that it is important not only to speak fluently, clearly and loudly, but also to speak slowly and friendly for audiences' good understanding of my presentation."

20. What have you learned about communication from listening to your classmates' presentations?

"In addition to the answer on 19, presenters' face and attitude are really important factors when we are going to make our presentations. It makes our audience relaxed and decides whether they can listen to us friendly."

The responses above were considered to contain multiple points about communication including

speaker’s attitude (“to speak friendly for audiences’ good understanding”), fluency (“to speak fluently”), clarity (“clearly”), and volume (“loudly”). Of the 294 discrete items in the students’ responses over 1/3 (107, 36.4%) were about non-verbal communication (NVC), followed distantly by volume and speed.

Table 4^o. Student Responses to Peer Feedback Given and Received (n=294)

Top Communication Strategies (Ranked by popularity)	Own	Peer	Both
1. Nonverbal Communication (NVC)	49	58	107 (36.4%)
2. Volume	22	15	37 (12.6%)
3. Speed	17	6	23 (7.8%)
4. Attitude	7	8	15 (5.1%)
Clarity	10	5	15 (5.1%)
Content	3	12	15 (5.1%)
Language Choices	10	5	15 (5.1%)
5. Attention to Listeners	8	6	14 (4.8%)
6. Visual Aid	3	8	11 (3.7%)
7. Preparation	5	5	10 (3.4%)

Of the NVC comments, ones about eye contact and smiling were most common. In addition to mentioning their importance (“From presentation, I learned the importance of smiling and eye contact”), students appear to make plans to implement them in their own communication efforts: “I should make eye contact. I should speak clearly. Making eye contact is very important. I had better practice more.”

Another important finding for the students was the possibility of being perceived differently than their expectations (“I’ve learned that there’re some differences between my impression and other’s.”). The following is a list of unexpected findings:

Delivery (e.g., Speaking speed and volume):

- I couldn’t speak clearly and loudly less than I have thought.
- I learned **my voice was lower than I thought**. I became upset when I was making my speech. I didn’t speak naturally.
- I seemed to speak a little fast than I had expected .
- I thought I could speak loudly and slowly. Enough to understand easily, but actually I couldn’t. So, I learned I need to be more. Careful of my speaking: I need to be more Careful to speak slowly and loudly
- I thought I spoke slowly. But some people felt my presentation fastly.

NVC (e.g., making eye contact and smiling)

- I learned from my classmates’ comments that it is important to make eye contact, speak In a loud voice, use easy words and make presentation enjoyable.

- I learned the importance of smiling. To make eye contact is more difficult than my expectation.
- I made much eye contact, but my friends evaluated I couldn't make it. I think I should make it even more.
- I thought I was speaking loudly, but actually I was not. I found that I should make eye contact more often.
- I was able to improve my communication ability. Classmates' comments told me my bad points, so I was able to improve my presentation. I learned the importance of smiling.

Preparation:

- I thought making presentation is not so easy, but it was beyond my estimation. Preparation is very important to make a good presentation.
- I usually write some notes for each presentation in advance. But at the last presentation, one of my classmates suggested that I should memorize my script more because it makes difficult to keep eye contact. So I would like to be careful to do so at the next, or final presentation!

There were only two uses of the word 'pronunciation': one to point out a difference between English and Japanese ("We often confuse pronunciations 'l' with 'r'.") and the other to downplay its importance over other factors ("Making gesture and prompt speed is more important than pronunciation."). Other references to speech focused on 'clear' speech and neither 'correct' or 'right' was used to describe it.

There were several key reasons for implementing the peer and self-evaluation activity rather extensively. First, such review of their own language has not been a common practice for most of the students and there was a need to guide them through the practice. After their first attempt to offer peer feedback, class time was spent to explore the feedback language to ensure that the students understand what was expected of them with *Listener Comment Review* (See APPENDIX 6):

Study the following listener responses to the question: **Why did you like it? (Today's Best Presentation)**. How can the following comments be more helpful, i.e., their meanings clearer and more informative; the English more accurate, etc.?

That is, instead of comments like "cool" or "voice, speed," the listeners were asked to give helpful, or "clear and informative comments written in accurate English" like the examples in APPENDIX 6.

Once students got a better understanding of their responsibilities as a listener, they were also able to explore how their comments better revealed the speaker qualities and communication strategies they valued. A review of the reasons for "Today's Best Presentation" selections was conducted in the following week, before the following presentation to remind them of the qualities valued by their classmates. Using Wordle.net, a word cloud like the one below was

regard to smile, I cannot find out a solution. If you know, would you like to tell me? I think all I can do is practice to smile in front of the mirror!

- I am grateful for my classmates' advice. These comments will make my next presentation better than before. Concretely, I will try to speak more easily in making eye contact. I must not be shy in my next presentation.

CONCLUSION

With a great majority of exchanges in English taking place in an international settings, between users of outer and expanding circle Englishes, outside of the presence of native speakers, educators and researchers like Seidlhofer (2005) saw an obvious benefit and practicality to having language learners focus on "international intelligibility" and

free up valuable teaching valuable teaching time for more general language awareness and communication strategies; these may have more 'mileage' for learners than striving for mastery of fine nuances of native-speaker language use that are communicatively redundant or even counter-productive in lingua franca settings, and which may anyway not be teachable in advance, but only learnable by subsequent experience of the language (p.340).

This awareness is crucial for many language learners in Japan and elsewhere in the world where it is common for learners to hear native-speaker Englishes as sole pronunciation models in class and for tests. When learners are given sufficient opportunities to listen to and consider a variety of accents, Scales, et al. (2006) found that the majority expressed a preference for comprehensibility in a speaker over a native speaker accent. Such language awareness in the part of the learners can help them set more relevant and manageable goals of intelligibility with a 'can do' attitude leading the class time to be spent more effectively.

The students' responses in this study further support these theories. These first year university students, most of them for the first time, are not only identifying among their learner peers ways to communicate more effectively (e.g., smiling, making eye contact, using understandable language, etc.) but a high degree of certainty that the ways can be achieved. Language learners' recognition of such qualities and potentials in themselves and their peers should help them gain the necessary attitude to appreciate and progress toward communicative competence in additional varieties of Englishes including their own. In addition, such appreciation for effective speakers of their own and other varieties of learner Englishes will also be of great help in their future in an increasingly international workplace and society.

NOTE

- 1) Concentric circles of English ('inner', 'outer', and 'expanding) as classified by Braj Kachru (1985).
- 2) Q.9. English Classes: Describe your recent English classes. Include the following information:
 - What classes did you take? (e.g., speaking, listening, presentation, writing, etc.)

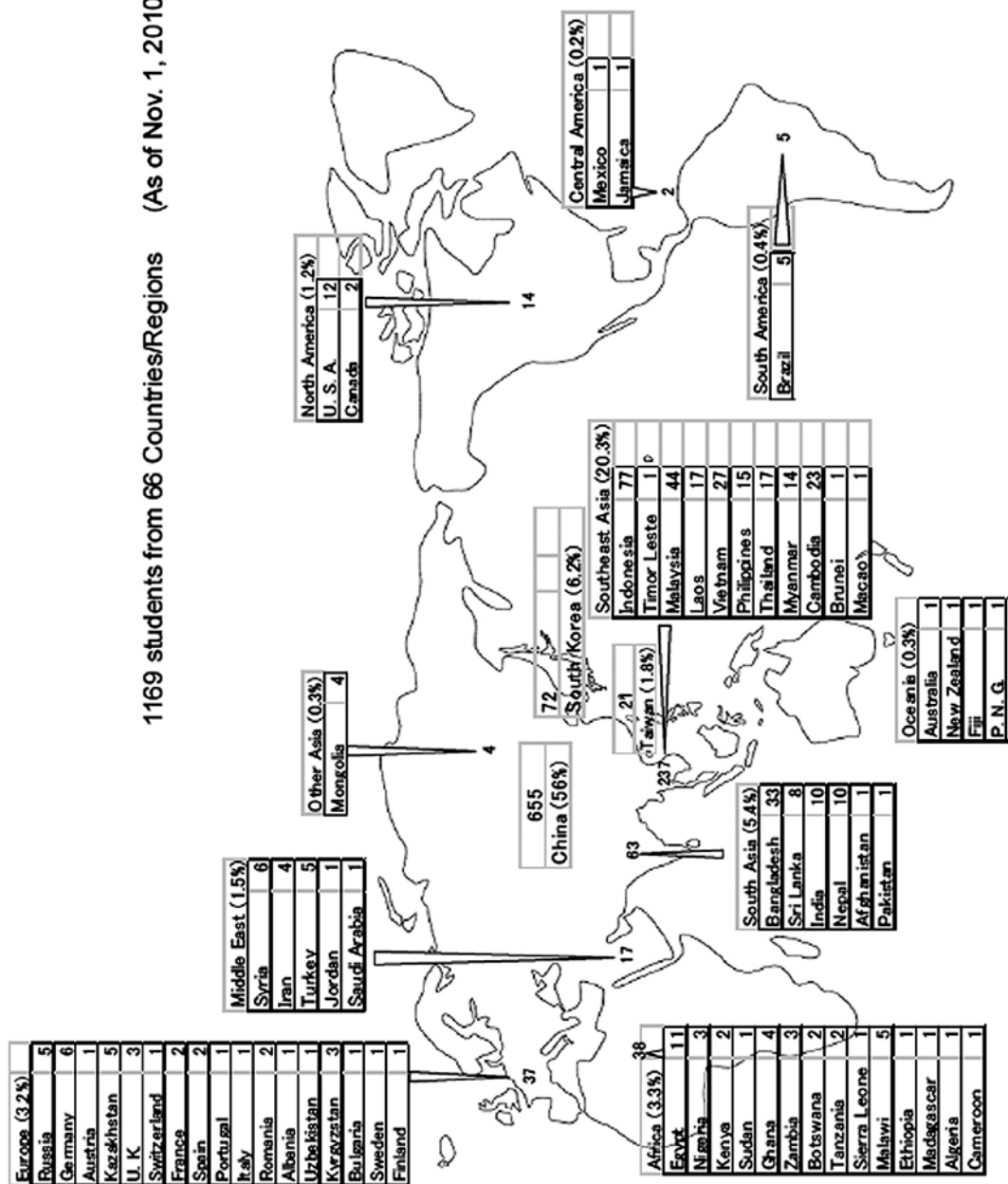
- When did you take the classes? (e.g., Fall 2010)
 - Where did you take the classes? (e.g., Hiroshima University)
- 3) Q7. Independent Activities: What English activities do you practice outside of school? E.g., listen to English songs, watch English language movies / TV programs, keep a blog, spend time with English-speaking friends.
- 4) See APPENDIX 6 for samples of comments for each of the above categories.
- 5) The name for unit vocabulary lists.
- 6) For each presentation, students were required to prepare an A4 -sized scrap page

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Appendix 1 Hiroshima University International Students (2010)

1169 students from 66 Countries/Regions (As of Nov. 1, 2010)



APPENDIX 2 Self-Introduction / Needs Analysis on WebCT

Self-Introduction / Needs Analysis

For full credit, respond clearly and in detail using sentences.

1. **Name:** What is your full name and what would you like to be called in class? Ex. My name is Katherine Song. You can call me Katherine or Ms. Song.
2. **Goals:** Why are you taking this class? (Why do you study English?) Why do you need to learn more English? Please be specific. Give examples of a situation that will require English.
3. **Strengths:** What can you do especially well in English? Be specific, e.g., Speaking: I can use the greetings (“Hello”/“Good bye”) / introduce myself / adjust my speech for different people (e.g., classmates v. teachers)
Listening: I can understand simple questions, e.g., “Where are you from?” / teachers’ instructions.
Reading: I can read signs / meeting agenda / novels, etc.
Writing: I can fill out applications / write an essay.
4. **Weaknesses:** What specific areas do you want to improve during this term?
5. **Class Activities:** What kinds of class activities have you found useful and / or enjoyable?
6. **Class Time:** How do you prefer to spend your English class time?
7. **Independent Activities:** What English activities do you practice outside of school? E.g., listen to English songs, watch English language movies / TV programs, keep a blog, spend time with English-speaking friends.
8. **Abroad Experience:** Have you ever been abroad? Explain, e.g., Where did you go? How long were you there? How old were you? Why were you there? (To study, to work, for vacation, etc.)
9. **English Classes:** Describe your recent English classes. Include the following information:
 - What classes did you take? (e.g., speaking, listening, presentation, writing, etc.)
 - When did you take the classes? (e.g., Fall 2010)
 - Where did you take the classes? (e.g., Hiroshima University)
 - What language was used to teach the class? (e.g., mostly English, mostly Japanese, English and Japanese equally)
10. **Self-Introduction:** What should I know about you? Include any information that will help me better design the class.

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5 Presentation Time

Here are some tips to help you. Read them first, then make notes in the table below during each presentation. Write your question and the answer.

When you're the presenter...

- Speak slowly! People will understand you better and you won't have to talk as much!
- Pronounce your words clearly. People want to understand you.
- Make eye contact with your listeners.

When you're the presenter...

- Speak in a loud voice. People want to hear you.
- Smile sometimes. It makes people like you.
- Use gestures to explain what you are saying.





When you're the presenter...

- Practice your pronunciation before your presentation. If you don't know how to say a word, ask your teacher before you start.
- Use a proper introduction and ending (see page 74).
- Make your presentation interesting. You might like to tell a funny story.

When you're the presenter...

- Say at least a few sentences about each scrap.
- If you use difficult English words, explain them.
- Use the Scraps pointers (for a useful list, see page 74).

Appendix 4 Listener Comment Forms

<p>Dear _____ June __, 2011</p> <p>RE: Your Book Presentation</p> <p>Things done well</p> <p>Suggestions for improvement</p> <p>Listener Class ID <input type="text"/></p> 	<p>Dear _____ June __, 2011</p> <p>RE: Your Book Presentation</p> <p>Things done well</p> <p>Suggestions for improvement</p> <p>Listener Class ID <input type="text"/></p> 
<p>Dear _____ June __, 2011</p> <p>RE: Your Book Presentation</p> <p>Things done well</p> <p>Suggestions for improvement</p> <p>Listener Class ID <input type="text"/></p> 	<p>Today's Best Presentation</p> <ul style="list-style-type: none"> • Who presented it? _____ • What was it about? _____ • Why did you like it? _____  <p>Listener Class ID <input type="text"/></p>

APPENDIX 5 Final Presentation Preparation: Past Presentation Evaluations



English Communication I
Spring 2011

Final Presentation Preparation: Past Presentation Evaluations

Class ID & 大ID	Family	Given	Score
B11			/50

Review your **classmates'** comments and **suggestions**, **Presentation Reports**, and mp3 recordings of your 4 scrap presentations and answer the following questions. Use the information to prepare for your final presentation.

Presentation	1	2	3	4
1. Introduction / Conclusion: Did you clearly start and end your presentation, i.e., introduce yourself (see p.74) and your topic and stopped properly?	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No
2. Speaking speed: Did you speak slowly enough to be easily understood by your classmates?	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No
3. Volume: Did you speak loudly enough to be easily heard, i.e., over other presenters?	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No
4. Did you sufficiently practice your pronunciation before your presentation?	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No
5. Did you pronounce your words clearly during the presentation?	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No
Language: 6. If you use understandable language, e.g., <i>Useful Vocabulary</i> , <i>Scraps Pointers</i> , and other words your classmates studied?	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No
7. If you used difficult English words, did you explain them?	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No
Non-verbal Communication / Body Language: 8. Eye contact: Did you make and keep eye contact with your listeners? Any time you spend reading your scraps page notes is time not making eye contact.	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No
9. Smile: Did you smile and / or use other facial expressions to engage your listener and / or to make your presentation more interesting?	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No
10. Gestures: Use helpful gestures to explain what you are saying.	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No

Presentation	1	2	3	4
11. Was your presentation informative , i.e., did you say at least a few sentences about each scrap?	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No
12. Was your presentation enjoyable , i.e., did you make your presentation funny, interesting, etc. for your listeners?	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No	Yes Mostly Somewhat No

Write down any **words/phrases/expressions** that you think might be hard to understand.

13. Presentation 1	14. Presentation 2	15. Presentation 3	16. Presentation 4

17. How have you improved from your first to fourth presentations?	18. How will you have improved by your final presentation?

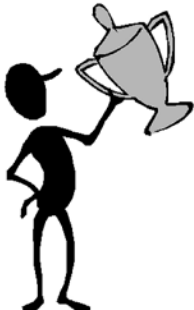
19. What have you learned about communication from your own presentations and your classmates' comments about them?	20. What have you learned about communication from listening to your classmates' presentations?

Additional Comments:

APPENDIX 6 Listener Comments for Language Review

Today's Best Presentation: Why did you like it?

- ☆ Chisato's presentation is easy to understand. She spoke loudly and slowly.
- ☆ Contents are very nice, voice is very good.
- ☆ Eye contact is very good. He spoke loudly and clearly.
- ☆ He spoke fluently and was relaxed. It was a very good presentation.
- ☆ He spoke loudly and clearly. The presentation was very interesting. I want to go to Kochi!!
- ☆ He spoke very clearly and loudly.
- ☆ He spoke very clearly and loudly. His smile was cute.
- ☆ He was very friendly and his presentation was very exciting.
- ☆ Her presentation was easy to understand, and she spoke loudly
- ☆ Her presentation was really understandable
- ☆ His presentation was very interesting and he spoke slowly and loudly. In addition, his scrap [page] was very beautiful
- ☆ I could understand her presentation. She made eye contact.
- ☆ She could make eye contact and her smile was very nice.
- ☆ She smiled and spoke loudly, and her scrap was easy to understand.
- ☆ She spoke slowly and used easy words.
- ☆ She spoke slowly. The presentation was very interesting.
- ☆ The speed of her speech was easy to understand. She also spoke clearly and the script was very informative. I could imagine the place.



Listener Class ID

APPENDIX 7 Student Comment Examples:

1. NVC (107 comments, 49 about own & 58 about peer presentations): e.g.,
 - a. "I am poor at doing eye contact."
 - b. "From presentation, I learned the importance of smiling and eye contact."
 2. Volume (37 comments, 22 about own & 15 about peer presentations): e.g.,
 - a. "I thought I was speaking loudly, but actually I was not."
 - b. "[Big voice] is very important. Some my friends spoke small voice. I couldn't understand. Big voice is important to communicate."
 3. Speed (23 comments, 17 about own & 6 about peer presentations): e.g.,
 - a. "I thought I spoke slowly. But some people felt my presentation fastly."
 - b. "Quick speaking is not necessary good for listeners."
 4. Attitude (15 comments, 7 about own & 8 about peers: e.g.,
 - a. "I tend to talk in a low voice. It is important to do presentation cheerfully."
 - b. "If the speaker is friendly, it is easy and enjoyable to listen. What is important thing of presentation I think is to make your speech understandable and fun."
- Clarity** (15 comments, 10 about own & 5 about peer presentations): e.g.,
 "I learned that it is important to practice speaking. When I practice hard, I am able to have confidence and speak clearly. When I speak clearly, my classmates understand about my

topics well.”

Content (15 comments, 3 about own & 12 about peer presentations): e.g.,

- a. “I learned from my classmates’ comments that it is important to … make presentation enjoyable.”
- b. “Many classmates made their presentation enjoyable. So I will try to do it on my presentation next time.”

Language Choices (15 comments, 10 about own & 5 about peer presentations): e.g.,

- a. “Through my classmates’ comments, I learned that I have to use easy words and short sentences to make people who listen to my presentation understand.”
- b. “When [my classmates] used *Useful Vocabulary*⁵⁾, I could understand them well. So I learned that it is important to make eye contact and gestures and to use *Useful Vocabulary* and *Scraps Pointers*.”

5. **Attention to Listeners** (14 comments, 8 about own & 6 about peer presentations): e.g.,

- a. “When I do my presentations, I have to think about listeners. For example, if they don’t understand what I say, I have to say in other words. In addition, interactive communication is very important.”
- b. “Finally, I learned it is most important that both talker and listener enjoy their presentations!!”

6. **Visual Aids** (11 comments, 3 about own & 8 about peer presentations): e.g.,

- a. “Using a lot of pictures is important. Using easy word is important. I should try hard to make my presentation more informative.”
- b. “It is important to make scraps⁶⁾ informative and interesting.”

7. **Preparation** (10 comments, 5 about own & 5 about peer presentations): e.g.,

- a. “I learned that it is important to practice speaking. When I practice hard, I am able to have confidence and speak clearly. When I speak clearly, my classmates understand about my topics well.”
- b. “We should prepare before presentation We should use easy words We should speak more smoothly.”

要 約

学生の級友によるフィードバックと自己評価の振り返り

キャサリン・ソング

広島大学外国語教育研究センター

本研究の目的は、英語口頭発表能力の向上を目指した大学1年生を対象とした3つのコース（授業）で、学生に日常的に課された自己評価及び級友による評価に対するコメントを吟味することである。15週間にわたる授業の中で、学生は4回の「3分間口頭発表」と期末課題としての「5～10分間口頭発表」に取り組んだ。それぞれの口頭発表に関して、学生は級友の発表についてフィードバックを書き、また、自分自身の発表について級友からのフィードバックを受け取った。それぞれのフィードバックに関して、どのような特徴（質）のコメントが学生にとって有益であると受け止められたかを探ってみた。学生自身によるそのような有益な特徴に関する認識は、多様な英語観におけるコミュニケーション能力とは何かを理解することを支援し、と同時に、言語運用能力を伸張するための現実的で到達可能なゴールに向かって努力し始めるきっかけを提供するものであると示唆された。