Chapter 2

Pilot study into a possible adaptive and practical approach for speaking skills in a foreign language

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Abstract

Research has shown that feedback significantly improves language skills (Lyster & Saito, 2010). However, modern foreign language teachers find it difficult to give adaptive feedback on speaking skills in standard classes of 30 students (Corda, Koenraad & Visser, 2012). In this study we first discuss how modern foreign language teachers regularly give feedback on speaking skills in relation to adaptive feedback. We then present a teaching approach based on self-evaluation by the student to facilitate teacher's adaptive feedback in everyday teaching illustrated with the aid of two practical case studies. It was explored whether self-evaluation by students can help teachers to gain insight in individual student's needs regarding speaking skills and to adapt their intended feedback to meet these needs. The self-evaluation was tested on a small scale by three French teachers who taught the final 3 years at three different secondary schools in two year 5 pre-university classes and one year 4 pre-university class. In each class 5 or 6 students were chosen at random (n=17). We analysed the self-evaluation forms completed by the 17 selected students and described how the students evaluated their own work. In open structured interviews held with the three teachers it was investigated whether their intended feedback and evaluation had shifted by seeing the self-evaluations. Finally, the teachers were asked to evaluate the potential practicality of the evaluation procedure itself. The results of this pilot study showed that the self-evaluation procedure seemed to encourage students to make concrete plans; teachers reported increased insight into their learners' learning process regarding speaking skills and showed shifts in their intended feedback after seeing the self-evaluations in order to attune their feedback. Furthermore, teachers evaluated the self-evaluation as a possible practical application in teaching practice.

2.1 Introduction

Speaking skills are an important component of the examinations programme for modern foreign languages in both higher general secondary education and pre-university education in the Netherlands (e.g. College voor Toetsen en Examens, 2020). Students have to achieve the attainment levels that are linked to the levels defined in the Common European Framework of Reference for Languages (CEFR, Council of Europe, 2001). The CEFR describes what the foreign language speaker can do (the can-do statements) and how well he can do it, but not

how this is to be achieved. Teachers may set up their lessons as they see fit. This means that the way speaking skills are embedded in the school curriculum can vary from school to school. Nevertheless, all students have to achieve the same final attainment levels at the same standard in free communication situations. This means that students need to have practised free production, the last phase in the exercise typology of Neuner, Krüger & Grewer (1981) and that teachers must bring the individual students in a class of 30 up to the same final attainment levels, regardless of their diverse prior knowledge and language skills. Feedback can be a very effective tool in this regard (Hattie & Timperley, 2007), significantly improving speaking skills (Lyster & Saito, 2010). However, experience in continuing education and in classroom teaching shows that giving feedback on students' spontaneous dialogue is precisely the aspect of teaching that modern foreign language teachers find most difficult (Corda et al., 2012). This chapter explores how adaptive feedback on speaking skills can be provided in regular teaching.

2.2 Regular and desirable approach to giving feedback on speaking skills

A very common approach to giving feedback in secondary schools is for the teacher to walk around the classroom while students are talking to each other in pairs in the foreign language in order to spot problems that the teacher may then decide to correct. This regular method of giving feedback and a desirable approach can be characterised using the following questions: When is feedback given, on what, how and at what level? (see Figure 1).

When?

First and foremost descriptive studies have shown that teachers do not usually give much feedback and that their feedback is not divided equally among the students (Gass & Mackey, 2012). Because of their belief that feedback disrupts communication and can make students anxious about speaking (Lyster, Saito & Sato, 2013), teachers often give less feedback than the students want (Yoshida, 2008).

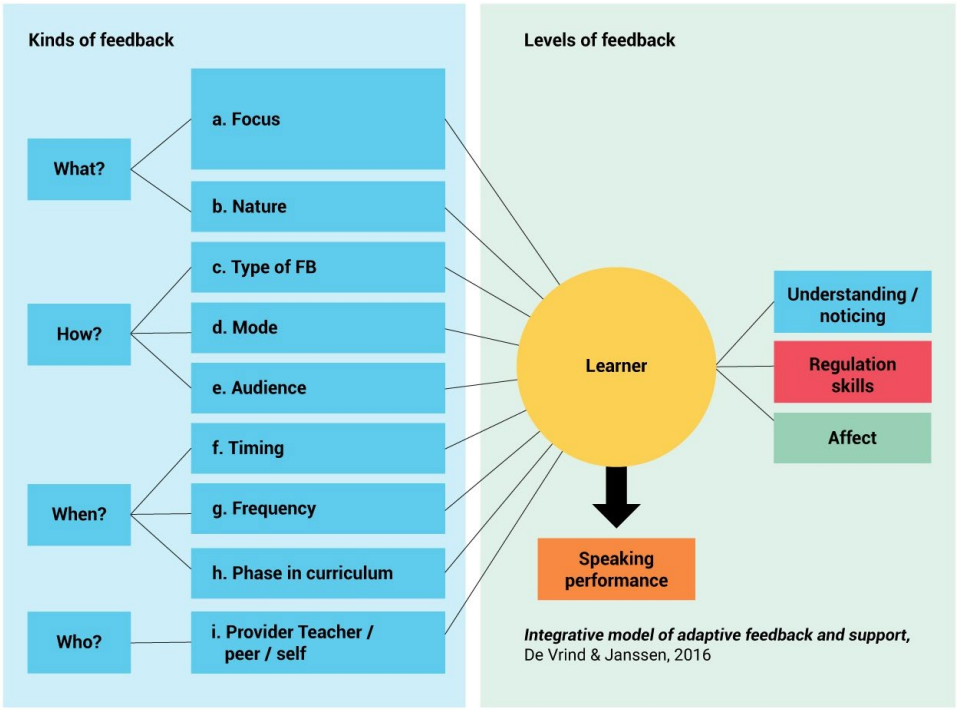

Figure 1: ***Integrative model of adaptive feedback and support***

On what?

A second characteristic is the tendency of teachers to pay most attention to morphosyntactic errors (Lyster et al., 2013; Schuitemaker-King, 2013). According to Corda et al. (2012: 36, translated quote from Dutch) "[…] [this] usually works well as long as the students are being asked to use words and sentences that they have learned by heart in prestructured dialogues. The problems begin to arise with freer communication tasks […] as […] the students come out with less accurate expressions (though with greater fluency), which does not fit well with language teachers who have mostly been trained to aim for accuracy." Research has shown, however, that feedback on vocabulary and on pronunciation is taken up more readily by learners (Lyster et al., 2013).

How?

When teachers do give feedback, it is often in the form of recasts (corrected reformulations of the learner's utterances), because they do not interrupt the flow of communication (Lyster

et al., 2013). However, recasts turn out to be not always clear to students; how clear they perceive them to be depends on the context, the instruction, the individual student's leanings, the linguistic purpose and the length of the recasts (Lyster & Saito, 2010). Sheen (2011) demonstrated that explicit correction and metalinguistic explanation are more effective than recasts because they are clearer. Research has also shown that prompts (signals from the feedback-giver that encourage students to improve their own speaking) are also more effective than recasts (Lyster et al., 2013). Students even seem to prefer not to be explicitly corrected immediately but to be given more time to correct themselves if the mistake is one that they think they can improve themselves (Yoshida, 2008).

At what level?

Based on a literature study, we distinguished four levels on which feedback can be given: on the speaking performance itself, on the student's understanding of it, on the student's self-regulation and on affective factors (see right side of Figure 1).

Most feedback from teachers focuses on the students' speaking performances. However, there may be different underlying causes for the same mistake being made by different speakers: it could, for instance, be a slip, a misconception, lack of knowledge, or it could be due to a failure to master the language component by practice (Bennett, 2011). In order to give adequate feedback that the student will actually take in, teachers must not only focus on the speaking performance itself, but they also need to have insight into the extent to which the student understands and notices the feedback (Schmidt, 1990) (see Figure 1).

Moreover, feedback that only addresses students' speaking performances can make them dependent on the teacher and it does not encourage them to improve their own speaking skills (self-regulation) (Sadler, 1998). The teacher needs to have insight into the extent to which individual students can assess the discrepancy between the present situation and the desired situation and then make and monitor their own plans to bridge the gap (Sadler, 1998), and the teacher should then also provide feedback on that (feedback on regulation, see Figure 1).

Feedback on students' speaking performance, understanding and self-regulation is, however, pointless if there are affective obstacles, such as fear of speaking (Cheng, Horwitz & Schallert, 1999), negative attitudes or lack of motivation caused by beliefs about learning (Boekaerts, 2010) that prevent them from accepting feedback. In order to give adaptive

feedback, teachers therefore need to understand any affective factors that could be influencing how individual students interpret and filter the feedback and whether they are open to learning from the feedback.

To sum up: descriptive research has shown that teachers mainly give feedback at the level of speaking performance and have a limited feedback repertoire that does not always meet the learning needs of individual students. That is not surprising, since providing adaptive feedback on speaking skills in classes of 25-30 students (as is usual in the Dutch secondary education context) is complex. First of all, because of the transient nature of speech, the opportunity to give feedback passes quickly and how the student picks it up (the uptake) depends largely on his or her ability to remember exactly what was said, and on having the chance to improve it and practise it again. Furthermore, it is difficult to give feedback to 30 students, partly because the teacher has to realise other aims at the same time, such as motivating the students and keeping order in class. This means that any approach to adaptive feedback will only be successful if it not only aids the learning process, but is also an approach that teachers consider to be practical (Janssen, Westbroek & Doyle, 2015). With this in mind we designed a self-evaluation procedure for students and investigated whether this helped teachers to gear their feedback to the individual needs of students as they develop their speaking skills and whether it was practical for use in the regular classroom.

2.3 Core of the adaptive and practical feedback approach: self-evaluation by the student

From the discussion in the preceding section, it is clear that understanding the individual student is necessary for adaptive feedback: having insight into his or her speaking performance, understanding and noticing, self-regulation and affective factors (Figure 1). In order for the teacher to gain such insight, the feedback approach starts with a self-evaluation by the student. Moreover, it seems that self-evaluations can stimulate noticing in the student (Lappin-Fortin & Rye, 2014). Speaking correctly demands many cognitive processes in a short space of time (Levelt, 1989). Analysing a recording of their own speaking performance gives students time to think about their own speaking skills and how to improve them.

The procedure we used was as follows (see Figure 2):

a. The students do a speaking task taken from the course programme (an open communicative task involving some free expression, phase C or D of the exercise typology van Neuner et al. (1981)) with a classmate and record it on their mobile phones.
b. They then listen to their own speaking performance and analyse it with the aid of a self-evaluation form (see Appendix I, part A, B and C).
c. The teacher takes in the self-evaluation forms and the recordings. The teacher then compares his/her own findings with those of the individual students, considers what each student needs and tailors feedback and support to the student in the form of exercises or instruction for the next lesson.
d. In subsequent lessons the students follow their own plans to improve their speaking performance. The teacher is therefore practising differentiated teaching.
e. At the end of the series of lessons the students do another similar speaking task, record it and analyse it using the self-evaluation form (steps a to d can be repeated, at this stage new speaking goals and exercises may be added by the students or the teacher).

The self-evaluation procedure is therefore an iterative learning process.

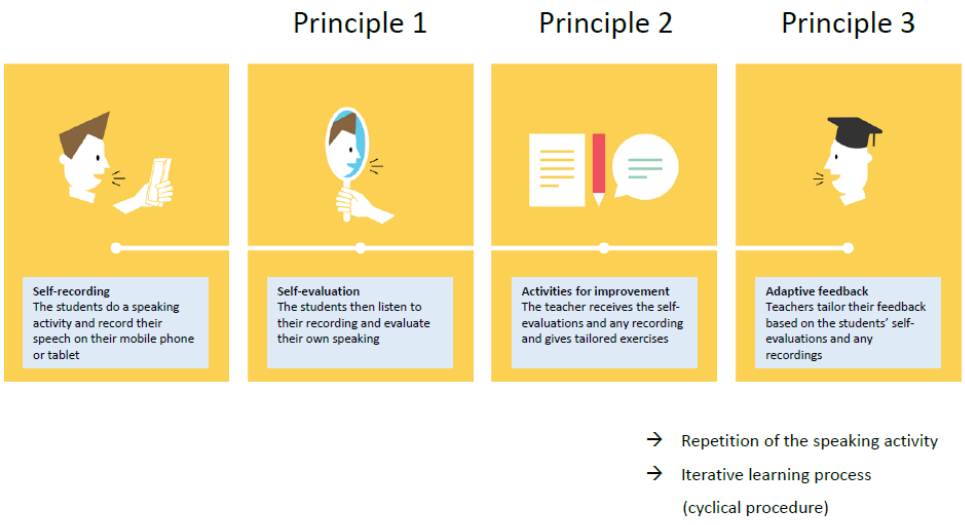

Figure 2: ***Self-evaluation procedure***

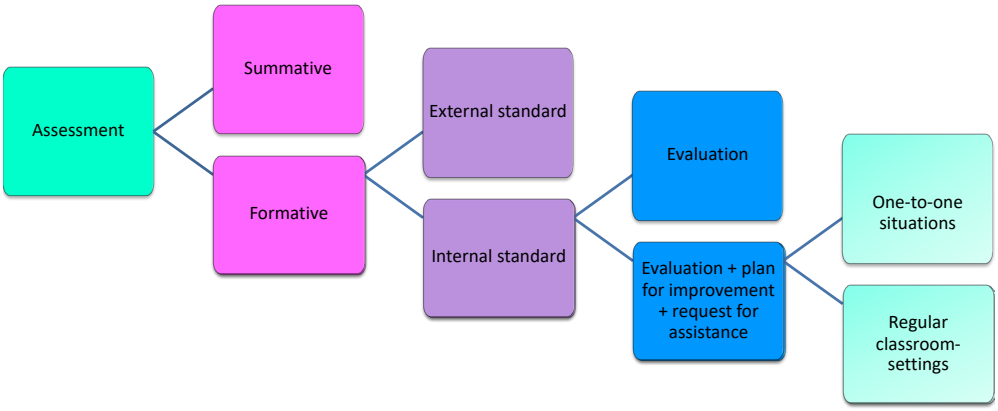

Figure 3: ***Positioning of the self-evaluation procedure***

The use of student self-evaluation is not new. However, we have developed a specific approach in which both the quality of the adaptive feedback to the students and the practicality for the teacher can be improved. Figure 3 shows how we position our specific use of self-evaluations with respect to other approaches to self-evaluation.

Self-evaluations can be used at the end of the learning process to determine whether an individual has reached the targets (summative). However, this self-evaluation procedure is designed for evaluation during the phase of practising speaking skills in order to adapt the teaching (formative).

Moreover, unlike most uses of evaluation forms, such as rubrics, this self-evaluation procedure seeks to elicit the student's own subjective internal standards. The aim is not that students should be able to assess themselves accurately (e.g. Ross, 1998), but to gain insight into their assessment of themselves, so that lessons can be geared to the current level and degree of self-regulation of individual students.

The self-evaluation covers various linguistic aspects of language, such as grammar, vocabulary, pronunciation and fluency, as well as communicative competence: getting the message across. These aspects were borrowed from the CEFR though, for the sake of simplicity, we brought coherence, pragmatism and interaction together under the heading 'message' to avoid unnecessary confusion of concepts. After all, this study was not really

about getting students to analyse their mistakes and put them in the right categories. The aim was to get the students to reflect on various aspects of language and activities that improve their speaking skills. The self-evaluation form asked about both areas for improvement and positive points, as research in positive psychology has shown that reflecting on positive points activates positive emotions that in turn are beneficial to learning (Voerman, Meijer, Korthagen & Simons, 2012). The self-evaluation can reveal whether students themselves know what they are doing well. Imbalance in the self-evaluation, for example a narrow focus on only negative points, could be a reason for a conversation between teacher and student about the student's beliefs, attribution and negative feelings in the lessons. Then the teacher would focus his/her feedback on affective factors (see Figure 1).

Many existing approaches also focus in a one-sided way on analysis of performance, whereas in this procedure students also produce a plan for improvement and state what help they need. This means that the self-evaluation is to some extent self-managing, as it contains scaffolds, intermediate steps and support (Beeker, Canton & Trimbos, 2008), such as suggestions for their plans on how to tackle problems.

Finally, what is unique about this self-evaluation procedure is that it enables teachers to give adaptive feedback in classes of 25-30 students, while many other adaptive approaches often take place outside the classroom in one-to-one situations (e.g. Poehner, 2012). The approach is intended to be practical in the sense that it can be used during normal classroom teaching. It works in such a way that all of the students are actively engaged. Within 30 minutes during class, the students have done their speaking task and analysed their recording. Then the teacher quickly scans the self-evaluation forms for discrepancies and tailors his/her feedback and activities for the next lesson to the students.

2.4 Investigation of the self-evaluation procedure: shifting feedback

To investigate whether the self-evaluation procedure really helped teachers to adapt their proposed feedback to meet individual students' needs regarding speaking skills and to evaluate whether the approach is practical in everyday teaching, the procedure was tested on a small scale by three French teachers who taught the final 3 years at three different secondary schools in two year 5 pre-university classes and one year 4 pre-university class. In each class 5 or 6 students were chosen at random (n=17). For the purposes of this study, it was not necessary to select students with exactly the same level of language skills, background,

motivation or other variables, because we were particularly interested in how teachers deal with all those different student characteristics. We did opt to select students from the final 2 years of secondary school who were working with materials at level B1, because we assumed that at the more senior levels students' speaking performances would be more diverse as they have more knowledge of the foreign language and more experience with speaking than beginners. They would therefore have more opportunities to express the same message in different ways, making it more complex for the teachers to respond. We opted to work with experienced teachers, because we assumed that they would have experience in assessing their students' speaking skills and would therefore be able to evaluate the added value offered by the self-evaluation procedure.

We analysed the self-evaluation forms (see Appendix I) completed by the 17 selected students and described how the students evaluated their own work. The answers were entered into a matrix under the headings: positive points, errors, plans for improvement and help needed. We then categorised these under the parameters: message, vocabulary, grammar, pronunciation and fluency. The researcher (the author) interpreted how concrete the students' evaluations were, their consistency and discrepancies between the positive points, errors, plans for improvement and help needed.

Open structured interviews were held with the three teachers which each lasted for approximately 2 ½ hours. There were three phases to each interview in which the teachers were asked about positive points, errors, plans for improvement and help needed with respect to each selected student and about the feedback they proposed to give.

In the first phase, they were asked to evaluate the student based on their own knowledge of him or her. We asked them to do this because we wanted to find out what ideas the teachers already held about their students' achievements and learning needs. The fact is that teachers use these ideas about what students are capable of to adapt their teaching and they are based on the many previous experiences that the teacher has had with the student in all kinds of situations (Bennett, 2011).

In the second phase, the students' recorded dialogues were played to the teachers, who were then asked if they wanted to change anything or add to their evaluations. This was done to allow conclusions to be drawn later about whether it was necessary to listen to each student's recording (as this takes a lot of time and therefore does not meet the practicality criterion).

In the third phase, the teachers were asked to comment on their students' self-evaluation forms, and they were also asked what feedback they would now give. The results from the third phase were compared with the teachers' answers from the first phase in order to ascertain whether the feedback and evaluation had shifted at all.

Finally, the teachers were asked to evaluate the evaluation procedure itself: Did the self-evaluation procedure improve their understanding of the individual students? Was it helpful? Would they use it in their own teaching? How would they follow this up in future lessons? What were the advantages and disadvantages of this self-evaluation procedure?

2.5 Results

Table 2.1 is a complete overview of the 17 cases showing how often the teacher agreed with the students' self-evaluations and how often they changed their feedback because of the self-evaluations. In over half of the cases, the teachers changed their assessments with respect to positive points and errors after reading the students' self-evaluations. Furthermore, the teachers' understanding of what was needed for the students to improve their speaking skills changed when they had viewed the students' own plans for improvement (in the case of 14 of the 17 students). In almost all cases the teachers reported that they had changed their feedback as a result of seeing the self-evaluations. Table 2.2 shows how the focus of the teachers' intended feedback shifted. As a result of the self-evaluations, the focus of the feedback broadened, was more closely geared to the individual students' plans and was more specific.

Two cases from our study illustrate how the feedback shifted. Tables 2.3 and 2.4 summarise the self-evaluations of two students selected at random from the 17 cases and the teacher's assessment of the positive points, errors, plans for improvement and help needed, as well as her feedback on the five aspects of speaking (message, vocabulary, grammar, pronunciation and fluency), affective factors and regulative characteristics of the student. The last column shows the teacher's response to the student's self-evaluation.

Natasja (Table 2.3) made very specific points about her grammatical and pronunciation errors. She admitted to mistakes in all categories and she had made a plan for improvement for all categories too. This contrasts with the teacher's initial assessment (phase 1): she saw more positive points in this student's work and only had one concrete point for improvement, that was to use compensation strategies when she could not come up with a word in order to

improve fluency. After viewing the self-evaluation (phase 3), the teacher did not change this concrete point for improvement but added further feedback.

First of all, she responded on affective factors. The teacher indicated that the student was well-motivated, a perfectionist, and she found confirmation for this view in the student's focus on mistakes and the many plans for improvement in her self-evaluation. The teacher agreed with the student's analysis of her faults with regard to vocabulary, grammar, pronunciation and fluency, but did not agree that the student should spend more time on grammar and learning lists of words. In response to seeing the student's focus on grammar and words in the self-evaluation, the teacher resolved to talk to the student about the importance of keeping the communication flowing rather than thinking about every word. Because of this the teacher also wanted to give feedback at the regulatory level. The teacher agreed with Natasja's suggestions that she should do pronunciation exercises, think about what she wants to say in advance and practise the dialogue a couple of times. In this sense the self-evaluation had prompted the teacher to expand her improvement plan for the student.

Table 2.4 shows that student Nadine was less specific in her evaluation of her positive points and errors. She simply stated whether an aspect of language was good or not good. In contrast, her plan for improvement was specific and detailed. The reason for this was that the self-evaluation form provided scaffolds for writing plans (see Appendix I). The student stated that she needed help from the teacher with grammar rules. The vagueness in her evaluation and the request for help may stem from a lack of the metacognitive and linguistic knowledge she would need to be more specific, as Dlaska & Krekeler (2003) also found in a study in which students found it difficult to identify specific pronunciation problems without help from the teacher. It could be that Nadine still needed a lot of external feedback. Nadine was inconsistent in her self-evaluation. Even though she thought that she was good at getting her message across, she still formulated two plans on communicating the message. She made no plan for pronunciation, even though she had identified this as a weakness, while she did have a plan to improve her fluency, the area that she was satisfied with.

The self-evaluation gave the teacher some insight into these inconsistencies and she was surprised by them. However, it was unclear from the interview whether the teacher intended to do anything about these inconsistencies. The teacher's initial feedback mainly consisted of advice to learn and keep up with words and grammar. New information for the

teacher from the self-evaluation was that the student would like help from her with grammar. The teacher was pleased that the student plans to draw up a vocabulary list herself before the speaking exercise and she included this in her final feedback. The initial feedback on improving her grammar and learning more vocabulary had been elaborated into a more concrete plan tailored to the student's needs as a result of the self-evaluation procedure.

These two cases show that the teacher's feedback shifted, became more specific, more tailored and covered more levels (cf. Figure 1).

Is the self-evaluation procedure also practical in the opinion of the teachers? It emerged from the interviews with the three teachers that using the questions from the self-evaluation to systematically make a mental check on each student did work well. The teachers found that their own feedback was more evenly divided over the different aspects of speaking and the ratio of positive points to errors was also better. Furthermore, the teachers said that the self-evaluations gave them more insight into how the students saw their own performance and this meant that the teachers were better able to guide them. The teachers were enthusiastic therefore about the usefulness of the evaluation procedure.

A disadvantage of the self-evaluation procedure would seem at first sight to be the time that needs to be invested. In comparison with the current classroom practice of the three teachers which is based around exercises from the course programme and in which speaking skills have a relatively minor role, this systematic approach would spend more time on speaking skills. However, improving speaking skills was exactly what the teachers wanted to do, because that was what the students needed. The priority should be the other way around: exercises from the course material could be used if it becomes clear from a student's plan that they are needed. With respect to timesaving, the teachers observed that it was not necessary to listen to a recording of each student. They experienced that walking round the class in combination with the students' self-evaluations was sufficient to give them a general picture. Only in cases of doubt would it be useful for the teacher to listen to the play-back. Nor was it necessary, according to the teachers, to read all of the evaluation forms in detail. A quick scan for things that stand out would be enough. If, for instance, a digital tool could make the students' evaluations and plans available in a handy visual summary for the teachers, the teachers would be able to tailor their feedback and instruction very easily.

2.6 Conclusions and discussion

This chapter reports on two cases which show how foreign language teachers can tailor their feedback and help to individual students' needs when teaching speaking skills. Using a self-evaluation procedure, students evaluated their own speaking performance and wrote a plan for improvement. This small-scale study found that the self-evaluation procedure encouraged students to make concrete plans and gave teachers extra insight that they were able to use to guide individual learners. The interviews with the teachers provided evidence that the self-evaluation procedure was perceived to be a good instrument for improving the quality of their feedback and a practical tool that they could use in the regular classroom. However, this was a trial study that only tested the procedure once and examined *intended* feedback. A follow-up study will be carried out to test the whole self-evaluation procedure on larger scale. From the perspective of the teacher, the practicality of the self-evaluation procedure will be investigated (see chapter 3). From the perspective of the student, a follow-up study will test on a larger scale whether the self-evaluation procedure can be an adaptive resource for students at secondary schools to learn to improve speaking skills in foreign languages in a self-regulating way (see chapter 4). Finally, in chapter 5, the question will be answered how teachers can be supported to implement the developed teaching approach and what their learning routes would be like while implementing the teaching approach in consecutive lesson series.

Table 2.1

Agreements and differences between students' self-evaluations of their speaking performance and the evaluations of their teachers, and shifts in teachers' understanding and feedback in response to the recordings and/or self-evaluations of the 17 students

	Positive points	**Type of error**	**Plan**	**Feedback**
Teacher agrees with student's evaluation	10	8	5	n/a.
Teacher partly agrees with student's evaluation	5	6	10	
Teacher disagrees with student's evaluation	2	3	2	
Teacher notes more and different points from student	8	3	1	
Student notes more and different points from teacher	8	9	10	
Shift in teacher's feedback or understanding in response to recording	7	8	5	2
Shift in teacher's feedback or understanding in response to student's self-evaluation	9	10	14	15
No shift in teacher's feedback in response to student's self-evaluation	n/a			2

Table 2.2

Shifts in focus of teachers' proposed feedback on students' speech performance

Student number:	Focus of teacher's initial proposed feedback from memory (phase 1):	Shift in focus of teacher's feedback after recording (phase 2):	Shift in focus of teacher's feedback after self-evaluation (phase 3):
1	affective		affective + regulative
2	regulative		vocabulary + grammar
3	vocabulary + grammar		feedback on vocabulary made more specific
4	other		other + regulative + affective + message
5	regulative + grammar + vocabulary	affective + grammar + vocabulary	affective + grammar + vocabulary + message
6	affective + regulative		affective + regulative made more specific
7	grammar + vocabulary	grammar	message + fluency
8	fluency		other plan for fluency
9	affective		affective made more specific
10	regulative		regulative made more specific
11	vocabulary		regulative
12	regulative		regulative made more specific and adapted to student's plan
13	regulative + other	fluency	regulative + affective + fluency
14	affective	vocabulary	vocabulary
15	other		vocabulary
16	affective	message + vocabulary + regulative	
17	affective	message + fluency	

Table 2.3

Student Natasja's self-evaluation and her teacher Sophie's response to it

Aspect of speech performance	Positive points		Types of error		Improvement plan & necessary help/feedback		Teacher's response after seeing self-evaluation
	Student	**Teacher**	**Student**	**Teacher**	**Student's plan**	**Teacher's plan**	
Message	My classmate understands me well.		I missed one question.		-Think up what I want to say beforehand with my classmate, and note down words and handy sentences - Go over this conversation 100 times with my classmate until I get it right.		The teacher agrees that she is good at getting the message across. The teacher thinks that her plan to think what she wants to say beforehand and practise it a couple of times is a good activity for everyone.
Vocabulary		Fine, broad repertoire	There were a lot of words I didn't know.	Asks for help a lot when she doesn't know a word.	-Extra vocabulary exercises -Write my own lists of words.	Sometimes Natasja cannot find the right words, then you have to help her to think more creatively. She needs compensation strategies.	The teacher thinks it would be better to work on compensation strategies, rather than her plan to do vocabulary exercises and make lists of words.

Aspect of speech performance	Positive points		Types of error		Improvement plan & necessary help/feedback		Teacher's response after seeing self-evaluation
	Student	Teacher	Student	Teacher	Student's plan	Teacher's plan	
Grammar		Very satisfactory	Rubbish, I use the wrong question words to make questions.	Sometimes uses the wrong verb conjugation.	-Do all the grammar exercises -Learn all the grammar rules -Learn *phrases utiles.*		It is not feasible and it is unnecessary to do or repeat all the grammar exercises. The teacher thinks that she should talk to the student and qualify the importance of grammar. →Feedback on regulation: on aims and focus in speaking skills.
Pronunciation	Reasonable		I forgot contractions like l'hôtel.		Do pronunciation exercises to learn exceptions.		Good plan of Natasja's to do more pronunciation exercises.
Fluency			Awkward silences, because you do not know what you have to say.	She struggles to keep talking, […] That is not a problem, but because she asks 'What's this?' all the time, the conversation does not go very far.	Repeat conversation at the right tempo with my classmate.		

Aspect of speech performance	Positive points		Types of error		Improvement plan & necessary help/feedback		Teacher's response after seeing self-evaluation
	Student	**Teacher**	**Student**	**Teacher**	**Student's plan**	**Teacher's plan**	
Affective		This student really wants to learn and wants to do well. A perfectionist.		Asks for words because she's uncertain.			The teacher thinks that the self-evaluation shows that Natasja does not have a very good self-image. The teacher wants to give feedback on this point.
Regulative							The teacher wants to talk to her about the fact that speech does not have to be perfect as long as you make sure that the communication flows. The purpose of learning speaking skills is to be able to speak to people.

Table 2.4

Student Nadine's self-evaluation and her teacher Sophie's response to it

Aspect of speech performance	Positive points		Types of error		Improvement plan & necessary help/feedback		Teacher's response after seeing self-evaluation
	Student	Teacher	Student	Teacher	Student's plan	Teacher's plan	
Message	Good				-Think what I want to say beforehand and note down words and handy sentences -Practise the conversation a couple of times with my classmate.		She is good at getting her message across actually. The student's plan is great.
Vocabulary		Vocabulary is good, but only when it is similar to English.			-Learn the vocabulary list for the chapter again -Make my own word list.	Learn it and keep it up	I think her plan to note down standard sentences and words that she thinks are important is a good one, and one that will suit her learning style, because she is being active and deciding for herself.

Aspect of speech performance	Positive points		Types of error		Improvement plan & necessary help/feedback		Teacher's response after seeing self-evaluation
	Student	Teacher	Student	Teacher	Student's plan	Teacher's plan	
Grammar			Not good	Sometimes not good, because she does not learn it consistently.	I need help from the teacher, to ask for more explanation -Learn *phrases utiles*.	Learn it and keep it up	Nadine says she wants more help from me with grammar, more explanation about something, but she does not say what. This means that she recognises that, when it comes to grammar, there is something she wants to learn and can learn. Learning *phrases utiles* would be useful for her.
Pronunciation			Not good	Her pronunciation is sometimes influenced by English, it does not sound like real French. She is sloppy, because she does not have a proper grasp of it (e.g. when she is unsure if it should be 'bon' or 'bien', it comes out as 'boie').			Strangely enough, Nadine has no plan for pronunciation, while she has said herself that it is not good. I am wondering actually why she has not put anything in that box.

Aspect of speech performance	Positive points		Types of error		Improvement plan & necessary help/feedback		Teacher's response after seeing self-evaluation
	Student	Teacher	Student	Teacher	Student's plan	Teacher's plan	
Fluency	Good				Repeat the conversation with my classmate at the right tempo.		Yes, I did not notice; she speaks fluently and so her mistakes are less obvious. I am surprised that she has a plan for fluency, because that is precisely what she is satisfied with. As far as I am concerned, she does not need exercises for fluency. It is good already.
Affective		She does not clam up. She does enjoy speaking.					
Regulative				Mixed performance because she does not keep up with the learning properly.		She needs to make more effort: especially learning the grammar and vocabulary on a regular basis.	