

Recorded Speaking Activity (RSA):

Pedagogy, Implementation, Evaluation and Creation

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Today's Talk

- I. Background
 - A. History of the RSA in the ELI
 - B. Activity overview
 - C. Pedagogical foundations
- II. Assessment and Feedback
 - A. Rubrics
 - B. Instructor feedback to students
- III. Activity Creation and Implementation
 - A. E-learning platform
 - B. Available software
- IV. Future Implications

I. Background

History in the ELI

1. Before 2005
 - a. Audio-journals
2. 2005 - 2014
 - a. NSF grant SBE-0354420 > RSA Platform via Runtime Revolution
 - b. RSA standard part of speaking curriculum
3. 2014
 - a. Move to Blackboard

RSA Overview

1. All students are given a prompt
2. Students have 1 min. to plan - no notes
3. Students record for 2 min.
4. Students listen and transcribe exactly what they said
5. Students take notes on errors
6. Students re-record using the same prompt

Pedagogical Rationale

- Increase student self-awareness
 - Listen to one's self
 - Transcribe their own response
- Transcription
 - Provides Ss with focused opportunity to notice their own language use
 - If reasonably-done provides T w/ a window into what the S understands s/he said
 - Ex. S provides transcript with past tense endings but not present in spoken record

Pedagogical Rationale

- Notes on errors in the recording
 - Provide students with opportunity to notice/focus on noticing
 - **Encourage** students to notice
- Re-recording
 - Provide students with opportunity to incorporate their self-correction
 - The second recording isn't the same as the first

Pedagogical Rationale

- Audio-recorded teacher feedback
 - Audio provides additional support for noticing and correcting pronunciation errors
 - Enhances student engagement in all aspects of the language
 - Better individualizes feedback
 - Supports teacher-student rapport
 - Enables teachers to provide positive and corrective feedback on students' noticing and self-corrections

II. Assessment and Feedback

Rubrics

Evaluate 5 components:

1. Pronunciation (20)
2. Vocabulary (20)
3. Grammar (20)
4. Fluency (10)
5. Content and Organization (5)

The same rubric is used for all 5 levels.

The goals, objectives and SLOs determine the context for evaluation at each level.

Evaluation

1. Instructor listens to audio file and takes notes on errors and self-corrections.
2. Instructor assigns a score for each section on the rubric.
3. Instructor uses notes to provide recorded feedback.

Instructor Feedback

1. Instructor records audio feedback for each student
 - a. 2 - 3 minutes
 - b. Focus on giving comprehensible and concise feedback to student
2. Students go back to the lab to listen to and take notes on teacher feedback
 - a. Notes may be typed online or handwritten
 - b. Notes are not graded
3. Students complete notes
4. Instructor reviews student notes and follows up if necessary
5. Students receive their rubric w/grade from the instructor

III. Activity Implementation

Activity Creation

The RSA has four crucial components:

Recording



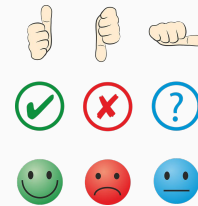
Writing



Submission



Feedback



Activity Creation

1. Recording



Hardware

- In the ELI, students use iMac computers with microphone headsets.
- Alternative hardware could include tape recorders, smartphones, or any other personal recording device.

Activity Creation

1. Recording



Software

- In the ELI, students use Apple Quicktime to record & listen to themselves.
- Alternative pieces of software include Audacity (free for PC and Mac) or various smartphone voice recorder apps.

Activity Creation

2. Writing



Transcripts & self corrections

- In the ELI, students write their transcripts and self-corrections online on a specially designed Blackboard activity.
- Alternatively, students could type their work in Microsoft Word or handwrite it.

Activity Creation

3. Submission



Submission

- In the ELI, students submit their recordings & written work via a specially designed Blackboard activity.
- Alternatively, students could email recordings & written work to the teacher

Activity Creation

4. Feedback



Feedback

- In the ELI, teachers audiorecord their feedback and email the recording to students for students to take notes on. Teachers also give students a score rubric.

Activity Creation

4. Feedback



Feedback

- Alternatively, feedback may be given in another manner considered appropriate by the teacher or institution.

What does the activity look like?

Part 1:
Recorded Speaking Activity

QUESTION 1

0 points

Save Answer

Record your speech using Quicktime.

Follow your teacher's instructions, or use these directions: <http://billcprice.com/quicktime.pdf>

Then, upload your speech file here.

Attach File

Browse My Computer

Browse Content Collection

QUESTION 4

0 points

Save Answer

Record a new speech. Use the same RSA speaking prompt. Try to speak more fluently and accurately this time.

To record your speech, follow your teacher's instructions, or use the directions here: <http://billcprice.com/quicktime.pdf>

After you save your recorded speech, upload it here.

Attach File

Browse My Computer

Browse Content Collection

Click Save and Submit to save and submit. Click Save All Answers to save all answers.

Save All Answers

Save and Submit

What does the activity look like?

Part 2:
RSA Notes

QUESTION 1


0 points

Save Answer

Listen carefully to your teacher's recorded feedback. Take notes on what your teacher says in the box below. Do NOT write down everything your teacher says. Just write down the topic and the example(s).

Example:

1. [th] and [d] - I have a problem pronouncing [th]. I said "dis" and "dose" instead of "this" and "those". My tongue needs to be between my teeth.
2. Past tense – I didn't always use past tense correctly. I said, "Yesterday I go to the store." and "Last year I am a student." It should be "went to the store" and "was a student."



Path: p Words: 0

Click Save and Submit to save and submit. Click Save All Answers to save all answers.

Save All Answers

Save and Submit

Future

1. RSA as assessment
2. Student transcript can be used more extensively by teachers
3. RSA as a means to teach students to notice
 - a. Students who notice perform better
 - b. Students who notice *accurately* perform even better

Thank you for your attention

Any questions?

Further Reading:

Examining the Impact of Self-Correction Notes on Grammatical Accuracy in Speaking

Dawn E. McCormick & Mary Lou Vercellotti

TESOL Quarterly, June 2013

