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.
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
The RSA has four crucial components:

<table>
<thead>
<tr>
<th>Recording</th>
<th>Writing</th>
<th>Submission</th>
<th>Feedback</th>
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<tbody>
<tr>
<td><img src="image" alt="Recording" /></td>
<td><img src="image" alt="Writing" /></td>
<td><img src="image" alt="Submission" /></td>
<td><img src="image" alt="Feedback" /></td>
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1. Recording

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

Record your speech using Quicktime.

Follow your teacher's instructions, or use these directions: [http://billcprice.com/quicktime.pdf](http://billcprice.com/quicktime.pdf)

Then, upload your speech file here.

Attach File

[ Browse My Computer ]  [ Browse Content Collection ]
QUESTION 2

Transcript: Listen to your speech. Type exactly what you said. Do not correct your mistakes.

My topic is to talk about...
QUESTION 3

Self-correction: Find and correct your mistakes. Type your mistakes and your corrections here.

Examples:

I goed shopping > I went shopping

My friend, her name is Alaa > My friend's name is Alaa

My home company is South Korea > home country

I hesitated a lot.
QUESTION 4

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.
What does the activity look like?

Part 2:
RSA Notes
QUESTION 1

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."

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