

# Self-transcription and presentations: A pilot study

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## 要旨:

セルフ・トランスクリプションとプレゼンテーション: 試験的研究

学生が自身のスピーチを聞き、文字に書き起こす「セルフ・トランスクリプション」に関する一連の研究が、言語学習の向上につながっている。本稿は、清泉女子大学で英語を主専攻とする一年生が履修した、プレゼンテーションの授業におけるセルフ・トランスクリプションに関する試験的な研究を内容とする。本研究の目的は、セルフ・トランスクリプションが、他のタスクと合わせて、学習者のプレゼンテーション能力を向上させるための一助になり得るということをよりよく理解することである。まず、学生は、プレゼンテーションを携帯電話で撮影し、その後自身で文字に起こす。次に、クラスメート2名が文字に起こしたのち、教員が発表者である学生に質問する形式でふりかえりを行う。振り返った内容は、発表者が学習ジャーナルに記録し、記録内容は期末のディスカッションに活用される。各プレゼンテーションを振り返った記録は、次回のプレゼンテーションの評価項目として、発表した学生自身が自由に追加・削除することができる。評価項目は、クラスメートおよび教員による評価の際にも使用される。計画(項目の作成)、実践(プレゼンテーション)、観察・ふりかえり(ビデオ撮影、文字起こし、学習ジャーナルへの記録)、および評価(評価項目の更新)など、学習のすべての側面において、学習者による自己管理が強まるように道を作ることを、しいては、自律した学習の機会をより増やすことを目的としている。この研究の結果、全体として、セルフ・トランスクリプションに関連するすべてのタスクは学生が好んで行ったが、学習ジャーナルおよび文字に起こしたスピーチの使い方に関しては、より明確な指示を必要としたことがわかった。

教員は、教科書に従って一連のスキルを教え、学生は、プレゼンテーションをすることで学習した内容を示すというのが、標準的なプレゼンテーションの授業である。推測ではあるが、学生がプレゼンテーションを学ぶ理由は、将来、職業上使用するスキルとして、日常の会話で、もしくは言語を学習する手段として必要だからということであろう。用いるアプローチはそのコースの目的によって異なる。

本稿では、英語の学習そのものを、プレゼンテーションの練習を通して手助けす

ることを意図したあるクラスを実施した結果を共有する。学生は、ふりかえりに基づいてスキル向上ができるよう設計された四つのタスクを実施することを求められる。本稿は、七つのセクションで構成される。最初のセクションでは、セルフ・トランスクリプションがなぜ有用かについて背景となる文献を紹介する。二番目のセクションは、セルフ・トランスクリプションについて、およびセルフ・トランスクリプションを意識向上の一助として利用する理論上の利点について述べる。三番目のセクションは、学習の目的、評価、および教員と学生がコース内でおこなったこと(手法など)について概要を説明する。四番目のセクションでは、前述の4つのタスクについて説明する。これらのタスクは、学生がすでに撮影したプレゼンテーションに基づいて振り返りの作業ができるようにするため、およびプレゼンテーションの評価項目を作成することで改善方法を計画できるようにするために実施される。すなわち、手を借りながら必要なプロセスを構築し、最終的にふりかえりを行う動もしくは実践へつなげることを目的とする。学生による実践の結果および考察は、五番目のセクションで述べる。ここで利用するデータは学生が実行した4つのタスクの結果から得たものである。六番目セクションで、半ば体系化されたインタビュー形式で学年末に行われたディスカッションについて述べる。七番目のセクションは、ティーチングとの関わり合いを結論として述べる。

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**Abstract:**

A series of recent studies on how students transcribe their own speech, or self-transcription, has led to improvements in language learning. The contents of this paper concern a pilot study using self-transcription in a first-year presentation workshop class for English majors (n=18) enrolled at Seisen University. The purpose of the study is to better understand how self-transcription, used in concert with other tasks, can be used as an aid for students to improve their own presentation performances. Presentations were video recorded on a phone and transcribed by the presenter. The presentations were later transcribed by a pair of peers so as to provide further feedback, and then reflected upon by the presenter with questions supplied by the teacher. These reflections were written in the student's learning journal, to be used during an end-of-term discussion. The reflections from each presentation were also recycled by the student to add or delete categories to their next presentation scoring rubric. The rubrics were used by the presenter's peers and the teacher for evaluation purposes. The aim was to create a way in which students could take more control over all aspects of their learning - planning (creating a rubric), doing (presenting), observing/reflecting (video recording, transcribing, and writing in a learning journal), and evaluating (updating

a rubric) - and, therefore, provide greater opportunity for self-directed learning. Results from this study indicate that, overall, students favored all of the tasks associated with self-transcription, but they required greater explicit instruction in how to use the learning journal and transcripts.

Keywords (Japanese) 「セルフ・トランスクリプション、発表、復習、体験学習法」

Keywords (English) Self-transcription, presentation, reflection, experiential learning

## Introduction

For many instructors teaching presentation classes, the normal procedure is to teach a series of presentation techniques from a textbook, and then for students to make a presentation to demonstrate what they have learned. The rationale for students doing presentations, presumably, is that they will need them; either as a skill that will be used in the workplace, in everyday conversation, or as a means for learning a language. The approach taken will depend on the purpose of the course.

In this pilot study, we share the results of a presentation class intended to explore how students could take greater control over all aspects of their learning English, planning-doing-monitoring-evaluating, though practicing presentations. Students were asked to do four tasks that were designed to encourage improvement based on self-reflection. This paper is divided into seven sections. The first section includes background literature into why self-transcription is beneficial. Section two explains self-transcription and theoretical justifications for using self-transcription as a scaffold to raise awareness. The third section is a brief overview of the course. This includes learning objectives, assessment, and what the teacher (the first author) and students did (i.e. the methodology). Section four describes the four tasks. These tasks were used to train students to reflect based on past documented performances, and plan improvement by creating presentation scoring rubrics. In short, the aim was to develop a scaffolded process whereby reflection led to action, or *praxis* (Stewart and Irie, 2012; 6). Results and discussion of students' praxis is provided in section five. Data used in this section is taken from student output of the four tasks. Section six regards an end-of-year discussion, which took the form of a semi-structured interview. Section seven concludes with teaching implications, which include the shortcomings of this approach as well as suggestions as to how it could be improved.

## Self-transcription

One possible reason for the recent activity in the increased use of students transcribing their own speech, or *self-transcription*, in EFL settings is that "... it allows students to re-examine their experience freed from the pressure of performing the task itself, so they can notice and reflect on the language used and encountered." (Stillwell et al., 2010; 445) Encapsulated in this benefit is the role of writing in self-reflection, which is hypothesized to make internal thoughts external (Roux, Mora and Tamez, 2012) and, therefore, easier for students to view and discuss.

There are several benefits attributed to self-transcription. Perhaps the most significant being that it helps improve grammar usage (Afsharrad and Benis, 2014; Lynch, 2001; 2007; Lynch and Maclean, 2001; McCormick and Vercellotti, 2013; Mennim, 2003; 2007; 2012; Stillwell et al. 2010; Stone, 2012; Swain and Lapkin, 2008). For example, self-transcription has been found to help with short-term (Mennim, 2003) and long-term (Mennim (2007) accuracy. In non-language areas, self-transcription is purported to increase students understanding of the processes of learning (Mennim, 2012), and to give greater control over their own learning (Lynch, 2001), more opportunities for learner autonomy (Cooke, 2013), and an increased awareness of goal-setting (Stillwell et al., 2010) These latter studies are of particular importance here as they indicate that self-transcription can be used as a tool for helping students become more efficient in their understanding of higher level cognitive skills.

## The learning cycle and self-transcription

Though there are various theories of learning that could be used to describe what self-transcription does, one that is of particularly relevant is Kolb's (1984) Experiential Learning theory. Kolb's theory is useful as it describes a simple four-step sequence (plan-do-observe-evaluate) that suggests a way for students to improve their learning. This four step sequence is often referred to as a learning cycle. In language teaching and learning contexts, Kolb's theory has influenced such areas of research as language learning strategies (e.g. Oxford, 1990), learner training (e.g. Dickenson, 1992), self-assessment (e.g. Ekbatani and Pierson, 2000), and self-transcription (eg. Dehaan et al., 2012).

## Course overview

The course overview is divided into three parts. In part one, learning objectives are explained and stated for the presentation workshop. In part two, a breakdown of the evaluation criteria is covered. In part three a summary of class activity is provided.

### *Learning Objectives*

The following information about Learning Objectives (hereafter LO) is derived from Teacher Support Services (The University of Guelph). A LO is usually a behavior that the students are expected to be able to perform by the end of the course. Useful LO contain three parts that help the student to better understand why and what the course is about. The first part is an action verb (Bloom et al., 1954) that usually states the cognitive level of learning expected. These action verbs are used to signal the type of learning that is expected from the student. The second part of LO concerns the content that students are expected to learn. The final part lists actual tasks that students will do to show their highest attainment of the behavior. This can be indicated in LO through the use of the word *by*, followed by a list of tasks that students will do. Below are four LO for the presentation workshop course.

By the end of the course, students will be able to:

- analyze their own learning by creating presentation scoring rubrics, reflecting on presentations using video recordings and transcription (both self- and pair-peer transcriptions), and keeping a record of what was learnt in their learning journal.
- create visuals that aid audience understanding of content by presenting with self-made posters and power point slides.
- apply presentation techniques learnt in class by making four presentations.
- critique their own learning by participating in an end-of-term discussion.

From the four learning objectives listed above, it should be noted that reflection is a major component of the course, and that students are expected to document their learning. All reflection, including the self-transcription, learning journal, and rubric are completed in English.

### *Assessment Criteria*

The second area of the course to be discussed is how students were assessed. As indicated above, students created a scoring rubric for each time they presented. To provide a starting point, the first scoring rubric was for their 1-minute self-introduction presentation, which was not counted as part of the final grade. This presentation was used in order for students to understand the feedback procedure. The procedure included giving the rubric to the teacher in advance, presenting, and then receiving spoken and written feedback, from the teacher, as the next student prepared. Table 1, below, provides an overview of the initial and modified version of the assessment criteria made after consultation with students. The main cause for the revision was that providing objective reasons for preparation proved to be too complex with the number of students in the class. Therefore, it was agreed that marks received for presentations would be the most appropriate way to objectively grade students' effort. The role of self-assessment will be discussed in section four.

Table 1: Initial and modified assessment criteria

Activity	Initial Assessment Criteria	Modified Assessment Criteria
Presentation 1	5%	10%
Presentation 2	10%	15%
Presentation 3	15%	20%
Presentation 4	20%	25%
Discussion	10%	30%
Preparation in English	40%	0%

### *Summary of class activity*

The class met a total of 28 times (in-class hours= 42 hours) over the course of the school year. Students were asked to do five presentations (one practice presentation (the one-minute self-introduction) that was not evaluated and four that were), as well as participate in an end of term discussion. A summary of in-class, as well as out of class activities can be found in Appendix A.

## **The four tasks**

More pertinent to the topic of this paper, Appendix A outlines the time frame for students to complete the four specific tasks used to help them become better learners through presenting. The first task was for students to video record their own presentations using the cameras on their phones. This was done by asking a friend to be a ‘camera woman’ during the presentation. The second task was completed as homework. Students were asked to transcribe their speech and to note any particular areas they believed to be in need of improvement or that they thought were completed particularly well. In the third task, students wrote these areas of strengths and weaknesses in their learning journal. As an aid to generate further insights from the transcripts, students were asked to give their phones to two other friends in the class. These students, working together, then transcribed the presentation. Afterwards they were to indicate simple errors they had noticed. The pair was also asked to state areas of the presentation they liked, and were encouraged to copy words/expressions in their learning journal that they would like to use in their own future presentations. The learning journal as a tool for reflection (Kerka, 1996; Moon, 2006) involves students writing about events and experiences that are relevant for them. The last task was to create a new presentation scoring rubric for their next presentation. The categories for the scoring rubric came from the areas that students identified as needing improvement or from areas that their peers suggested during the in-class peer transcription task. What to include in the rubric was left to the individual students. The remainder of this paper concerns the student output of these four tasks.

## **Results**

### *Video Recording*

Students were asked to video record presentations 2, 3, and 4. This was accomplished by students asking a friend to use the presenter’s phone. Though this was thought to be a simple task, some unforeseen difficulties did occur. For example, one student forgot her phone on the day of presenting and borrowed another student’s phone. However, in order to complete the transcription task, they needed to ascertain how to transfer the recording file. Other problems included uncharged phones and the initial learning of how to record a video.

*Transcription (self- and pair-peer)*

Students were instructed to do self-transcription as homework. For most students, this proved to be a simple task. As no transcription training was provided, almost all students' transcriptions resembled written text. This is quite common for those transcribing for the first time (Cameron, 2001). Particularly noteworthy was the inclusion of sounds that students did not make, such as the ending of words (especially the letter *s*), and the exclusion of sounds that were made, which occurred when students used *katakana* English.

To help students notice more about what they were doing during their presentations, pair-peer transcription was added. Interestingly, despite its success in other research settings (Cooke, 2013; Stillwell et al., 2010) this activity did not provide presenters with the level of increased insight anticipated. After focused teaching on specific areas, students continued to make rudimentary errors.

*Learning Journal*

After transcribing their presentations, students were asked to reflect on what they did well, what they did not do well, and the areas they wished to make improvement. The learning journal was one of the tasks that clearly illustrated the level of involvement of each student in the process of reflecting, as the following two examples demonstrate. They were taken from the end-of-the-year summary of areas that still required further improvement.

## Example 1

*I still need to improve to memorize. Because I didn't do well when I did presentation. Probably I was a little nervous. So, I want to memorize well when doing presentation in next year. I think that I have to prepare and practice well.*

## Example 2

*I want to speak smoothly in English and I want to speak clear voice.*

Though neither example demonstrates a high level of analysis, the student in Example 1 proposes a course of action for how she can show improvement. She understands that learning involves more than simply identifying problems.

The student in Example 2 is solely concerned with identifying areas to improve. No information is given on what needs to be done. This is discussed further in section seven (teaching implications).

Another important point was raised by the blind review, which was the important role of non-verbal cues in presentations. Given the visual nature of the recording of students' presentations, surely this would be one of the areas that students would reflect upon. However, very few comments were made regarding any form of non-verbal cue, other than eye contact. This is made more interesting as it was one of the areas that received explicit instruction. Tasks involving the use of posture, head, hand, and body movement were all conducted in class. It would seem, for these students at least, that this was not an area that they wanted to reflect on.

### *Student-created presentation scoring rubrics*

The final part of the four tasks was for students to create a scoring rubric for each of their presentations. This activity was meant to promote self-assessment, which includes the learner being involved in how (in this case) their presentations were to be evaluated. Self-assessment, as used here, is intended to inform students of how well they are improving when making a presentation. According to La Blanc and Painchaud (1985, as cited in Ekbantani, 2000; 3), two factors that make self-assessment particularly useful are:

1. concrete linguistic situations where the learner can self-assess their communicative ability.
2. good descriptors that will in turn produce good descriptive items.

Regarding these two factors, presentations are concrete as they are scripted. This, as in all written text, is in the form of a monologue that can be returned to for revision and editing over a period of time. Scripts can be distributed for discussion and changes made to the hard copy. Presentations can be recorded visually and on audio to be reconsidered, reviewed, or reassessed.

La Blanc and Painchaud's second point is about the need for good descriptors. As used here, a descriptor is an explanation of a presentation technique. The explanation can include good and bad examples of the technique, or it can be stated as different levels of acceptability. Descriptors

need to be accessible to the learner and in language that the learner is able to understand. One way to accomplish this is to have the students create the descriptors themselves after watching model presentations. This is one area where learners were not well guided, as reported by students in the end-of-year discussion.

### **End-of-year discussion**

A semi-structured interview, in the form of a four-student-group-plus-teacher discussion, was used to better understand how students felt about the four tasks. For the first half of the discussion, students were asked to prepare a written summary in English of what they had learned from the five presentations they had made; the practice presentation plus the four presentations that were evaluated. Students were asked to evaluate:

- areas that they had improved upon,
- areas that they still had trouble with, and
- areas that they wanted to focus on in the future.

These questions were repeated after each presentation and required more input than simply stating categories. For example, students knew that when expressing areas they had improved upon they were to include *how* they knew they had improved. In short, student preparation for the discussion was expected to be informed by past experiences.

In the second half of the discussion, students were asked to prepare by specifically writing their opinion of the four tasks. Unanimously, students found video recording their presentations to be beneficial. Of the few criticisms made, all were concerned with the sound quality. Students' reaction to self-transcription was mixed. Some felt that it helped focus their attention on the three areas (good and bad areas, and future focus), while others stated it was troublesome and time-consuming. Students found the learning journal the most confusing of the four tasks. Nine out of fifteen criticisms leveled at the learning journal regarded the teacher not providing enough explicit instruction in the purpose and method of writing in the learning journal. Regarding the presentation scoring rubric, most felt it was beneficial for learning presentation skills, but were unable to state why. Example 3, below, was written by one of the higher level English speakers in the class. She is able to state her opinion of

the rubric, but not provide reasons for why she thinks so. Additionally, she states that there are many things that can be learned from evaluating other students' presentations, but does not state what they are.

### Example 3

*Rubric – good – because that students evaluated ourselves is very good thing. I think we can learn many things to other student's presentation. So I need rubric.*

## Teaching Implications

The premise of this paper is that through structured reflection new, beneficial courses of action arise. This is not only true for students learning how to present, but for teachers seeking to improve their own practice. There are two areas that we see where changes would lead to improvement in learning. The first area concerns the four tasks, incorporating what students did in their presentations and their comments at the end-of-year discussion. The second area concerns how changes to the presentation types, primarily explicit instruction of genre, can further help the implementation of the four tasks.

### *Changes to the four tasks*

Below is a list of changes that will be made to the course with regard to the four tasks.

#### Video recording

- Train students to improve their camera techniques before video recording begins.
- Remind students to charge their phones before coming to class or suggest they bring a portable battery.

#### Self-transcription

- Suggest students transcribe not only what is said, but also include instruction on how to transcribe the accompanying verbal and non-verbal cues used.
- Make time for teacher + group discussion during the year to talk about how the transcripts can be used as a vehicle for noticing, especially about word choices.

### Learning journal

- After the first presentation, have students read each other's learning journal and then brainstorm how reflections can be expanded. On completion, explain why general comments on performances are not particularly helpful for making improvements.
- Explicitly state in writing what the learning journal is and how it will be used.

### Rubric

- As a whole class, start a Google document that includes categories students want to improve on and descriptors that indicate positive and negative aspects of performances.
- Indicate to students that they are to include a justification in the learning journal for including each of the categories in their rubric.

### *Changes to the course*

In this section are two areas of the course in which changes would help students complete the four tasks.

### Genre

- Explicitly teach the steps of each presentation genre used in class. This was done for presentation four and it made for more concise presentations. This would also help students reflect on past performances as it provides them with an additional category.
- Include genres not commonly taught in the presentation class, but which are found in everyday language use.

### Individual vs. pair presentations

- The first three presentations are currently done by individual students. For some students this is their first time to present in English. One way to make this easier is to have students work in pairs to do the same presentation; share preparation duties and script writing, but perform the presentation separately.

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Appendix A – A brief description of some in- and out of class activities

<p>Practice presentation – self-introduction                  Presentation description: students practice making a speech about themselves.                  Important points: 1 minute, individually done, no visual aids</p>		
<p><i>Before</i>                  Number of classes: 1                  In class: Teacher model’s self-introduction speech.                  Student brainstorm categories about what makes a good presentation.                  Home work: Students use categories from class to create first scoring rubric</p>	<p><i>During</i>                  Number of classes: 1                  Teacher: Provide individual feedback                  Home work: write in learning journal what was good/bad, and areas to improve</p>	<p><i>After</i>                  In class: Show teacher learning journal</p>
<p>Presentation one – Hometown                  Presentation description: students are asked to imagine that they are on the tourism board for their hometown. Important points: 1.5-2 minutes, individually done, pictures are allowed</p>		
<p><i>Before</i>                  Number of classes: 2                  In class: Students brainstorm what makes a town interesting.                  Teacher: Teacher model’s hometown presentation                  Teaching point: Grammar of point + support, Presentation = beginning, middle and end.                  Home work: Find pictures, make rubric and presentation</p>	<p><i>During</i>                  Number of classes: 1                  In class: Friend to video record presentation                  Teacher: provide individual feedback.                  Home work: students transcribe presentation, write in learning journal</p>	<p><i>After</i>                  In class: Teacher goes over common errors.                  Home work: Students research persons they respect.</p>

<p>Presentation two – A person you admire                  Presentation description: students talk about a person they admire. Important points: 2-2.5 minutes, individually done, poster presentation</p>		
<p><i>Before</i>                  Number of classes: 4                  In class: Fluency building: 4-3-2 (Nation and Newton, 2009), poster design (Murphy, unpublished), Starting a presentation, time order, Goal setting: SMART goal                  Home work: Rubric</p>	<p><i>During</i>                  Number of classes: 1                  In class: Friend video record, teacher provide feedback                  Home work: Transcribe and write in learning journal</p>	<p><i>After</i>                  Number of classes: 1                  In class: Pair-peer transcription, add to learning journal,</p>
<p>Presentation three – descriptive presentation                  Presentation description: open topic presentation in which students are pushed to be more descriptive (to use more adjectives, noun phrases, and adverbs).                  Presentation description: 2-2.5 minutes, individually done, poster presentation</p>		
<p><i>Before</i>                  Number of classes: 5                  In class: 4-3-2, The importance of being more descriptive                  Home work: Rubric</p>	<p><i>During</i>                  Number of classes: 2                  In class: Friend video record, teacher provide feedback                  Home work: Transcribe and write in learning journal</p>	<p><i>After</i>                  Number of classes: 2                  In Class: Pair-peer transcription, add to learning journal</p>
<p>Presentation four – Controversial topic                  Presentation description: students research a controversial topic, such as euthanasia or the 2020 Tokyo Olympics, and present on the pro's and con's.                  Important points: time limit left up to the student, done in groups, power point</p>		
<p><i>Before</i>                  Number of classes: 5                  In class: Group preparation                  Teacher: Model For &amp; against presentation                  Home work: Rubric</p>	<p><i>During</i>                  Number of classes: 2                  In class: Friend video record, teacher provide feedback                  Home work: Transcribe and write in learning journal</p>	<p><i>After</i>                  Home work: Prepare for discussion</p>