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**Promoting Metacognition through Peer-assessment  
in Junior High School English Classes**

教科教育専攻 英語教育専修

山村京子

指導教員 西本有逸

指導教員 Andrew Obermeier

## **ABSTRACT**

English education in junior high school has to introduce practical reforms according to the rapid change in society. It is essential for learners to reflect on their learning and understand what they can do well and what they should improve in order to establish goals and consider how to achieve them. Metacognition is said to play an important role for learners to successfully go through this process. The purpose of this study was to improve students' metacognition and awareness of otherness by giving and receiving peer-assessment of speech performances. When learners are evaluated by and evaluate others, they realize their own good points and weaknesses, think deeply about how to overcome the weaknesses, and make improvements. Peer-assessment affected the participants' metacognition that they reflect on themselves from others' viewpoint, compare their performances with others' and imitated desirable performance. The results showed that this process leads a learner to develop metacognition and self-regulation for learning.

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## **CHAPTER 1**

### **INTRODUCTION**

Students who create the society of the next generation are required to have and accept diverse points of views and to fully express themselves. English education in junior high school has to introduce practical reforms according to the rapid change in society. Students are required to gain creativity and the attitude to think critically in English in addition to seeking correctness and getting linguistic knowledge. To adapt the remarkable change, what are the crucial roles of education for students to enhance English skills that can be utilized in the future? According to the new Course of Study, the teacher's role is defined to let students acquire basic knowledge and skills and facilitate their ability to think, judge, and express to solve problems. Also, other important roles are to grow students' active attitudes toward learning and enhance collaborative learning with people from various backgrounds while optimizing their personality. To achieve these successes, a teacher has to facilitate students' autonomous and active participation in learning with reference to their interests such as giving opportunity to students to determine tasks and activities by themselves. In English classes, in detail, a teacher should make a task in which students organize their own thoughts analyzing given information and express them in English. Through this kind of task, students understand what they are learning by logically expressing their thoughts according to a purpose and situation of communication.

In order to accomplish this kind of higher proficiency, many researches conclude that students need to regulate their own learning. To establish goals and how to achieve them, it is essential for learners to reflect on their learning and understand what they can do well and what they should improve. Metacognition is said to play an important role for learners to successfully go through this process. This research investigated whether

metacognition can be improved by more than intrapersonal efforts. This thesis pursued careful investigation into others' roles for improvement of metacognition. It considered how to obtain the ability to conduct self-regulation of learning through cooperative learning. The teachers' role should be reconsidered during activities. In the experiments of this thesis, peer-assessment and self-evaluation in activities were conducted regarding presentations. The reflection sheet of the presentation contained instructions and questions to foster self-evaluation, advice, and feedback from peer-assessment.

The purpose of this study was to improve students' metacognition. While they are evaluated by others and evaluate others, they realize their own good points and weaknesses, think deeply about how to overcome the weaknesses and complete improvements. Students found themselves having various difficulties in speaking activities of both interaction and presentation. A teacher is a facilitator to help students find the difficulties and to support them to overcome them. The main significance of this study is to reveal current students' conditions and difficulties of correct reflection on themselves and to testify and systematically organize positive changes in students' metacognition through peer-assessment as an approach to the difficulties. This study was to aim at promoting metacognition by peer-assessment and to investigating how metacognition relates to enhancement of self-regulated learning.

Based on above features in this thesis, Chapter 2 explains about main factors of this study such as metacognition and self-regulation from previous researches, and also about assessment and evaluation, which are strongly related to the main factors. Chapter 3 illustrates concrete experimental methods and procedures. Chapter 4 analyzes data, and Chapter 5 discusses the results of analysis from the experiment. Chapter 6 is a closing chapter to state the final conclusions and suggestion of this study.

## **CHAPTER 2**

### **REVIEW OF THE LITERATURE**

#### **2.1 Metacognition and Self-regulated learning**

The word metacognition means our cognition about cognition. When you reflect on your daily life, you may realize that you notice you have contradictory thoughts and select strategies according to specific features of the problem to solve them. This process needs higher cognition than is usual, and this is called metacognition. We cannot only behave following the metacognition we have, but also have vast knowledge of cognition and apply the knowledge as necessary. Knowledgeable people knew the facts of human cognition about reflection on their own experiences before the word metacognition had been used. For example, Dewey (1933) considered specific characteristics of human thinking and emphasized the necessity and importance of training students to enhance reflective thinking in school education. Brown (1987) defined the origin of metacognition as a report by language data, self-regulation, peer-regulation, and executive control.

According to Hongo and Tazume (2018), three factors have been suggested as the components of mechanism of metacognition. They are knowledge, monitoring, and control. Knowledge about metacognition is knowing about concept of cognition, and it includes knowledge about how to learn and how to improve learning. Monitoring of metacognition means evaluating current conditions of one's cognitive activity and it includes judgement whether a learner is solving a problem smoothly or whether they understand the contents of which they are reading now. Controlling metacognition is regulating a certain aspect of ongoing cognitive activity and includes determining to apply a new way to solve difficulties or deeply considering what to answer for a question. (Dunlosky & Metcalfe, 2009).

Metacognition effectively works while a person controls his or her cognitive activity and monitors results of the activity in order to solve problems. The work of metacognition strongly relates to self-regulation and self-awareness. In summary, while the automatic process of cognitive function is proceeding, metacognition is a function to understand the condition of the process by indirectly monitoring it.

Piaget, a genetic epistemologist, claimed that children were gradually able to conduct self-regulation consciously consequent upon cognitive development (Piaget, 1976). Then he defined a process of three sequential stages of self-regulation. The first stage is autonomous self-control that lies in every act of knowing something. The second stage is behavioral self-regulation of trial and error. The last stage is conscious self-regulation. He concluded that the function of self-regulation is a central mechanism of growth and change and is essential for learning. He also insisted the concept of decentration, extrication of egocentrism that is a critical feature of the Preoperational Stage which enables children to do perspective-taking that children see things from other's viewpoint away from their own subjective viewpoint. Piaget (1970) demonstrated that it is not before the Concrete Operational Stage that children gradually develop decentration. Egocentrism is a great obstacle to be overcome in order for children to regulate their cognition. Existence of otherness plays a principal role for acquisition of self-regulation. The next section will describe other's important roles in school education.

## **2.2 Learner autonomy**

One aspect of autonomy involves the regulation of behavior by the self, and, indeed, etymologically it refers to self-regulation. Quite simply, the concept of autonomy is deeply linked to the problem of integration and the feelings of vitality and experiences of wholeness in functioning that accompany it. People will internalize a sense of competence, especially when they feel efficacy at an activity they have initiated or willingly undertaken. In other words, the full satisfaction of competence is enhanced when autonomy is collaterally satisfied. Similarly, people have the experience of relatedness and intimacy especially when others willingly care for them and/or they are willingly connected and caring for the other.

## **2.3 Learning Strategy and Metacognition**

Learners should interact with other learners as a resource of learning and this type of interaction is called academic help-seeking. Academic help-seeking is a learning style in which learners ask questions to intimate people like teachers or friends to overcome their weak points. At the same time, it is also an important opportunity to learn a problem-solving skill from others. The Zone of Proximal Development suggested by Vygotsky (1978) forms the basis of academic help-seeking. Through solving problems in interaction with others, learners acquire problem-solving skills and the ability of self-control and self-regulation, metacognition, which enables them to solve problems by themselves. However, not all learners successfully develop the ability of self-regulation by academic help-seeking. Only learners who have autonomous orientation toward learning can utilize hints which they have got during academic help-seeking when they approach problems by themselves. The purpose of academic help-seeking is to solicit support from others to

learn how to solve problems by their own. In educational settings, not only teachers have to facilitate learning each other but also they make students adopt an effective strategy to utilize others power by understanding individual's learning views and encouraging to solve problems by themselves.

## **2.4 Assessment and Evaluation**

Evaluation should be regarded as the starting point of a course rather than the closing point. Measurement is a manipulation to give numerical grade to observed performances. On the other hand, evaluation is a way to evaluate and integrate the results of numerical measurement and qualitative analysis by observation. Evaluation is not a one-way act of teachers to students. Teachers have to use evaluation in order for students to correctly evaluate themselves through the evaluation. It is important for students to have clear goals and objectives to learn and facilitate learning through understanding their own good points and improvement points by self-evaluation. In summary, evaluation conducted by students has characteristics of confirming orientation and motivation for learning and demonstrating proficiency of learning contents. Self-evaluation and peer-assessment should be conducted as well as teacher assessment in school education. Peer-assessment gives awareness from a new point of view which a teacher has not realized and it also promotes active attitude that students listen to others' performance and that they relatively evaluate their current proficiency.

Evaluation activity has a sequence of procedures as below. There are nine principle sequences of evaluation. This section shows the relation of the sequences with the experimental procedures which the author of this thesis conducted.

① ***Setting goals and objectives of learning English***

Decide what ability, way of thinking, or attitude students will acquire. In the experiment, the author understood participants' thoughts toward them through observing the answers of pre-questionnaire.

② ***Setting subordinate goals and objectives of evaluation***

Decide what to and how to evaluate. In the experiment, the author gave them rubrics before conducting a speech activity to make them understand evaluation criteria and their standards.

③ ***Selecting what to evaluate***

Decide materials to be evaluated to check whether students reach a goal. In the experiment, the author selected a writing about school trip in Okinawa as a material.

④ ***Selecting a situation of evaluation***

Select a situation for evaluation such as evaluating in a classroom or testing. In the experiment, the participants conducted self-evaluation and peer-assessment for presentation in a group in classroom.

⑤ ***Selecting an evaluation method and instruments***

Select detailed evaluation method and form. In the experiment, the participants conducted peer-assessment by giving numerical grades and advice for others' presentations based on criteria and standards of rubrics.

⑥ ***Collecting materials for evaluation***

Conduct test, interview or observation in classroom. In the experiment, the participants' presentation performances and their speech scripts were the main materials for evaluation.

⑦ ***Statistical processing and its interpretation***

Analyze data statistically and objectively interpret the data to grasp students' learning conditions. In the experiment, the author instructed the participants to provide fair, correct and objective evaluation and appropriate advice as possible so as to improve performances.

⑧ ***Detailed diagnosis***

Diagnose students' good and weak points or validity of instruction. In the experiment, the participants realized their good and weak points by the results of self-evaluation and peer-assessment. They improved performance and revised the original scripts and practiced presentation based on advice from peers.

⑨ ***Feedback on results of evaluation***

Conduct post-instruction to make evaluation activity meaningful for next learning. In the experiment, the participants presented revised speeches and conducted self-evaluation and peer-assessment. Also, they reflected the extent to which they reached their goals by answering questions in post-questionnaire. They described about what they had noticed through peer-assessment and what they would like to progress.

When evaluating students, validity and reliability should be confirmed. There are various types of evaluation such as self-evaluation and peer-assessment (one student evaluates his/her partner, or several students evaluate one student). Evaluation criteria and standards have to be clarified to all of the evaluators (teachers, or sometimes students) to

conduct successful evaluation. At this stage, interpersonal differences and intrapersonal differences should be taken into consideration. Teachers are more able to give continued support for students to fully realize what they have learned are useful and positive encouragement as well. It is essential for teachers to respect what a student can do well and deeply consider how to progress his/her learning by putting their good points as a central core for learning.

## **2.5 Activation of Peer-assessment**

Some characteristics of peer-assessment are similar to those of self-evaluation in that it facilitates students' autonomous learning by clarifying learning goals, and its evaluation tends to be subjective. On the other hand, peer-assessment has advantages that self-evaluation does not have. Unlike self-evaluation, which a speaker conducts alone, several evaluators can conduct peer-assessment. Also, peer-assessment evaluates other people and this can be more objective than self-evaluation. Although reliability and validity of peer-assessment are still controversial, the reliability of peer-assessment is ensured to some extent. Considering these characteristics, teachers can utilize peer-assessment in many ways. In cases where a teacher uses peer-assessment as a formative assessment, there are several ways of conducting assessment such as evaluating partner during pair work and group members separate into a speaker and evaluators to evaluate each other. The evaluator should use a check sheet which contains evaluation criteria and their standards. In addition, the check sheet should include comment sections to raise students' awareness toward listening. Compared to self-evaluation that facilitates students' reflection on their own performance and learning, peer-assessment helps students find something new or raise awareness toward their and others' performance and learning.

**2.5.1 Utilizing Rubrics for Evaluation and Assessment.** Brown (2017) describes constructions of rubrics. In language testing, a rubric takes one of two forms as follows: (a) Analytic Rubric with language behavior categories labeled on one dimension of a rectangular matrix and scores labeled on the other dimension; in the cells of the matrix each score level is described for each category in terms of the expected language performances for that score level and category, and (b) Holistic Version of the Rubric with scores labeled along one dimension of the matrix and descriptors supplied next to each score that describe the language behaviors expected at each score level in terms of expected language performances. In this master thesis, the author adopted (a) type of rubrics so that participants can confirm their good points and improvements and set achievement goals for each criteria. Tables 1 and 2 explain the examples of the two types of rubrics which were listed in Brown (2017).

Table 1

*The Example of (a) type, an Analytic Rubric for Scoring Written Letters in Brown (2017)*

| Category                                    | 4                                                                                                                        | 3                                                                                                                                     | 2                                                                                                                               | 1                                                                                                                                                                                      |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Salutation &amp; Closing</b>             | Salutation and closing have no errors in capitalization and punctuation.                                                 | Salutation and closing have 1-2 errors in capitalization and punctuation.                                                             | Salutation and closing have 3 or more errors in capitalization and punctuation.                                                 | Salutation and/or closing are missing.                                                                                                                                                 |
| <b>Length</b>                               | The letter is 10 or more sentences.                                                                                      | The letter is 8-9 sentences.                                                                                                          | The letter is 5-7 sentences.                                                                                                    | The letter is less than 5 sentences.                                                                                                                                                   |
| <b>Grammar &amp; Spelling (conventions)</b> | Writer makes no errors in grammar or spelling.                                                                           | Writer makes 1-2 errors in grammar and/or spelling.                                                                                   | Writer makes 3-4 errors in grammar and/or spelling                                                                              | Writer makes more than 4 errors in grammar and/or spelling.                                                                                                                            |
| <b>Capitalization &amp; Punctuation</b>     | Writer makes no errors in capitalization and punctuation.                                                                | Writer makes 2-4 errors in capitalization and punctuation.                                                                            | Writer makes 4-6 errors in capitalization and punctuation.                                                                      | Writer makes more than 6 errors in capitalization and punctuation.                                                                                                                     |
| <b>Neatness</b>                             | Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride. | Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care. | Letter is typed and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care. | Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly. |

Table 2

*The Example of (b) type, a Holistic Version of the Rubric for Scoring Written Letters in Brown (2017)*

| Score | Description                                                                                                                                                                                                                                                                                                                                                                                       |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | Salutation and closing have no errors in capitalization and punctuation. The letter is 10 or more sentences. Writer makes no errors in grammar or spelling. Writer makes no errors in capitalization and punctuation. Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.                                                    |
| 3     | Salutation and closing have 1-2 errors in capitalization and punctuation. The letter is 8-9 sentences. Writer makes 1-2 errors in grammar and/or spelling. Writer makes 2-4 errors in capitalization and punctuation. Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.                                       |
| 2     | Salutation and closing have 3 or more errors in capitalization and punctuation. The letter is 5-7 sentences. Writer makes 3-4 errors in grammar and/or spelling. Writer makes 4-6 errors in capitalization and punctuation. Letter is typed and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care.                                       |
| 1     | Salutation and/or closing are missing. The letter is less than 5 sentences. Writer makes more than 4 errors in grammar and/or spelling. Writer makes more than 6 errors in capitalization and punctuation. Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly. |

Brown also suggests what rubrics can measure. Among other things, rubrics can be used for scoring students' language abilities or for giving students feedback on their language learning progress or achievement in learning those language abilities. In particular, rubrics provide useful tools for assessing students' abilities to use their productive language skills of speaking or writing, or to use their productive and receptive skills (listening and reading) in interactions with each other. In curricula that include portfolios, or task-based activities (like writing an email, filling out a form, surviving a job interview, doing a presentation, etc.), rubrics can prove especially useful.

## **2.6 Literature Review of Searching Effects of Peer-assessment on Speaking Performance**

Fukazawa (2008) examined the validity of peer-assessment in high school education, compared to that of teacher assessment, in order to make assessment of speaking performance more practical. The number of subjects were 80 students who got rater training. The rater training session (explanation of peer assessment, evaluation practice, and evaluation trials) for the students was conducted to establish a clear picture of the assessment criteria as a rater for peers. The validity of peer assessment is examined from three perspectives: concurrent validity, face validity, and reliability. The results suggest that the validity of using peer assessment to evaluate students' speaking performance is similar to that of teacher assessment. The validity of peer assessment varies depending on students' English proficiency and peer assessment group size. The students' English proficiency caused a difference in validity, but the difference was considered to be quite small. In addition, there is a tendency that peer assessment grows more valid as group size increases. In the experiments of this master thesis, the author confirmed validity and reliability of peer-assessment by repeatedly conducting assessment by different peers (group members twice and a partner once). Peer-assessment was conducted three times and the participants received evaluation from a total of nine students.

Okada (2019) conducted an experiment in which the first grade of 45 university students combined presentations and conduct round-table discussion through group work in order to improve writing and speaking abilities, so as to facilitate generic skills, positive delivery, and intentionality. They conducted peer review and peer editing to ask questions and give advice. Next, they revise their presentation scripts based on the notice through

the advice. The concrete procedures were as follows. The students who chose the same presentation topic made a group and read each other's scripts. They list up opinions and similarities and differences of their writing styles between theirs. Lastly, they created a mind map with reference to example composition of an essay in a textbook. They made a presentation and listeners evaluate their performances using evaluation sheets. Finally, they reflected on their activities and learning and wrote freely about what they learned.

Examples of free descriptions were as follows:

“Opinion exchange enabled me to realize the way of thinking and expressing which I would never come up with by myself.”

“When I would evaluate others next time, I'd like to give each of them an appropriate evaluation.”

“I came to realize the desirable composition and phrases that make my presentation understandable to listeners.”

“When I heard others' speeches, I strongly understood that the evaluation varied depending on speaker's way of talking or atmosphere not depending on contents.”

These descriptions clearly showed peer review and peer editing raised learners' awareness of making a good presentation and conducting an appropriate assessment. Through this experiment, the students could use English in various activities. The students with high proficiency worked on these activities and sometimes helped other students with optimizing their knowledge and skills. Throughout the activities of peer review, peer editing, and group presentation (output), they promoted generic skills and realized what they were good at and not good at. They also realized that the generic skills should have been used not only to gain linguistic knowledge and writing and speaking skills but also to be activated with cross-curriculum skills.

## **2.7 Research Questions**

The main factors of this study were self-confidence, feedback, motivation, metacognition, and anxiety. The effect of conducting peer-assessment with rubrics on students' improvement of performances and on promotion of metacognition were examined. This study addressed the following research questions regarding the factors:

Research Question 1: How do evaluation and advice from peers through peer-assessment

raise students' awareness toward their self-confidence, feedback, motivation, metacognition, and anxiety?

Research Question 2: How do assessing and giving advice to peers influence metacognition?

Research Question 3: How does peer-assessment influence performance?

## **CHAPTER 3**

### **METHODS**

#### **3.1 Participants**

The participants of this experiment were 64 third grade junior high school students aged from fourteen to fifteen who belonged to a national junior high school in Kyoto city. (Class sizes were as follows: Class 1: 18 male students and 16 female students. Class 2: 19 male students and 15 female students.) The experimenter worked as their part-time teacher. Most of the participants were from the same elementary school which conducts combined education with the junior high school, and they had received English language lessons since the first grade. One of the goals was to be a student who could express oneself in English with creativity and with considering interlocutors. In junior high school, a goal is to promote the ability to actively express oneself with careful consideration for interlocutors. They receive 140 formal lessons per year and four lessons per week.

The characteristics of students through the experimenter's observation and the style of usual English lessons and activities through an interview to the teacher of English will be described. Students in both classes actively work on English lessons. As for speaking, many students try to express their thoughts to teachers and their friends with no hesitation. They try to speak English much as possible even though their utterances include some Japanese and grammatical mistakes. On the other hand, some students become silent during conversation. The English teacher asked the reason and some of them replied that they did not feel anxiety for speaking English but they could not come up with an appropriate word. Students of this type tended to literally translate complicated Japanese idioms. Generally, students actively engage in English lessons.

Some of the students were participants of the experiment of the author's graduation thesis (title: Self-Evaluation Using Rubrics Developed by Junior High School Students: The Effects on Learner Autonomy, Self-Efficacy, and Motivation) when they were the first graders. Also, they have known the author, T2 in usual English lessons, for more than a half year and they were expected to have active participation in this experiment. In addition, curriculum and schedule were taken into consideration and the two classes were selected.

The English teacher conducted various kinds of speaking activities, especially interaction among students. When students interacted with each other, their goals were, for example, asking questions and answering them, making reactions to interlocutor's story or keeping conversation for more than two minutes. He conducted pair/group activities that were effective to let his students master what they had learned. For example, students conducted English-English questions with partners to check the meanings of words and comprehension of the contents of a text. He supported his students with their disabilities in communication by scaffolding. In detail, he gave students a strategy to paraphrase what they could not express to much easier expressions. He also became a role model for students to show he could paraphrase difficult things to easier expressions which they could make using what they had learned. In addition to this, he mentioned page numbers that were worth being referred to. Through these instructions, students gradually made efforts to utilize what they had learned. As for writing, students helped each other in a group to choose more appropriate expressions and read writing one by one to point out grammatical mistakes and something that were difficult to understand. They share their writing products and checked each other's to improve writing skills and their contents.

### **3.2 About this Experiment**

This experiment was conducted during five weekly sessions. The pre-writing activity was conducted two and a half months prior to the main experiment by the English teacher. The school principle allowed this experiment to be conducted as a special activity. In the first experiment, students were informed that they would be participants for the author's experiment and that they would make a presentation about their school trip in Okinawa and then they conducted peer-assessments on each other's performances, which are the purpose and procedures of this experiment (see Appendix 1). This was their first time to conduct peer-assessment to others' writings and presentations. The English teacher agreed with conducting peer-assessment. Students had good relationships and few students were overly aggressive. The experimenter carefully instructed that they should not make aggressive comments that might hurt others feelings. Also, all of the participants agreed with an explanation regarding research ethics before starting the experiment.

### **3.3 Instrumentation**

**3.3.1 Pre- and Post-questionnaires, Rubrics, and Advice Sheets.** The experimenter created pre- and post-questionnaires to measure change or improvement in students' awareness toward self-confidence, feedback, motivation, metacognition, and anxiety (Appendices 2 and 3). The pre-questionnaire was conducted before the speech task and the post-questionnaire was conducted after the final speech task. One purpose of these questionnaires was to invest their learning situations. The main purpose was to compare their awareness toward the five factors between before and after the experiments in order to demonstrate the effect of peer-assessment as feedback on their metacognition. The numbers of valid responses in these questionnaires were sixty-four in total.

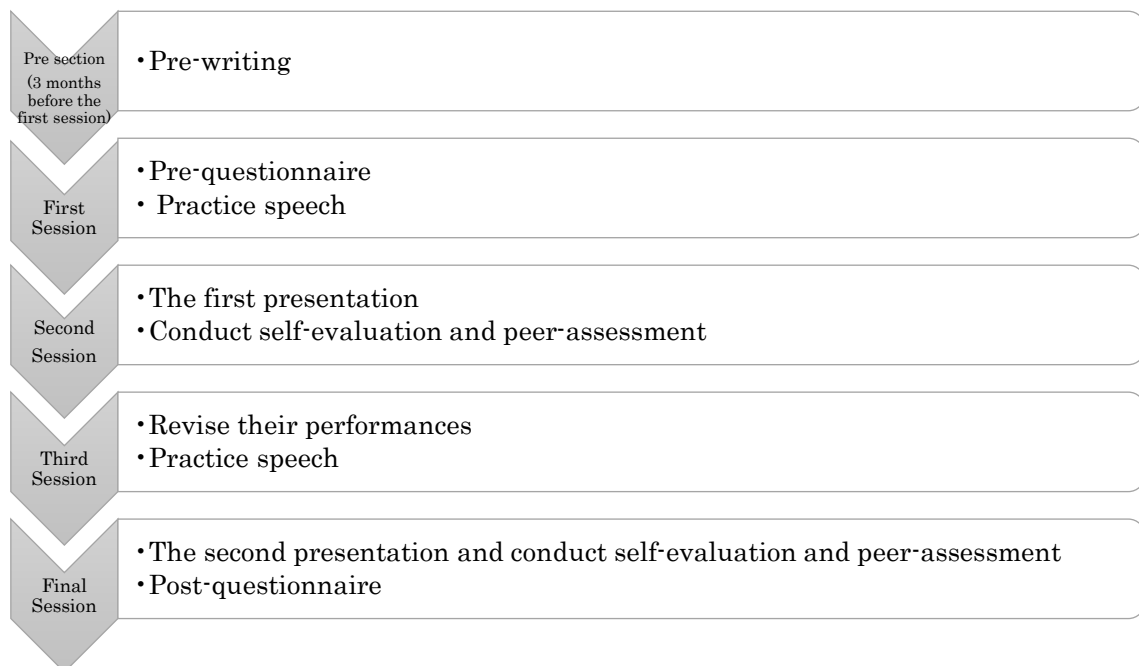
The original question items were about motivation for studying English, anxiety of speaking English, learner autonomy for learning English, metacognition for their own learning, self-efficacy of expressing themselves in English, and their thoughts about peer-assessment. Both questionnaires were composed of thirty multiple-choice questions, two multiple-choices about their goals and objectives of learning English and free descriptions (only in the post-questionnaire). The thirty questions employed a 4-point Likert scale for responses, ranging from “I think so” (4), “I would rather think so” (3), “I wouldn’t rather think so”(2) to “I don’t think so” (1). The original organization of factors and questions included in each factor were as follows. Questions 1 to 5 were about motivation, from 6 to 10 were about anxiety, from 11 to 15 were about learner autonomy, from 16 to 20 were metacognition, from 21 to 25 were about self-efficacy and from 26 to 30 were about peer-assessment (see Appendix 2).

The main materials of this experiment were the participants’ presentation scripts about their school trip in Okinawa which were already prepared in June (see Appendix 4). The rubrics given to students included criteria and their standards, which were points for evaluation, were developed based on the goals and objectives that the new Course of Study revised in 2017 claims. The rubrics utilized in this experiment included simple evaluation points and detailed descriptions for each achievement degree of these points, following Katayama (1994), who explained that the criteria and their standards should be clear for the participants. (See Appendix 5) There were two types of the advice sheets: a sheet including four-grade evaluation and descriptive advice for peers, which was used for evaluation of the first and the second speech (see Appendix 6) and a sheet including only descriptive advice for peers, which was used for evaluation of speeches in the third session of the experiment (see Appendix 7).

**3.3.2 Slides, Video Cameras, and a Reference Book.** The experimenter made slides to show experimental procedures to participants (see Appendix 1). These slides were used every time to clarify goals and procedures of each lesson. Also, four video cameras were used to record the participants' performances in order the experimenter to observe them later. Another teaching material was a "Jiko hyogen otasuke book" [a reference book to support self-expression]. The main English teacher, the experimenter, and the participants utilized this reference book to check and correct grammar.

### 3.4 Experimental Procedures and Schedules

The below figure and explanations show the research design and experimental procedures and the contents of activities in detail. It also explains which activity relates to a certain principles of sequence of evaluation/assessment listed in Chapter 2.



*Figure 1.* Schedule and procedures of experiments.

**3.4.1 Session 1: Pre-writing.** As a pre-writing activity, students wrote about their memories of school trip in Okinawa in June. The English teacher and the experimenter helped students correct mistakes. Before this class, the English teacher asked students some questions about school trip in Okinawa (the example questions are listed in 3.5) and the students answered those questions. The questions he asked will be shown next. They combined the answers to make a whole essay. They were also requested to clarify sentential forms (SV, SVO, SVC, SVOO, and SVOC) which were listed in Jiko hyogen otasuke book. [a reference book to support self-expression] In this class, he and the experimenter corrected grammatical mistakes (for example, tense, or sentential forms) and spell mistakes. Students completed the first draft for speech.

**3.4.2 Session 2: Pre-questionnaire and Practice of Speeches.** This pre-questionnaire contained six factors (motivation, anxiety, autonomy, metacognition, self-efficacy, and peer-assessment) and five questions for each factor (total 30 questions with four Likert scales). In this lesson, the experimenter explained the purpose of this study and procedures of performance activities. Students were given rubrics which showed criteria and standards of evaluation. In addition, students practiced their speech toward the presentation in the next lesson with their group members. Students were allowed to make small changes but not great changes to their speech scripts.

**3.4.3 Session 3: First Presentation.** Participants gave presentations to their group members (Each group had from eight to ten members). The presenter conducted self-evaluation and listeners in the same group conducted peer-assessment. Both assessments included numerical and descriptive evaluation (good points and improvement points). The participants received the results of self-evaluation and peer-assessment and reflected their speeches. They had to consider how to improve their performances next time.

**3.4.4 Session 4: Improvement.** Based on the results of peer-assessment, students considered how to improve their performances in the points of performance delivery, accuracy of linguistic knowledge (such as grammar and appropriate vocabulary), and coherence of the contents. They exchanged advice to improve performances with group members. They revised their speech scripts and practice the speech in a group. They changed pairs three times to practice their presentation. At this time, the evaluators gave peers only descriptive evaluation (good points and improvement points).

**3.4.5 Session 5: Second Presentation and Post-questionnaire.** Participants gave improved presentation to their group members. The presenter conducted self-evaluation and other listeners who belonged to the same group as the presenter conducted peer-assessment. Both assessments included numerical evaluation and descriptive evaluation (good points and improvement points).

All the participants received the results of self-evaluation and peer-assessment and reflected on their speeches. They compared the first and second results of peer-assessments. Finally, they answered the post-questionnaire which contained almost all the same questions as the pre-questionnaire. This one also had several free descriptions to ask participants about their achievements and awareness through peer-assessment.

### **3.5 The Questions Asked by the Main English Teacher Prior to this Experiment**

The questions were separated into two types: closed-end questions and open-end questions. The former ones were, for example, “Where did you go?, Who went there with you? When did you go there? Why did you go there? How long did you stay there? How did you get there? Where did you go on the first/second /third day? What did you do there (eat, see, try, enjoy)? Do you want to go there again?” The latter questions were, for

example, “What was the best part of your trip? Will you tell me about your homestay and your host family? What did you learn through this trip? What was the most beautiful thing in Okinawa? What food did you like the most? What did you enjoy the most? How did you feel when you visited the cave or the Peace Memorial Park? Did you meet someone interesting? What was the most interesting?” The teacher said that the former type of questions seemed to be useful for students to state facts or make a topic and the latter ones deepened what they had learned through their experiences.

Taking the experimental procedures and utilizing the instruments with careful consideration of participants’ personal and environmental contexts, the experiments were conducted on as schedule planned. The next chapter explains the results of the investigations, and presents the data which was collected during the experiments.

## CHAPTER 4

### RESULTS

#### 4.1 Results from the Pre-questionnaire

*4.1.1 Findings from Multiple Questions in the Pre-questionnaire.* In the pre-questionnaire, the experimenter conducted an investigation into the participants' awareness toward making a speech in English. There were two items: one was about the points they pay attention to when they make a speech (Figure 2), and the other was about the points students pay attention to in order to evaluate and give advice to peers' speeches (Figure 3). They chose three choices among the following nine choices.

- |                                              |                             |                |
|----------------------------------------------|-----------------------------|----------------|
| (1) Positive delivery toward presentation    | (2) Tone of voice and speed |                |
| (3) Accuracy of pronunciation and intonation | (4) Fluency                 |                |
| (5) Accuracy of grammar                      | (6) Vocabulary              | (7) Word order |
| (8) Appropriate contents on a given theme    | (9) Expressing my emotions  |                |

Figure 2 shows that (3) Accuracy of pronunciation and intonation, (5) Accuracy of grammar, and (2) Tone of voice and speed account for 60 % of total points. (9) Expressing my emotions and (1) Positive delivery toward presentation account for only 12 %. These data support a tendency that the attractive speech the participants imagined before the experiments was that of correct usage of linguistic knowledge rather than that of interaction with listeners. Few participants put importance on creating interaction with listeners and raising consciousness toward others during making a speech.

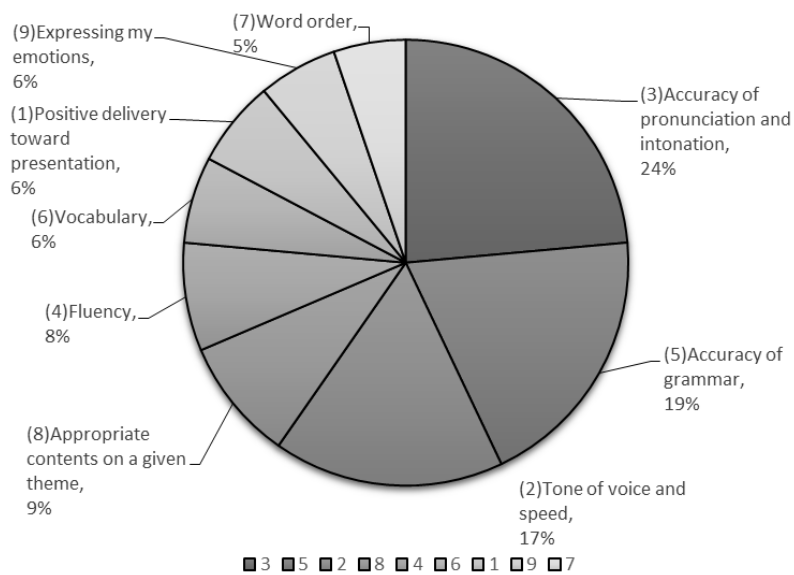


Figure 2. Points students pay attention to when they make a speech.

Figure 3 shows that (2) Tone of voice and speed, (3) Accuracy of pronunciation and intonation, and (5) Accuracy of grammar account for 50 % of total points. This result is similar to that of Figure 2. The participants former goal of speech was to use linguistic knowledge correctly when both they produce output and listen to others speeches in English. Their own achievement goals also work as a criteria to evaluate others.

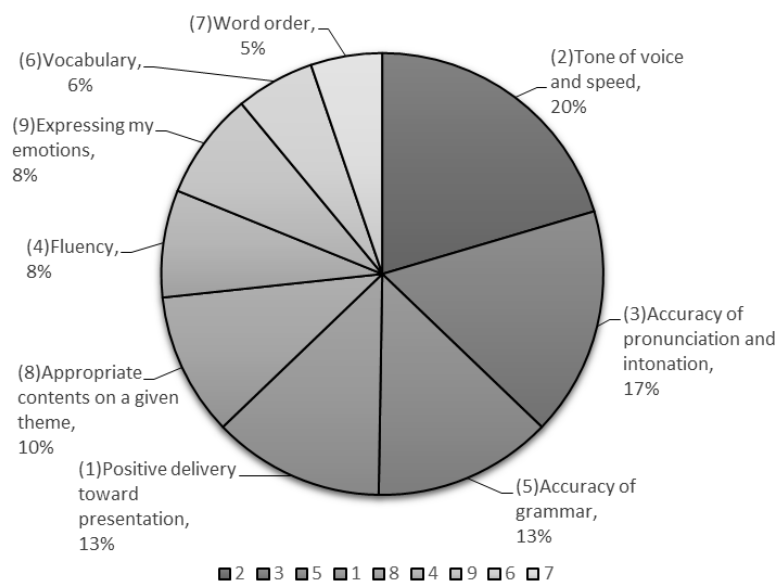


Figure 3. Points students care in order to evaluate and give advice to peers' speeches.

**4.1.2 The Results of Factor Analysis.** The purpose of this experiment was to investigate how and what effect peer-assessment work for improvement of learners' metacognition. To clarify the effect by comparative analysis of the data from pre- and post-questionnaires, 30 questions about the six factors were devised. To confirm factor relationships for complex concepts and verify the reliability of the grouping of the factors, a factor analysis was conducted with a method of maximum likelihood estimation and promax rotation. As a result of this exploratory factor analysis, the five factors shown in Table 3. The thirty questions were separately classified into these factors, which were slightly different from the original classification as the experimenter set for the pre-test (Appendix 2). These new factors were named Self-confidence, Feedback, Motivation, Metacognition, and Anxiety based on careful reinvestigation of the contents of the thirty questions. A one-sample  $t$  test on scores of each question item between pre- and post-questionnaires was conducted separately for the new factors. Question 11 and 27 composed an independent factor but there were poor relationships between the contents of these questions and these questions were excluded from almost all of the analysis.

As for reliability of factors on self-confidence, a group of questions from 21 to 25 was originally set up based on self-efficacy in the pre-questionnaire. As a result of factor analysis, a strong association among Q3, Q6, Q12, Q13, Q19, Q21, Q22, and Q23 was found. ( $\omega$  coefficient= .95 >  $\alpha$  coefficient= .93) They were common factors. This factor was renamed "self-confidence".

As for reliability of factors on feedback, a group of questions from 26 to 30 was originally set up based on peer-assessment in the pre-questionnaire. As a result of the analysis, an association among Q14, Q16, Q24, Q26, Q28, Q29 and Q30 was found. ( $\omega$  coefficient= .94 >  $\alpha$  coefficient= .91) They were common factors and renamed "feedback".

As for reliability of factors on motivation, a group of questions from 1 to 5 was originally set up based on motivation in the pre-questionnaire. As a result of factor analysis, an association among Q1, Q2, Q4 and Q5 was found. ( $\omega$  coefficient= .91 >  $\alpha$  coefficient= .85) They were common factors. This factor was renamed “motivation”.

As for the reliability of factors on metacognition, a group of questions from 16 to 20 was originally set up based on motivation in the pre-questionnaire. As a result of factor analysis, an association among Q15, Q17, Q18 and Q20 was found. ( $\omega$  coefficient= .67 >  $\alpha$  coefficient= .61) They were common factors. This factor was renamed “metacognition”.

As for reliability of factors on anxiety, a group of questions from 6 to 10 was originally set up based on anxiety in the pre-questionnaire. As a result of factor analysis, an association among Q7, Q8, Q9 and Q10 was found. ( $\omega$  coefficient= .64 >  $\alpha$  coefficient= .59) They were common factors. This factor was renamed “anxiety”.

Table 3

*The Question Items Included in the Five Factors Detected by Exploratory Factor Analysis*

| Item                                                                                                           | Factor Loading |
|----------------------------------------------------------------------------------------------------------------|----------------|
| <b>Self-confidence</b>                                                                                         |                |
| Q3. I like working with pairs or group members in conversation in English. (Interaction)                       | .94            |
| Q6. I can speak English without fear of making mistakes such as grammatical mistakes or mistakes of vocabulary | .79            |
| Q12. I proactively speak English to make myself understood by my teacher or friends.                           | .75            |
| Q13. I proactively express my opinions to solve problems in group activities.                                  | .67            |
| Q19. What I can't do well in a class will be my goal of the next lesson to achieve.                            | .62            |
| Q21. I feel at ease telling my thoughts and feelings to my teacher and friends.                                | .57            |
| Q22. I enjoy expressing what I want to say in English in English lessons.                                      | .56            |
| Q23. When I speak in English, I make deliberate attempts to make myself understood.                            | .52            |
| <b>Feedback</b>                                                                                                |                |
| Q14. It is important and effective for me to reflect on whether or not I achieved a goal of today's lesson.    | .90            |
| Q16. I can find the good points of my English thanks to my friends' advice and evaluation.                     | .89            |
| Q24. Advice and encouragement from my teacher and my friends' are essential when I speak English.              | .89            |
| Q25. When I receive evaluation and advice by my friends, they increase my motivation and I felt confidence     | .75            |
| Q26. Assessing and giving advice to my friends give positive effects on improvement of my speech.              | .68            |
| Q28. My motivation has promoted through assessing and giving advice to my friends.                             | .63            |
| Q29. I confirm myself to be understood by my friends while talking and also carefully listen to my friends.    | .60            |
| Q30. I accept the advice of my teacher and friends' and optimize them to improve my performance.               | .36            |

(Table continues next page)

| Item                                                                                                          | Factor Loading |
|---------------------------------------------------------------------------------------------------------------|----------------|
| <b>Motivation</b>                                                                                             |                |
| Q1. I'm interested in expressing my thoughts and feelings to my friends in English. (Presentation)            | .73            |
| Q2. I'd like to improve my English speaking skills, especially presentation. (Presentation)                   | .67            |
| Q4. I enjoy communicating with my friends in English. (Interaction)                                           | .65            |
| Q5. It is important to keep studying English because English may be useful in my future.                      | .56            |
| <b>Metacognition</b>                                                                                          |                |
| Q15. It is necessary to proactively practice English presentation outside the classroom.                      | .60            |
| Q17. I can find weaknesses of my English thanks to my friends' advice and evaluation.                         | .52            |
| Q18. I want to overcome my weakness and improve my                                                            | .46            |
| Q20. I always reflect on my English (vocabulary, pronunciation and contents of conversation) after            | .26            |
| <b>Anxiety</b>                                                                                                |                |
| Q7. I carefully examine whether or not my English is accurate (vocabulary or pronunciation) before I start to | .69            |
| Q8. When I speak in English, I'm anxious about how my teacher or friends evaluate my English.                 | .53            |
| Q9. I don't know whether or not my teacher or my friends understand what I'm saying in English.               | .51            |
| Q10. I hesitate to speak in English because I don't like to be pointed out my mistakes.                       | .31            |

Table 4

*Reliability Coefficient of All Five Factors*

|                      | Self-confidence | Feedback | Motivation | Metacognition | Anxiety |
|----------------------|-----------------|----------|------------|---------------|---------|
| $\alpha$ coefficient | .93             | .91      | .85        | .71           | .61     |
| $\omega$ coefficient | .95             | .94      | .91        | .77           | .67     |
| factor score         | .93             | .94      | .86        | .80           | .59     |

## 4.2 Comparison of the Five Factors: Research Question 1

Research Question 1: How do evaluation and advice from peers through peer-assessment raise students' awareness towards their self-confidence, feedback, motivation, metacognition, and anxiety?

A one-sample  $t$  test was conducted to evaluate whether the scores of five factors and questions included in the factors in pre-questionnaire were significantly different from those of post-questionnaire. " $p$ " represents the p-value and " $d$ " represents the effect size. Cohen (1988) explains the effect size  $d$  of 0.20 indicates a small effect, of 0.50 indicates a medium effect and of 0.80 indicates a large effect. His interpretation of effect sizes provides general benchmarks but Plonsky (2014) informed the numerical interpretation of effect sizes in second language research fields that are empirically based. In this research, the experimenter adopted the interpretation of effect sizes which Plonsky (2014) demonstrated. He defined a field-specific and empirically base scale for mean differences between groups,  $d$  values in the neighborhood of .40 should be considered small, .70 medium, and 1.00 large.

The results of comparisons between the five factors support the conclusion that every factor except for anxiety showed improvement. The self-confidence factor ( $t = 6.75$ ,  $p = .000$ ,  $d = .36$ ) with a small effect size, the feedback factor ( $t = 5.42$ ,  $p = .002$ ,  $d = .29$ ) with a very small effect size, the motivation factor ( $t = 2.30$ ,  $p = .025$ ,  $d = .38$ ) with a small effect size, and the metacognition factor ( $t = 3.11$ ,  $p = .002$ ,  $d = .26$ ) with a relatively very effect size showed significant differences between figures of pre- and post-questionnaires.

The question items whose figures increased by conducting peer-assessment were identified in the following procedures. The sections from 4.2.1 to 4.2.5 show the results of the t-test that conducted to analyze the comparison data between the pre- and post-questionnaires on the each five factors (self-confidence, feedback, motivation, metacognition, and anxiety). In addition to these statistical analyses, the participants' free descriptions were classified into several groups based on the five factors and qualitatively analyzed to support the results of the statistical analysis.

**4.2.1 Comparison of the Self-confidence Factor.** With alpha set at .01, question 6 “I can speak English without fear of making mistakes such as grammatical mistakes or mistakes of vocabulary and pronunciation.” had a significant difference ( $t(63) = 2.98, p = .004$ ). The Cohen's  $d$  of .43 indicates a small effect size. Question 19 “What I can't do well in a class will be my goal of the next lesson to achieve.” had a significant difference ( $t(63) = 2.16, p = .032$ ). The effect size  $d$  of -.37 indicates a small effect. Question 21 “I feel at ease telling my thoughts and feelings to my teacher and friends.” had a significant difference ( $t(63) = 3.57, p = .001$ ). The Cohen's  $d$  of .53 indicates a relatively small effect. Question 22 “I enjoy expressing what I want to say in English in English lessons.” had a significant difference ( $t(63) = 3.15, p = .002$ ). The Cohen's  $d$  of .44 indicates a small effect. Q 21 relates to the participants' anxiety of speaking English. The result shows that they felt less anxiety and enjoyed expressing themselves to other students when they speak English. One of the biggest reasons of this fact is the evaluators' efforts like using gentle and heartwarming words and phrases to encourage the speakers. Their encouragement made the speakers become more confident in themselves.

Participants' free descriptions that support the results are listed below.

"I got a better evaluation than I had expected."

"When I accepted peers' advice and raised consciousness of the point in the next speech, they approved of my improvement."

"Peers let me know what I would not come up with by myself. They praise me when I improved myself compared to the last speech, which makes me happy."

"I did better speech based on the peers' advice."

"I became confident in myself."

**4.2.2 Comparison of the Feedback Factor.** With alpha set at .001, the question 16 "I can find the good points of my English thanks to my friends' advice and evaluation." had a significant difference ( $t(63) = 4.09, p = .000$ ). The Cohen's  $d$  of .64 indicates a medium effect. The students could realize good points of their English from peer-assessment and wanted to improve the points more. A student stated his thoughts about receiving advice from peers writing "Advice from peers let me know why I have to improve my performance and how to do that."

Question 26 "Assessing and giving advice to my friends give positive effects on improvement of my speech." had a significant difference ( $t(63) = 2.41, p = .019$ ). The Cohen's  $d$  of .37 indicates a small effect.

Through conducting peer-assessment twice, they developed the ability to analyze peers' performances and tell good and bad points in their own words. Another positive effect of conducting peer-assessment on the evaluators themselves was found. Conducting peer-assessment was a good opportunity for the evaluators to reflect their own performances. The free descriptions below indicate that they incorporated peers'

good points and improvement points into their performances. It can be concluded that peer-assessment works positively toward metacognition.

“When I evaluate peers, I wonder I can do well in the speech.”

“Through evaluating peers, I can find my problems.”

“When I evaluate others, I reflect whether or not I can do well the points I emphasize.”

“I improved my performance based on my friends’ good ways of speaking.”

**4.2.3 Comparison of the Motivation Factor.** As shown in Table 5, question 1 “I’m interested in presenting my thoughts and feelings to friends in English.” had a significant difference ( $t(63) = 2.30, p = .025$ ). The Cohen’s  $d$  of .38 indicates a small effect.

Participants’ free descriptions that support the results are listed below.

“I realize it is very important to see listeners’ reactions to my speech.”

“English proficiency and the ability to communicate are necessary for me.”

“One of the peers suggested that I should add a closing sentence and I did so. Then I got positive reactions from my group members.”

Also, some free descriptions support the idea that the participants recognized the importance of improving their performances by gaining advice from peers.

“Advice from peers strongly connects to my improvement points.”

“I will accept the advice and try to improve next time.”

“Advice from peers are useful for me to overcome my bad points and promote my good points.”

“I want to improve my performance because my friends gave me advice.”

“My performance surely improved because my peers gave me advice which I would never know by myself.”

Data analysis and the free descriptions show that when they express their thoughts and feelings to others and they get reactions or feedback, an interaction between a speaker and listeners occurs and the speaker feels meanings of speaking English and increases motivation.

**4.2.4 Comparison of the Metacognition Factor.** With alpha set at .05, the question 20 “I always reflect on my English (vocabulary, pronunciation and contents of conversation) after lessons.” had a significant difference ( $t(63) = 2.22, p = .030$ ). The Cohen’s  $d$  of .38 indicates a small effect.

The participants’ free descriptions that support the results are listed below.

“I considered well how to improve the improvement points which I had not realized by myself.”

“I had a totally different awareness toward my speech performance.”

“I adopted my friends’ good points to my performance.”

“I found something that can be useful to improve my performance.”

“I improved my performance based on my friends’ good ways of speaking.”

“Advice from peers told me why I had to improve performance and how to do that.”

“I accepted opinions about improvement from peers because it is important to see speech from a listener’s viewpoint.”

They also realized their bad points from peers’ advice. They came to reflect correctness of grammar and contents of speech carefully when they spoke English in the second speech performance. They were not disappointed at their bad points but they accepted them and strongly motivated themselves to improve the points all the more. In the next section, the participants were separated into three clusters based on their level of metacognition and the change in metacognition in each cluster was analyzed in detail.

**4.2.5 Comparison of the Anxiety Factor.** No questions in this factor showed significant differences, however, the comparison of total figures in this factor between pre- and post-questionnaires showed significant difference.

Most of the participants' goals for the first speech were about correct usage of linguistic knowledge and they wanted to improve the correctness in the second speech. However, they put more importance on other points such as delivery. This change and their free descriptions indicate that they noticed that listeners checked their performance delivery and contents rather than their grammatical mistakes.

The participants' free descriptions that support the results are listed below.

"Most of the subjects of sentences in my scripts were "I" and I think I need to use various subjects like *it* or *they* to avoid repetition."

"I want to be able to come up with words more smoothly and make natural sentences."

The participants' anxiety was also about conducting peer-assessment.

"Although the content of my speech was good, but, after I receive peers' evaluation, as I had expected, my speech was not enjoyable for them."

"I got lower evaluation than I had expected, though I tried hard to improve."

"I hardly find advice or improvement points for peers."

"Neither good points nor bad points of others' were difficult to find for me."

"I'm also bad at the very point that I told to others."

Although question 27 "I can find good points of my friends' English and tell them to them." was not included in any factors but with alpha set at .01, this question had a significant difference ( $t(63) = 3.07, p = .003$ ). The effect size  $d$  of -.49 indicates a small effect.

Table 5

*Comparisons of the Five Factors and Questions Included in Each Factor between Pre- and Post-questionnaires*

|                 | M    |      | SD   |      | <i>t</i> | df  | <i>p</i> | <i>d</i> |
|-----------------|------|------|------|------|----------|-----|----------|----------|
|                 | Pre  | Post | Pre  | Post |          |     |          |          |
| Self-confidence | 2.61 | 2.96 | 0.96 | 0.94 | 6.75     | 511 | .000***  | .36      |
| Q3              | 2.86 | 3.17 | 1.10 | 0.97 | 1.91     | 63  | .060     | .30      |
| Q6              | 2.50 | 2.89 | 0.91 | 0.89 | 2.98     | 63  | .004**   | .43      |
| Q12             | 2.69 | 2.92 | 0.94 | 0.98 | 1.61     | 63  | .112     | .24      |
| Q13             | 2.61 | 2.91 | 0.94 | 0.38 | 1.95     | 63  | .056     | .32      |
| Q19             | 2.61 | 2.94 | 0.90 | 0.89 | 2.20     | 63  | .032*    | .37      |
| Q21             | 2.34 | 2.86 | 0.98 | 0.97 | 3.57     | 63  | .001**   | .53      |
| Q22             | 2.59 | 3.03 | 0.99 | 0.99 | 3.15     | 63  | .002**   | .44      |
| Q23             | 2.69 | 2.94 | 0.87 | 0.92 | 1.85     | 63  | .070     | .28      |
| Feedback        | 2.87 | 3.13 | 0.91 | 0.87 | 5.42     | 511 | .000***  | .29      |
| Q14             | 2.80 | 2.94 | 0.84 | 0.91 | 0.94     | 63  | .349     | .16      |
| Q16             | 2.45 | 3.09 | 1.02 | 0.97 | 4.09     | 63  | .000***  | .64      |
| Q24             | 2.94 | 3.17 | 0.85 | 0.81 | 1.74     | 63  | .087     | .28      |
| Q25             | 2.86 | 3.06 | 0.92 | 0.91 | 1.50     | 63  | .140     | .22      |
| Q26             | 2.94 | 3.25 | 0.91 | 0.80 | 2.41     | 63  | .019*    | .37      |
| Q28             | 2.69 | 2.89 | 0.96 | 0.95 | 1.56     | 63  | .124     | .21      |
| Q29             | 2.95 | 3.20 | 0.84 | 0.76 | 1.95     | 63  | .055     | .31      |
| Q30             | 3.30 | 3.39 | 0.73 | 0.75 | 0.85     | 63  | .400     | .13      |
| Motivation      | 2.75 | 3.13 | 1.05 | 0.93 | 2.30     | 63  | .025*    | .38      |
| Q1              | 2.75 | 3.13 | 1.05 | 0.93 | 2.30     | 63  | .025*    | .38      |
| Q2              | 3.23 | 3.34 | 0.94 | 0.86 | 0.69     | 63  | .490     | .12      |
| Q4              | 3.16 | 3.31 | 1.03 | 0.92 | 1.03     | 63  | .306     | .16      |
| Q5              | 3.70 | 3.72 | 0.49 | 0.49 | 0.18     | 63  | .854     | .03      |
| Metacognition   | 3.02 | 3.24 | 0.92 | 0.82 | 3.11     | 254 | .002**   | .26      |
| Q15             | 3.00 | 3.25 | 0.89 | 0.80 | 1.64     | 63  | .107     | .30      |
| Q17             | 3.06 | 3.20 | 0.94 | 0.86 | 0.95     | 63  | .344     | .16      |
| Q18             | 3.36 | 3.52 | 0.84 | 0.80 | 1.24     | 63  | .221     | .19      |
| Q20             | 2.61 | 2.94 | 0.90 | 0.83 | 2.22     | 63  | .030*    | .38      |
| Anxiety         | 2.81 | 2.72 | 0.95 | 0.98 | -1.31    | 255 | .193     | -.09     |
| Q7              | 3.02 | 2.97 | 0.86 | 0.85 | -0.36    | 63  | .721     | -.06     |
| Q8              | 3.03 | 2.75 | 0.89 | 1.02 | -1.92    | 63  | .060     | -.29     |
| Q9              | 3.00 | 2.89 | 0.85 | 0.95 | -0.80    | 63  | .429     | -.12     |
| Q10             | 2.19 | 2.27 | 0.92 | 0.95 | 0.58     | 63  | .563     | .08      |

Notes: (1) \*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$ ; (2) Scores were on a likert scale that ranged from 1 ("I don't think so.") to 4 ("I think so").

### **4.3 The Effect of Peer-assessment on Learners' Metacognition: Research Question 2**

Research Question 2: How do assessing and giving advice to peers influence metacognition?

Based on the average of total scores of metacognition factor (from Q16 to Q20) in the pre-questionnaire, the participants were classified into three clusters: high-metacognition cluster (18 participants), middle-metacognition cluster (31 participants), and low-metacognition cluster (15 participants). The score of metacognition of the participants in the high metacognition cluster (3.45 points) was much higher than that of overall participants (2.80 points). The score of metacognition of the participants in the low metacognition cluster (1.99 points) was much lower than that of overall participants (2.80 points). To investigate Research Question 3, high-metacognition cluster and low-metacognition cluster were selected to be analyzed in order to measure change in awareness toward the five factors (self-confidence, feedback, motivation, metacognition, and anxiety) and performance improvement.

The subsequent sections demonstrate the results of comparison of awareness change in the five factors (self-confidence, feedback, motivation, metacognition, and anxiety) and question items included in each factors between pre- and post-questionnaires. Considerable change was marked in the low metacognition cluster rather than the high metacognition cluster in all of the five factors. First, the cluster including high metacognitive students was analyzed and secondly, the cluster including low metacognitive students was analyzed.

***4.3.1 The Comparisons of the Five Factors and Questions Included in Each Factor between Pre- and Post-questionnaires in High Metacognition Cluster.*** A comparative analysis of the five factors detected by factor analysis and questions included in each factor between the pre- and post-questionnaires in the high metacognition cluster was conducted and obtained results are shown in Table 6.

The self-confidence factor had a significant difference ( $t(135) = 4.75, p = .000$ ). The Cohen's  $d$  of -.51 indicates a relatively small effect. The motivation factor had a significant difference ( $t(67) = 2.26, p = .027$ ). The Cohen's  $d$  of -.28 indicates a small effect. As Table 6 indicates that the students in the high metacognition cluster promoted self-confidence and motivation. Analyzing the questions included in these two factors, as for a comparison of self-confidence factor, question 19 had a significant difference ( $t(16) = 2.58, p = .020$ ). The Cohen's  $d$  of -.83 indicates a medium effect. Question 22 had a significant difference ( $t(16) = 2.59, p = .009$ ). The Cohen's  $d$  of -.88 indicates a medium effect. Also, as for a comparison of motivation factor, question 1 had a significant difference ( $t(16) = 2.22, p = .041$ ). The Cohen's  $d$  of -.66 indicates a relatively medium effect.

The members of this cluster already had high metacognition and did not show notable change in the metacognition factor. Changes in other factors such as feedback and anxiety factor were not also detectable after the second speech activity. In other words, receiving peer-assessment has little effects on metacognition and other related factors of students with high metacognition.

Table 6

*Comparison of the Five Factors and Questions Included in Each Factor between Pre- and Post-questionnaires in the High Metacognition Cluster*

|                 | M    |      | SD   |      | <i>t</i> | df  | <i>p</i> | <i>d</i> |
|-----------------|------|------|------|------|----------|-----|----------|----------|
|                 | Pre  | Post | Pre  | Post |          |     |          |          |
| Self-confidence | 3.02 | 3.42 | 0.86 | 0.68 | 4.75     | 135 | .000***  | .51      |
| Q3              | 3.12 | 3.53 | 0.93 | 0.62 | 1.95     | 16  | .069     | .52      |
| Q6              | 2.82 | 3.24 | 0.88 | 0.75 | 1.60     | 16  | .130     | .51      |
| Q12             | 3.29 | 3.53 | 0.72 | 0.62 | 1.00     | 16  | .332     | .34      |
| Q13             | 3.12 | 3.29 | 0.86 | 0.69 | 0.77     | 16  | .455     | .23      |
| Q19             | 3.00 | 3.59 | 0.79 | 0.62 | 2.58     | 16  | .020*    | .83      |
| Q21             | 2.77 | 3.06 | 0.97 | 0.83 | 1.16     | 16  | .264     | .33      |
| Q22             | 2.94 | 3.65 | 0.97 | 0.61 | 2.59     | 16  | .009**   | .88      |
| Q23             | 3.12 | 3.47 | 0.78 | 0.62 | 1.38     | 16  | .188     | .50      |
| Feedback        | 3.48 | 3.54 | 0.64 | 0.67 | 1.16     | 135 | .250     | .09      |
| Q14             | 3.18 | 3.29 | 0.64 | 0.85 | 0.62     | 16  | .543     | .16      |
| Q16             | 3.71 | 3.53 | 0.47 | 0.62 | 1.00     | 16  | .332     | -.32     |
| Q24             | 3.35 | 3.53 | 0.70 | 0.62 | 1.14     | 16  | .269     | .27      |
| Q25             | 3.53 | 3.59 | 0.62 | 0.62 | 0.57     | 16  | .579     | .01      |
| Q26             | 3.53 | 3.65 | 0.62 | 0.61 | 1.00     | 16  | .332     | .19      |
| Q28             | 3.35 | 3.35 | 0.79 | 0.86 | 0.00     | 16  | 1.000    | .00      |
| Q29             | 3.47 | 3.59 | 0.72 | 0.62 | 0.70     | 16  | .496     | .18      |
| Q30             | 3.71 | 3.77 | 0.47 | 0.44 | 0.57     | 16  | .579     | .13      |
| Motivation      | 3.54 | 3.72 | 0.68 | 0.57 | 2.26     | 67  | .027*    | .28      |
| Q1              | 3.18 | 3.65 | 0.81 | 0.61 | 2.22     | 16  | .041*    | .66      |
| Q2              | 3.47 | 3.71 | 0.72 | 0.59 | 1.73     | 16  | .104     | .36      |
| Q4              | 3.59 | 3.59 | 0.62 | 0.71 | 0.00     | 16  | 1.000    | .00      |
| Q5              | 3.94 | 3.94 | 0.24 | 0.24 | 0.00     | 16  | 1.000    | .00      |
| Metacognition   | 3.54 | 3.54 | 0.70 | 0.63 | .00      | 67  | 1.000    | .00      |
| Q15             | 3.53 | 3.65 | 0.62 | 0.61 | 0.62     | 16  | .543     | .19      |
| Q17             | 3.71 | 3.41 | 0.77 | 0.71 | -1.77    | 16  | .096     | -.40     |
| Q18             | 3.88 | 3.77 | 0.33 | 0.56 | -0.81    | 16  | .431     | -.26     |
| Q20             | 3.06 | 3.35 | 0.75 | 0.61 | 1.32     | 16  | .206     | .44      |
| Anxiety         | 2.91 | 2.68 | 0.99 | 1.04 | -1.71    | 67  | .092     | -.23     |
| Q7              | 3.41 | 3.12 | 0.71 | 0.86 | -1.23    | 16  | .236     | -.38     |
| Q8              | 3.24 | 2.77 | 0.75 | 1.15 | -1.58    | 16  | .134     | -.49     |
| Q9              | 2.94 | 2.88 | 1.09 | 0.99 | -0.21    | 16  | .835     | -.06     |
| Q10             | 2.06 | 1.94 | 0.83 | 0.83 | -0.40    | 16  | .696     | -.14     |

Notes: (1) \*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$ ; (2) Scores were on a likert scale that ranged from 1 ("I don't think so.") to 4 ("I think so").

**4.3.2 Comparisons of the Five Factors and Questions Included in Each Factor between Pre- and Post-questionnaires in Low Metacognition Cluster.** The comparative analysis of the five factors and questions included in each factor between the pre- and post-questionnaires in the low metacognition cluster was conducted and obtained results are shown in Table 7.

The self-confidence factor ( $t = 6.77, p = .000, d = .55$ ) with a small effect size, the feedback factor ( $t = 4.33, p = .000, d = .38$ ) with a small effect size, the motivation factor ( $t = 4.13, p = .000, d = .34$ ) with a small effect size, and the metacognition factor ( $t = 3.82, p = .000, d = .49$ ) with a small effect size showed significant differences between the figures of pre- and post-questionnaires. The anxiety factor did not show a significant difference. The significant differences of the four factors were shown with alpha set at .001.

Compared to the results in high metacognition cluster, every factor except anxiety showed significant differences in low metacognition cluster. Especially, first and second biggest effect size in the self-confidence and metacognition factors testify that the students in this cluster felt their improvement in self-confidence and metacognition. The next section examines the individual questions included in the five factors between pre- and post-questionnaires.

**4.3.3 Comparisons of the Five Factors in Low Metacognition Cluster.** As to self-confidence factor, question 3 had a significant difference ( $t(14) = 3.15, p = .007$ ). The Cohen's  $d$  of .52 indicates a small effect. Question 12 had a significant difference ( $t(14) = 2.26, p = .041$ ). The Cohen's  $d$  of .31 indicates a small effect. Question 13 had a significant difference ( $t(14) = 2.17, p = .048$ ). The Cohen's  $d$  of .57 indicates a small effect. Question 19 had a significant difference ( $t(14) = 4.68, p = .000$ ). The Cohen's  $d$  of

1.55 indicates a large effect. Question 21 had a significant difference ( $t(14) = 2.80, p = .015$ ). The Cohen's  $d$  of .80 indicates a medium effect. Question 22 had a significant difference ( $t(14) = 2.43, p = .029$ ). The Cohen's  $d$  of .57 indicates a small effect. As to feedback factor, question 16 had a significant difference ( $t(14) = 3.62, p = .003$ ). The Cohen's  $d$  of 1.15 indicates a large effect. Question 25 had a significant difference ( $t(14) = 2.43, p = .029$ ). The Cohen's  $d$  of .58 indicates a medium effect. As to motivation factor, question 1 had a significant difference ( $t(14) = 3.57, p = .003$ ). The Cohen's  $d$  of .67 indicates a medium effect. As to metacognition factor, question 20 had a significant difference ( $t(14) = 2.43, p = .029$ ). The Cohen's  $d$  of .50 indicates a small effect.

The students with low metacognition did not realize good points of their English at first, however, they came to notice the good points by receiving peer-assessment. Besides to their good points, the results and advice from peers made them notice weak points of their English and motivated them to improve the points as a goal. Peer-assessment is effective especially for learners with lower metacognition to let them realize their current proficiency including achievement and improvements and this realization through peer-assessment enables them to set goals. Lastly, as to anxiety factor, question 8 had a significant difference ( $t(14) = 2.26, p = .041$ ). The Cohen's  $d$  of .25 indicates a small effect. Question 9 had a significant difference ( $t(14) = 2.17, p = .048$ ). The Cohen's  $d$  of .54 indicates a small effect.

Table 7

*Comparison of the Five Factors and Questions Included in Each Factor between Pre- and Post-questionnaires in the Low Metacognition Cluster*

|                 | M    |      | SD   |      | <i>t</i> | df  | <i>p</i> | <i>d</i> |
|-----------------|------|------|------|------|----------|-----|----------|----------|
|                 | Pre  | Post | Pre  | Post |          |     |          |          |
| Self-confidence | 1.78 | 2.25 | 0.77 | 0.92 | 6.77     | 119 | .000***  | .55      |
| Q3              | 2.07 | 2.67 | 1.10 | 1.23 | 3.15     | 14  | .007**   | .52      |
| Q6              | 2.00 | 2.00 | 0.85 | 0.85 | 0.00     | 14  | 1.000    | .00      |
| Q12             | 1.87 | 2.13 | 0.83 | 0.92 | 2.26     | 14  | .041*    | .31      |
| Q13             | 1.80 | 2.27 | 0.68 | 0.96 | 2.17     | 14  | .048*    | .57      |
| Q19             | 1.47 | 2.53 | 0.64 | 1.74 | 4.68     | 14  | .000***  | 1.55     |
| Q21             | 1.53 | 2.07 | 0.52 | 0.80 | 2.80     | 14  | .015**   | .80      |
| Q22             | 1.67 | 2.13 | 0.62 | 1.00 | 2.43     | 14  | .029*    | .57      |
| Q23             | 1.87 | 2.20 | 0.74 | 0.78 | 2.09     | 14  | .055     | .44      |
| Feedback        | 2.26 | 2.58 | 0.88 | 0.85 | 4.33     | 119 | .000***  | .38      |
| Q14             | 2.13 | 2.47 | 0.83 | 0.83 | 1.58     | 14  | .136     | .40      |
| Q16             | 1.53 | 2.53 | 0.83 | 0.92 | 3.62     | 14  | .003**   | 1.15     |
| Q24             | 2.53 | 2.47 | 0.92 | 0.83 | -0.32    | 14  | .751     | -.077    |
| Q25             | 2.07 | 2.53 | 0.80 | 0.83 | 2.43     | 14  | .029*    | .58      |
| Q26             | 2.40 | 2.80 | 0.83 | 0.86 | 1.57     | 14  | .138     | .48      |
| Q28             | 2.07 | 2.33 | 0.80 | 0.90 | 1.74     | 14  | .104     | .32      |
| Q29             | 2.40 | 2.53 | 0.74 | 0.74 | 0.62     | 14  | .546     | .18      |
| Q30             | 2.93 | 3.00 | 0.80 | 0.85 | 0.44     | 14  | .67      | .08      |
| Motivation      | 2.45 | 2.82 | 1.11 | 1.03 | 4.13     | 59  | .000***  | .34      |
| Q1              | 1.80 | 2.47 | 0.94 | 1.06 | .357     | 14  | .003**   | .67      |
| Q2              | 2.33 | 2.67 | 1.05 | 0.98 | 2.09     | 14  | .055     | .33      |
| Q4              | 2.27 | 2.60 | 1.16 | 1.12 | 1.58     | 14  | .136     | .29      |
| Q5              | 3.40 | 2.53 | 0.63 | 0.64 | 1.00     | 14  | .334     | .21      |
| Metacognition   | 2.42 | 2.88 | 1.01 | 0.90 | 3.82     | 59  | .000***  | .49      |
| Q15             | 2.73 | 3.00 | 0.88 | 0.76 | 1.29     | 14  | .217     | .33      |
| Q17             | 2.20 | 2.80 | 0.94 | 0.94 | 1.96     | 14  | .070     | .64      |
| Q18             | 2.67 | 3.20 | 0.29 | 0.26 | 1.95     | 14  | .072     | .51      |
| Q20             | 2.07 | 2.53 | 1.03 | 0.83 | 2.43     | 14  | .029**   | .50      |
| Anxiety         | 2.75 | 2.58 | 1.00 | 1.00 | -1.74    | 59  | .086     | -.17     |
| Q7              | 2.73 | 2.67 | 1.03 | 0.90 | -0.32    | 14  | .751     | -.07     |
| Q8              | 2.60 | 2.33 | 1.06 | 1.11 | -2.26    | 14  | .041*    | -.25     |
| Q9              | 3.20 | 2.73 | 0.78 | 0.96 | -2.17    | 14  | .048*    | -.54     |
| Q10             | 2.47 | 2.60 | 1.06 | 1.06 | 0.70     | 14  | .50      | .13      |

Notes: (1) \*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$ ; (2) Scores were on a likert scale that ranged from 1 ("I don't think so.") to 4 ("I think so").

#### 4.3.3.1 A Comparison of Metacognition Factor in Middle Metacognition Cluster.

The comparative analysis of questions included in the original metacognition factor between the pre- and post-questionnaires in the middle metacognition cluster was conducted to compare the results of change in the metacognition factor among high, middle, and low metacognition clusters. The obtained results are shown in Table 8.

Table 8

*Comparisons in Metacognition Factor between Pre and Post Questionnaires in Middle Metacognition Cluster*

|               | M    |      | SD   |      | <i>t</i> | df  | <i>p</i> | <i>d</i> |
|---------------|------|------|------|------|----------|-----|----------|----------|
|               | Pre  | Post | Pre  | Post |          |     |          |          |
| Metacognition | 3.01 | 3.25 | 0.8  | 0.84 | 2.65     | 123 | .009**   | .30      |
| Q 15          | 2.19 | 2.97 | 0.60 | 0.20 | 3.58     | 30  | .001**   | .87      |
| Q 17          | 3.10 | 3.13 | 0.70 | 0.96 | 0.15     | 30  | .879     | .04      |
| Q 18          | 3.39 | 3.61 | 0.55 | 0.72 | 1.65     | 30  | .109     | .33      |
| Q 20          | 2.65 | 3.03 | 0.80 | 0.75 | 2.56     | 30  | .016*    | .50      |

\*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

Question 15 had a significant difference ( $t(30) = 3.58$ ,  $p = .001$ ). The Cohen's  $d$  of .87 indicates a medium effect. Question 20 had a significant difference ( $t(30) = 2.56$ ,  $p = .016$ ). The Cohen's  $d$  of .50 indicates a small effect. For students with middle metacognition, two questions in the metacognition factor showed significant differences.

**4.3.4 Improvement of Performance Graded in Low Metacognition Cluster.** This section examines the extent to which students with low metacognition improved their performances between the first and the second speeches through conducting and receiving peer-assessment. "Pre" means the first speech and "Post" means the second speech.

Firstly, change in evaluation assessed by peers was analyzed and its results are shown in Table 9. The delivery point had a significant difference ( $t(36) = 3.82, p = .001$ ). The Cohen's  $d$  of .77 indicates a medium effect. The sound point had a significant difference ( $t(36) = 3.61, p = .001$ ). The Cohen's  $d$  of .78 indicates a medium effect. They mainly improved delivery and sound points, which they received many advice from peers. This means the advice from peers affected the improvement points of those students' performances.

Table 9

*Comparisons between Grades of Criteria in the First and Second Speech by Peer-assessment in Low-metacognition Cluster*

|           | M    |      | SD   |      | $t$  | df | $p$    | $d$ |
|-----------|------|------|------|------|------|----|--------|-----|
|           | Pre  | Post | Pre  | Post |      |    |        |     |
| ①Delibery | 3.32 | 3.76 | 0.67 | 0.44 | 3.82 | 36 | .001** | .77 |
| ②Sound    | 3.38 | 3.81 | 0.68 | 0.40 | 3.61 | 36 | .001** | .78 |
| ③Grammar  | 3.81 | 3.92 | 0.40 | 0.28 | 1.43 | 36 | .160   | .32 |
| ④Contents | 3.81 | 3.92 | 0.40 | 0.28 | 1.43 | 36 | .160   | .32 |

\*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

Secondly, change in self-evaluation was analyzed its results are shown in Table 10. Only the sound point had a significant difference ( $t(12) = 2.74, p = .018$ ). The Cohen's  $d$  of .84 indicates a medium effect. They realized their pronunciation and intonation improved. Other criteria did not show drastic change partly because more and more students with low metacognition knew about themselves by peer-assessment, they thought they should have improved much more than they had been before so that they did not mark higher score on themselves.

Table 10

*Comparisons between Grades of Criteria in the First and Second Speech by Self-evaluation in Low-metacognition Cluster*

|           | M    |      | SD   |      | <i>t</i> | df | <i>p</i> | <i>d</i> |
|-----------|------|------|------|------|----------|----|----------|----------|
|           | Pre  | Post | Pre  | Post |          |    |          |          |
| ①Delibery | 2.92 | 3.15 | 0.49 | 0.56 | 1.39     | 12 | .190     | .44      |
| ②Sound    | 2.62 | 3.00 | 0.51 | 0.41 | 2.74     | 12 | .018*    | .84      |
| ③Grammar  | 3.00 | 3.39 | 0.58 | 0.51 | 1.59     | 12 | .137     | .71      |
| ④Contents | 3.00 | 3.23 | 0.41 | 0.60 | 1.00     | 12 | .337     | .45      |

\*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

Table 11 demonstrates the average scores of each criterion between self-evaluation and peer-assessment in the first and second speeches in low-metacognition cluster. They explicitly indicate that their self-evaluation in both first and second speeches were lower than those of peer-assessment.

Table 11

*Comparisons of Average Grades of each Criterion between Self-evaluation and Peer-assessment in the First and the Second Speech in Low-metacognition Cluster*

|           | Self-evaluation |      | Peer-assessment |      |
|-----------|-----------------|------|-----------------|------|
|           | Pre             | Post | Pre             | Post |
| ①Delivery | 2.93            | 3.15 | 3.32            | 3.75 |
| ②Sound    | 2.64            | 3.00 | 3.38            | 3.83 |
| ③Grammar  | 3.00            | 3.39 | 3.81            | 3.93 |
| ④Contents | 3.00            | 3.23 | 3.81            | 3.93 |

**4.3.5. Advice from Peers for Students with Low-metacognition.** In this section, the example advice for students with low-metacognition from peers is listed in Table 12. Many students could realize their weak points and improvements points. The below are examples of free descriptions with regard to the following question: “About the improvements which you made in the second speech, were being evaluated and receiving advice by your friends useful to you to improve your speech performance?” In the post-questionnaire, responses demonstrated that the advice from peers was useful for students with low-metacognition to recognize improvement points and achieve actual improvement in their speech performances.

Table 12

*Free Descriptions by Students with Low-metacognition about a Connection between their Improvement and Advice from Peers*

| <b>Advice from Peers</b>                                                                                                                                                                                                                                                                                              | <b>Students’ Free Descriptions</b>                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| “You should not always look down during your speech but you should sometimes make eye contact.” “You should make your face up.”<br>“Your voice should be louder.”<br>“Be careful with your intonation.”<br>“Your voice should be louder and more emotional.”<br>“Use gestures.”<br>“You should remember your speech.” | “I could realize improvement points for me.”<br><br>“One of my group members advised me to be more emotional and I achieved this improvement point by improving intonation.” |

(Table continues next page)

“Make eye contact with listeners.”

“Advice from peers were understandable  
for me to realize improvement points.”

“Speak more smoothly.”

“You should remember enough vocabulary.”

“You should make eye contact more than  
this time.”

“I realized that I did not  
make enough eye contact.”

“You should look around to tell your speech  
all listeners.”

“Your performance would be better if  
you make your face up.” “Make clear voice.”

“I received advice about eye contact.”

“Based on the reaction of listeners, you should  
adjust tone of your voice and facial expressions.”

“You should make enjoyable atmosphere.”

“I realized my weak points

“Your performance would be better  
if you use more gestures and make your face up.”

through advice from peers.”

“Make eye contact.”

“My friends let me realize important things  
which I could have not realized  
only by myself.”

“You should make your face up  
and see listeners.”

The following free descriptions were qualitatively analyzed to investigate how evaluation and advice from peers affected students' metacognition. As Ushiro (2015) claims, peer-assessment facilitated students to raise awareness toward their English proficiency and performances. Many free descriptions ensured the effectiveness of peer-assessment that it is not until they receive peer-assessment that they realized good and weak points of their English. Peer-assessment makes positive contribution to learners' objective reflection on themselves. In the peer-assessment conducted in this research, the three important effects on the students' metacognition were suggested. The first one is reflecting oneself from others' viewpoint, the second one is comparing others with themselves and the last one is imitating or introjecting others' desirable features into themselves. The following free descriptions were classified based on these three points to testify that the students actually got these effects and were benefited from them.

#### Reflecting on oneself from others' viewpoint

"I noticed many things about my performance from different viewpoints."

"It's good to know my good and bad points from others' point of view."

"How and what I regard myself and how and what others regard myself are totally different."

"Some advice was what I already know but others were new to me. I noticed new things about myself."

"A point which I thought was good was a weak point for listeners. It was surprising for me but was instructive at the same time."

"Peers found bad and weak points of my English."

"Advice from peers let me know why I have to improve my performance and how to do that."

“I can reflect on myself objectively through peers’ advice.”

“Through evaluating peers, I can find my own problems.”

“The advice from peers are objective and reliable opinions.”

“I realize how others see me when I evaluate others.”

“I accepted opinions about improvement from peers because it is important to see speech from a listener’s viewpoint.”

#### Comparing others with themselves

“I compared my performance with others’ and I fear I did not conduct fair peer-assessment.”

“When I evaluate peers, I wonder I can do well in the speech.”

“Lots of the advice for peers can be applied to myself as well.”

“Everyone has similar problems to improve such as eye contact and remembering scripts.”

“When I evaluate others, I reflect whether or not I can do well the points I emphasize.”

“When I evaluate others, I can reflect on myself at the same time.”

#### Introjecting others’ desirable features into themselves

“I adopted my friends’ good points to my performance.”

“I found something that can be useful to improve my performance.”

“I improved my performance based on my friends’ good ways of speaking.”

Table 13

*Top Fifteen Frequent Words in Free Descriptions that Relate to Metacognition*

| verb, noun, adjective, and adverbs |                  |    |                |
|------------------------------------|------------------|----|----------------|
| 1                                  | self (14)        | 9  | realize (2)    |
| 2                                  | think (6)        | 10 | objective (2)  |
| 3                                  | understand (5)   | 11 | consider (2)   |
| 4                                  | other people (4) | 12 | viewpoint (2)  |
| 5                                  | advice (3)       | 13 | weak point (2) |
| 6                                  | see (3)          | 14 | compare (2)    |
| 7                                  | different (2)    | 15 | friend (2)     |
| 8                                  | challenge (2)    |    |                |

( ) shows the number of times the word is used

Knowing others means also knowing ourselves. Some students had fewer opportunities to be taught what they can do well and what they cannot do well by teachers or peers in English classes so that they could not grasp their good and weak points of their English. In this experiment, those students evaluated peers and compare them with themselves. This opportunity let them know good and weak points of their English. From receiving and conducting peer-assessment and advice from and for peers, they firmly understood these points. Also, admiring others and pointing out others' weaknesses precisely affected promotion of their metacognition. Peer-assessment was surely effective for students with low metacognition to spirally ensure their growth of ability to evaluate others accurately and enhancement of their metacognition to objectively reflect on themselves.

#### **4.4 Comparison of Grades between the First and the Second Speech Performances:**

##### **Research Question 3**

Research Question 3: How does peer-assessment influence performances?

In this section, the comparative analysis between the first and the second speech performances were conducted to find out the improvement in the four criteria: Positive delivery toward speaking while considering listeners' reaction; Correct stress; Intonation and pronunciation, Accurate usage of learned grammar and other linguistic knowledge, and Well-organization of thoughts and feelings, or facts on a provided theme. In addition to this analysis, peers' advice and the participants' improvement points were valuable sources to test the results. First, the comparison of grades through peer-assessment was investigated and secondly, that of self-evaluation was investigated.

**4.4.1 Improvement of Performance Graded by Peer-assessment.** This section describes the statistical data of the change in the participants' numerical grades, which were evaluated by peer-assessment, between the first speech and the second speech. The evaluators evaluated peers on a scale of A to D for each criterion. The grade A is the best performance and the grade D was the worst. In order to statistically compare average scores of each criterion between the evaluation of the first speech and the second speech, the A-D grades were converted into numerical scores: the grade A is identified with 4 points, the grade B is identified with 3 points, the grade C is identified with 2 points, and lastly, the grade D is identified with 1 point.

According to Table 14 the delivery point ( $t = 4.78, p = .000, d = .53$ ) with a small effect size, the sound point ( $t = 4.82, p = .000, d = .51$ ) with a small effect size, the grammar point ( $t = 2.83, p = .005, d = .31$ ) with a small effect size, and the contents point ( $t = 2.37, p = .019, d = .23$ ) with a small effect size showed significant differences between the first and the second speech. These results indicate that the participants' performances showed improvement in all of the four points.

All of the criteria showed progress. Particularly, the progress in the delivery and the sound points were remarkable. The progress in the grammar and the contents points were significantly improved but these improvement were smaller than that of the delivery and the sound points. Evaluating the delivery and the sound points requires different cognitive ability from evaluating the grammar and the contents. The delivery and the sound points are easily observable because these parts of performance are visible and audible. The other points require higher cognition such as careful attention and consideration to judge evaluation. Most of the participants add changes to their delivery and improved pronunciation because evaluators can detect explicit improvements. As networks of co-occurrence clearly report that most of the advice were about the delivery of performances. Therefore, the participants managed to improve the point. Evaluation of the grammar and the contents points estimates heavy burden for evaluators so that it requires more appropriate methods and procedures to evaluate successfully. It also needs a long time to achieve enough skills to evaluate the points. The example advice about grammar and contents were analyzed in 4.4.5.

Table 14

*Comparisons between Grades of Criteria in the First and Second Speech by Peer-assessment*

|           | M    |      | SD   |      | <i>t</i> | df  | <i>p</i> | <i>d</i> |
|-----------|------|------|------|------|----------|-----|----------|----------|
|           | Pre  | Post | Pre  | Post |          |     |          |          |
| ①Delivery | 3.37 | 3.72 | 0.81 | 0.49 | 4.78     | 169 | .000***  | .53      |
| ②Sound    | 3.59 | 3.84 | 0.56 | 0.40 | 4.82     | 169 | .000***  | .51      |
| ③Grammar  | 3.81 | 3.91 | 0.40 | 0.28 | 2.83     | 169 | .005**   | .31      |
| ④Contents | 3.78 | 3.87 | 0.43 | 0.34 | 2.37     | 169 | .019*    | .23      |

\*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

**4.4.2 Improvement of Performance Graded by Self-evaluation.** This section describes the statistical data of the change in the participants' numerical grades, which were evaluated by their own self-assessment, between the first speech and the second speech. As similar to the peer-assessment, conversion of the A-D grades into numerical scores was adopted for the results of self-evaluation.

According to Table 15, the delivery point had a significant difference ( $t(59) = 2.46$ ,  $p = .017$ ). The effect size  $d$  of .41 indicates a relatively medium effect.

Totally different from peer-assessment, the results of self-evaluation showed no points except for the delivery point significant progress in the second speech performance compared to the first speech performance. The participants improved the point which they were given advice and their improvement points were positively recognized by peers the next time so that they made higher grades for themselves.

Table 15

*Comparisons between Grades of Criteria in the First and Second Speech by Self-evaluation*

|           | M    |      | SD   |      | <i>t</i> | df | <i>p</i> | <i>d</i> |
|-----------|------|------|------|------|----------|----|----------|----------|
|           | Pre  | Post | Pre  | Post |          |    |          |          |
| ①Delivery | 2.87 | 3.17 | 0.68 | 0.79 | 2.46     | 59 | .017*    | .41      |
| ②Sound    | 2.93 | 3.10 | 0.63 | 0.84 | 1.37     | 59 | .176     | .23      |
| ③Grammar  | 3.25 | 3.35 | 0.65 | 0.86 | 0.80     | 59 | .427     | .13      |
| ④Contents | 3.20 | 3.30 | 0.61 | 0.87 | 0.81     | 59 | .419     | .13      |

\*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

As Tables 16 gives a clear conclusion that average grades of each criterion scored by self-evaluation are lower than those of peer-assessment in both the first and second speech. “Pre” means the first speech and “Post” means the second speech.

Table 16

*Comparisons of Average Grades of each Criterion between Self-evaluation and Peer-assessment in the First and Second Speech*

|           | Self-evaluation |      | Peer-assessment |      |
|-----------|-----------------|------|-----------------|------|
|           | Pre             | Post | Pre             | Post |
| ①Delivery | 2.87            | 3.17 | 3.37            | 3.72 |
| ②Sound    | 2.93            | 3.10 | 3.59            | 3.84 |
| ③Grammar  | 3.25            | 3.35 | 3.81            | 3.91 |
| ④Contents | 3.20            | 3.30 | 3.78            | 3.87 |

**4.4.3 The Change of the Participants' Goal Settings.** Through receiving peer-assessment, the participants realized some improvement points of their performances. This perception motivated them to adjust achievement goals of speech performance in addition to their former goals which they listed in the pre-questionnaire.

Figure 2, which appeared in 4.1.1 Findings from Multiple Questions in the Pre-questionnaire, showed that 60% of the participants' goals were (3) Accuracy of pronunciation and intonation, (5) Accuracy of grammar, and (2) Tone of voice and speed. (9) Expressing my emotions and (1) Positive delivery toward presentation accounted for only 12 %. Their main goal for the first speech, which means before participating in this experiment, was using correct linguistic knowledge. As a result of the experimental treatment, however, the percentages of the (3) Accuracy of pronunciation and intonation, second (4) Fluency, and (1) Positive delivery toward presentation places were almost the same (Figure 4). (5) Accuracy of grammar was high in rank before this experiment but after the experiment, this point went down to the seventh place from the second place. The order of rank greatly changed. (4) Fluency and (1) Positive delivery toward presentation were the points to which the participants frequently received advice. The participants added the goals related to (4) and (1) to the original goal of (3) Accuracy of pronunciation and intonation. They realized the necessity of improving the points which they were advised to do so by peer-assessment. Therefore, their new goals after this experiment included these points. In conclusion, the evaluation and advice from peer-assessment significantly affected on the students' setting achievement goals toward making a speech in English.

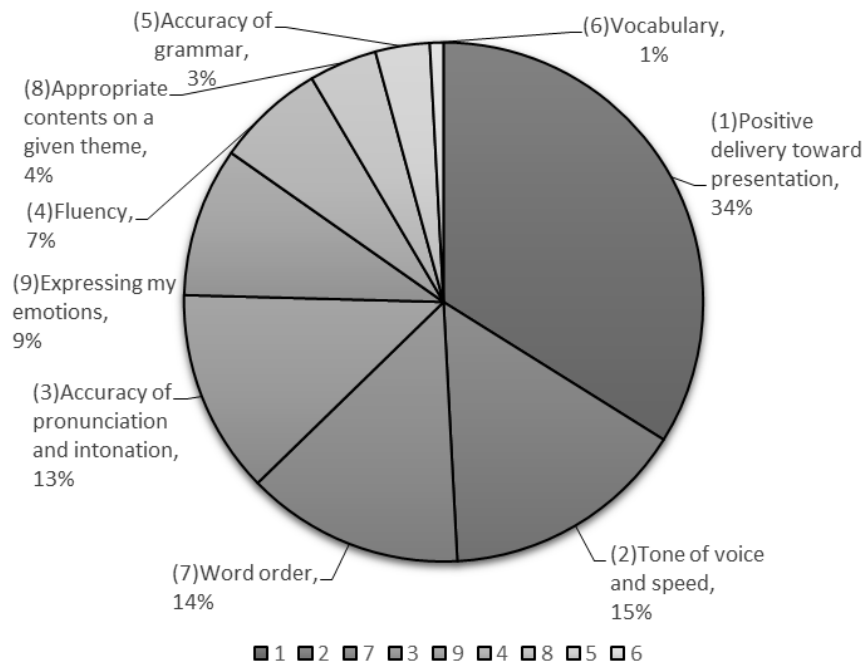


Figure 4. Participants' improvement points between the first speech and the second speech.

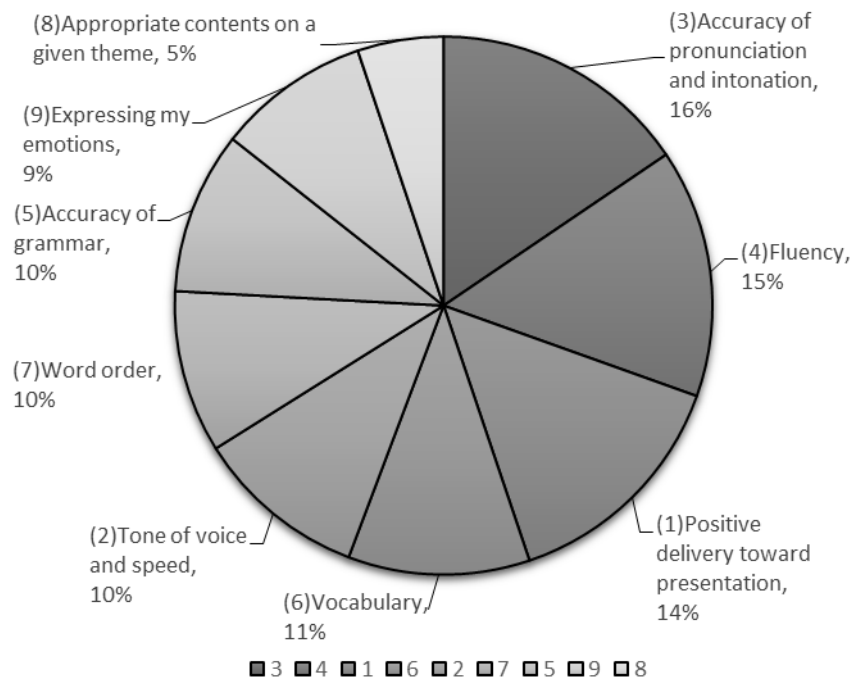


Figure 5. Points students want to improve next time they make a speech.

#### ***4.4.4 Qualitative Analysis of Participants' Speech Scripts (Word Frequency).***

Table 17 shows the results of text mining which indicated comparison of word frequency in participants' speech scripts between the first and the second speeches. KH Coder was used for this qualitative analysis. From first to tenth frequent words are listed. Four part of speech: verb, personal pronoun, interrogative (or relative clause), and tag were selected because they showed marked changes in the number of times the participants used words.

According to Table 17, 8 of word frequency of personal pronouns should be paid attention. In the first speech scripts of all of the participants, they used "you" only ten times in total, however, they used "you" forty-one times in the second speech scripts. This increase in number of usage of "you" indicates that the participants improved consciousness of listeners. In detail, they put "you" in sentences in order for listeners to share their enjoyable experiences as an agent who performed the action (the experiences) in the sentence. Example sentence were "What was the best food of your trip?", "if you go to Okinawa again, you will say "I want to go there again!" I will guarantee it", or "Some of you enjoyed snorkeling and saw wonderful fish." These ideas of interacting with listeners during their performances enriched their speeches.

An increased usage of tag (question mark) means they added questions and greeting to listeners. For example, "Do you want to go there again?", "Did you enjoy your school trip?", "Have you ever tried sataandagi?", or "Thank you for listening." In the former speech scripts, most of the students' topic sentence was "I went to Okinawa." Compared to this former topic sentence, they used hook to grab the listeners' attention, which means they reorganized their scripts on the basis of the typical style of essay writing. On the other hand of increased usage of "you", they decreased the number of times they used "I", the first person singular, from 474 to 460 times. One of the reasons of this is that they

deeply considered how to make their speeches more objective and less subjective so as to be fully understood. As a result of this attempt, they made quantitative and qualitative changes in personal pronoun in a sentence. However, another reason of change in subject was to avoid repetition of the same sentence structure.

Table 17 does not include comparison of word frequency in adjectives and adverbs. From the first place to the tenth place of most frequent adjectives and adverbs were respectively the same and the times they were used were almost similar. However, the numbers of kinds of adjectives and adverbs showed differences between the first speech scripts and the second speech scripts. The number of kinds of adjectives increased from 76 to 81 and those of adverbs increased from 26 to 30. These increase in number of kinds of adjectives and adverbs indicates that qualification of nouns and verbs were effectively conducted to enrich information, their feelings, and their thoughts in the contents.

Table 17

*The Comparison of the Most Ten Frequent Words (Verb, Personal Pronoun, Wh and Tag) in the First and Second Speech Scripts*

|    | Verb          |               | Personal Pronoun |            | Wh         |            | Tag        |            |
|----|---------------|---------------|------------------|------------|------------|------------|------------|------------|
|    | 1st speech    | 2nd speech    | 1st speech       | 2nd speech | 1st speech | 2nd speech | 1st speech | 2nd speech |
| 1  | be (271)      | be (263)      | I (474)          | I (460)    | when (5)   | when (7)   | ? (6)      | ? (16)     |
| 2  | go (244)      | go (240)      | we (168)         | we (166)   | that (1)   | what (3)   |            |            |
| 3  | enjoy (57)    | enjoy (54)    | my (94)          | my (87)    | where (1)  | how (2)    |            |            |
| 4  | stay (54)     | stay (51)     | it (63)          | it (62)    | who (1)    | who (2)    |            |            |
| 5  | want (48)     | want (47)     | they (16)        | you (41)   | why (1)    | that (1)   |            |            |
| 6  | learn (43)    | learn (43)    | you (10)         | they (14)  |            | where (1)  |            |            |
| 7  | make (28)     | see (26)      | she (2)          | she (2)    |            | why (1)    |            |            |
| 8  | see (27)      | make (24)     | he (1)           | he (1)     |            |            |            |            |
| 9  | eat (21)      | snorkele (22) |                  |            |            |            |            |            |
| 10 | snorkele (21) | eat (19)      |                  |            |            |            |            |            |

( ) shows the number of times the word is used

**4.4.5 A Qualitative Analysis of Participants' Speech Scripts (Grammar and Organization) through the Experimenter's Observation.** 33 participants out of 64 participants revised and modified their speech scripts. (Appendix 9) They confirmed correctness of tense and singular or plural form, and spells. As for the organization and contents of scripts, in the first speech scripts, most of the participants described what they did and how they felt in an order of the itinerary. In the second speech scripts, they focused on the most impressive memory and made it as a topic to develop contents. Other visits or experiences that had no relation to the memory were deleted from the first scripts. On the contrary, they added detailed information to the most impressive experience, what they had learned and how they had felt. They increased the number of descriptions about emotions they felt through various experiences in their school trip. They effectively used superlatives, and verbs to express feelings such as "surprised" or "enjoy", and adjectives such as "great" and "important". These revisions confirmed the coherence of the contents and made what they felt clear. In conclusion, they put the highest priority on expressing what they wanted to tell the most and showing their emotions. These revisions resulted in enrichment of gesture and making various facial expressions depending on the contents.

While the participants were revising their speech scripts in the third experiment, the experimenter received several questions about grammar and organization from them. For example, "My scripts contains many sentences whose subject is *I* and I think it is too many. How can I change subject?" or "I want to express that I was surprised using the conjunction *that* to make a clause." They seemed to be motivated to improve their contents. Furthermore, they became more and more conscious of others by adding greetings, questions and closing sentences. For example, "Thank you for listening.", "I'm

going to tell you”, “Let me tell you about my school trip”, “Have you ever been to Okinawa?”, “Do you like Okinawa?”, and “Did you enjoy your school trip?” Questions were used to attract listeners’ attention toward what the speakers were going to say. Also, the speakers could give listeners a favorable impression that he/she considered for them during their speech. Speeches or presentations tend to be a one-way communication, but questions and answers created interaction and the speeches became more like a dialogue. The participants seemed to feel relaxed and motivated to talk when they received a positive reaction to questions from listeners.

However, as for questions, questions which do not have strong relation to contents of scripts are meaningless. For example, some students asked listeners “have you ever been to Okinawa?” The answers were all “yes” because almost all of the students participated in the school trip. This type of closed-end question was not particularly necessary. In contrast to closed-end questions, for example, when a listener was asked a question such as “did you enjoy your school trip?”, he or she reflected on his or her own experiences and gave various answers. Listeners could expect what was going to be said and how its content related to their answers by being asked open-end questions. The interaction between the speakers and the listeners taught that listeners’ active engagement in a speech enhanced the speakers’ motivation to talk. Therefore, it is important for teachers to explicitly teach students what to ask and when to ask questions or let students learn them through their speech experiences. In summary, the instruction of asking questions seemed to have influenced and promised positive long term results.

The following advice from peers were about grammar check and organization of contents of speech. Students revised their scripts from grammatical point and reorganized contents more deeply based on these advice.

About the grammar which the students used

“You should use comparatives.”

“You have to search the meaning of words you don’t know.”

“You can use conjunctions to connect sentences.”

“Subjects of sentences should be other than ‘I’ because you used it so many times.”

“You should make your sentences clearer.”

About contents

“You need a closing sentence to make your speech better one.”

“You should change your facial expressions according to the contents of your speech.”

“You need to connect sentences considering meanings of coherence between sentences.”

“You should talk more about what you did in Okinawa.”

“You only focused on one topic and needed to talk about various topics about the school trip.”

“Your speech will be better if it has coherence.”

**4.4.6 A Qualitative Analysis of Participants’ Videotaped Performances through the Experimenter’s Observation.** In this section, the improvement points of students’ second performances through the author’s observation of videotaped performances are described. Most students showed improvement and progress in delivery during speech mainly because they received advice from peers and most of the advice was about gestures, facial expressions, and tone of voice, which strongly related to criteria, “positive delivery toward speaking with considering listeners’ reactions”. In detail, they tried

making their performances more attractive to listeners, for example, they increased the number of gestures and made various facial expressions according to the contents (situations) of their stories. Some of them wrote memos about when and what kind of gestures they would use, and appropriate facial expressions. This reveals that students made efforts to improve the delivery aspect of speeches. They thought they need to improve the delivery point by peer's advice and they set the improvement of the delivery point as a goal. After the performance, they received peer-assessment which gave higher score than that the first speech to this point. The achievement helped them build confidence in themselves.

However, some students used exaggerated gestures and their performances became unnatural. For example, they did meaningless gesture such as making a sign of "1" when they mentioned "on the first day", or they used too much gestures (almost every sentence contained gestures) and the speech was not smooth. The experimental manipulation may have caused this result. In the third experiment of revision and practice for the second speech, the experimenter gave students feedback of the first speech. The feedback included explanations about peers' advice saying that most of them were about gestures. The experimenter also emphasized goodness of gesture indicating that when the students did gestures, listeners could understand better. This instruction gave a strong impression that a speaker had to do gestures during a speech. Then the students were reinforced to add gestures. The experimental manipulation should be reconsidered to avoid unexpected impressions. Gestures are not simply to make performances look gorgeous. Rather, they play a complementary role that effectively expresses subtle meanings that words cannot tell. Instruction of gestures should have been given more focus in order for students to realize the important role of gestures and to utilize them in more appropriate way.

## CHAPTER 5

### DISCUSSION

#### 5.1 Summary of the Findings

**5.1.1 RQ1: *The Effect of Evaluation and Advice from Peers through Peer-assessment on Students' Awareness toward their Self-confidence, Feedback, Motivation, Metacognition, and Anxiety.*** The question items in the pre-questionnaire were classified into five factors by factor analysis: self-confidence, feedback, motivation, metacognition, and anxiety. Comparative analysis was conducted using one-sample *t* test to investigate whether the participants raised awareness toward the five factors after this experiment. Also, several free descriptions were extracted from advice sheets and the post-questionnaire as an evidence to testify how peer-assessment influenced the awareness changes.

The results of statistical analyses indicated all of the factors except anxiety factor showed significant progression. Considering the contents of some free descriptions, through speech activities which utilized peer-assessment, the students obtained valuable feedback from evaluation and advice from peers, promoted their metacognition that enabled them to realize good points and improvements of their English or performances, and they were more motivated to improve their performances. They actually improved their performances and achieved their goals, which made them develop confidence.

In detail, from qualitative analysis of free descriptions, when the students gained feedback from peers such as reaction to their speech or evaluation for performance, they felt self-esteem that everyone saw them carefully and enjoyed expressing their thoughts and feelings. Also, when they received better evaluation than the first speech, they enhanced high confidence in their performances.

**5.1.2 RQ2: Influence of Peer-assessment on Performance Improvement.** The improvement of performance can be surely confirmed by significant improvement of numerical evaluation, qualitative analysis of free descriptions, and the experimenter's observation. The students followed the process that they received advice and realized their improvement points and made efforts to improve their performances. The analysis of frequently used words also supported the evidence of performance improvement. The process to improve performance is the following one. The students judged what to improve in their performances and scripts by themselves by receiving peers' advice. For example, a student was inspired by the advice that he or she should be conscious of listeners and then tried to interact with the listeners by greeting and asking questions to them.

**5.1.3 Influence of Assessing and Giving Advice to Peers on Metacognition, Especially for Students with Low Metacognition.** The promotion of metacognition that a student realizes his or her good points and improvements through peer-assessment was analyzed by quantitative statistical analysis and qualitative analysis of free descriptions. The participants were classified into three clusters: high metacognition, middle metacognition and low metacognition and statistical analysis was conducted for each cluster.

The students whose metacognition was originally high showed less improvement of metacognition and influence of peer-assessment was remarkable only on increase of self-confidence.

On the other hand, the effects of peer-assessment for students with low metacognition were powerful and worth noticeable. As can be detected from the results of metacognition factor in the pre-questionnaire, the students with low metacognition had

fewer confidence in expressing their thoughts and feelings in English and could not realize good points and improvement of their English from feedback. In other words, they had a serious problem that they could not perceive their current linguistic knowledge and reflect their performances objectively. However, they clearly realized their good points and improvements from others' viewpoint by peer-assessment. Once they understand what to improve, they set a goal and motivate themselves to make efforts to achieve it. In addition to that, some free descriptions indicated that when they received better evaluation for the very point they had improved, they increased self-confidence.

In conclusion, through collaborative and active learning utilizing peer-assessment, learners with low metacognition appreciate benefits of promotion of metacognition and facilitation of self-regulated learning from peers' advice and encouragement. This conclusion is strongly supported by Sannomiya (2008).

## **5.2 The Improvement Points and Advantages of Peer-assessment**

Through this experiment, disadvantages and advantages of peer-assessment were discovered. The next sections describe them and how to overcome them in detail with reference to the author's qualitative analysis and the participants' free descriptions.

**5.2.1 The Disadvantages and Improvement Points of Peer-assessment.** Two disadvantages of peer-assessment were found: one is a difficulty of pointing out grammatical mistakes and the other is insufficient reliability of evaluation due to individual differences.

As for the first disadvantage, there were many grammatical mistakes in the participants' scripts but very few of them were pointed out. Because of this situation, the grammatical mistakes remained without being corrected. The students could not easily

find grammatical mistakes unless mistakes were obvious ones. One of the biggest reasons of not pointing out the mistakes was they hesitated to do so because they fear that they also made the same kind of mistakes and could not firmly pointed out mistakes.

As for the second disadvantage of insufficient reliability of evaluation due to individual differences, several students wrote about difficulties of peer-assessment when they received evaluation.

“The evaluation was so gentle and I wanted more critical feedback.”

“Everyone gave me good points but I wonder they had more advice to me and they did not tell them to me.”

“Some peers said my improvement points were excellent but others said the points were unnecessary, which made me confused.”

“Different people have different weak points of English, so all of the advice from peers are not always useful.”

To sum up, they thought more objective and severe evaluation were necessary for them to improve but some of the advice were too gentle for them. Also, there were individual differences of evaluators' degree of evaluation in the same criteria, which was confusing for them to choose which advice to accept.

On the other hand, individual differences gave negative effects on standards of evaluation.

“At first, I did not know how hard I should be on peers.”

“It was more difficult for me to find peers' good points and bad points than I had expected.”

“I hesitate to directly point out others' bad points.”

As an evaluator, they hesitated to directly point out friends' weak or bad points so they could not fully tell those points to them. They used euphemistic expressions to show consideration for their friends and not to hurt them such as "your current performance is already good but you can add more gestures to make your speech much better." This type of advice was used as a good resolution but ambiguous at the same time so that the point was not clearly understood by peers. Teachers need to improve ways to conduct peer-assessment and train students as a proficient evaluator.

**5.2.2 Advantages of Peer-assessment.** Many students objectively analyzed their delivery of performance. Understanding how others see ones' performance is meaningful for learning because it enhances metacognition and leads self-regulated learning.

Most of the advice was about gestures, eye contact, and cheerfulness. This tendency indicates that students were taught by others that gesture and eye contact work complementally to make emotions more understood by listeners as well as correctness of grammar. Another reason of this tendency is that the criteria of speech delivery is observable so that the participants easily evaluated. They raised awareness toward a better way to communicate with other students, which became an encouraging progress for them.

In addition to gestures and eye contact, pronunciation, stress, and intonation were focused on as good points of English in advice sheet. Many students including native speakers got A grade. Furthermore, many students paid attention to the contents of the speeches. They mentioned good points of the content and reasons why they thought so in the comment. They praised understandable and skillful usage of words and phrases. In the second speech performance, some students revised their scripts because they were strongly stimulated by peers' contents. The students were benefited from peer-assessment other than awareness toward communication.

One of the biggest advantages of peer-assessment is that it gives positive influence on evaluators' setting goals of their own performances by assessing peers, as Ushiro (2014) stated. They evaluate peers' performances and reflected their own ones at the same time. They adopted peers' good points into their performances to make them better. In other words, they imitated other students as a role model. In this experiment, the students' objective comparison between others' and theirs enabled them to notice what they lack and to what to adopt from others' good points. As some free descriptions showed, "I adopted lots of good points of my friends into my speech.", or "I imitated my friend's way of expressing herself." Being stimulated by others' speech scripts, many students revised theirs such as adding greeting and questions. Through watching friends' performances, they increased introjected regulation and envisioned ideal self or ought to self. Peer pressure was essential for them to improve their performances.

The style of peer-assessment in this experiment was discussing others' good and improvement points into writing and this task made it possible for evaluators to deeply and explicitly consider what the best performance was, as well as to tell those points clearly to others.

Also, when they evaluate others, they tried to be mindful to others and gave them lots of A or B grades, which caused ceiling effect. On the contrary, this does not mean peer-assessment is meaningless but rather meaningful for raising motivation. Students showed great improvement of motivation by earning higher grades and getting praise and encouragement from peers. Also, evaluators developed the feeling of being useful and self-efficacy when they realized their advice were useful for peers to improve their performances.

As the above sections explained, by conducting and being given peer-assessment, a learner can reflect on themselves from other's viewpoint, compare performances between theirs and others' and imitate their performances as a desirable model and introject their good points into their performances and these behaviors strongly and positively affected learners' metacognition. It must be noted that the students should not become negative due to the results of peer-assessment. These effects of peer-assessment on learning have to be explained to students as good and useful points for acquiring proficiency.

It is almost impossible for teachers to evaluate students' speaking skills and give them feedback during one lesson. However, peer-assessment can help teacher assessment because it is an efficient evaluation method and it can work as a complementary evaluation of that of teacher's. The solid base of this success in conducting peer-assessment has been established by good relationships between classmates and warm atmosphere in a classroom. A teacher always has to make enormous efforts to manage his/her class in order for students to respect each other.

## **CHAPTER 6**

### **CONCLUSION**

This study strongly supports the conclusion that peer-assessment plays an important role for especially students with low metacognition to develop metacognition and to let them conduct objective reflection on themselves. Through receiving peer-assessment, students realize their good points and improvements and they are encouraged to improve themselves. Peers' approach to them makes them positive and gain self-confidence in themselves. This process leads a learner to develop metacognition and self-regulation for learning. Learners' positive attitude toward learning considerably increases proficiency. A teacher is required to work as a facilitator to provide enthusiastic support for the process in which students help and encourage each other to conduct self-regulated learning utilizing higher metacognition that can be developed by peers' assessment of performances.

#### **6.1 Limitations**

There were three limitations for this experiment: excessive experimental manipulation, insufficient reliability of evaluation attributed to individual differences, and burden for the participants.

First, experimental manipulation worked negatively to some participants. In the third experience, a slide which listed the students' good points of the first speech was shown to them as a teacher's feedback of the first speech activity. This slide emphasized the importance of making gestures and eye contact during a speech. The students revised their speech scripts based on this slide. This manipulation gave them a misleading

impression that making gestures during a speech was the best performance. In the second speech, some of the students used meaningless gestures unnaturally. This experimental manipulation should have been decreased. The students should be more autonomous to revise their performances and notice what to be done to make better performance by their own effort.

Second, confirmation of reliability of self-evaluation for speaking was difficult and challenging. The evaluation varied depending on learners' development of cognition. For those who have lower metacognition and self-esteem, even though they had higher proficiency, their self-evaluation sometimes tended to be lower. The opposite may have been true that for those who have higher metacognition and self-esteem, even though they have lower proficiency, their self-evaluation tend to be higher. These individual differences prevented them from reflecting on themselves accurately. They need to be trained as a mature evaluator in a long term.

Finally, evaluating four criteria (delivery, grammar, sound, and contents) at the same time was complicated for the participants. Some of them left blanks in their advice sheets because they took time to understand the rubrics and to judge evaluation. Criteria and standards of the rubrics should have been simplified so that they could evaluate easily and quickly.

## **6.2 Suggestions for Future Research**

As many students gave advice about delivery of communication, learners should learn necessary and desirable skills and delivery of speech from peers as an interlocutor. However, it was difficult for the students to give evaluation about grammar. Evaluation about grammar should not be deleted from evaluation criteria but it has an appropriate

way to be successfully conducted. One idea for improvement is that teacher assessment and peer-assessment should be combined and work complementarily. Teacher assessment should be preferentially conducted to give students technical instruction on linguistic skills and knowledge such as grammar or pronunciation. Teacher assessment informs them how and what point they check when correcting grammatical mistakes, so students can follow the way they do. The timing to check grammar has to be considered. Students intensively read others' scripts before and after speech to correct grammar mistakes carefully. Teachers have to suggest which points to be corrected for students. Students will be more proficient through pointing out and correcting others' grammatical mistakes.

Furthermore, one student's free description stated a valuable opinion regarding how to improve the way to conduct peer-assessment. For him, the style of peer-assessment that included peer's descriptive feedback for good and improvement points but did not include numerical feedback was the best. He thought it better to use words to tell and to be told good and improvement points than numerical feedback. As described before, some of the participants felt uneasiness for numerical evaluation so that they used euphemistic expressions or encouragement to motivate peers to make a speech with confidence next time even though they gave them low numerical evaluation. Moreover, they summarized their thoughts for others' performances with their own words and this process enabled them to deeply consider about a better speech performance. This was the marked and significant effect of conducting descriptive feedback. Indeed, numerical evaluation makes it possible for evaluators to measure performances objectively and for learners to visibly reflect changes. However, students' preferences and aptitudes differ and individual has an appropriate way to be evaluated. Teachers have to make a good balance of numerical evaluation and descriptive feedback considering learner variables.

This experiment aimed at increasing metacognition through peer-assessment but the experimenter needed to make students reflect on their performance objectively and understand improvement points by themselves. The students recorded their performances with video cameras and watched the videos to conduct self-evaluation. In this experiment, the experimenter mentioned nothing about which points to be careful when they watched their videos. These points such as making gestures or considering listeners' reactions should have been informed to them. Especially for most of the students with low metacognition do not know how to reflect themselves objectively and they need to be taught reflection points through teachers' effective scaffolding.

This research conducted five times of experiment. Longitudinal practical lessons were necessary so as to students improve each other's ability more and more and become a more autonomous and active. Teachers have to work as a facilitator to enhance students' self-regulated learning through peer-assessment by inspiring them to encourage and respect each other when giving feedback.

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## APPENDIX 1

### SLIDES TO SHOW EXPERIMENTAL PROCEDURES TO THE PARTICIPANTS

#### 沖縄修学旅行の思い出を紹介しよう



#### スピーチの進め方

① 1・3・5・7のスピーチ中⇒2・4・6・8のうち1人がカメラマン  
2・4・6・8のスピーチ中⇒1・3・5・7のうち1人がカメラマン

8(7または10)人分のスピーチを続けて撮る (途中で止めない！)

② 全員のスピーチが終わったら…  
先生を呼ぶ⇒ビデオを渡し、アドバイスシートに記入

自分の班のメンバーと自分のスピーチを評価  
A～Dの評価と、コメントを書く (ビデオ・友だちの原稿を見てもよい)

#### 1時限目

#### グループの中でスピーチの練習をしよう



#### アドバイスシート 書き方

第1回スピーチ Advice Sheet

班の人の名前×3 + 自分の名前

Mr. Mr. Suzuki    Advisor: Kyoko Yamamura

| 評価項目                                          | A | B | C | D |
|-----------------------------------------------|---|---|---|---|
| ①聞き手の反応を考えたか<br>ら、積極的に英語で話そうとする態度             | ✓ | ✓ | ✓ | ✓ |
| ②敬語、単語、フ<br>ィードバックを授け                         | ✓ | ✓ | ✓ | ✓ |
| ③授けた知識や技能の活用                                  | ✓ | ✓ | ✓ | ✓ |
| ④テーマについて事実に考<br>え、疑問などを懸念し、<br>まとめる内容が話<br>す。 | ✓ | ✓ | ✓ | ✓ |

自分の名前

#### 2時限目 第1回スピーチ

Today's activity

グループの中でスピーチを発表する

⇒他者評価と自己評価でふり返り



#### 3時限目

スピーチをもっとよくするには？

・友だちにアドバイスしよう

・グループで練習しよう



4時限目 第2回スピーチ

グループの中でスピーチを発表する

⇒ 他者評価と自己評価でふり返り  
アンケートに回答

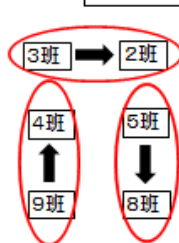


こうすればもっと良くなる

- ・ジェスチャーをすれば良くなる
- ・前を向いてアイコンタクトをとるようにする
- ・もっと笑顔で！
- ・もう少し声を大きくする
- ・発音やアクセントに気をつける

⇒ 聞き手を意識して話す

ホワイトボード



・スピーチの順番  
3班⇒2班  
5班⇒8班  
9班⇒4班  
7班⇒6班⇒1班  
あいうえお順に  
スピーチ

友だちの良かったところ

- ・聞き取りやすい英語(スピードやテンポが良い、ハキハキしていた、声が大きい)
- ・表情が明るい・笑顔 楽しそうに話していた
- ・ジェスチャーやアイコンタクトがあった
- ・発音やイントネーションが良かった
- ・内容が分かりやすかった  
「～に行った」だけではなく、そこでしたこと話していた
- ・問いかけやあいさつがあった

## APPENDIX 2

### PRE-QUESTIONNAIRE

|            | Questions                                                                                                                      | I think so | I would rather | I wouldn't rather | I don't think so |
|------------|--------------------------------------------------------------------------------------------------------------------------------|------------|----------------|-------------------|------------------|
| motivation | ①I'm interested in expressing my thoughts and feelings to my friends in English.<br>(Presentation)                             | 4          | 3              | 2                 | 1                |
|            | ②I'd like to improve my English speaking skills, especially presentation.<br>(Presentation)                                    | 4          | 3              | 2                 | 1                |
|            | ③I like working with pairs or group members like conversation in English. (Interaction)                                        | 4          | 3              | 2                 | 1                |
|            | ④I enjoy communicating with my friends in English. (Interaction)                                                               | 4          | 3              | 2                 | 1                |
|            | ⑤It is important to keep studying English because English may be useful in my future.                                          | 4          | 3              | 2                 | 1                |
| anxiety    | ⑥I can speak English without fear of making mistakes such as grammatical mistakes or mistakes of vocabulary and pronunciation. | 4          | 3              | 2                 | 1                |
|            | ⑦ I carefully examine whether or not my English is accurate (vocabulary or pronunciation) before I start to talk.              | 4          | 3              | 2                 | 1                |

|          |                                                                                                         |   |   |   |   |
|----------|---------------------------------------------------------------------------------------------------------|---|---|---|---|
|          | ⑧When I speak in English, I'm anxious about how my teacher or friends evaluate my English.              | 4 | 3 | 2 | 1 |
|          | ⑨I don't know whether or not my teacher or my friends understand what I'm saying in English.            | 4 | 3 | 2 | 1 |
|          | ⑩I hesitate to speak in English because I don't like to be pointed out my mistakes.                     | 4 | 3 | 2 | 1 |
| autonomy | ⑪I have a goal that I want to achieve when I take English lessons.                                      | 4 | 3 | 2 | 1 |
|          | ⑫I proactively speak English to make myself understood by my teacher or friends.                        | 4 | 3 | 2 | 1 |
|          | ⑬I proactively express my opinions to solve problems in group activities.                               | 4 | 3 | 2 | 1 |
|          | ⑭It is important and effective for me to reflect on whether or not I achieved a goal of today's lesson. | 4 | 3 | 2 | 1 |
|          | ⑮ It is necessary to proactively practice English presentation outside the classroom.                   | 4 | 3 | 2 | 1 |

|               | Questions                                                                                               | I think so | I would rather think | I wouldn't rather | I don't think so |
|---------------|---------------------------------------------------------------------------------------------------------|------------|----------------------|-------------------|------------------|
| metacognition | ⑩I can find the good points of my English thanks to my friends' advice and evaluation.                  | 4          | 3                    | 2                 | 1                |
|               | ⑪I can find weaknesses of my English thanks to my friends' advice and evaluation.                       | 4          | 3                    | 2                 | 1                |
|               | ⑫I want to overcome my weakness and improve my English.                                                 | 4          | 3                    | 2                 | 1                |
|               | ⑬What I can't do well in a class will be my goal of the next lesson to achieve.                         | 4          | 3                    | 2                 | 1                |
|               | ⑭I always reflect on my English (vocabulary, pronunciation and contents of conversation) after lessons. | 4          | 3                    | 2                 | 1                |
| Self-efficacy | ⑮I feel at ease telling my thoughts and feelings to my teacher and friends.                             | 4          | 3                    | 2                 | 1                |
|               | ⑯I enjoy expressing what I want to say in English in English lessons.                                   | 4          | 3                    | 2                 | 1                |
|               | ⑰When I speak in English, I make deliberate attempts to make myself understood.                         | 4          | 3                    | 2                 | 1                |
|               | ⑱Advice and encouragement from my teacher and my friends' are essential when I speak                    | 4          | 3                    | 2                 | 1                |

|                 |                                                                                                                     |   |   |   |   |
|-----------------|---------------------------------------------------------------------------------------------------------------------|---|---|---|---|
|                 | English.                                                                                                            |   |   |   |   |
| encouragement   | ②⑤ When I receive evaluation and advice by my friends, they increase my motivation and I felt confidence in myself. | 4 | 3 | 2 | 1 |
|                 | ②⑥ Assessing and giving advice to my friends give positive effects on improvement of my speech.                     | 4 | 3 | 2 | 1 |
|                 | ②⑦ I can find good points of my friends' English and tell them to them.                                             | 4 | 3 | 2 | 1 |
| Peer-assessment | ②⑧ My motivation has promoted through assessing and giving advice to my friends.                                    | 4 | 3 | 2 | 1 |
|                 | ②⑨ I confirm myself to be understood by my friends while talking and also carefully listen to my friends.           | 4 | 3 | 2 | 1 |
|                 | ③⑩ I accept the advice of my teacher and friends' and optimize them to improve my performance.                      | 4 | 3 | 2 | 1 |

☆Free descriptions in Pre-questionnaire

Read the following questions carefully and write your opinions freely.

①Which points do you want to pay attention to when you make a speech?

You have to choose three choices.

- (1) (        ) Positive delivery toward presentation
- (2) (        ) Tone of voice and speed
- (3) (        ) Accuracy of pronunciation and intonation

- (4) ( ) Fluency
- (5) ( ) Accuracy of grammar or
- (6) ( ) Vocabulary
- (7) ( ) Word order
- (8) ( ) Appropriate contents on a given theme
- (9) ( ) Expressing my emotions
- (10) Others ( )

②What points do you want to pay attention to in order to evaluate and give advice to your friends' speeches when you listen to them?

You have to choose three choices.

- [illegible]

Thank you for your cooperation.

### APPENDIX 3

#### POST- QUESTIONNAIRE

|            | Questions                                                                                                                      | I think so | I would rather | I wouldn't rather | I don't think so |
|------------|--------------------------------------------------------------------------------------------------------------------------------|------------|----------------|-------------------|------------------|
| motivation | ①I'm interested in expressing my thoughts and feelings to my friends in English. (Presentation)                                | 4          | 3              | 2                 | 1                |
|            | ②I'd like to improve my English speaking skills, especially presentation. (Presentation)                                       | 4          | 3              | 2                 | 1                |
|            | ③I like working with pairs or group members like conversation in English. (Interaction)                                        | 4          | 3              | 2                 | 1                |
|            | ④I enjoy communicating with my friends in English. (Interaction)                                                               | 4          | 3              | 2                 | 1                |
|            | ⑤It is important to keep studying English because English may be useful in my future.                                          | 4          | 3              | 2                 | 1                |
| anxiety    | ⑥I can speak English without fear of making mistakes such as grammatical mistakes or mistakes of vocabulary and pronunciation. | 4          | 3              | 2                 | 1                |
|            | ⑦ I carefully examine whether or not my English is accurate (vocabulary or pronunciation) before I start to talk.              | 4          | 3              | 2                 | 1                |

|          |                                                                                                         |   |   |   |   |
|----------|---------------------------------------------------------------------------------------------------------|---|---|---|---|
|          | ⑧When I speak in English, I'm anxious about how my teacher or friends evaluate my English.              | 4 | 3 | 2 | 1 |
|          | ⑨I don't know whether or not my teacher or my friends understand what I'm saying in English.            | 4 | 3 | 2 | 1 |
|          | ⑩I hesitate to speak in English because I don't like to be pointed out my mistakes.                     | 4 | 3 | 2 | 1 |
| autonomy | ⑪I have a goal that I want to achieve when I take English lessons.                                      | 4 | 3 | 2 | 1 |
|          | ⑫I proactively speak English to make myself understood by my teacher or friends.                        | 4 | 3 | 2 | 1 |
|          | ⑬I proactively express my opinions to solve problems in group activities.                               | 4 | 3 | 2 | 1 |
|          | ⑭It is important and effective for me to reflect on whether or not I achieved a goal of today's lesson. | 4 | 3 | 2 | 1 |
|          | ⑮ It is necessary to proactively practice English presentation outside the classroom.                   | 4 | 3 | 2 | 1 |

|               | Questions                                                                                               | I think so | I would rather | I wouldn't rather | I don't think so |
|---------------|---------------------------------------------------------------------------------------------------------|------------|----------------|-------------------|------------------|
| metacognition | ⑩I can find the good points of my English thanks to my friends' advice and evaluation.                  | 4          | 3              | 2                 | 1                |
|               | ⑪I can find weaknesses of my English thanks to my friends' advice and evaluation.                       | 4          | 3              | 2                 | 1                |
|               | ⑫I want to overcome my weakness and improve my English.                                                 | 4          | 3              | 2                 | 1                |
|               | ⑬What I can't do well in a class will be my goal of the next lesson to achieve.                         | 4          | 3              | 2                 | 1                |
|               | ⑭I always reflect on my English (vocabulary, pronunciation and contents of conversation) after lessons. | 4          | 3              | 2                 | 1                |
| Self-efficacy | ⑮I feel at ease telling my thoughts and feelings to my teacher and friends.                             | 4          | 3              | 2                 | 1                |
|               | ⑯I enjoy expressing what I want to say in English in English lessons.                                   | 4          | 3              | 2                 | 1                |
|               | ⑰When I speak in English, I make deliberate attempts to make myself understood.                         | 4          | 3              | 2                 | 1                |
|               | ⑱Advice and encouragement from my teacher and my friends' are essential when I speak English.           | 4          | 3              | 2                 | 1                |

|                 |                                                                                                                     |   |   |   |   |
|-----------------|---------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| encouragement   | ②⑤ When I receive evaluation and advice by my friends, they increase my motivation and I felt confidence in myself. | 4 | 3 | 2 | 1 |
|                 | ②⑥ Assessing and giving advice to my friends give positive effects on improvement of my speech.                     | 4 | 3 | 2 | 1 |
|                 | ②⑦ I can find good points of my friends' English and tell them to them.                                             | 4 | 3 | 2 | 1 |
| Peer-assessment | ②⑧ My motivation has promoted through assessing and giving advice to my friends.                                    | 4 | 3 | 2 | 1 |
|                 | ②⑨ I confirm myself to be understood by my friends while talking and also carefully listen to my friends.           | 4 | 3 | 2 | 1 |
|                 | ③⑩ I accept the advice of my teacher and friends' and optimize them to improve my performance.                      | 4 | 3 | 2 | 1 |

☆Free descriptions in Post-questionnaire

Read the following questions A and B carefully and write your opinions freely.

A: What do you think about being evaluated or receiving advice by your friends?

B: What do you think about evaluating and giving advice to your friends?

☆Read the following questions carefully and write your opinions freely.

Choose the best three choices from the following lists for ① and ④.

You can choose more than one choice.

- (1) (            ) Positive delivery toward presentation (gestures and eye contact)
- (2) (            ) Tone of voice and speed
- (3) (            ) Accuracy of pronunciation and intonation
- (4) (            ) Fluency
- (5) (            ) Accuracy of grammar or
- (6) (            ) Vocabulary
- (7) (            ) Word order
- (8) (            ) Appropriate contents on a given theme
- (9) (            ) Expressing my emotions
- \(10) Others (                                                  )

① What are your improvements between the first and the second speeches?

Number : \_\_\_\_\_

② About the improvements which you chose in ①, were being evaluated and receiving advice by your friends useful to you to improve your speech performance? Circle Yes or No and state your reason.

(        ) Yes

(        ) No

Reason:

③ About the improvements which you chose in ①, were evaluating and giving advice to your friends useful to you to improve your speech performance? Circle Yes or No and state your reason.

(        ) Yes

(        ) No

Reason:

④ What do you want to improve when you make a speech next time? Choose more than one choice and state your reason.

Number : \_\_\_\_\_

Reason:

Thank you for your cooperation.

## APPENDIX 4

### SPEECH SCRIPTS USED IN THE FIRST SPEECH ACTIVITIES

#### IN THE TWO CLASSES

##### The first speech scripts of Class 1

No.1

I went to Okinawa for four days. I thought about “peace” during school trip. I thought that “peace” is the most important thing. I went to “Churaumi Aquarium” on the second day. I saw a lot of fish there. Okinawa’s ocean was the most beautiful thing in Okinawa. “Sataandagi” was the best Okinawa’s food. I enjoyed shopping in Kokusai -street on the forth day. I enjoyed Okinawa’s culture too. I went to a field to get some “satokibi” and to make some “kokutou”. Do you want to go there again? — Yes, I want to go there again.

No.2

I went to Okinawa to learn about the war and peace. On the first day, I went to a cave and the peace. Memorial park, I learned that Japan was wrong. On the second day, I went to Himeyuri Peace Museum. I learned to memories at the time of World War. I felt very sad. So I think we don't start a war. On the third day, we stayed at our host family’s house. Mr. and Ms.Takahashi were my host family. I went to the sea with my host family. The most interesting thing was catching mozuku. I ate the mozuku in the sea. And the mozuku tasted salty. I really enjoyed Okinawa.

No.3

I went to Okinawa from May 21 on our school trip. I stayed there 4days, from May 21 to May 24. I used a bus and an airplane to go to Okinawa. I went to Himeyuri Peace

Museum and Churaumi Aquarium on the second day. My homestay was very fun and host family were very kind. I learned we mustn't begin war. I think Tako rice was the best food, I want to go there again! I felt terrible when I visited the Peace Memorial Park. To talk with friends in our room was the most interesting thing!

No.4

I went to Okinawa for my school trip. I stayed there for 4 days. I went to a cave and the Peace Memorial Park on the first day. It made us sad. On the second day, I went to Churaumi Aquarium. It made me happy. On the third day, I went to the beautiful sea. Watching sea is the best part of my trip. On the fourth day, I went to the Kokusaidori. I bought many goods. My favorite Okinawa food is “sataandagi”. I learned that Okinawa is a very good spot. This school trip is a good memory. I want to go there again.

No.5

I went to Okinawa with my friends. I got there by airplane. I stayed there for four days. I went to the Peace Memorial Park on the first day. I learned the importance of peace.

I went to Churaumi Aquarium on the second day. It was very fun. I stayed at my host family's house on the second day. I made “sataandagi” with my host family. “Sataandagi” was the best food there. I swam in the sea on the third day.

It was very beautiful. I went to Kokusai Street on the fourth day. I learned many things through this trip. I want to go there again.

No.6

I went to Okinawa on our school trip. Going to the aquarium was the best part of my trip. "Sataandagi" was the best food. The sea was the most beautiful in Okinawa. I went to the cave and the Peace Memorial Park. I went to the aquarium and the Himeyuri Peace Museum. I went to Ogimison village. I ate Tako rice made by my host mother. To make "sataandagi" with my host mother was the most interesting. I want to go there again."

No.7

We went to Okinawa. We stayed there for 4days. We got there by plane. On the first day we went to Peace Memorial Park. On the second day we went to the Himeyuri Peace Memorial Park. On the third day we went to Churaumi Aquarium. The best part of the trip was the first day, when we went to Peace Memorial Park. The food in Okinawa was delicious, but there weren't any interesting people. I didn't enjoy the trip, because there were too many people.

No.8

I went to Okinawa on our school trip. I got there by airplane. On the first day, I went to Todorokigou and the peace memorial park. On the second day, I went to Himeyuri Peace Museum and aquarium and my host famJily's house. Aquarium had big water tank. On the third day, I went to Aonodoukutsu. I felt that it was beautiful and clear. On the fourth day, I went to Kokusaidori. I bought presents for my family there. I felt very sad when I studied about the war. I ate Okinawa soba and chinsukou. It was very delicious. I enjoyed this trip. But I don't want to go to Okinawa again.

No.9

We went to Okinawa for our school trip. We went there by airplane. We stayed there for four days. We went into Todoroki cave on the first day. Todoroki cave was hot and I felt scared. We went to churaumi aquarium on the second day. There was a very beautiful sea. So I was happy. We went to Onna village, we tried snorkeling. I was very excited, because I saw a beautiful view and many kinds of fishes. Our group went to Kokusai Street. I want to go there again.

No.10

I went to Okinawa with other 9 th graders. We stayed there for four days. We got there by bus. We went to the Peace Memorial Park and a cave. The most beautiful thing was the nearby beach. We visited Churaumi Aquarium. There were many large fishes, such as whale sharks, and manta rays. After that, I stayed in the same house with some of my classmates. I watched the starly sky there. On the third day, we stayed at a hotel. I talked with friends at the hotel until one o'clock. It was the most interesting. I want to go there again.

No.11

We want to Okinawa for our school trip from May 21 to May 24. We got there by airplane. On the first day, we went to the Peace Memorial Park and Todoroki cave. On the second day, we went to Himeyuri Peace museum, Churaumi aquarium and stayed in local people's house. On the third day, we worked together with local people and went snorkeling. On the fourth day, we went to International Street for shopping. Okinawa soba and "sataandagi" is the food I like the best. I enjoyed snorkeling the most. We saw the

blue cave. It was very beautiful. I want to go Okinawa again.

No.12

I went to Okinawa with my schoolmates for our school trip. We stayed there for four days. We went to the cave and Peace Memorial Park on the first day. I learned about the misery of war. The local people were very kind and very interesting. I planted many seedling of red pepper. I ate many pineapples and shikuwasa were very delicious. My best part of my trip was visiting the Churaumi aquarium. The most beautiful thing was the sea of Okinawa. I enjoyed snorkeling in the sea. I had a great time visiting Okinawa. I want to go there again.

No.13

I visited to Okinawa on our school trip in May. It was the rainy season in Okinawa. But we didn't have rain. Because I am super sunny man. I went to Rowajeel Hotel on the first day. I took a bath in Rowajeel Hotel. It was very fun. Because the bathroom was bigger than my house's bathroom. I went to Mrs Sachiko's house on the second day. My host family were two old people and one dog. But they didn't bathtub. They only used shower. So I was very sad.

No.14

Let me tell you about our school trip. We went to Okinawa to learn about world warII and to enjoy our last school trip. We stayed there for four days. We visited many places. The best part of our trip was visiting Churaumi aquarium. The whale sharks and manta rays were very beautiful and the sea was very fantastic. I think it was the most beautiful thing

in Okinawa. If you go to Okinawa, you will say “I want to go there again!” I guarantee it.  
Thank you.

No.15

I went to Okinawa on my school trip. That was the first time I had been to there, so I was able to enjoy. The first day, I went to Okinawa Memorial Park and a cave. I studied the Battle of Okinawa, and it was shocking for me that many people who weren't soldiers died in the war. I visited Churaumi aquarium, too. There were so many fishes. Then, I stayed at local people's house. Talking with my friends was fun. The last day, I went to Kokusai Street and enjoyed shopping with my friends. I'll never forget these wonderful experiences.

No.16

I went to Okinawa on our school trip. I stayed there for 4 days. On the first day, I went to “Todoroki cave” and “Peace Memorial Park”. On the second day, I went to “Himeyuri Peace Museum” and “Churaumi aquarium”. Visiting “Churaumi aquarium” was the best. Because I saw many beautiful fishes. On the third day, I went to “Ogimi village”. I ate pineapple here. It was the best food in Okinawa. On the last day, I went to “Kokusai Street”. I talked with my friends. It was the most interesting. I want to go to Okinawa again!

No.17

I went to Okinawa. I stayed in Okinawa for four days. I went to Okinawa by plane. I went to the sea on the third day. I swam in the sea. It was the most interesting. I went to blue

cave. It was the best. I enjoyed swimming in the sea. I liked Okinawa soba. The Whale shark was the most beautiful thing. I want to go to Okinawa again!

No.19

I went to Okinawa. I stayed there for four days. I entered the cave and went to Peace Memorial Park. The cave was dark and wet. I was reading a book at the hotel that night. I couldn't sleep because of Koichiro Hayashi. I couldn't sleep at night. My bed is stolen by Taiga Hayashi. I went to an animation store. The trip was fun and I was very happy.

No.20

I went to Okinawa with my friends in May on our school trip. I went there to learn about WWII and make wonderful memories. On the first day, we went to Peace Memorial Park. I learned about the importance of peace and I taught that we should never start war again. I felt that war was not good for anyone. On the second day, we stayed at my host family's house. Host family's name was Shingaki. They were very kind to us. All the food made by host mother were the most delicious so I loved her food. We were at the hotel on the third day. The shows after dinner were the most interesting. I took a photo with my friends at Emerald Beach. It is my best memory. So, I want to go there again.

No.21

I went to Okinawa for my school trip. I get there by bus and airplane. On the first day, I went the Peace Memorial Park and a cave. The cave was very dark and narrow. On the second day, I went to Himeyuri Peace Museum. This made us sad. Next I went to Churaumi aquarium. I saw many kinds of fish. On the third day, I went to sugarcane

plantation. I harvested sugarcane and made brown sugar. The best part was to stay with a family. I saw big trees and beautiful seas during homestay. I learned that we must make a peaceful world.

No.22

I went to Okinawa. I went there for our school trip. I went there on May 21st. I stayed there for 4 days. I enjoyed homestay on the second day. I enjoyed talking with friends at night. The best part was to see stars in the sky and the sea. I ate tako rice and it was delicious. I want to go Okinawa again. I enjoyed my school trip.

No.23

I went to Okinawa. I went there in May. I stayed for four days. I experienced snorkeling. I saw a blue cave there. It was a very beautiful thing. I think snorkeling is the best memory. Churaumi Aquarium is the most beautiful thing. Tako rice was the best food. I think Kokusai dori is the most interesting. I bought many souvenirs for my family. My family was glad with the souvenirs. I want to there again.

No.24

I went to Okinawa by plane. I stayed there for four days. On the first day, I went to “Okinawa Peace Memorial Park”. The Peace Memorial Park reminds us of the tragedy of war. On the second day, I went to “Churaumi Aquarium”. I saw the sea near the Aquarium. On the third day, I stayed “Home stay”. I ate “sataandagi” there. It was very delicious.

No.25

In Okinawa. I met someone interesting. The best part was the beach of the Churaumi aquarium. The sea was so beautiful. I stayed in Higashi village. I enjoyed homestay at Mr. Kinjo's house. I enjoyed playing shogi with Mr. Matsui and Mr. Fukui at night. I ate many delicious dishes. They were "sataandagi", pineapple, and Okinawa soba. I went to the Peace Memorial Park in Okinawa. I got interested in the world warII. Okinawa of people then. The tragedy made us sad. So, we should maintain world peace.

No.26

I went to Okinawa. I stayed in Okinawa for three days. I went to Okinawa by plane. The best memory is eating pineapple. My host family were so kind, and we played on the beach. We must not start war. I bought stuffed whale shark. It was the most beautiful thing. I like pineapple the most. I learned peace and enjoyed our school trip. I want to go there again!

No.27

I went to Okinawa in May. I stayed in Okinawa for three days. I learned about the war in Okinawa. I thought the Churaumi aquarium was the best. Trying snorkeling was the most interesting. I saw fishes in the sea. My host family were very kind to me. "Sataandagi" was the best food there. The most beautiful thing in Okinawa was the kindness of the people. I want to go to Okinawa again.

No.28

I went to Okinawa in May. It was our school trip. I stayed there for 4days. I went to a cave, the Peace Memorial Park, Himeyuri Peace Museum and International Street. The best part of my trip was visiting Beautiful Seawater Museum. I enjoyed International Street the most. I tried snorkeling. I ate Okinawa soba, takorice, “sataandagi” and blue sea ice cream. The best food was “sataandagi”. My host family’s name was Uema Kiyoko. I want to go there again.

No.29

I went to Okinawa on our school trip in May. On the first day, we went to Peace Memorial Park and Yaki cave. But it was not raining then. I wanted rain. The memorial park is the most interesting, because I learned about the war there. On the second day, we enjoyed homestay in the afternoon. So school trip was interesting. I don't want to go to Okinawa because there were so many insects.

No.30

I went to Okinawa in May for our school trip. I ate Okinawa soba, takorice. The best food was “sataandagi”. I went to the Peace Memorial Park. The park reminds us of the tragedy of war. This makes us sad. I enjoyed International Street the most. My host family’s name was Uema Kiyoko. I tried snorkeling. I saw a lot of fishes. I want to go there again.

No.31

I went to Okinawa with my classmates on our school trip in May. We stayed in Okinawa for four days. We went there by bus. On the second day we went to the Churaumi

aquarium. We saw a lot of fishes. Visiting aquarium was the best part of our trip. I want go there again. A lot of beaches were the most beautiful things in Okinawa. We saw beautiful fishes there. I enjoyed school trip.

No.32

I went to Okinawa with my friends in May on our school trip. I stayed there for four days. On the first day, I went to Peace Memorial Park and Todorokigou. In the Peace Memorial Park, there were a lot of historical records of war. So I learned about the tragedy of war. On the second day, I went to Himeyuri Peace Museum, Churaumi Aquarium and Emerald beach. Churaumi Aquarium has many large fish, such as whale sharks and Manta rays. I think it was very great, but I enjoyed playing on the beach the most. On the third day, I enjoyed beach trekking at cape Maeda. Okinawa's ocean was the most beautiful thing in Okinawa. At night, we enjoyed the recreation. It was the most interesting. On the last day, I went to International Street and bought some souvenirs. It was very fun. This school trip was good memories for my school life.

No.33

I went to Okinawa with my friends for our school trip for 4 days. I got there by bus and plane. We had a homestay in Ogimison. My host family was very kind, so I enjoyed the homestay. "Sataandagi" was the best food and the sea was the most beautiful thing there. I want to go there again. My best part was visiting Peace Memorial Park. I learned about importance of peace and war of Okinawa. I felt sad and want to keep peace then. This trip was very good. I want to go there again.

No.34

I went to Okinawa with my school friends. I stayed there for 3 days. On the first day, I went to the cave. It was very dark and hot. On the second day, I went to Churaumi aquarium. There were beautiful! On the third day, I experienced snorkeling. It was very beautiful too. My hotel room was the most interesting. I played card games with my friends. It was very fun! “Sataandagi” was the best food. I made it with my host family. I also ate sokisoba and takorice. Okinawa’s foods were very delicious! I want to go to Okinawa again.

#### The first speech scripts of Class 2

No.1

I went to Okinawa. I stayed there for 4 day. I enjoyed walking around the beach. Churaumi Aquarium was the best part of my trip. The homestay was fun and I saw “Yanbaru Kuina”. Okinawa ramen was the best food there. I learned that world peace is the most important thing through this trip. I felt very hot inside the cave. The Kokusai dori was very fun to go around, I want to visit there again.

No.2

I went to Okinawa. I stayed there from May 21st to May 24th. On the first day, I went to the Peace Memorial Park. On the second day, I went to the Himeyuri peace museum and the churaumi aquarium. On the third day, I enjoyed making brown sugar and we went to home stay. My host family’s name was Miyagi. They were very kind to me. I ate Okinawa’s food there. We learned about the war and we went into the cave. A guide told us that many people hid in it during the war. I thought Okinawa was a scary place. But

Okinawa is the most beautiful in Japan now. I think we should keep it clean.

No.3

I went to Okinawa on our school trip. I went to many places to learn about peace. I learned about the tragedy of the war in these places. Okinawan food was very delicious. I liked tako rice, Okinawa noodles and so on. The best part is my trip was Churaumi Aquarium. The view was very beautiful. The most interesting thing is that Ms. Ueso was excited like a child. There were a lot of insects in the host house and I was scared. I had an agricultural experience in a pineapples plantation. I was surprised because new pineapples grow on the pineapple leaves. I bought a handcuff on Kokusai Street. But, it was taken at the security inspection station. This trip has been a very memorable one for me.

No.4

I went to Okinawa for our school trip. We stayed in Okinawa for four days. On the first day, we went to Okinawa by plane with my classmates. We ate “sokisoba”. It tastes like ramen. It was very delicious. After the lunch, we went to the cave. The cave was hot and wet. We heard the history of the war there. On the second day, we went to Churaumi Aquarium .There were many large fishes, such as whale shark, and manta rays. On the third day, we stayed at a local family’s house. Their name was Miyagi. They were very kind. On the last day, we were shopping on Kokusai Street. I bought many souvenirs and presents for my families. My best memory was the ocean. I had a good time on a school trip. I want to go to Okinawa again.

No.5

On the first day, we went into the Todoroki cave. It was very hot and dark in the cave. I couldn't walk without light. It was hardest thing. On the second day, I enjoyed many things. Churaumi Aquarium is very beautiful. There are many fishes. I had a wonderful time during my homestay. I could see a starly sky. It was very fantastic. On the third day, I cut weeds by my hands. So, I had many welts. Welts means “mimizubare”. After that, I enjoyed snorkeling. The ocean was really great. I was impressed by the beauty of the ocean. On the fourth day, I bought many things for my family and my piano lesson's teacher. I was tired, but I enjoyed it. The school trip in Okinawa is very fun. I enjoyed special days.

No.6

Have you ever been to Okinawa? I have been to Okinawa once. I went to Okinawa in May. Kyoto was hotter than Okinawa. We learned peace and nature in Okinawa. We went to “Todoroki cave” and “Peace Memorial Park” on the first day. We went to “Himeyuri Peace Museum” and Churaumi Aquarium and Ogimison homestay on the second day. We went to a pineapple garden and the sea and sugar cane garden on the third day. We went to the sea two times and watched stars during the homestay. Watching stars was the most beautiful thing. I enjoyed making brown sugar the most. The best food during my homestay was tako rice. I learned the importance of peace through this trip.

No.7

We went to Okinawa. We got there by plane. We went to “Kokusaidori” on the fourth day. The most beautiful thing in Okinawa was the sea. The most interesting thing was the blue

cave. Our host family were very kind. The best food there was “mutigumi tennpura” and “sataandagi”. The best parts of my trip were “Kokusaidoori” and “aquarium”. I enjoyed snorkeling the most. I want to go there again.

No.8

We went to Okinawa. The best part in Okinawa is airplane. I have boarded Domestic line only twice. So, I was excited. The airline is All Nippon Airways. The airplane type was Boeing 777-300. I wanted to hear engine sound. But one of the junior high school students was shouting. So, I was angry. And, I felt the airplane looked old. Because the airplane was made in 2000. But the time during in the airplane was very fun.

No.9

I went to Okinawa in May. I stayed there for four days. The best part was the Peace Memorial and Himeyuri Peace Museum. Sokisoba was the most delicious food that I have ever eaten. The sea was the most beautiful thing in Okinawa. I enjoyed Churaumi Aquarium. I went to Mr. Nimura's house. It was very interesting. I spent a really great time on the bus. It was the most exciting. I learned that the war is very miserable. I want to go to Okinawa again.

No.10

I went to Okinawa. We stayed there for 4 days. On the first day, we went to Todoroki cave. It was very scary. On the second day, we went to Churaumi Aquarium. I was very beautiful fishes and played in the sea. On the last day, we went to Kokusai Street. We enjoyed shopping. I like Okinawa's food. For example, I like “muchigumi tempura.” It is

like rice cake. It is sweet. My best memory is to stay in the hotel and talking with friends.  
It was very fun. The school trip was very exciting. I want to go there again.

No.11

I went to Todoroki-gou on the first day. I went to Churaumi Aquarium on the second day.  
I went to Umino doukutsu on the third day. I went to Kokusai Dori on the last day. Umino  
doukutsu was the best part of my trip. I liked soki soba the most. I went to Kokusai Street  
with Daiya, Haruto and Yu. I enjoyed Kokusai Street the most. I stayed our host family  
with Kein, Yuto, Rio and Toma. Our host family took us to the sea. I saw Yambaruina.  
It was the most beautiful thing.

No.12

I went to Okinawa on our school trip. The best part was the beautiful beach. Blue cave  
was the most beautiful thing in Okinawa. I saw many beautiful fishes in the aquarium.  
We called my host mother Okkaa. We made Goya chample with our host mother. On the  
fourth day, I went to Kokusai Street. I ate ramen and bought presents there. The best food  
there was ice cream. I bought a funny T-shirt in Kokusai Street.

No.13

I went to Okinawa in May. My best part in Okinawa was the homestay with my three  
friends. We stayed at Mr. and Ms. Nimura's house. Their house was the closest house to  
Tanegashima. Ms. Nimura made a lot of food, and they were delicious. We helped her,  
and learned a lot. My favorite food was "muchigumi tempura". "Muchigumi tempura" is  
made from "omochi", and I liked it very much. I spent a very good time during my

homestay. I want to go there and meet them again!

No.14

We went to Okinawa. I ate some pork tamago sand. I enjoyed our time in the hotel. I visited some places. The sea was the most beautiful place. I went to the sea with a dog. I saw Yambaru kuinas there. On the first day, we went to the cave and the Peace Memorial Park. I felt that wars are wrong. Everything was great. I want to go there again.

No.15

We went to Okinawa. On the first day, we went to Todoroki cave. I learned that peace is important there. On the second day, we went to Churaumi Aquarium. I saw a lot of beautiful fish. Then, we went to Himeyuri Museum. I learned peace is important, too. Finally, I enjoyed homestay. I stayed with Mr. and Ms. Itazaki. They were very kind enough to give us cookies and ice cream. We made necklace with them. We enjoyed it very much. On the third day, I enjoyed canoeing. I rode it with Mr. Naka. On the fourth day, I did some shopping around the International Street. I bought something to give my family there. I enjoyed all of the school trip.

No.16

We went to Okinawa for four days on school trip. On the first day, we went to a cave and Peace Memorial Park. On the second day, we went to Himeyuri Peace Archive and Churaumi Aquarium. At night, we went to the host family's home. On the third day, I enjoyed snorkeling. On the fourth day, we went shopping at Kokusai Street. And our school trip was over. My best memory is homestay. Because my host family is very kind.

I enjoyed my school trip, so I want to go there again.

No.17

I went to Okinawa by airplane. The hotel was the best part of my trip. To stay in the hotel was the most fun. Mr. Mizobe and Mr. Naito were interesting. My host family were very kind. “Sataandagi” and “beniimo tart” were the most delicious foods. “Ta-taki” was the most interesting thing. Emerald beach was the most beautiful thing in Okinawa. I learned the importance of the peace through this trip.

No.18

I went to Okinawa in May. It was our school trip. I stayed in Okinawa for four days and three nights. I did snorkeling and it was fun. I watched the beautiful sea. The best part of my trip was to watch the beautiful sea. My host family was Mr. Itazaki. I made a photo frame and necklace with Ms. Itazaki. I thought that we must not fight again. I liked “Okinawa soba” the most. I enjoyed snorkeling the most. I want to go to Okinawa again.

No.19

We went to Okinawa by bus and train. We stayed there for four days. I saw beautiful fishes in sea of Okinawa. The sea was the most beautiful thing in Okinawa. Swimming in the sea was the best part of my trip. I made a strap of shells. We stayed at a house in Ogimison on the third day. Tako rice was the best food there. I enjoyed buying souvenirs of Okinawa. I want to go there again. Because it was fun.

No.20

I went to Okinawa. I stayed in Okinawa for four days. On the first day, we went to the cave and the Peace Memorial Park. I felt sad when I visited them. On the second day, we went to the Himeyuri Peace Memorial Park. On the third day, I went to Onna village, where I made brown sugar. On the fourth day, we went to Kokusai Street. The return flight was the best part on this trip. Why? It is because this trip was hard. I learned about peace and many things through this trip.

No.21

We went to Okinawa in May. On the first day, we went to a cave and the Peace Memorial Park. On the second day, we went to Himeyuri Peace Museum and an aquarium. I stayed at Mrs. Gushiken's home. They were very kind. I enjoyed homestay the most. On the third day, I worked in a sugarcane plantation. I learned about peace. The sea was the most beautiful thing in Okinawa. I want to go to Okinawa again.

No.22

I went to Okinawa. On the first day, I went to the cave and the Peace Memorial. I learned about peace there. On the second day, I went to Himeyuri Peace Museum and Churaumi Aquarium. I learned about Himeyuri. I saw many fishes and I enjoyed the beach. On the third day, I went to the sea. I enjoyed snorkeling. On the fourth day, I went to Kokusai Street. I bought many presents. Snorkeling was the best part of my trip.

No.23

We went to Okinawa. I stayed there for four days. On the first day, I went to Todoroki cave. On the second day, I went to Himeyuri Peace Museum. On the third day, I went to the sea. The time at the hotel was the best part of my trip. The food tasted very yummy. During the homestay, I liked Okinawa soba the best! The best snack was “sataandagi.” Snorkeling was the most interesting.

No.24

I went to Okinawa. I have stayed in Okinawa for four days. On the first day, I learned that peace is important. The war must never happen again. On the second day, I went to Churaumi Aquarium. I felt Churaumi Aquarium was the best of the trip. On the third day, I went to the sea. I enjoyed snorkeling at Cope Maeda. Salad was the best food there. I enjoyed Churaumi Aquarium the most. Looking at stars was the most beautiful thing in Okinawa. Do you want to go to Okinawa? Thank you for listening.

No.25

I went to Okinawa. I went to a cave. I met Mr. Akiyama. He was interesting. I liked pumpkin. I learned that peace is very important. The shows at the hotel was the best part of my trip. I enjoyed breaking watermelon. I saw lots of stars. Going to Churaumi Aquarium was the most interesting. I don't want to go there again. Because there are very hot.

No.27

Have you been to Okinawa? I went to Okinawa. I stayed in Okinawa for four days. I went there to learn many things. For example, about the war and peace. I ate many kinds of delicious food. On the third day, I enjoyed canoeing. I enjoyed the beautiful beach the best. The sea was very beautiful. It was blue. “Beniimo tart” is the best food in Okinawa. I want to go there again.

No.28

I went to Okinawa in May. I stayed Okinawa for four days. On the first day, I went to Gama and Himeyuri Peace Museum. I was in shock. In the hotel, I played Uno. On the second day, I went to aquarium and had homestay. The aquarium was the most beautiful thing in Okinawa. On the third day, I went to beach trekking with my friends. I found many star sands. It was very fun. On the fourth day, I went to Kokusai Street with Yujin and Rei. We bought ice cream and “beniimo tart.” Ice cream was very yummy. I want to go to Okinawa again!

No.29

I went to Okinawa for our school trip in May. I learned about “peace” on this trip. I learned about “peace” in the cave and the Peace Memorial Park. When I visited there I felt sad because many people died. Homestay was the best part of my trip because I stayed there with my friends. We ate many kinds of Okinawa’s food during my homestay. I liked Okinawa soba the most. I ate it during my homestay. The aquarium was the most interesting. I saw whale sharks there. I want to go to Okinawa again.

No.30

I went to Okinawa for my school trip. I liked tako rice the most. On the first day, we went to Todoroki cave and the Peace Memorial Park to learn about the Okinawa War. On the second day, we went to Himeyuri Peace Museum and Churaumi Aquarium. On the third day, I homestayd at Touma family's house and went to Korijima to take pictures. After that, we went snorkeling. I saw many kinds of colorful fish during snorkeling. On the last day, we went shopping at the Kokusai Street. The best part of my trip was Churaumi Aquarium.

No.31

I went to Okinawa with my classmates. I stayed there for four days. I enjoyed the trip. On the first day, I went to "gama." The place was very cold and dark. On the second day, I went to Himeyuri Museum, Churaumi Aquarium and host parents' house. The Himeyuri Museum had many pictures of war and story. They made me sad. The Aquarium had many fishes. My host family was very kind. I made a key chain with my host family. On the third day, I enjoyed snorkeling at Maeda Misaki. I could see many fishes and coral reefs in the sea. They were very beautiful. On the fourth day, I enjoyed shopping at Kokusai Street.

No.32

I went to Okinawa in May. It was our school trip. We went to Okinawa Peace Memorial Park. The park reminds us of the tragedy of war. I was in shock. But we should remember the importance of peace. We learned from the experience of the past. On the second day, I saw many fishes. I had a good time at time by the nearby beach. School trip was a very

nice experience. I made many friends! I want to go to Okinawa again.

No.33

I went to Okinawa in May with my friends for our school trip. I visited many places. On the first day, I visited the cave and the Peace Memorial Park. I learned about peace. On the second day, I visited Churaumi Aquarium and a beautiful beach. I was surprised. On the third day, I enjoyed my homestay. On the fourth day, I visited Kokusai Street. I bought many gifts. It was very fun. The best part of my trip was Churaumi Aquarium because we were free to move around. The best food was tako rice. It was made by my host family. It tasted great. I learned about nature and peace. I learned many things through my trip.

No.34

Do you like Okinawa? I like Okinawa. I went to Okinawa in May. I stayed in Okinawa for four days. We went to the cave on the first day. It was very hot. We went to the Churaumi Aquarium on the second day. I saw many fishes there. We went to homestay on the second day's night. I ate tempura and Okinawa soba. It was very delicious. I learned about the importance of peace. I want to go there again.

# APPENDIX 5

## RUBRICS FOR SELF-EVALUATION AND PEER-ASSESSMENT

Speech theme 「Our School Trip to Okinawa」 Advice /self-evaluation sheet class number group name

| The points to evaluate                                                    | Criteria                                | A: Extremely satisfied                                                                                                                                                                | B: Moderately satisfied                                                                                                                                                                           | C: Need a little more work                                                                                                                                                                                    | D Still needs work                                                                                                                |
|---------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| ① Positive delivery toward speaking with considering listeners' reactions | • Positive delivery toward presentation | <input type="checkbox"/> You (I) take listeners' reaction into consideration such as making eye contact and adjusting facial expressions and gestures according to your (my) content. | <input type="checkbox"/> You (I) try hard to take listeners' reaction into consideration such as making eye contact and adjusting facial expressions and gestures according to your (my) content. | <input type="checkbox"/> You (I) sometimes look down while speaking. Frequency of eye contact should be increased and facial expressions and gestures according to your (my) content should be more enriched. | <input type="checkbox"/> You (I) look down almost all of the time you speak. You (I) make few eye contact and facial expressions. |
|                                                                           | • Tone of voice and speed               | <input type="checkbox"/> You (I) speak clearly and cheerfully with appropriate speed.                                                                                                 | <input type="checkbox"/> You (I) roughly speak clearly and cheerfully with appropriate speed.                                                                                                     | <input type="checkbox"/> Your (my) voice is not loud enough. You (I) managed to                                                                                                                               | <input type="checkbox"/> Your (my) voice is not loud enough. You (I) couldn't continue your (my) speech                           |

|                                                                    |                                                                                                                 |                                                                                                                                                             |                                                                                                                                                         |                                                                                                                                                                                           |                                                                                                                                                                                              |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                    |                                                                                                                 |                                                                                                                                                             |                                                                                                                                                         | finish your (my) speech after a pause.                                                                                                                                                    | after a long pause.                                                                                                                                                                          |
| ②Correct stress, intonation and pronunciation                      | <ul style="list-style-type: none"> <li>• Accuracy of pronunciation and intonation</li> <li>• Fluency</li> </ul> | <input type="checkbox"/> Your (my) pronunciation is native-like and you pay careful attention to linking and intonation. You (I) speak at a moderate tempo. | <input type="checkbox"/> Your (my) pronunciation is almost native-like and you pay much attention to linking and intonation.                            | <input type="checkbox"/> You (I) pay good attention to pronunciation, linking and intonation.                                                                                             | <input type="checkbox"/> You (I) do not pay good attention to pronunciation, linking and intonation.                                                                                         |
| ③ Accurate usage of learned grammar and other linguistic knowledge | <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Word</li> <li>• Word order</li> </ul>               | <input type="checkbox"/> You (I) use appropriate words and phrases to what you want to express. You (I) also pay full attention to correct word orders.     | <input type="checkbox"/> You (I) roughly use appropriate words and phrases to what you want to express. You (I) also pay much attention to word orders. | <input type="checkbox"/> There are some grammatical mistakes but you (I) use appropriate words and phrases to what you want to express. You (I) try to pay good attention to word orders. | <input type="checkbox"/> There are lots of grammatical mistakes but you use appropriate words and phrases to what you (I) want to express. You (I) try to pay good attention to word orders. |

|                                                                                 |                                                                                                                               |                                                                                                                                                                                             |                                                                                                                                                                                          |                                                                                                                                                                                          |                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ④ Well-organization of your thoughts and feelings, or facts on a provided theme | <ul style="list-style-type: none"> <li>• Appropriate contents on a given theme</li> <li>• Expressing your emotions</li> </ul> | <input type="checkbox"/> Your (my) speech has coherence that makes what you (I) have thought and felt about culture and your (my) experiences in Okinawa easily and effectively understood. | <input type="checkbox"/> Most of your (my) speech content makes what you (I) have thought and felt about culture and your (my) experiences in Okinawa easily and effectively understood. | <input type="checkbox"/> Your (my) speech content roughly makes what you (I) have thought and felt about culture and your (my) experiences in Okinawa easily and effectively understood. | <input type="checkbox"/> Most of your (my) speech content hardly makes what you (I) have thought and felt about culture and your (my) experiences in Okinawa easily and effectively understood. |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## APPENDIX 6

### ADVICE SHEETS FOR THE FIRST AND SECOND SPEECH ACTIVITIES

#### Advice Sheet for The first and Second Speech

| Criteria                                                                        | A~D |
|---------------------------------------------------------------------------------|-----|
| ① Positive delivery toward speaking with considering listeners' reactions       |     |
| ② Correct stress, intonation and pronunciation                                  |     |
| ③ Accurate usage of learned grammar and other linguistic knowledge              |     |
| ④ Well-organization of your thoughts and feelings, or facts on a provided theme |     |

To Mr. /Ms.

Advisor:

• Good points

• Improvement points

APPENDIX 7

ADVICE SHEET FOR THE THIRD EXPERIMENT

**Advice Sheet**

Class      Number      Name

☆ Give advice to your friends !

| Advisor | Good Points | Improvement Points |
|---------|-------------|--------------------|
| ①       |             |                    |
| ②       |             |                    |
| ③       |             |                    |

APPENDIX 8  
SPEECH SHEET FOR REVISION

Okinawa

10/9 Speech

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Class

Number

Name

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## APPENDIX 9

### SPEECH SCRIPTS USED IN THE SECOND SPEECH ACTIVITIES

#### IN THE TWO CLASSES

##### The improved speech scripts for second presentation of Class 1

No.1

I went to Okinawa for four days. I thought about “peace” during school trip. I thought that “peace” is the most important thing. I went to “Churaumi Aquarium” on the second day. I saw a lot of fish there. Okinawa’s ocean was the most beautiful thing in Okinawa. “Sataandagi” was the best Okinawa’s food. I enjoyed shopping in Kokusai Street on the fourth day. I enjoyed Okinawa’s culture too. I went to a field to get some “satokibi” and to make some “kokutou”. Do you want to go there again? — Yes, I want to go there again.

No.2

Do you know what happned in Okinawa? I went there to learn about the war and peace. On the first day, I went to a cave and the Peace Memorial park, I learned that Japan was wrong. On the second day, I went to Himeyuri Peace Museum. I learned to memories at the time of World War II. I felt very sad. So I think we don't start a war. On the third day, we stayed at our host family’s house. Mr. and Ms.Takahashi were my host family. I went to the sea with my host father. The most interesting thing was catching mozuku. I ate the mozuku in the sea. And the mozuku tasted salty. How about eating mozuku in the sea? Thank you for listening.

No.3

I went to Okinawa from May 21 on our school trip. I stayed there 4 days, from May 21 to May 24. I used a bus and an airplane to go to Okinawa. I went to Himeyuri Peace Museum and Churaumi Aquarium on the second day. My homestay was very fun and host family were very kind. I think tako rice was the best food, I want to go there again! I learned we mustn't begin war in the Peace Memorial Park. Okinawa is very fun place.

No.4

I went to Okinawa for my school trip. I stayed there for 4 days. I went to a cave and the Peace Memorial Park on the first day. It made us sad. On the second day, I went to Churaumi Aquarium. It made me happy. On the third day, I went to the beautiful sea. Watching sea is the best part of my trip. On the fourth day, I went to Kokusaidori. I bought many goods. My favorite Okinawan food is "sataandagi". I learned that Okinawa is a very good spot. This school trip is a good memory. I want to go there again.

No.5

I went to Okinawa with my friends. I got there by airplane. I stayed there for four days. I went to the Peace Memorial Park on the first day. I learned the importance of peace. I went to Churaumi Aquarium on the second day. It was very fun. I stayed at my host family's house on the second day. I made "sataandagi" with my host family. "Sataandagi" was the best food there. I swam in the sea on the third day. It was very beautiful. I went to Kokusai Street on the fourth day. I learned many things through this trip. I want to go there again.

No.8

I went to Okinawa on our school trip. I got there by airplane. On the first day, and second day, we visited Todorokigou, the peace memorial park and Himeyuri Peace Museum. I felt very sad when I studied about the war. We went to Aquarium. Aquarium had big water tank. On the third day, I went to Aonodoukutsu. I felt that it was beautiful and clear. I bought presents for my family by Kokusaidori on fourth day. I enjoyed this trip. But I don't want to go to Okinawa again.

No.10

I went to Okinawa with other 9th graders. We stayed there for four days. We got there by bus. We went to the Peace Memorial Park and a cave. The most beautiful thing was the nearby beach. We visited Churaumi Aquarium. There were many large fishes, such as whale sharks, and manta rays. After that, I stayed in the same house with some of my classmates. I took pictures of the starry sky there. On the third day, we stayed at a hotel. I talked with friends at the hotel until one o'clock. It was the most interesting. I want to go there again.

No.13

I visited to Okinawa on our school trip in May. It was the rainy season in Okinawa. But we didn't have rain. Because I am super sunny man. I went to Rowajeel Hotel on the first day. I took a bath in Rowajeel Hotel. It was very fun. Because the bathroom was bigger than my house's bathroom. I went to Mrs. Sachiko's house on the second day. My host family were two old people and one dog. But they didn't bathtub. They only used shower. So I was very sad. Do you like bathtub? I like bathtub. No, I love it.

No.14

Let me tell you about our school trip. We went to Okinawa to learn about world warII and to enjoy our last school trip. How many times have you been to Okinawa? We stayed there for four days. We visited many places. The best part of our trip was visiting Churaumi aquarium. The whale sharks and manta rays were very beautiful and the sea was very fantastic. I think it was the most beautiful thing in Okinawa. If you go to Okinawa, you will say “I want to go there again!” I can guarantee it. Thank you.

No.19

I went to Okinawa. I stayed there for four days. I entered the cave and went to Peace Memorial Park. The cave was dark and wet. I was reading a book at the hotel that night. I couldn't sleep because of Koichiro Hayashi. I couldn't sleep at the night. My bed was stolen by Taiga Hayashi. I went to an animation store on Kokusai Street. The trip was fun and I was very sleepy.

No.20

Let me tell you about my school trip. I went to Okinawa with my friends in May on our school trip. I went there to learn about WWII and make wonderful memories. On the first day, we went to Peace Memorial Park. I learned about the importance of peace and I thought that we should never start war again. I felt that war was not good for anyone. On the second day, we stayed at my host family's house. They were very kind to us. All the food made by host mother were the most delicious so I loved her food. So, I want to go there again. What do you think about peace? I would like to hear your opinions. Thank you for listening.

No.21

I went to Okinawa for my school trip. I get there by bus and airplane. On the first day, I went the Peace Memorial Park and a cave. The cave was very dark and narrow. On the second day, I went to Himeyuri Peace Museum. There were many thing related to war there. This made us sad. Next I went to Churaumi aquarium. I saw many kinds of fish. On the third day, I went to sugarcane plantation. I harvested sugarcane and made brown sugar. The best part was to stay with a family. I saw big trees and beautiful seas during homestay. I learned that we must make a peaceful world.

No.24

I went to Okinawa by plane. I stayed there for four days. On the first day, I went to “Okinawa Peace Memorial Park”. The Peace Memorial Park reminds us of the tragedy of war. On the second day, I went to “Churaumi Aquarium”. I saw the sea near the Aquarium. On the third day, I stayed “Home stay”. I ate “sataandagi” there. It was very delicious. Thank you for listening.

No.29

I went to Okinawa on our school trip in May. On the first day, we went to Peace Memorial Park and Todoroki cave. It was very narrow. The memorial park is the most interesting, because I learned about the war there. We enjoyed homestay in the afternoon on the second day. So school trip was interesting. I want to go to Okinawa again.

No.30

Hey, you guys! I'm Shunta. Unfortunately, I didn't go to Okinawa. By the way, did you enjoy your trip? I hope you enjoyed a lot! I will tell you some information about Okinawa. There is famous for beautiful ocean. I heard some of you enjoyed snorkeling and saw wonderful fishes. I want to do someday. Actually, I have been to Okinawa when I was 9 years old. If you would like to go again, please let me know. I want to go with you.

No.31

Today, I'm going to talk about our school trip. We went to Okinawa with my classmates on our school trip in May. We stayed in Okinawa for four days. We went there by bus and plane. On the second day, we went to the Churaumi aquarium. Visiting aquarium was the best part of our trip. We saw beautiful fishes there. A lot of beaches were the most beautiful things in Okinawa. I enjoyed school trip. Did you enjoy the school trip? Thank you for listening.

No.34

I went to Okinawa with my school friends. I stayed there for 3 days. On the first day, I went to a cave. It was very dark and hot. On the second day, I went to Churaumi aquarium. There were many fish and they were beautiful! On the third day, I experienced snorkeling. It was very beautiful too. In the hotel room was the most interesting. I played card games with my friends. It was very fun! Have you ever eaten "sataandagi"? I ate "sataandagi." I made it with my host family. It was very delicious! I want to go to Okinawa again.

## The improved speech scripts for second presentation of Class 2

No.1

I went to Okinawa. I stayed there for 4 days. On the first day, I went to a cave. Inside the cave was very hot and dark. Also, I went to Peace Memorial Park. There was a rock. It had many people's names written who were died in the battle of Okinawa. From this experience, I thought that world peace is the best. On the second day, we went to the Churaumi Aquarium and we saw beautiful beaches. Then I went to the northern part of Okinawa. I experienced homestay. I ate taco rice. When we go around the beaches at night I saw "Yanbaru Kuina" for the first time in my life. On the third day, I walked around the beaches. I collected some star sand and shells on the last day. I map to the main street of Okinawa, "Kokusai dori." It was very fun to go around. I want to visit there again.

No.3

I went to Okinawa on a school trip. I went to many places to learn about peace. I learned about the tragedy of the war in these places. Okinawan food was very delicious. I liked taco rice, Okinawa noodles and so on. The best part is my trip was Churaumi Aquarium. The view was very beautiful. The most interesting thing is that Ms. Ueso was excited like a child. There were a lot of insects in the host house and I was scared. I had an agricultural experience in a pineapples plantation. I was surprised because new pineapples grow on the old pineapple leaves. I bought a handcuff on Kokusai Street. But, it was taken at the security inspection station. This trip has been a very memorable one for me.

No.4

I went to Okinawa for our school trip. We stayed in Okinawa for four days. On the first day, we went to Okinawa by plane with my classmates. We ate “sokisoba”. It tastes like ramen. It was very delicious. On the second day, we went to Churaumi Aquarium .There were many large fish, such as whale sharks, and manta rays. On the third day, we stayed at a local family’s house. They were very kind. On the last day, we were shopping on Kokusai Street. I bought presents I had a good time. I want to go to Okinawa again. Thank you!

No.6

Have you ever been to Okinawa? I went to Okinawa in May. Kyoto was hotter than Okinawa. We learned peace and nature in Okinawa. First, we learned peace. We went to “Todoroki cave” and some museums. I am in shock and I think of peace. Second, we learned nature. I went to Churaumi Aquarium, sea and some gardens. Watching stars was the most beautiful thing. I enjoyed making brown sugar the most. I learned the importance of peace through this trip. I want to go to Okinawa again. Thank you.

No.8

I’m going to tell you about our school trip in Okinawa. We went to Okinawa. The best part in school trip is airplane. Because I couldn’t enjoy the school trip in Okinawa. I have boarded Domestic line only twice. So, I was excited. The airline is All Nippon Airways. The airplane type was Boeing 777–300. I wanted to hear engine sound. But one of the junior high school students was shouting. So, I was angry. And, I felt the airplane looked

old. Because the airplane was made in 2000. But the time during in the airplane was very fun. Thank you for listening.

No.10

We went to Okinawa. We stayed there for 4 days. On the first day, we went to Todoroki cave. It was very scary. On the second day, we went to Churaumi Aquarium. I saw many fishes and played in the sea. On the last day, we went to Kokusai Street. We enjoyed shopping. I like Okinawa, and there were traditional food in particular. For example, I like “muchigumi tempura.” It is like rice cake and sweet. My best memory is to stay in the hotel and talking with friends. It was very fun. The school trip was very exciting. I want to go there again. Thank you for listening.

No.14

We went to Okinawa. We went to the cave and Peace Memorial Park. I felt that war was wrong. I enjoyed our time in the hotel. I went to the sea with a dog. The sea was the most beautiful place. I saw Yambaruquinas there. I ate pork tamago sand. Everything was great. I want to go there again.

No.16

We went to Okinawa for four days on school trip. On the first day, we went to a cave and Peace Memorial Museum. On the second day, we went to Himeyuri Peace Museum and Churaumi Aquarium. At night, we went to the host family’s home. On the third day, I enjoyed snorkeling. On the fourth day, we went shopping at Kokusai Street. And our school trip was over. My best memory is homestay. Because my host family is very kind.

I enjoyed my school trip, so I want to go there again.

No.19

We went to Okinawa by bus and plane. We stayed there for four days. I saw beautiful fishes in sea of Okinawa. The sea was the most beautiful thing in Okinawa. Swimming in the sea was the best part of my trip. I made a strap of shells. We stayed at a house in Ogimison on the third day. Tako rice was the best food there. I enjoyed buying souvenirs of Okinawa. I want to go there again. Because it was fun. Thank you for listening.

No.21

We went to Okinawa in May. On the first day, we went to a cave and the Peace Memorial Park. On the second day, we went to Himeyuri Peace Museum and an aquarium. I stayed at Mrs. Gushiken's home. They were very kind. I enjoyed homestay the most. On the third day, I worked in a sugarcane plantation. I learned about peace. The sea was the most beautiful thing in Okinawa. Did you enjoy your school trip? I want to go to Okinawa again.

No.27

Have you been to Okinawa? I went to Okinawa. I stayed in Okinawa for four days. I went there to learn many things. For example, about the war and peace. There were many kinds of delicious foods. On the third day, I enjoyed canoeing. I enjoyed the beautiful beach the best. The sea was very beautiful. I can speak to many friends. My best food is "Beniimo tart." It is very sweet. I want to go there again.

No.29

I went to Okinawa for our school trip in May. I learned about “peace” on this trip. I learned about it in many places. For example, the cave and the Peace Memorial Park. When I visited there I felt sad because many people died. Homestay was the best part of my trip because I stayed there with my friends. We ate many kinds of Okinawa’s food during my homestay. I liked Okinawa soba the most. When I ate it, I was happy. The aquarium was the most interesting. I saw whale sharks there. I want to go to Okinawa again.

No.31

I went to Okinawa for my school trip. I liked taco rice the most. On the first day, we went to Todoroki cave and the Peace memorial Park to learn about the Okinawa war. On the second day, we went to Himeyuri Museum and Churaumi Aquarium. On the third day, I homestayd at Touma family’s house and went to Kourijima to take pictures. After that, we went snorkeling. I saw many kinds of colorful fish during snorkeling. On the last day, we went shopping at the Kokusai Street. The best part of my trip was Churaumi Aquarium. Does anyone want to go to Okinawa? Thank you for listening.

No.32

I will tell you about my school trip. We went to Okinawa in May. It was our school trip. Okinawa Peace Memorial Park reminds us of the tragedy of war. We should remember the importance of peace. On the second day, I saw many fishes. I had a good time at time by the nearby beach. School trip was a very nice experience. I love Okinawa. I want to go to Okinawa again.

No.33

Hi, I'm Taiga Yamamoto. I tell you about my school trip. I went to Okinawa in May with my friends for our school trip. I visited many places. On the first day, I visited the cave and the Peace Memorial Park. I learned about peace. On the second day, I visited Churaumi Aquarium and a beautiful beach. I was surprised. On the third day, I enjoyed my homestay. On the fourth day, I visited Kokusai Street. I bought many gifts. It was very fun. The best part of my trip was Churaumi Aquarium because we were free to move around. What was the best food of your trip? The best food was tako rice. It was made by my host family. It tasted great. I learned about nature and peace. I learned many things through my trip.

## CO-OCCURRENCE NETWORKS RESULTED FROM TEXT MINING

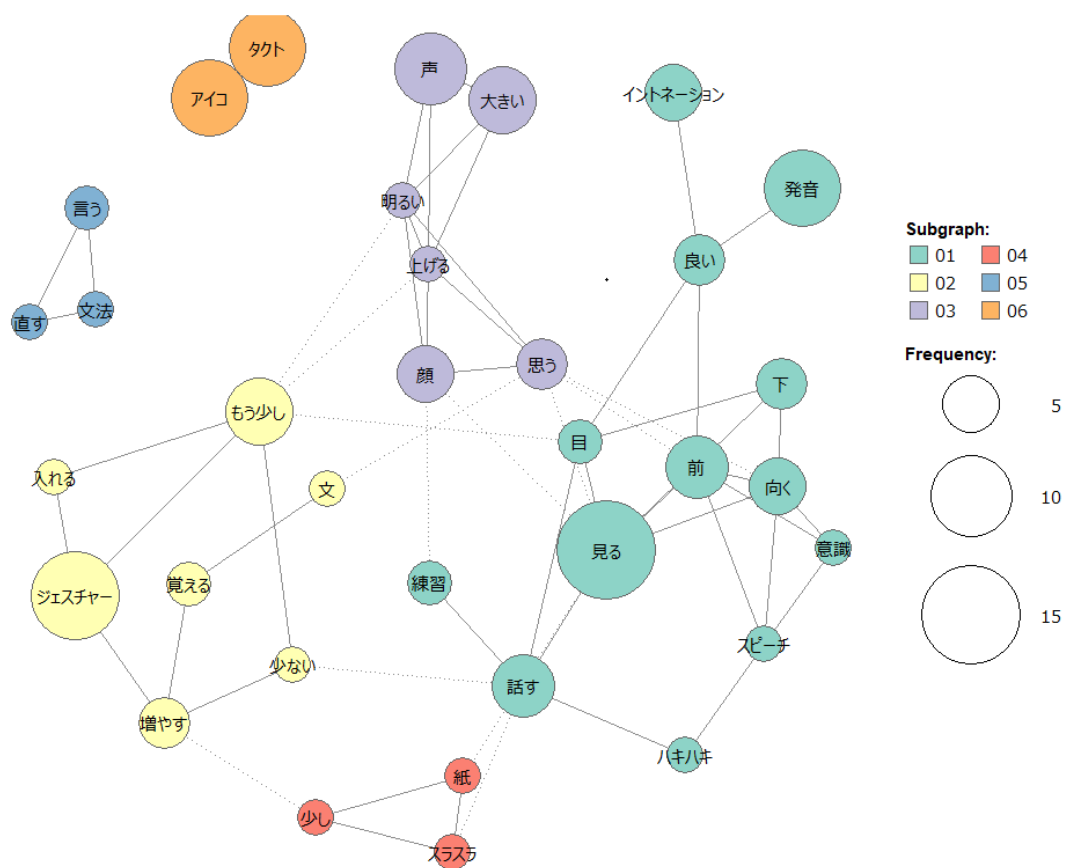
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- 02 (Yellow)
- 03 (Purple)
- 04 (Red)
- 05 (Blue)
- 06 (Orange)

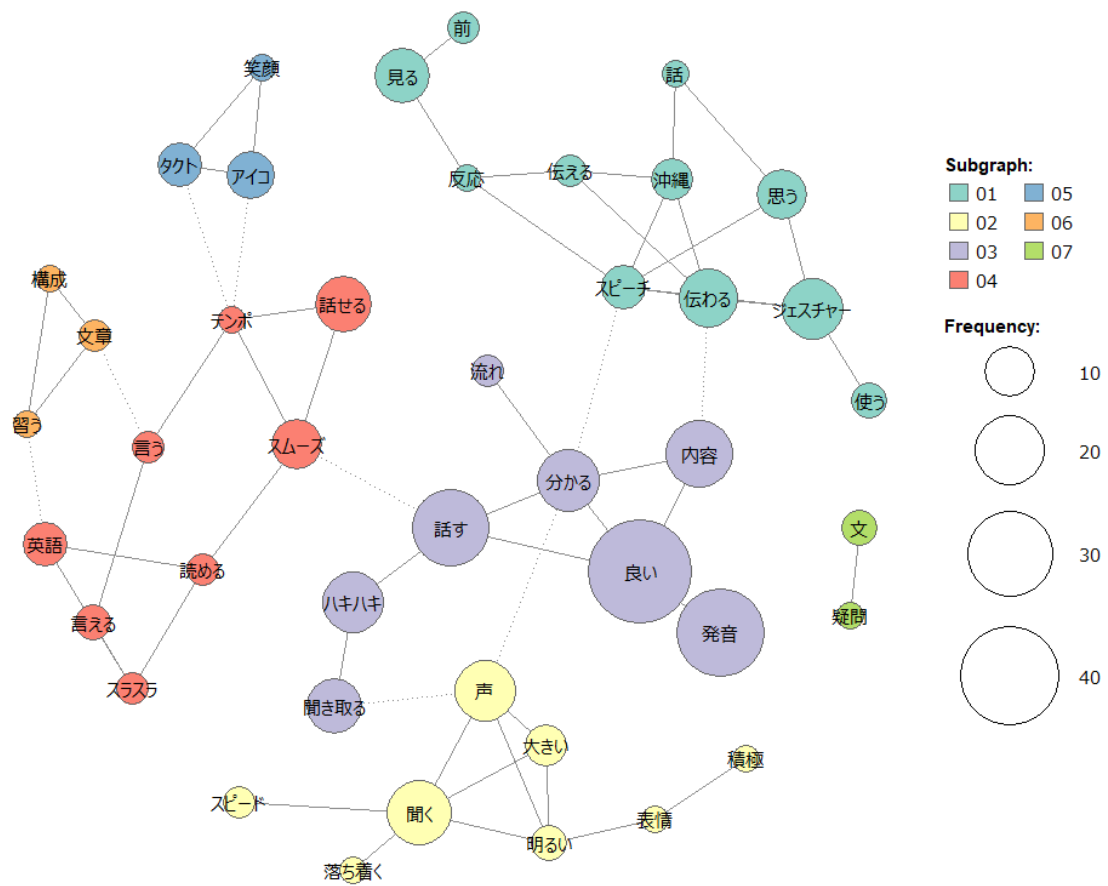
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- 6 (Medium-large circle)
- 8 (Large circle)

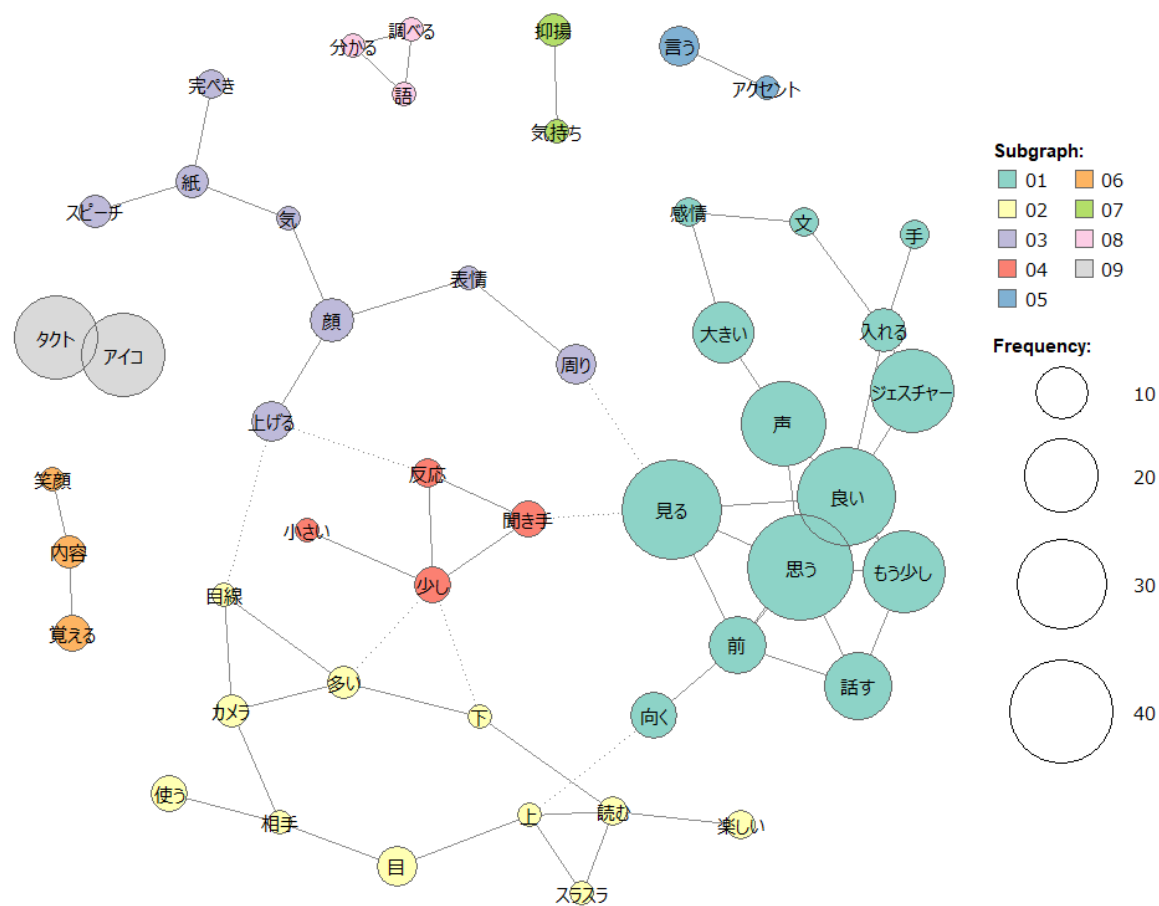
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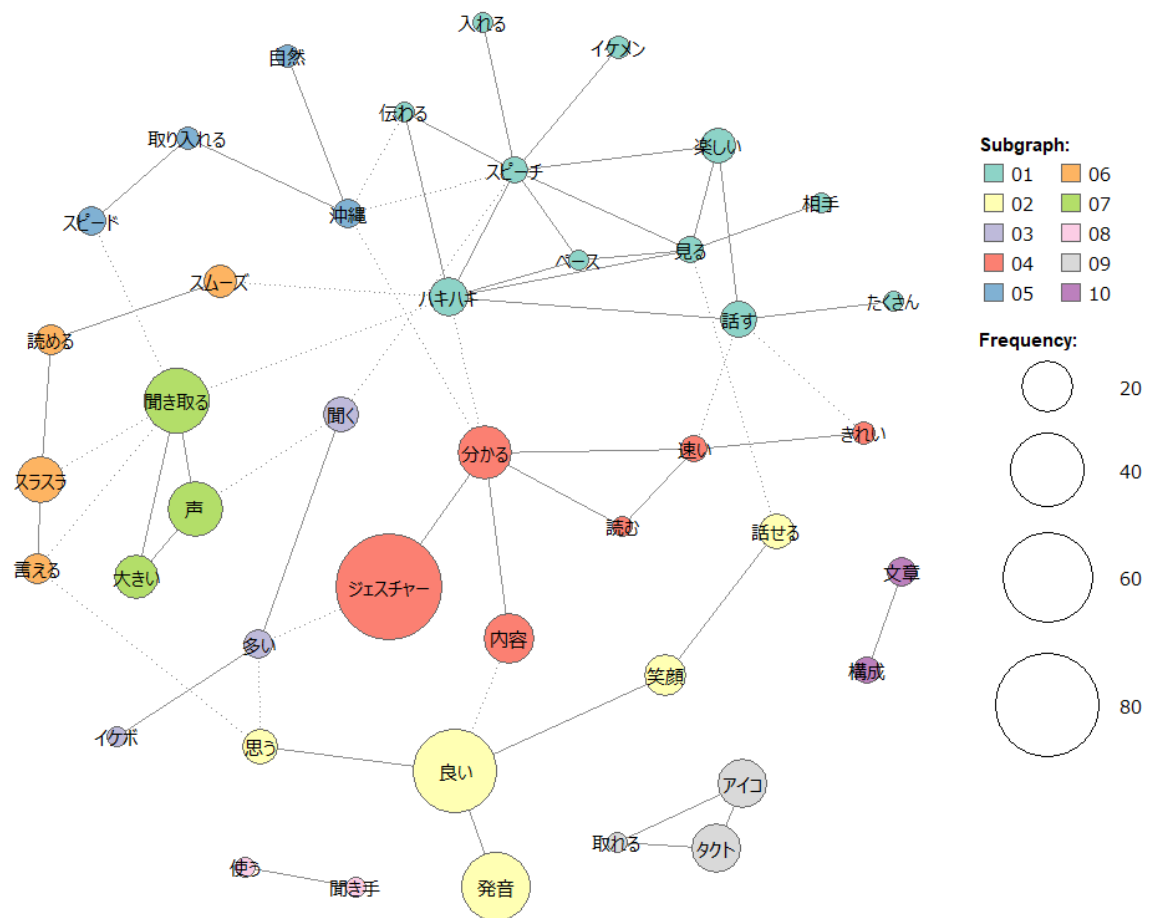
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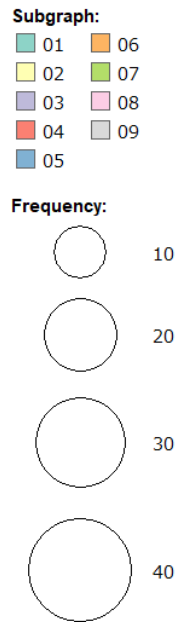
## Improvement Points of the First Speech Illustrated by Peer-assessment



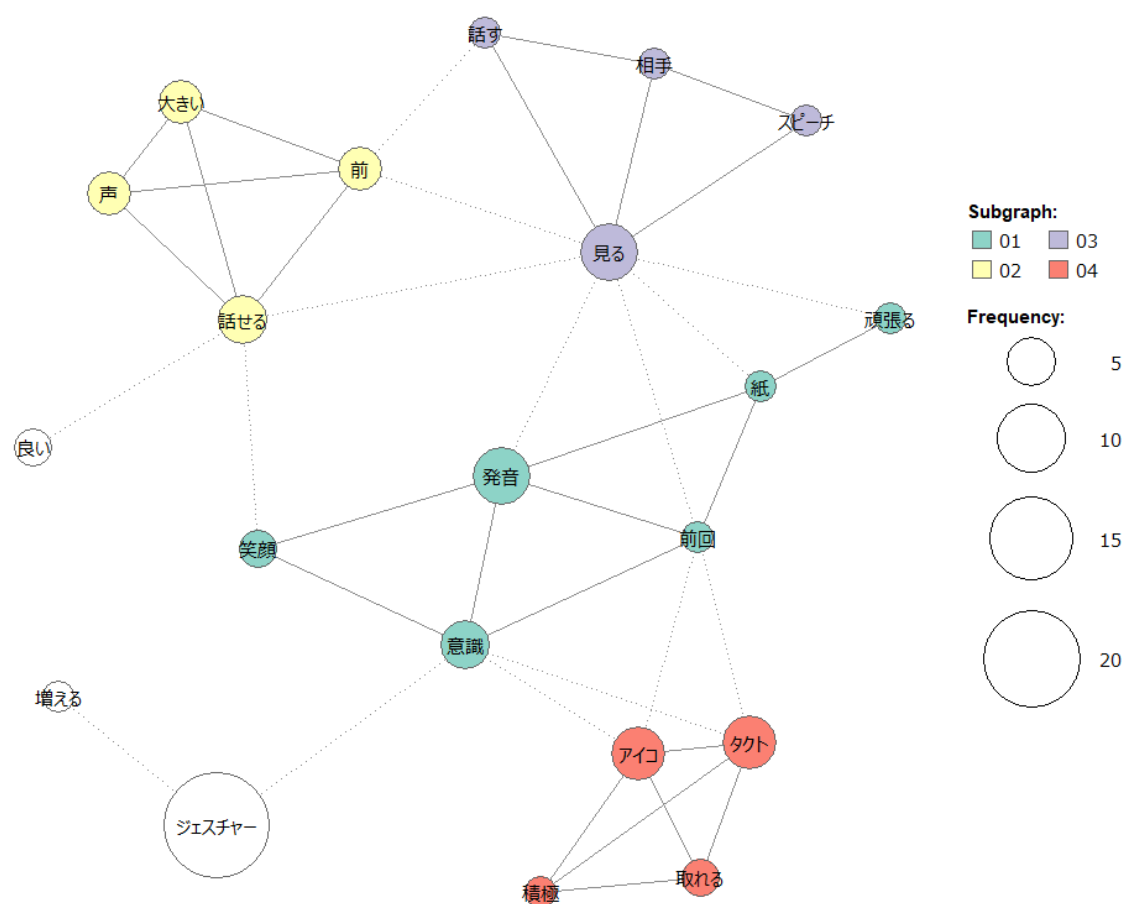
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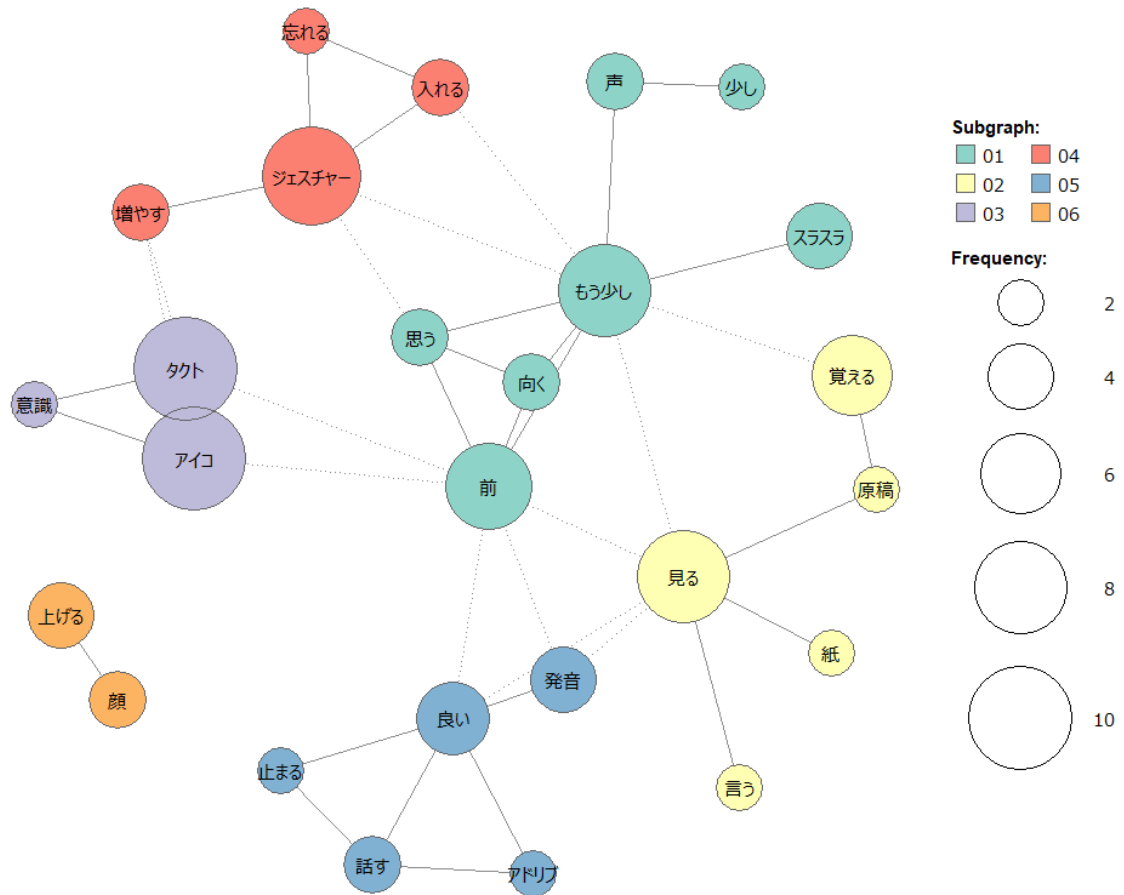
### in the Third Experiment



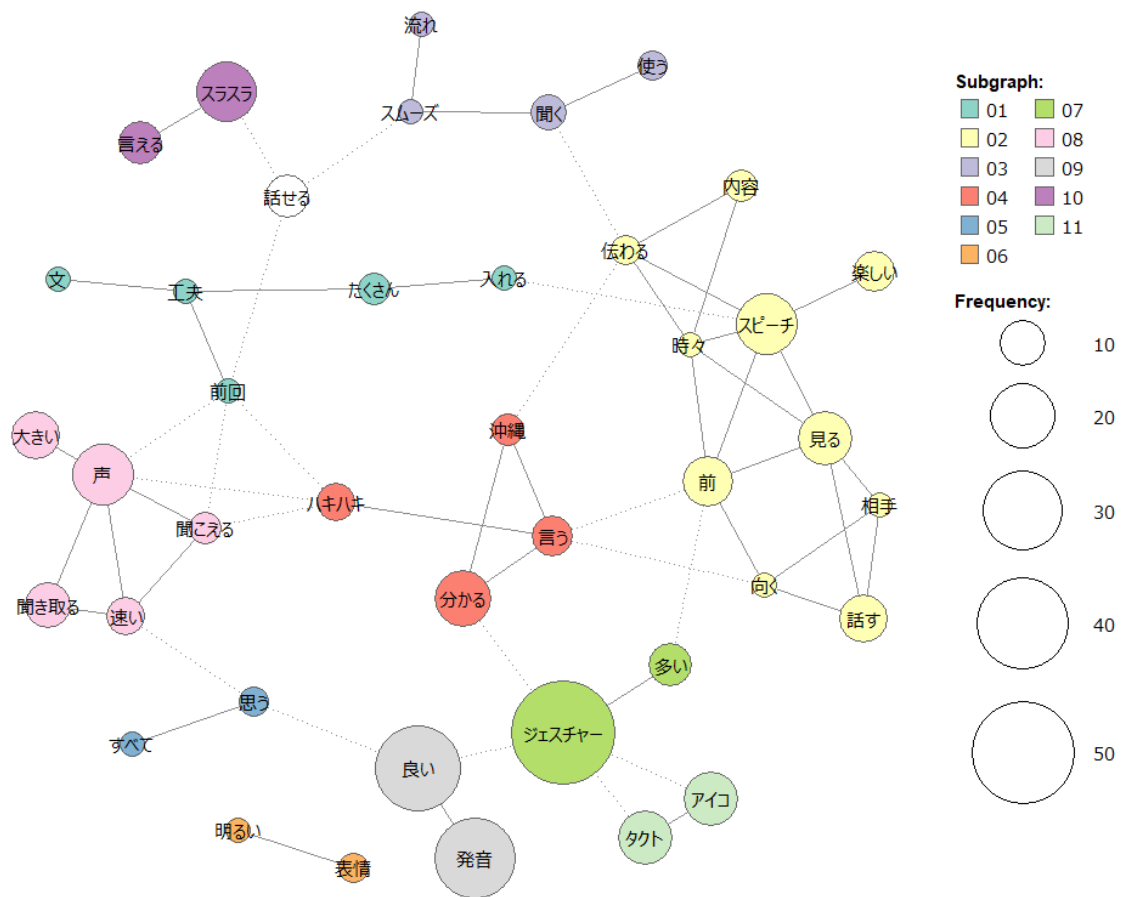
## Good Points of the Second Speech Illustrated by Self-evaluation



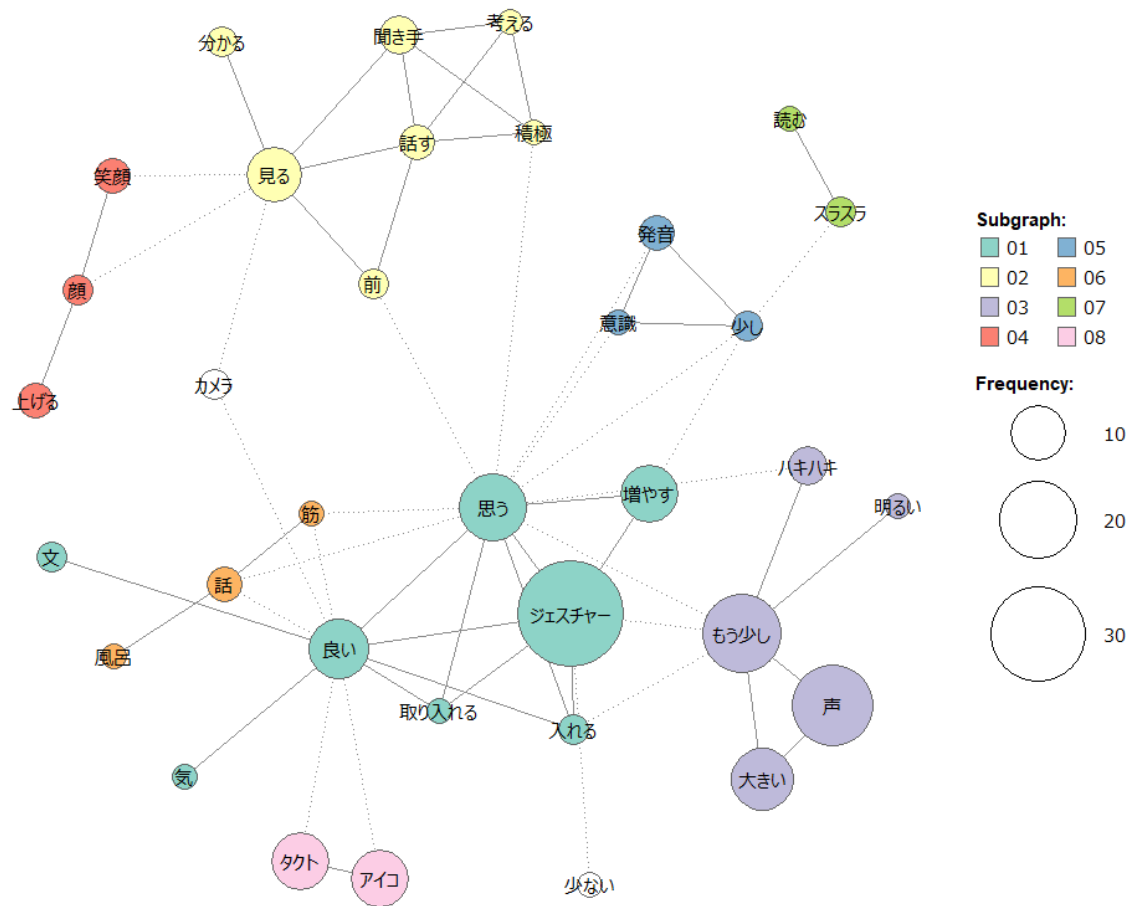
## Improvement Points of the Second Speech Illustrated by Self-evaluation



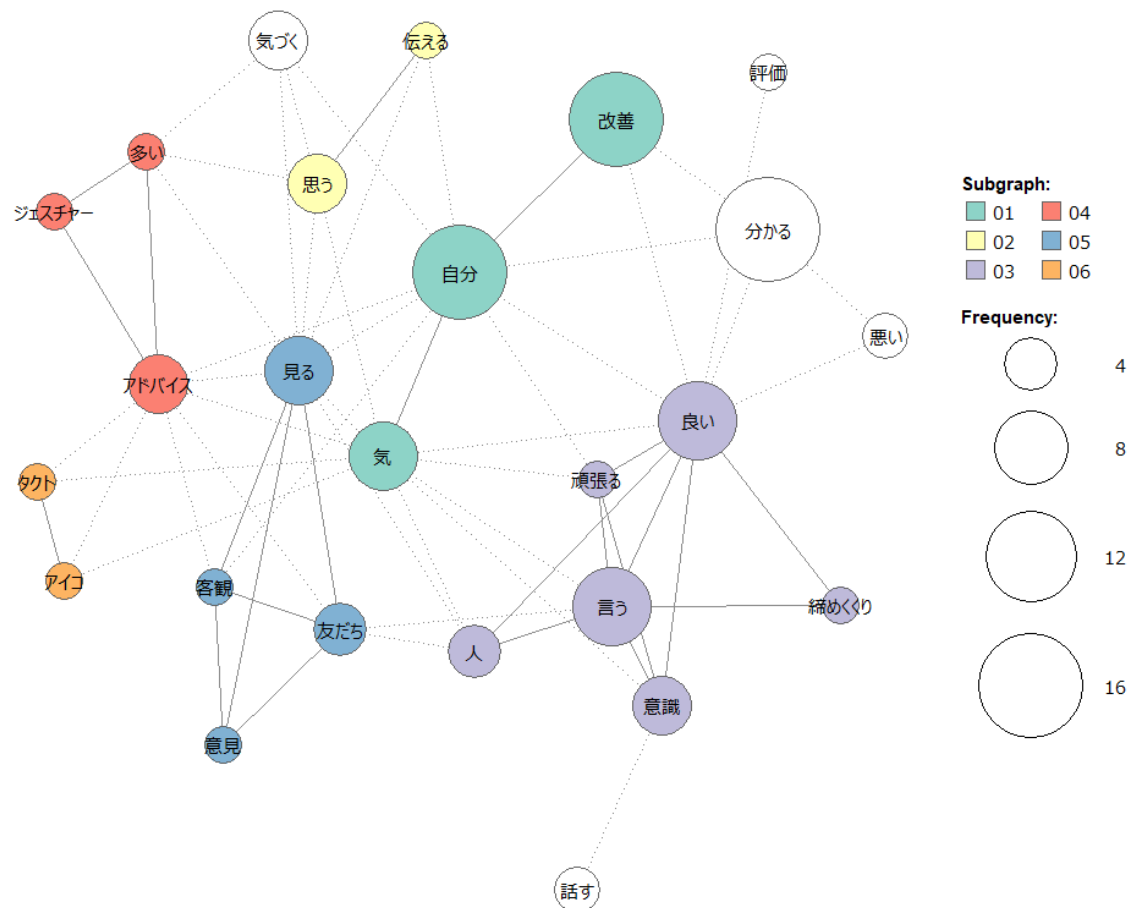
## Good Points of the Second Speech Illustrated by Peer-assessment



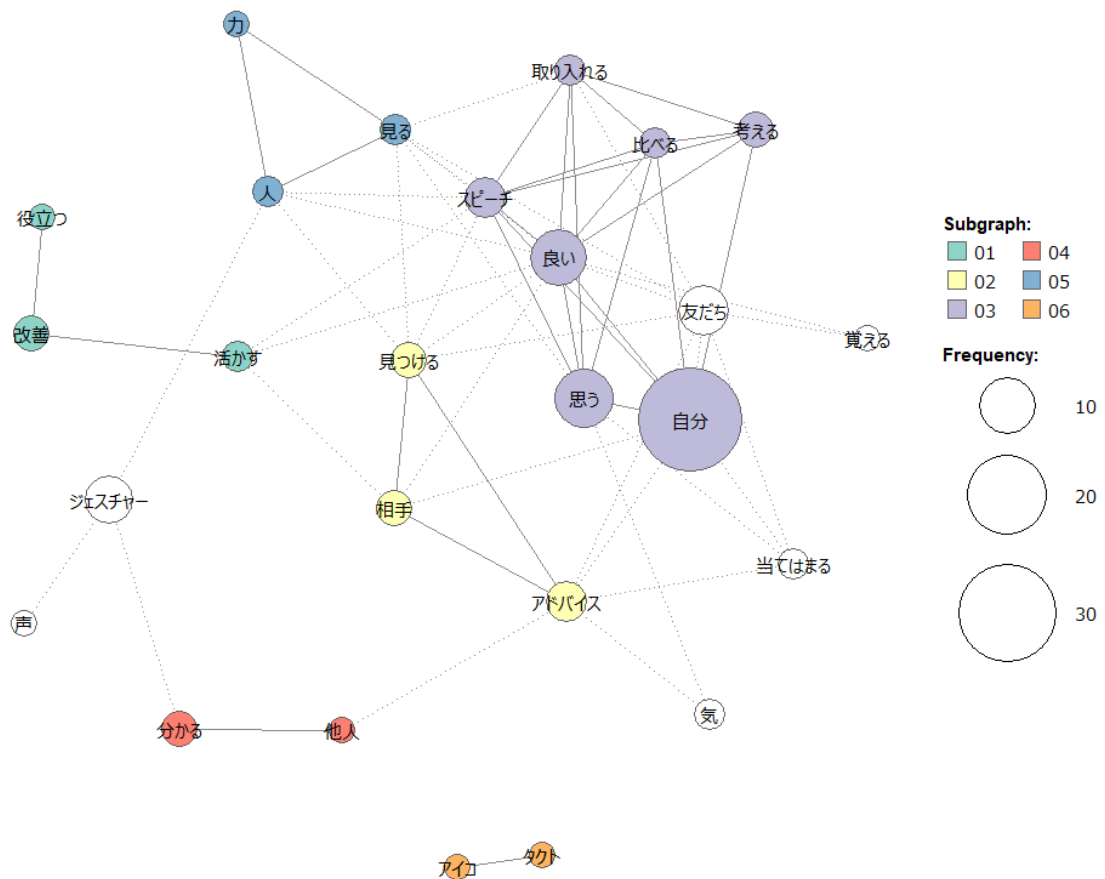
## Improvement Points of the Second Speech Illustrated by Peer-assessment



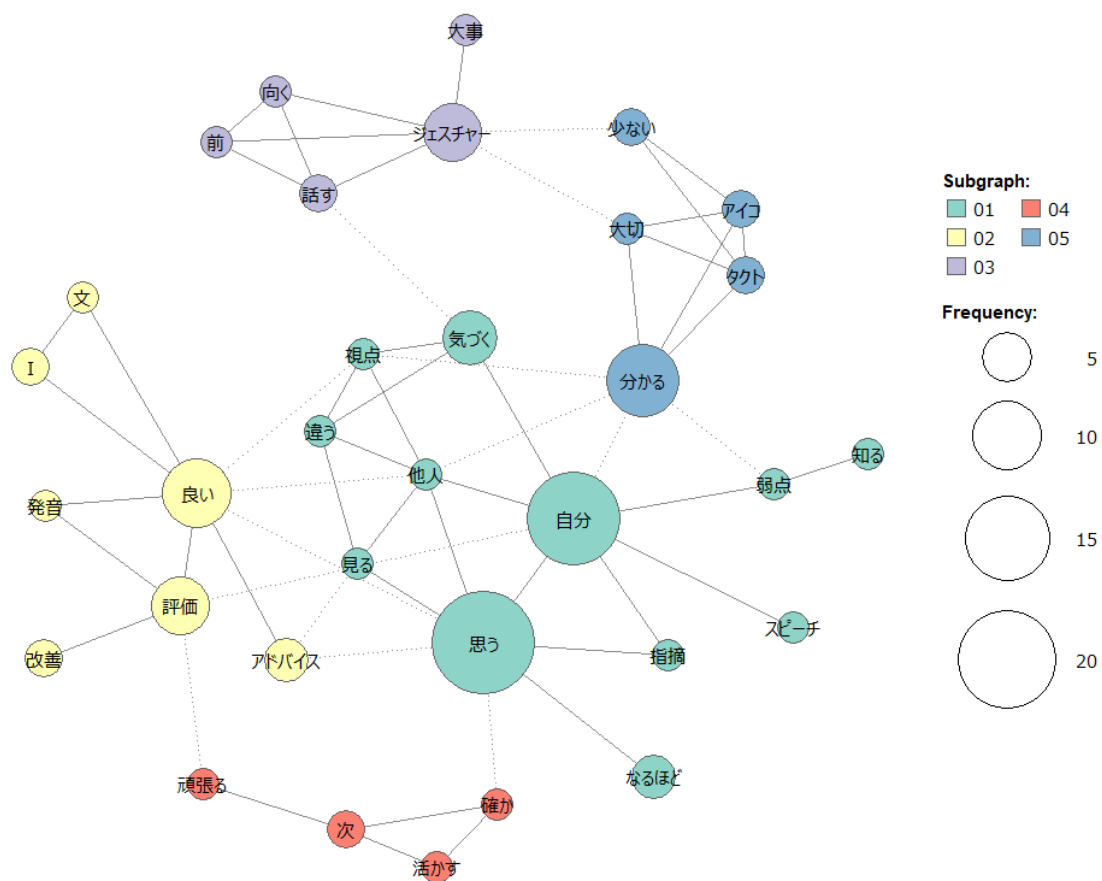
Post-questionnaire②: Usefulness of Receiving Peer-assessment  
to Improve Performance



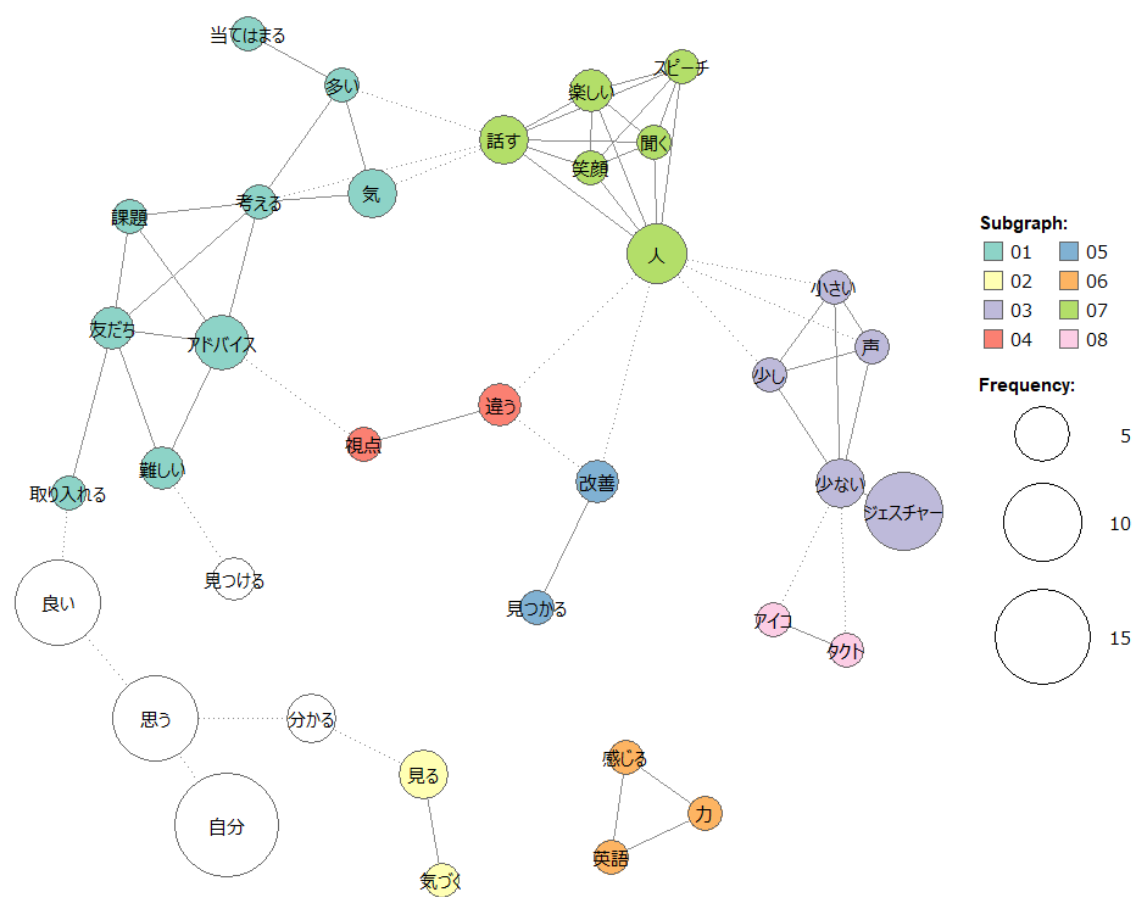
## Post-questionnaire②: Usefulness of Conducting Peer-assessment to Improve Performance



# Post-questionnaire A: What the Participants Thought about Receiving Peer-assessment



Post-questionnaire B: What the Participants Thought about Conducting Peer-assessment



#### Post-questionnaire ④: What the Participants Want to Improve

