

Using a Formative Module to Develop Oral Communication Skills

Tilabi Yibifu

National Institute of Technology, Akita College

1 Introduction

The presenter will share a teaching experience using a formative assessment module with large classes in presentation class. The formative assessment mainly consists of individual presentations, group presentations, group poster presentations, and pre-recorded videos. Each task was graded based on the presentation outline, design of PowerPoint and poster, presentation skills, etc. By applying the formative assessment way, the study found that the students increased their confidence in speaking and improved their presentation skills.

2 Objectives

The purposes of applying formative assessment are:

- to serve as a practice for the students.
- to adapt instruction and to make modifications based on results and improvements.
- to produce immediate benefits for students' learning.
- to provide evidence of students' current progress, and to adjust their own learning.

3 Results

a. Group presentation

1. Preparation

To learn basic presentation skills ➔ To submit outline of presentation & PowerPoint

2. Performance & Assessments

To give the presentation as a group

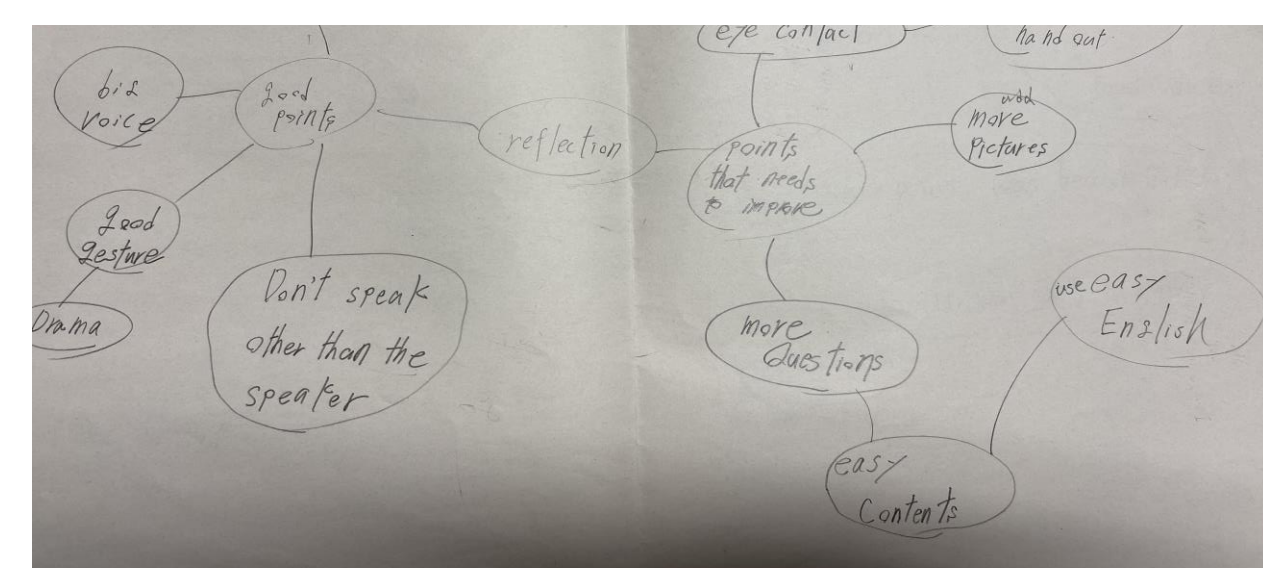
To use peer assessment to supplement instructor grades

3. Reflection

Peer feedback & Self-reflection using mind-map

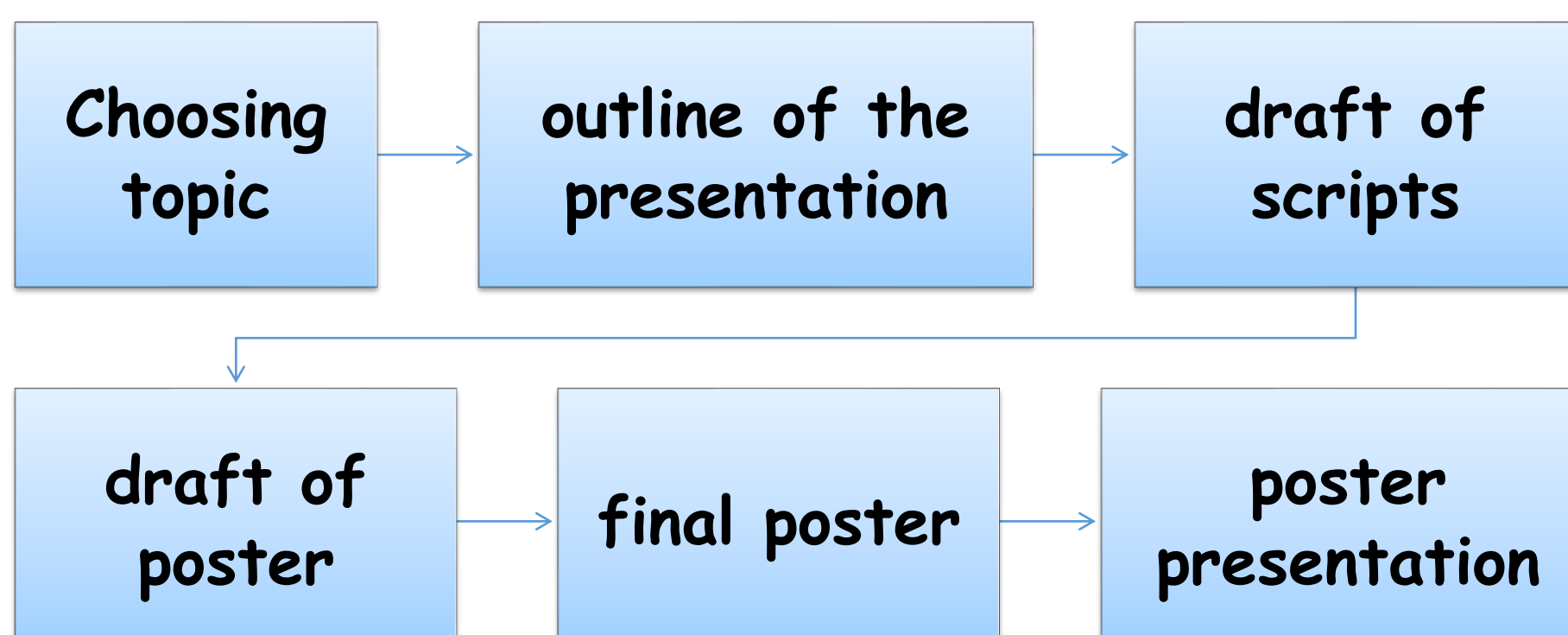
(3 good points and 3 points that need to improve)

Criteria	(3)	(2)	(1)
Write your key words/note on PowerPoint			
Speak loudly enough to be heard in the room	(3)	2	1
Use gestures and have good pose (stand straight, hands on the two sides)	(3)	2	1
Can look at the audience while speaking (have eye contact)	(3)	(2)	1
Present without reading script or PowerPoint	3	2	(1)
Easy to understand (used easy words and examples)	3	(2)	1
Have a good conclusion	3	(2)	1
Give the presentation as a team	3	(2)	1
Total points:	27		

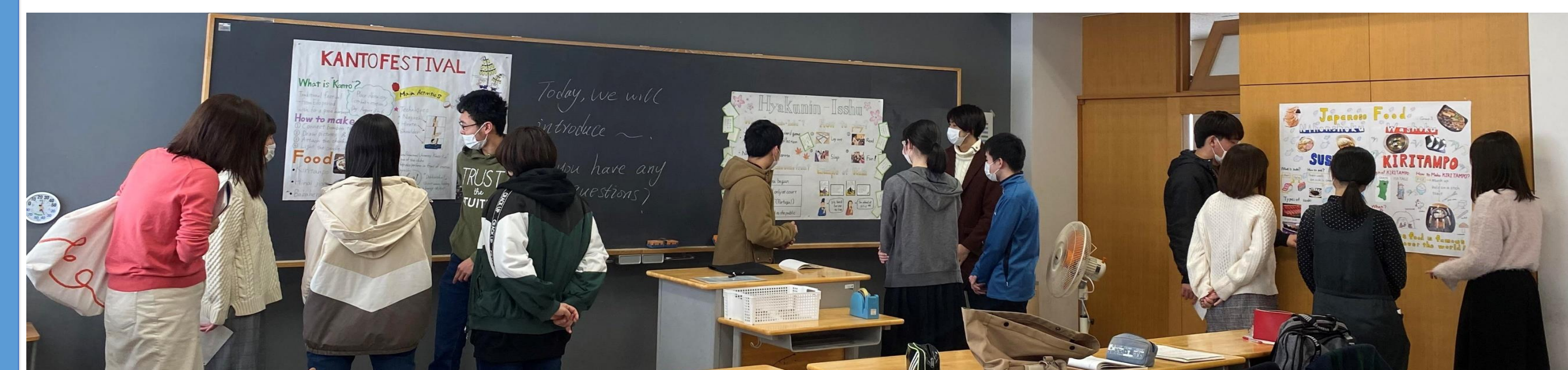
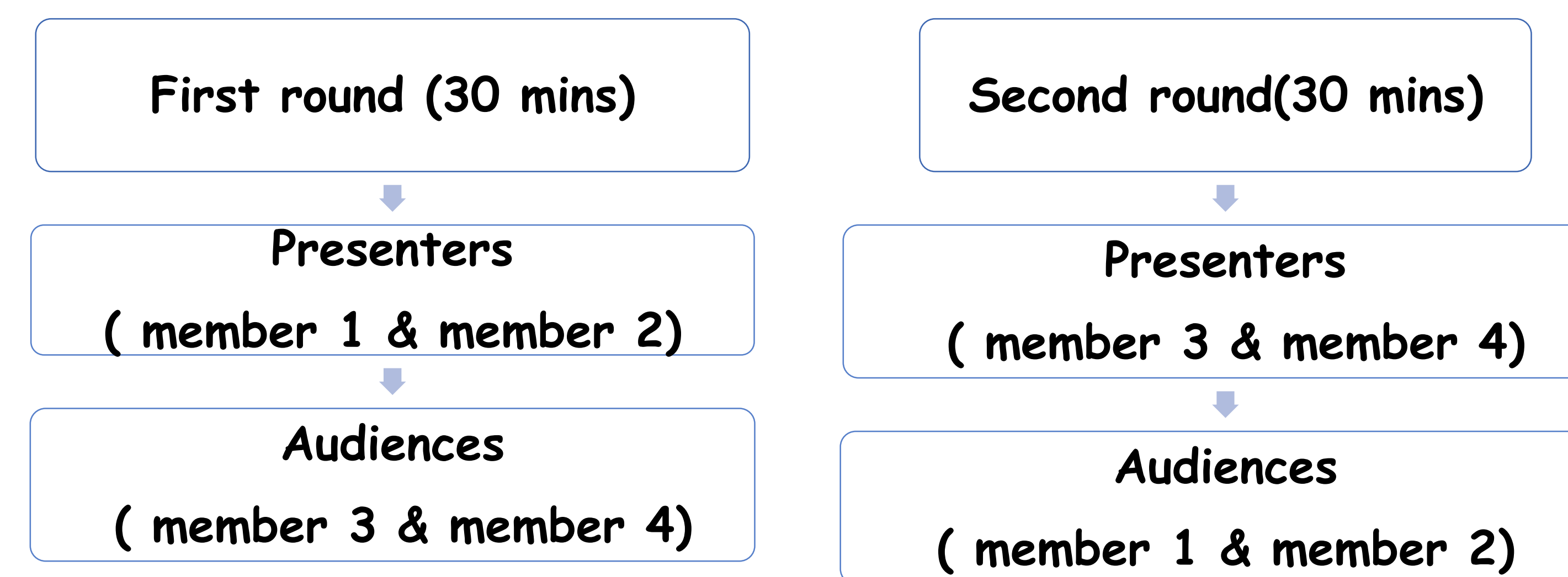


b. Group poster presentation

Steps of conducting poster presentation

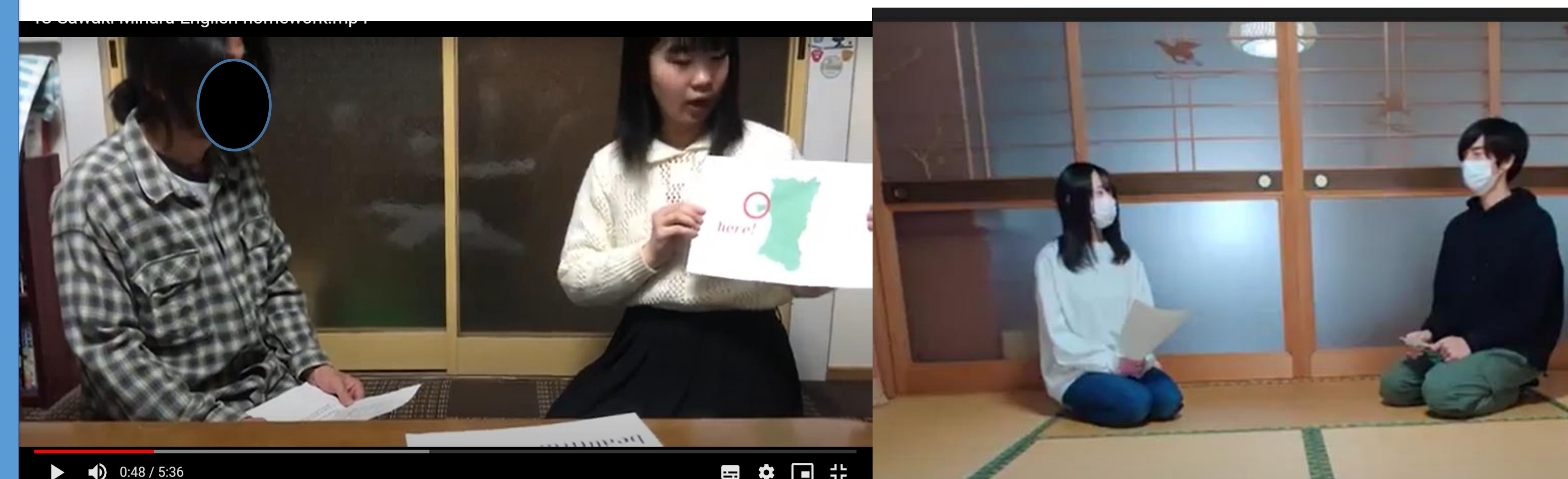


Process of poster presentation



c. pre-recorded videos

In this task, students were asked to make a video in an interview style. The main topic of the interview was about students themselves. It includes a short self-introduction, achievements, plans, and reflections on the course. The assessment rubrics mainly focused on the content, fluency, accuracy, and interaction.



4 Conclusions

Achievements :

- Clear grading rubric and instructor's examples led to good results of the students' performance.
- Group presentations and pre-recorded videos assignments were more effective for large classes.
- Peer assessment and self-reflection could help students identify their strengths and weaknesses in oral presentations.
- The students took every task seriously since their learning process was evaluated. As a result, the students' speaking skills improved gradually.

Limitations:

- Peer assessment does not work all the time due to peer pressure and friendship.
- The level of contribution differs among group members, which might influence the fairness and equality of assessment.
- Students might cheat on the video assignment.

Even though there are some limitations, this formative module could be seen as an effective way that helps students develop oral communication skills.

5 References

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Contact

Tilabi Yibifu
i1810192@gl.iau.ac.jp