



# Teaching Speaking; Raising Learners Language Awareness Using PANDA Methodology

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## Introduction

Developed over the course of several years and born out of a desire to create a balance between accuracy and fluency for my learners, the author of this paper created the PANDA (Pronunciation, Accuracy, Naturalness, Discourse and Amount of English) methodology to address the challenges that teachers face in providing meaningful and memorable assistance, and assessment to learners, and to help improve the interaction between learners and teachers in speaking lessons. PANDA, in its most simple incarnation, consist of audio recordings of students' speech. Learners record in-class pair and group-work assignments or homework assignments on their smartphones and email them to the teacher. The primary goal of this methodology is to, in conjunction with supportive and corrective feedback from teachers and their peers, encourage learners to become more engaged, reflective, and aware of their linguistic and extra-linguistic strengths and weaknesses.

The concept of PANDA originated from a need to maximize and enhance the learning environment of Japanese universities, especially for teachers with large class sizes resulting in limited

interaction time with their learners. This method is not limited to large classes and can be applied to other learner contexts as well. With advances in portable media technologies, especially smartphones, there is an advantage in incorporating audio recordings of in-class speech acts as a regular part of class activities. This allows for learner self-assessment and teacher feedback to be more expedient, accessible, memorable and interactive. This paper will first examine some of the challenges that teachers face in speaking lessons. It will then examine how PANDA addresses these factors. This will be followed by an outline of the basic principles of the methodology, which will provide an understanding of how PANDA can be used to enhance speaking lessons. The applicable theoretical underpinnings will then be briefly discussed. Finally, this paper will explain the PANDA teaching procedure by providing activities that can be added onto or used to supplement existing classroom activities to enable teachers to more comprehensively provide feedback and assessment for in-class and out-of-class language production.

### **Limiting Factors for Speaking Lessons**

Within the context of language teaching in universities, there are a variety of issues which stand out as potentially limiting factors for teachers when they teach speaking lessons. While these factors are not unique to the Japanese university learning environment, they are presented with that particular context in mind in this paper. These issues have been organized into three groups: 1) factors that limit the success of a lesson, 2) factors that limit learning opportunities, and 3) factors that influence the assessment of learners.

There are six main factors that can limit the success of speaking classes. These include; class size, multiple language levels, limited class time, incorporating learner needs, ensuring equal participation, and keeping learners on task. These factors are not independent of each other and can interact with each other to make teaching speaking classes especially difficult for some teachers. These factors can have a negative impact on meeting learner needs, ensuring participation and keeping learners on task as they act as limiting factors which divide teachers' attention and cause difficulties for them as they try to mitigate their presence. For example, with large classes, it is impractical, and often difficult, to know what learners' needs are due to limited interaction with learners. If the class has learners of varying levels of linguistic competence, than finding a balance meeting the learners' individual needs can be problematic. As for equal participation and keeping learners on task, teachers are forced to rely on trusting their learners to give equal opportunity to one another to speak or continuously monitor that they are doing so. The larger the class, the more difficult monitoring becomes, resulting in the teacher having to rely on their learners to police each other to keep themselves on task. These

factors encouraged the author to consider how to better monitor learners, dissuade them using their first language excessively, and allow them to consider the structure of conversation as they are learning a second language.

Motivating learners to be engaged and thoughtful about their linguistic weaknesses and strengths, and therefore to make the most of learning opportunities is the second group of factors. These factors can be described as aspects that work to diminish learners' ability to be autonomous and self-reflective (Dornyei 2005). One challenge can be developing a means for learners, who may only have one ninety minute class per week, to motivate themselves to practice spoken English in a meaningful manner in and out of class. In class, one especially difficult element for teachers is giving feedback and error correction (Pawlak 2014). Teachers may feel that learners have trouble noticing, or understanding their correction or feedback. Time spent correcting one learner takes away from time for others, and even if whole-class feedback and correction is done, some learners may not see the relevancy to their specific errors. Additionally, error correction may be grammatically or lexically focused and not reflect discourse and appropriacy errors that learners may make. There may also be a misunderstanding of the intended meaning of the learner's utterances and therefore they may be difficult to correct adequately (Truscott 1998). Out of class, learners may feel that they have little or no opportunity to practice their spoken English and receiving feedback is not possible from their point of view. Of course, out of class interactions are likely to have an entirely different purpose, such as communicating with staff in a restaurant, however, this feedback is more likely to be indicated by the success or failure of attaining the desired goal.

This is not to say that feedback and error correction are non-feasible targets in speaking lessons, but rather that training learners to be more aware of their language usage, errors, and teaching them how to self-study would be an essential component to mitigate these factors. This led the author to the question how to make feedback personalized, memorable, and which could address more than just grammatical or lexical elements.

For speaking classes, options that seem to be the most commonly used for assessment are presentations, speaking tests and sometimes written tests. Besides possibly raising learners' negative affective factors such as anxiety (Sarason 1984, Aida 1994), these forms of assessment potentially lack interactional components. It is possible that peer-feedback for presentations may be given to learners after their presentations, however, learners require some degree of training in order to assess their peers adequately as the feedback potentially may be too general to be of specific use to the learners. Learners might also avoid any giving any comments that they perceive as critical out of politeness. Speaking tests can be interactional, however, they may be structured along initiation, response, feedback (IRF) lines of interaction, which may not elicit the learners' original ideas, thoughts, needs or opinions. Special consideration should be given to how the questions are phrased as learners might feel that memorization of specific responses is an appropriate strategy for attaining a good grade (Dunn 2014). Also, speaking tests potentially fail to inform learners of how they might improve as they are likely to not be able to recall specific utterances, or understand trouble spots beyond a vague sense of 'good' or 'bad'. Teachers can provide more specific feedback to learners after speaking tests and

presentations, however, time constraints might limit the quality of assessing and providing feedback to multiple learners in a ninety-minute period, especially with large classes.

Finally, using written tests to assess learners in speaking classes presents a problem in assessing pronunciation, communicative or interactional skill. They are not necessarily reflective of authentic communicative spoken English. Written tests do have the advantage that teachers can provide considerable feedback and correction of syntax and lexical items, however, it is problematic in providing feedback on communication or interaction as the learners may not understand the how and why of comments from the teacher (Truscott, 1998). Additionally, it is problematic for teachers to know what the intention of learner was at the time of the test. Although learners' answers have grammatical or spelling errors, the meaning might be appropriate under certain conditions.

This summary of factors is far from an exhaustive list of the challenges teachers face in speaking lessons. It is merely an outline of the key factors that are relevant to this discussion. They serve as the rationale for PANDA and form the foundation of the methodology that attempts to address these factors.

### **PANDA as a Path to Success**

In the opinion of author, the primary goal for teachers is to develop effective classes that ultimately lead to developing learners' speaking skill, while working under the limiting factors specific to each class. Certainly, there is no shortage of materials and resources available to teachers from not only the Internet, but also published textbooks and resource packs. Universities may also provide standardized or common-core curriculums for teachers to follow. PANDA is not a

methodology designed to replace curriculum or materials, but rather serves as a means to improve the quality of lessons by making use of recent advances in smartphone technologies. PANDA is designed to improve learner autonomy, and to make error analysis, conversation analysis, and discourse analysis applicable for the classroom. They serve to make lessons more flexible to learner needs, by minimizing the need to have either accuracy or fluency as a primary outcome of a lesson. Learners' needs can also be identified throughout the term as the teacher receives the learners' voice recordings. By using PANDA, learners can experience learning their second language in an interactional manner through direct and personalized feedback from the teacher and peers and through reflective self-analysis.

Learners' feedback from their peers and time for reflection of the elements that constitute interactions, such as the organizational systems of conversation, especially; openings, closings, transitions, turn-taking, sequence structures, and repair, can be useful to them. Peers are not typically seen as potential mentors by learners, can be invaluable to learners, especially when the learners are trained to listen for these organizational systems of conversation and share their thoughts and comments. Thusly, PANDA enhances the amount of time for self-reflection and deeper analysis of learners' language use and errors. This method can be extended to even conversational analysis by having learners reflect on the flow of their talk and the organizational structures they use, such as turn-taking, transitions, and sequencing. PANDA can make learner-centered classrooms and communicative language teaching even more interactive for learners.

Since, teachers using PANDA correspond with learners via email, they can provide feedback and

corrections to the specific needs of each learner in their class. PANDA also provides a record of feedback for later reference creating a digital portfolio for both teachers and learners. PANDA create opportunity for teachers to understand learners' needs by listening to what they actually say and to keep a record of their needs for future use. Another benefit is that by listening to the learners' recordings, teachers can specifically prepare materials that directly address learner errors, interests or any other aspect of a learner's needs they discover. As for monitoring, teachers can check for equal participation by listening to activities that learners performed previously in class and also determine whether or not learners remained on task. This can be then commented on through feedback in a manner that won't embarrass the learners.

In class, PANDA provides learners with an opportunity to assess themselves and their peers. By teachers training them to listen to their recordings with a critical ear, learners take notes on elements that 1) need improvement, 2) were well done, 3) require correction, 4) could be expanded on further and/or 5) need to be identified as communicative trouble spots. Through this method, learners can begin to move beyond simple error correction and come to understand how to assess the flow and appropriateness of their discourse and conversations, thus making the most of the class time. Since the language being analyzed is personalized and in conjunction with guidance from the teacher, PANDA can help learners to become aware and critical of their speech patterns. This awareness helps them to determine for themselves which areas to improve on an individual basis. When combined with more traditional forms of one-on-one and whole-class feedback, learners start to see the relevancy of the error correction and

feedback from their teacher and peers.

Finally, incorporating PANDA into the procedures of speaking tests and presentations, as part of the assessment, gives learners the opportunity to listen to identify erroneous utterances, or understand trouble spots post-assessment and make comments about what they hear. The learner's PANDA self-analysis can be used to augment their final grade for the assessment or be a portion of the score they receive as a participatory grade. Of course, through having learners record their assessments, the teacher has a way to personalize feedback that they wish to provide after the learners email the files to their teacher.

### **Basic Principles of the Method**

In its most basic form, PANDA is a self-reflective, simplified form of conversation analysis that teaches learners to listen to what they say, how they say it, and reflect on what they have done well and what they could improve. Learners record in-class pair and group-work assignments or homework assignments on their smartphones and email them to their teacher. Then learners and the teacher listen to, and analyze the recorded talk using previously explained guidelines provided by the teacher. PANDA is an alternative to traditional feedback as it makes use of smartphone apps such as 'voice recorder' and 'voice memo'. These applications are also available for other devices such as iPads and computers allowing them to be implemented in CALL classrooms as well.

As discussed above, having learners record their speech acts provides a number of salient beneficial outcomes such as improved monitoring, assessment, self-assessment, error correction and interaction for learners. Furthermore, they are useful tools for the acquisition of data for discourse

analysis, conversation analysis, and error analysis for teachers to use in needs analysis and potential action research projects.

The simple guidelines use five categories, as indicated in the introduction are: Pronunciation, Accuracy, Naturalness, Discourse, and Amount of English. Each category is further divided into a 4 or 5 point scale that provides descriptors similar to Can-do statements (see appendix A for an example rubric for low-intermediate learners.) These descriptors and guidelines can be tailored to the specific needs of each class by teachers, however, it should be stressed that what makes PANDA accessible to learners is the simplicity of the categories. The PANDA acronym was created to deemphasize the role of grammar in the minds of learners and direct their attention to other elements of speech that are equally important such as discourse and the amount of English they use. Additionally, the point scale was created to provide learners with a simple means to interpret grading results and to keep the results as a number that can be used as part of a percentage of a letter grade at the end of course, especially for large classes. It is important to note that, the point scale and rubric of Can-do statements can and should be adjusted by individual teachers to suit the needs of their classes as the focus of the PANDA methodology is to tailor the guidelines to the specific needs of the learners.

### **Theoretical Underpinnings**

Naturally, the complexity of teaching learners how to produce spoken language, in fluency or accuracy-based lessons presents a complex and potentially overwhelming number of considerations for teachers amid the already vast range of challenges teachers face. In Lazaraton's (2014) and Bohkle's (2014) discussions on teaching speaking,

two main considerations, in relation to this discussion become relevant and serve as the framework on which P.A.N.D.A.s are based.

1. What constitutes best practices for error correction, repair and feedback?
2. What cognitive (and non-cognitive) factors might affect learners' ability to negotiate the language in a meaningful and memorable manner?

Lazaraton's (2014) summary of teaching speaking describes four categories: accuracy-based lessons and fluency-based lessons, with her adding the additions of appropriacy and authenticity. Accuracy-based lessons focus primarily on learners producing correct forms and pronunciation. Error correction and attention to 'correct' usage is emphasized. Less or no attention is paid to learners producing unrehearsed, free-style utterances. On the other hand, a fluency-based lesson emphasizes spontaneous output with minimal repair or correction from the teacher. Comprehensibility and the completion of tasks or activities that focus on meaning over accuracy are primary. Authenticity implies materials that are either a) non-graded or so-called real English or b) materials that are contextually relevant to learners. Both accuracy and fluency-based lessons make use of such materials. Finally, appropriacy gives the sense that materials should be linguistically, culturally, and socially and age appropriate.

With these distinctions in mind, the question of how to provide learners with content and materials that enhance fluency and develop accuracy, while at the same time are contextually and socio-culturally authentic and appropriate becomes relevant. Since the goal of speaking classes is, according to Ur (2012), "to improve students' fluency in informal conversational interaction" (p. 117), it is not surprising that message-orientated (fluency)

lessons should often take precedent, especially in EFL settings where out-of-class opportunities for usage are limited to non-existent (Nation and Newton, 2009, p. 148). Furthermore, teacher training programs, such as CELTA, instruct student teachers to follow specific phases of lessons: for example, moving from more accuracy-based activities to fluency-based as the lesson progresses. Harmer (2012) and Scrivener (2011) discuss various approaches to lesson planning and extrapolated them to teaching speaking, advising teachers to divide lessons into phases such as Presentation, Production, Practice (PPP); or Test, Teach, Test (TTT); or as in CELTA, controlled practice, semi-controlled practice and free conversation.

In practice, staging lessons as suggested serve to guide learners through the various stages between initial input, through intake, internalization, and output, with an end goal of fluency (Brown, 2007). Essentially, these styles aim to make the unknown known by providing learners with a sense of familiarity and practice with specific syntax and lexis, and by presenting authentic examples and usage, with rich contextualization that ultimately leads to opportunities for the primary aim of teaching speaking: production.

According to Brown, (2007) the goal of speaking classes is production, and therefore another distinction between accuracy and fluency is found in error correction time (accuracy) and the amount of or student talking time (fluency). When communicative pedagogy is included, it is thought to encourage and allow teachers to create more opportunities for learners to use the language they already know, and refine the new language they are learning. However, as learners require feedback from mentors who have higher levels of proficiency, such as teachers and fellow learners, they may not be able receive such correction or feedback when

they require it most (Pawlak, 2014). The limited amount of time that teachers can interact with individual learners is a issue that can directly affect motivation as learners see the teacher as a model for whom they should follow and interact.

Bohlke (2014) outlines Thornbury's summary (2005) of speech conditions such as affective factors, performance factors, speech conditions, and environmental conditions, each of which contribute to the ability of learners to perform the desired tasks with the intended outcomes. Bohlke further points out that providing learners with planning time to organize and conceptualize the language they need and have access to in order to complete language tasks is an essential component for learners to be able to fully actualize their language production. He also references Skehan's (1998) pre-task planning stages as greatly impacting the outcome of fluency lessons and the efficiency of the overall lesson for learners in producing and internalizing target language.

Not only do learners need time to plan, but as Thornbury (2005) suggests, the activities employed should be interactive, productive, challenging, purposeful, safe, and authentic. Maurice (1983) further adds that the repeatability of a task allows greater opportunity for learners to develop their skills and confidence. Maurice suggests that by reducing the amount of time learners have to complete the same task multiple times encourages them to hone their skills. Repeated exposure to a task and context, enhances learners' familiarity and thusly their performance according to Bohlke (2014). The initially large amount of time that is required for the task should be progressively reduced as learners become more and more comfortable and confident in their abilities is thought to enhance their learning (Bohlke, 2014).

According to Dornyei and Csizer (1998) and

further expanded upon by Dornyei (2005), a metacognitive approach that is self-reflective, builds learner autonomy, and enhances the learners' experience is vital to their linguistic development. Learners take charge of their own learning and become engaged and invested in the process and therefore making activities are more authentic and engaging. Gaining learners' metacognitive attention of what they say and how they say it is fundamentally what Willis's (2015) notion of evaluation of learners' speaking implies. Learners highly benefit from having their attention drawn to what they say.

Conversation analysis (CA) has great potential to be a useful tool for both learners and teachers. Lazaraton's (2014) discussion of the role of conversation analysis in the language classroom states that CA is:

"concerned with the organizational systems that underlie conversation and other forms of spoken language, including overall structural organization (openings, closings, and transitions), turn-taking (the structure and distribution of turns), sequence structure (the linking of turns to the performance of actions like requesting, greeting, etc.) and repair (mechanisms for rectifying problems of hearing and understanding in conversation)." (p.110).

Conversation analysis examines talk from an interactional standpoint and has much to offer to teachers who teach speaking classes. Recordings of classroom interactions not only are valuable data, a point that Wong and Waring (2010) have investigated, but they also put forward the idea that CA presents opportunities to reevaluate not only what, but how, to teach speaking. This can be extended to teachers examining the progress of their learners by observing how learners improve in their own self-analysis.

Celce-Murcia and Olshtain (2000) present an interesting role for discourse analysis, and by extension CA, which only recently is being seen to have application for the classroom (Lazaraton, 2014). They argue that teachers and learners would both benefit from learning about and how to do discourse analysis. As an example, using Walsh's (2011) concept of classroom interactional competence as a framework for analyzing classroom interaction, learners can be given opportunities to not only find personal autonomy, but also, by analyzing their own conversations and talk, develop a greater awareness of their own interlanguage speech patterns and common errors, and be able to take a metacognitive approach to learning to speak a second language. This furthers Dornyei and Csizer's (1998), argument that the more learner autonomy is presented to learners, the more benefit the learners receive. By extending this to a formalized methodology making use of elements of conversation analysis and discourse analysis learners can become more autonomous, especially in regards to self-correction of errors, pronunciation, usage of vocabulary and pragmatics.

As a final consideration, the effectiveness of error correction and repair in the classroom is far from settled according to Pawlak (2014). Learners don't always comprehend what or why a structure was corrected in class, especially if they are deeply involved in a conversation. (Truscott, 1998). Therefore, teaching speaking lessons, whether accuracy or fluency-based, is complex and potentially challenging for teachers to decide the best ratio of accuracy to fluency. Attention should also be paid to authenticity and appropriacy. Teachers have to consider the factors that affect learners' ability to negotiate language in a meaningful and memorable manner while helping them to notice errors. The best practices for error

correction, repair and feedback which are offered to learners are equally important. Teachers also need to provide lessons and activities that are interactive, productive, challenging, purposeful, safe, and authentic. As such, through devising activities that address these issues, teachers can build learner autonomy and confidence. PANDAs do not replace activities. They focus on enhancing activities and materials that teachers already use in class by taking into consideration and attempting to blend together the theoretical issues relevant to teaching speaking.

### **Teaching Procedures**

PANDA can be regularly assigned as homework or in-class assignments as a part of regular classroom activities. First, learners should have the necessary application downloaded onto their phones. Should learners not have the available apps, they can share with a partner, or in the case of PANDA as homework, they can use the university computer labs or their home computer. The learners should be provided with guidelines formulated as simple Can-do statements, organized around the framework of Pronunciation, Accuracy, Naturalness, Discourse, and Amount of English and based on a simple 4 or 5 point scale to be used to assist the learners in understanding the reasons for scores they receive (see appendix A for example PANDA rubric used for a pre-intermediate conversation class). It is advisable to discuss the guidelines with learners and provide an explanation to ensure their comprehension of the intent and rationale behind PANDA. Translation into their first language can be provided for low-level learners, however, since one of the intentions of PANDA is to encourage development of a second language it is suggested that any translations be, at a minimum, bilingual.



During in-class pair and group activities, one learner can be responsible for recording the conversations their group has and email them to their partners and teacher. This helps to lessen the number of emails a teacher receives and can be done just prior to the end of class to ensure that the email is sent correctly. The learners who send the email should identify all of the learners in the group in the email. It is best to write an example email on the blackboard to ensure that learners understand what is expected of them.

Once the teacher has had a chance to receive all of the emails, the teacher listens to the recordings and takes note of learner needs, common errors, and elements of talk where learners had difficulties and did well with. It is especially important to pay attention to the organizational systems of conversation as these are areas that may not be familiar to learners. The teacher then sends an email that offers feedback and correction that addresses the learners' production and provides commentary on what was said during the conversations.

After the feedback from the teacher has been sent, the learners should listen to their recordings. This can be done in class, as part of a review activity, or as special review class if PANDA is assigned a few times in a term, or assigned as homework. It might be useful to the learners to review the guidelines to refresh their memories. As the learners listen to their recordings they should refer to the guidelines and take specific notes on their production relating to the five categories. They should be reminded to record exactly utterances as they hear them and not to write vague descriptions of what they hear. Statements such as "my pronunciation is bad" are not particularly useful to learners as they are too vague and judgmental. Statements such as "I can't say /

Squirrel/" are more appropriate. If learners are having difficulty, the teacher can offer them suggestions from their own notes. The self-analysis can also be used as a platform to teach learners functional language and vocabulary that allows them to describe what they hear.

PANDA work well as homework assignments; learners create and record homework by brainstorming vocabulary, and expressions to develop the flow of their ideas and then record themselves (see appendix B for example instructions). Lower level learners can brainstorm grammar structures that they think they need in order to talk about a topic. After all of the recordings have been emailed to the teacher and have been listened to, the learners can do the self-assessment in class or as homework. An example template for handouts for students has been provided as appendix C.

PANDA can be used for a variety of activities. As stated before, they can be used as a part of in-class activities. They can also be used to create weekly or monthly diary recordings, or to provide verbal answers for questions or exercises from text books (see appendix D for sample activity instructions) as a means to review topics and target language covered in class. Speeches and presentations can also be recorded by the learners, and as indicated before, be an additional requirement for their scores. It is even possible to have students record their thoughts about previous recordings, although, this requires a fairly advanced command of the target language.

As previously mentioned, as a documented record of their progress both in audio and written format, PANDA can be referred back to by learners and the teacher throughout the term. It should always be emphasized to the learners that the main idea of PANDA is for them to become more aware of

how they speak and that it is a portfolio that documents their progress throughout the course.

### Conclusion

The assumption of this paper is that by presenting the methodology, PANDA might be used by teachers in imaginative ways to off-set limiting factors for their speaking classes. Although with especially large classes, teachers may feel that receiving many email recordings can be daunting, it is important to provide balanced and supportive feedback that encourages learners, and is directly related to what they said. PANDA need not be used every class as they can be somewhat labor intensive for teachers, especially for those who are unfamiliar with conversation and discourse analysis, or who are not familiar with computers.

For the teacher, they will receive a considerable number of audio files to which they are responsible for handling. Privacy concerns should always be a foremost consideration. Ensuring that learners' private information is kept secure is paramount, so it is best to use an email service that is secure and separate from the teacher's personal email. Some email programs allow for 'rules' that can assign incoming emails into preassigned categories. For teachers who are not especially savvy with computers, MS Outlook provides security with rule assigning flexibility.

Learners are initially are apprehensive about listening to their voices. It is important to explain the purpose of PANDA and how it will benefit them. It is a tool to address the factors that limit their development of their spoken language. PANDA are interactive, productive, challenging, purposeful, safe, and authentic and with continued usage, they can provide tangible evidence of learners' growth in the form of audio and email portfolios.

In conclusion, teachers' and learner beliefs

should always be taken into consideration. The choices made by all participants affect the outcome of a lesson and the learning that takes place. The core elements in any classroom are the participants. If speaking is the end goal of the lesson, then learners should be made aware of how speaking relates to and is a natural part of the organizational structures of conversation along with other elements such as pronunciation, grammar and vocabulary. PANDA highlights the interactional nature of language, with all its component elements from grammar to materials. PANDA is a method designed to help learners understand that they are participants in a dialogue with themselves, their classmates and their teacher. This helps to ensure that autonomy is a key feature of speaking lesson, making them authentic by natural extension and therefore reminding learners that they are more than just receptacles of information. Learners can play a key role in their own success in learning a language.

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**Appendix A: Example P.A.N.D.A. Rubric**  
**P.A.N.D.A. Chart (for pre-intermediate learners)**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>P</b>	<p><b>Pronunciation</b> I can produce a few words and phrases with some confidence. I sometimes use katakana English.</p>	<p><b>Pronunciation</b> I can produce some words and phrases with a strong foreign accent and frequent mispronunciations. I seldom use katakana English.</p>	<p><b>Pronunciation</b> I can produce English that is generally clear enough to be understood. I sometimes need to make clarifications. I almost never use katakana English.</p>	<p><b>Pronunciation</b> I can produce English that is clearly intelligible even if I have a foreign accent. I can correct occasional mispronunciations. I never use katakana English.</p>
<b>A</b>	<p><b>Accuracy</b> I can use basic vocabulary related to a topic and situations I know. I can use a few limited grammar structures and sentence patterns.</p>	<p><b>Accuracy</b> I can use basic vocabulary related to what I want to say about a topic or situation. I can use simple grammar structures with only a few mistakes.</p>	<p><b>Accuracy</b> I can use the vocabulary necessary for familiar, everyday situations. I can use some simple structures correctly and sometimes can use more difficult grammar.</p>	<p><b>Accuracy</b> I can use the vocabulary necessary to express myself on most everyday topics I can explain vocabulary I don't know. I can use a many frequently used grammar structures.</p>
<b>N</b>	<p><b>Naturalness</b> I can speak English slowly. I sometimes can raise my voice (intonation) when it is correct to do so.</p>	<p><b>Naturalness</b> I can speak English a little quickly with words and phrases I know well. I usually can raise my voice (intonation) when it is correct to do so. I have an idea when to stress some words.</p>	<p><b>Naturalness</b> I can speak English a little quickly with most words and phrases I know. I almost always can raise my voice (intonation) when it is correct to do so. I can stress some words when it is correct to do so.</p>	<p><b>Naturalness</b> I can usually speak English quickly but maybe not like a native speaker. I can raise my voice (intonation) when it is correct to do so I can stress words when it is correct to do so.</p>
<b>D</b>	<p><b>Discourse</b> I can ask and answer simple direct questions about things around me. I can use a basic greetings, ask people how they are and answer them well. I understand everyday simple expressions.</p>	<p><b>Discourse</b> I can ask and answer simple direct questions on familiar, topics I sometimes need help understanding English speaking styles. I can interact in a simple way with someone if I repeat and clarify what I want to say.</p>	<p><b>Discourse</b> I can discuss simple everyday topics, such as what to do in the evening, on the weekend. I can participate in short conversations on familiar, routine topics. I understand English speaking styles sometimes.</p>	<p><b>Discourse</b> I can give or ask about personal views and opinions on topics of interest. I can start, maintain and finish simple face-to-face conversations. I can give my opinion on topics of personal interest. I usually understand English speaking styles.</p>
<b>A</b>	<p><b>Amount of English</b> I can ask very simply for repetition when I don't understand. I use a lot of Japanese.</p>	<p><b>Amount of English</b> I can say I don't understand, ask people to speak more slowly and ask for repetition. I use some Japanese.</p>	<p><b>Amount of English</b> I can use an inadequate word from language I know and use gestures to clarify what I want to say. I use a little Japanese.</p>	<p><b>Amount of English</b> I can use simple words to explain something similar to the I want to say and invite 'correction'. I use almost no Japanese.</p>

**Appendix B: Example P.A.N.D.A. Homework Assignment**

As a homework assignment, a teacher may consider a format as outlined below.

**Homework handout for students:**

Dear students, this is your P.A.N.D.A homework.

To do it, you need:

1. This handout because it explains step-by-step what to do.
2. The brainstorming handout (which you give back to me next class).
3. An app for recording your voice (all iPhones and smartphones have one- if you don't have one, you can use mine, just ask me to make an appointment), or you can ask a friend.
4. An idea to talk about.

For your homework, please follow these instructions.

1. Think about a topic you want to talk about.

2. Brainstorm vocabulary, expressions, grammar you want to or might need to use to talk about the topic. **DO NOT WRITE SENTENCES!**
3. Look at your notes. Organize them in the order you want to talk about them.
4. Turn on the app that you will use to record your speaking (iPhone- Voice Memo, Android- Voice Recorder).
5. Speak. If you want to, do this a couple of times until you are happy with what you said.
6. Save the file. Save the file as your full name.
7. Email the file to me. My email is xxxxx@xxxx.com.
8. In the email, write your name, student number and one sentence about what you talked about. You can write more to me if you like.
9. I will respond to your e-mail with some feedback and comments about what you said.
10. Next class, you will listen to your recording and make notes about how you did using the P.A.N.D.A chart. Don't worry. It is not so difficult.

**Appendix C: Example P.A.N.D.A. Assessment & Homework Sheet**

**P.A.N.D.A Assessment**

**Name:** \_\_\_\_\_ **Student Number:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Use the space below to write notes about:

- Words or expressions that you could/couldn't say clearly (pronunciation).
- Words or expressions /grammar that you could/couldn't use properly (accuracy)
- How (easy) difficult it was to say what you wanted to say (naturalness).

P:	/4
A:	/4
N:	/4
D:	/4
A:	/4

**Pronunciation:**

**Accuracy:**

**Naturalness:**

**Discourse:**

**Amount of English:**

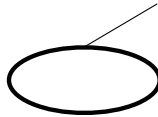
## P.A.N.D.A Homework Assignment

Name: \_\_\_\_\_ Student Number: \_\_\_\_\_ Date: \_\_\_\_\_

Each homework assignment will be exactly the same.

Follow these instructions

1. Think about what you want to talk about
2. Use class notes, your textbook or other materials
3. Brainstorm your ideas here. DO NOT WRITE SENTENCES (Use this page to make your notes.)
4. Practice giving your opinion.
5. Record your voice and email it to me.
6. Hand these notes in to me next class.



### Appendix D: Example P.A.N.D.A. Tasks

There are many different ways P.A.N.D.As may be used for classes, or one-to-one lessons. A few examples of tasks a teacher might give learners along with instructions for starting learners on using the audio recordings to critique themselves are provided. These P.A.N.D.A activities have been phrased as if they were instructions to the learner.

#### P.A.N.D.A Paired & Group Talk (for group and pair activities)

Step one: listen carefully to the teacher's instructions for the activity.

Step two: one student should turn on their voice recorder. Everyone should just pretend the voice recorder is not there. Do the activity as your teacher directed.

Step three: email the audio file to other students you worked with on the activity.

Step four: use the chart and listen to your audio recording. Make notes on your Pronunciation, Accuracy, Naturalness, Discourse and Amount of English.

#### P.A.N.D.A Semi-structured Talk

Step one: think of a topic you want to talk about.

Step two: brainstorm expressions, vocabulary and grammar that you need to talk about the topic.

Step three: turn on your voice recorder and speak.

Try to talk for about 1-5 minutes. If you can't talk for 5 minutes, don't worry. Try again next time.

Step four: use the chart and listen to your audio recording. Make notes on your Pronunciation, Accuracy, Naturalness, Discourse and Amount of English.

#### P.A.N.D.A Free-form Talk

Step one: take a couple of minutes and think about a topic you want to talk about. Don't write anything.

Step two: turn on your voice recorder and speak. Don't plan what you will say. Try to 'free talk'.

Try to talk for about 1-5 minutes. If you can't talk for 5 minutes, don't worry too much. Try again time.

Step four: use the chart and listen to your audio recording. Make notes on your Pronunciation, Accuracy, Naturalness, Discourse and Amount of English.

#### P.A.N.D.A Homework review Talk

5 minutes per day / per class:

Step one: gather any handouts or papers that your teacher(s) gave you

Step two: read the questions and try to answer the questions as best you can.

Step three: try to talk for about 5 minutes for each class that you had that day - answer as many questions from the handouts as you can. Read the

question and then answer it. If you don't have any questions, read your notes, read articles or anything else that you think is important for that class.

Step four: use the chart and listen to your audio recording. Make notes on your Pronunciation, Accuracy, Naturalness, Discourse and Amount of English.

#### **P.A.N.D.A Review (in class activity)**

Step one: listen to what you recorded before.

Step two: use the chart to help you make notes on your Pronunciation, Accuracy, Naturalness, Discourse and Amount of English.

Note anything about:

1. Topics you couldn't talk about well.
2. Words that you think you didn't pronounce well or that were difficult for you to say naturally.
3. Vocabulary, expressions or grammar that you aren't sure if you are using them correctly or use too often.

4. Think and note what you said that you think was good or that you want to improve.

#### **P.A.N.D.A Speech/Presentation (in class activity)**

Step one: As you give your speech/presentation, record it on your phone.

Step two: use the chart to help you make notes on your Pronunciation, Accuracy, Naturalness, Discourse and Amount of English.

Note anything about:

1. Points in your speech where you couldn't talk as well as you would have liked.
2. Words / expressions that you think you didn't pronounce well or that were difficult for you to say naturally.
3. Vocabulary, expressions or grammar that you aren't sure if you are using them correctly or use too often.
4. Think and note how you started and finished your presentation. What did you say to introduce yourself and close your presentation?

