DEVELOPING AUTONOMOUS LEARNING FOR ORAL PROFICIENCY USING DIGITAL STORYTELLING

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Since online educational technology can support a ubiquitous language learning environment, there are many ways to develop English learners' autonomy through self-access learning. This study investigates whether English as a second language (ESL) learners can improve their oral proficiency through independent study by using online self-study resources, online recording program and speech-text-program (STP), and feedback in an autonomous learning environment. This experimental study is designed to provide opportunities for recording stories on weekly topics outside the classroom for five ESL learners who were in the advanced and high intermediated level at City College of San Francisco. In order to assess participants' autonomy for oral proficiency improvement, this research employed both qualitative and quantitative approaches. Four assessments were used to check participants' developing speaking improvement in storytelling about silent movie clips onto VoiceThread and three questionnaires to assess their attitudes toward this autonomous learning. Results revealed that using self-study resources enables learners to develop speaking skills and build considerable self-confidence. Participants also indicated that learning through storytelling can be learner-centered to increase autonomy in oral proficiency. Furthermore, this research shows that the instructor's feedback and role are also important during the development of learners' learning autonomy based on their engagement.

INTRODUCTION

Online educational technology, which introduces unprecedented options for English teaching and learning, provides opportunities for self-access learning as an adjunct to conventional classes by enabling learners to use resources for learning on their own. Providing opportunities for self-study helps to increase ownership of responsibility for learning English by encouraging learners to organize self-access learning resources and search for appropriate materials to develop their own progress. Self-access or learner-centered learning refers to the change in focus in the classroom from the teacher to the learners. This shift makes it so students ultimately direct their learning through self-access facilities for autonomous learning (Sheerin, 1989). This is based on a constructivist theory of learning whereby learners construct their own understanding using their previous knowledge and current learning experiences (Kember, 1997). There are many ways to facilitate self-access language learning using technology (Castellano, Mynard, & Rubesch, 2011). In particular, having easy access to recording tools can support the unlimited communicative practice that assists language learners in building knowledge for communicative competence. These tools are also able to support an alternative assessment method so as to provide an autonomous learning environment in which learners can practice speaking and check performance data to monitor their learning progress. Thus, using online communication technology allows for a higher degree

of learner independence in the teaching and learning of a second language (Stacke, 2007) since learners can maximize opportunities to practice. Moreover, second language learners need opportunities to produce target language output, notice errors in their own output, and correct their linguistic output (Chapelle, 1998). Through self-evaluation, English learners can reflect on and critically evaluate their own learning processes and performance; it encourages autonomy, increases motivation, promotes positive attitudes toward learning, and implies a new perspective regarding teachers' and learners' roles (Gonzalez & Louis, 2007, Hansen, 1998; O'Malley & Valdez Piere, 1996; Sinclair, 2000). Considering that the instructor can assess the learners' oral performance and their completion of tasks within a specific time period by analyzing collected data (Gonzalez & Louis, 2007; Jones, 2007), the instructor's feedback facilitates learners' progress towards attaining their own goals.

This research explores how ESL learners' oral proficiency changed through online recording tools and receiving periodic feedback from their instructor outside the classroom over a 14-week period. There are five ESL participants engaged in once-a-week recording, practicing, and listening to their recordings of individualized storytelling. They used an online recording program, Vocaroo, and a Text-to-Speech (TTS) program, vozMe, for the recordings; in order to receive feedback, they emailed the recordings to their instructor each week during the entire research period. To examine participants' attitudes toward self-centered learning using self-study resources for their oral proficiency development, three questionnaires were conducted via online programs. Participants were prompted to recount stories after viewing four Charlie Chaplin silent movie clips, uploaded onto VoiceThread, an interactive and multimedia online slide show program used to conduct assessments of their improvement in oral proficiency.

This research aims to identify how their own independent learning, assessments, and feedback can help foster learners' autonomy. It also attempts to address how ESL learners can develop their self-assessment skills and how the teacher's role can shift to facilitator or guide when self-study resources are used in autonomous learning.

LITERATURE REVIEW

Developing Autonomy Through Self-Assessment Using Self-Study Resources

Significant development of software and hardware has greatly expanded the range of speech technologies available to students to improve their speaking abilities (Godwin-Jones, 2009). The technology can serve as a reporting medium for self-assessment through regular entries in self-evaluation of oral performance via recording tools (Healey, 2007). Learners' self-evaluation of their own linguistic competence can increase active involvement in learning and become self-critical because self-monitoring strategies allow learners to identify their own difficulties (Dam, 2000; Wenden, 1999). Thus, recording programs may build learners' linguistic competence through their self-assessment. Through self-monitoring the use of voice e-mail can enhance learners' pronunciation, grammar, and verbal expression for oral proficiency development as well as foster significant improvement in speaking relative to articulation and accuracy (Volle, 2005). VoiceThread can promote collaborative development of knowledge by giving learners the opportunity to share their voices (Brunvand & Byrd, 2011) with their peers and the instructor, making it so learners are able to monitor and assess not only their own learning progress but also their peers' performance. Video recording tools can also provide a valuable source of information for learners to notice and analyze characteristics of their own speech (Lynch, 2007) to reflect on their learning progress because the learners can evaluate the full spectrum of their communicative performance (Oscarson, 1989).

Autonomy depends on learners' ability to self-direct for practice, critical reflection, and independent action (Andrade, 2012; Little, 1991). From this perspective, awareness through self-assessment of learners' speaking performance and understanding their learning progress with self-study resources can develop metacognitive skills to achieve their own learning goals, and ultimately this recursive process can enhance learners' autonomy. However, learners may need guidelines to find appropriate resources to

achieve their learning goals (Murray, 2005). In this research, participants used self-study resources provided by the instructor, Vocaroo and vozMe, and then tried to pursue their own goals.

In light of the role of self-assessment, using recording programs can be positively affecting specific learning objectives for oral performance. However, researchers still need to define the optimal use of autonomous learning for language learners' speaking skills when using self-study resources.

Digital Storytelling for Oral Proficiency Development and Assessment

Learners' autonomy can be measured by their metacognitive awareness, ability to use resources appropriately, and assessing self-reflection of their development (Sinclair, 1999; Reinders & Lázaro, 2007). In order to measure participants' autonomy for oral proficiency development, this research used digital storytelling with four silent movie clips uploaded onto VoiceThread to assess their independent study ability with self-assessment.

Digital storytelling has been widely used to help learners communicate their own stories effectively since it can be a learner-centered activity when the topic is related to their daily life and personal subject matter. It can also have an impact on improving learners' speaking in the narration process (Nelson, 2006), linguistic structure, vocabulary, sound patterns, and prosody of the foreign language (Verdugo & Belmonte, 2007). Learners can thus develop linguistic competence while describing context-rich visual situations after repeating self-directed learning. In addition, using a silent movie clip helps to build the metacognitive knowledge involved in communication. Kasper and Singer (2001) claimed that since silent films do not offer preauthorized dialogue, learners are not only allowed, but also authorized to create their own conversational texts, using English creatively to develop their own performance. Therefore, storytelling with a silent movie clip can be a good communicative competence task to measure English learners' oral proficiency in terms of functional and pragmatic knowledge from recorded files while the participants describe captured events and surrounding context (Kim & Choi, 2013; Kim, 2014).

Along with the many studies that have examined the usefulness of digital storytelling in oral production, this research focuses on investigating how a learner can step forward in developing a new technique for assessing autonomy in oral proficiency using storytelling.

RESEARCH QUESTIONS

Based on a literature review and the underlying assumption that using self-study resources can greatly benefit the development of English learners' oral proficiency, the hypothesis of this study is that participants' oral proficiency can improve when using self-study resources and storytelling in an autonomous learning environment. This research was guided by the following questions:

1) Does independent learning using Vocaroo, vozMe, and VoiceThread help to improve ESL learners' oral proficiency?
2) Does using digital storytelling encourage ESL learners' motivation and self-assessment of their speaking?

METHODOLOGY

Participants

The five participants (Table 1) attended a video ESL class at City College of San Francisco (CCSF). Four of them were immigrants who had moved to the US within the previous three to 12 months, and one was an international student who had been in the United States for a year and a half.

Although they were high-level students and had studied English for at least five years in their native countries, they felt that they needed more speaking practice to improve their oral proficiency. All

participants had a computer with a microphone to record their stories at home as well as a positive attitude toward learning English using self-study resources. Four participants used a computer every day, and one student used a computer two or three times a week.

Table 1. *Participants Profiles.*

Participants	Nationality	Age	Months living in US	Years studying English	ESL Level*
Tran	Vietnamese	20	6	5	8
Li	Chinese	32	36	12	8
Luc	Vietnamese	22	8	9	8
Yu	Chinese	26	18	7	7
Hwang	Taiwanese	27	12	10	8

*Note. ESL level 8 (advanced level) and ESL level 7 (high-intermediate level) at CCSF

Procedures

This study used a learner-centered task—storytelling—to elicit participants' oral production and increase their engagement with self-motivation to speak personally when given a specific topic through self-assessment opportunities. Nine different weekly topics were assigned pertaining to daily personal life or preferences as a guideline to encourage practice and recording using the Vocaroo and vozMe programs. Since this research was designed for ESL learners to engage in activities outside the classroom, the participants recorded, practiced, or listened to their performance on their own time, accessing Vocaroo, vozMe, and their VoiceThread accounts (Figure 1). In order to determine how much time they spent on these tasks as an indicator of progress, all participants listed the time for their recording, practice, and listening when using two self-study resources, Vocaroo (http://www.vocaroo.com) and vozMe (http://vozMe.com/), on a Google Spreadsheet each week (Appendix A). Their documented record of time spent on independent study shows how much effort through time the participants spent on their own learning autonomously.

 The participants voluntarily emailed their recorded links once or twice a week using Vocaroo to the instructor to receive feedback. Through these exchanges, the instructor was able to assess participants' learning progress, and participants were able to keep track of their learning history during the research period. The instructor did not require that they submit their individual work, but instead encouraged them to engage in self-study and mediated the process of using self-study resources via email exchanged.

Figure 1. Online self-study resources, Vocaroo, vozMe, and VoiceThread with a silent movie clip.

In order to assess participants' oral proficiency improvement, this research used storytelling task about

silent movie clips in weeks 1, 5, 10 and 14. The instructor uploaded the four movie clips onto her VoiceThread account (http://www.voicethread.com) and then invited all participants to watch them three days before they were asked to create stories.

All content in the four silent movie clips (Appendix B) from Charlie Chaplin's movies ("Coffee Drinking," "Hotel Evergreen," "The Kid," and "City Lights") was culturally non-controversial. Receiving these movie clips via emails, the participants accessed their VoiceThread accounts and then recorded their own stories about each movie clip. Each participant's recording was shared with all participants as well as the instructor; this meant that whenever participants recorded their stories onto VoiceThread, everyone received e-mails of those recordings. During this process, participants were able to monitor not only their own but also their peers' performance. Before recording their stories, the participants practiced speaking using Vocaroo and vozMe, but they did not receive feedback for this assessment.

Although the focus of this study was to examine ESL learners' autonomous learning, it is important to note that they were guided by their instructor on how to monitor their own speech and how to tell stories effectively at the weekly meeting during the research period. The written feedback was given holistically, but the students also received feedback in each of four categories: discourse, pronunciation, vocabulary, and sentence complexity. The instructor also provided learning materials such as sentence combining worksheets and vocabulary learning Web sites in order to prompt them to find appropriate answers when needed.

The participants' attitudes toward oral proficiency development for this learning method were also investigated using three questionnaires (Appendix C) conducted during weeks 1, 8, and 14. The participants were asked to speak when responding to the first and the second questionnaires, which were uploaded onto the instructor's VoiceThread account. The first questionnaire documented the participants' language profile, computer skills, feelings about using a computer to study English speaking, and self-confidence in their speaking. In the second questionnaire, participants expressed which speaking skills they wanted to improve as well as how their speaking confidence had changed using the self-study resources–VoiceThread, Vocaroo, and vozMe. The final online survey asked participants to respond to questions about motivation and self-assessment when using storytelling with silent movie clips, whether or not the instructor's role and feedback were helpful in their learning progress, if they thought using Vocaroo and vozMe could produce positive effects when they were assessed on VoiceThread, and finally which aspects of speaking they thought improved during this project.

Data Analysis

The recorded stories were assessed holistically and analytically. The holistic rubric (Appendix D) was adapted from Brown's (2001) oral proficiency scoring categories, divided into five stages: (1) beginning speaking, (2) developing speaking, (3) competence speaking, (4) accomplished speaking, and (5) advanced speaking. To analyze their improvement in each element of speaking skills, the recorded files were also analyzed in five categories (Appendix E) adapted from a scoring key created by Choi (2005), based on the communicative language ability (CLA) model offered in Bachman and Palmer (1996). The five categories are: pronunciation, discourse, vocabulary, grammar, and sentence complexity. Each category has scores from 1 to 5.

Two trained raters assessed the recorded data (Appendix F) using the rubrics. The inter-rater reliability of two raters was Cohen's Kappa .88 and the reliability among the four assessments presents a high level of consistency, Cronbach's Alpha 0.83.

RESULTS

Oral Proficiency Improvement Using Self-Study Resources

Data analysis of the four assessments revealed significant improvement in all participants' overall

proficiency in terms of vocabulary, sentence complexity, and pronunciation, but there was no significant improvement in discourse and grammar (Table 2).

Table 2. *Oral Proficiency Improvement for All Participants.*

		95% Confidence Interval			
	SD	Lower	Upper	*t*	Significant
Overall speaking	.447	.200	-.645	-6.000	.004
Pronunciation	.707	-1.878	-.122	-3.162	.034
Discourse	.837	-1.839	.239	-2.138	.099
Vocabulary	.447	-1.755	-.645	-6.000	.004
Sentence complexity	.548	-2.080	-.720	-5.715	.005

Note. Grammar cannot be computed because SE is 0, Significant at the 0.05 level

Underlying these results was recording stories using online recording and a TTS program can improve ESL learners' oral proficiency. In addition, storytelling seems to support the use of rich vocabulary words to describe the given topics or contextualized situations appropriately and develops sentence complexity through their own speech monitoring and feedback. However, most participants had organized story lines to offer enough information about what they have seen from the movie clips for each assessment since they had practiced how to create organized stories on each weekly recording. Considering that no feedback on grammar was given on the holistic rubric, participants' grammar scores may have been affected by feedback. This finding suggests that instructor feedback is important in improving their speaking skills, even in autonomous learning. In addition, participants' overall oral proficiency was gradually enhanced during the four assessments: their speaking significantly improved when comparing the first and fourth assessment over 13 weeks (Table 3). This result may also confirm that using self-study resources can develop ESL learners' speaking.

Table 3. *Paired t-Test for Oral Proficiency Improvement on each Assessment.*

			95% Confidence Interval			
Test # / Pair differences	Mean	*SD*	Lower	Upper	*t*	Significant
1. 1st vs. 2nd	2.80	.548	-1.080	.280	-1.633	.178
2. 2nd vs. 3rd	3.20	.447	-.755	.355	-1.000	.374
3. 3rd vs. 4th	3.40	.548	-1.280	.080	-2.499	.070
4. 1st vs. 4th	4.00	.447	-1.755	-.645	-6.000	.004

Note. Grammar cannot be computed because SE is 0, Significant at the 0.05 level

Participants also had positive attitudes toward using Vocaroo and VozMe to make progress in their speaking. Tran, who had practiced and recorded using these programs, had the most improvement in speaking during the 14 weeks. In his first assessment he lacked confidence and repeated the same vocabulary, used simple sentences without many embedded clauses, and mispronounced words making his speaking unclear. However, his speaking improved significantly in sentence complexity, vocabulary, grammar, discourse, and pronunciation. Although Li's overall speaking also advanced in sentence complexity, grammar, vocabulary, and discourse, he showed no progress in his pronunciation in terms of word stress and intonation. He often used Vocaroo to record his speaking, but he only used vozMe four

times since he felt it was not helpful. In the case of Luc, his overall speaking improved, but grammar and discourse scores remained the same. Yu's overall oral proficiency also developed slightly. Hwang, despite using the computer less than the others and logging in the least amount of times, showed growth in her speaking. Interestingly, all participants began to speak more confidently by using various expressions and making longer sentences after using self-study resources and felt using these could produce a positive learning effect for increasing their self-confidence as highlighted in their answers to the questionnaire.

In the three questionnaires, Tran and Li responded that they could increase their working vocabulary by recording stories. Yu thought recording programs helped her pronunciation. Luc replied that he used more complex sentences and that this learning technique could help vocabulary and pronunciation through self-assessment. Hwang reported that she felt recording programs were good pronunciation practice tools. These results, reported on the second questionnaire, almost align with the speaking skills that they sought to develop through this learning: Tran, Li, and Luc hoped to improve their vocabulary ability, Hwang aimed to use more complex sentences, and Yu wanted to develop her pronunciation.

Participants were also satisfied with this self-learning method because they could check and assess their speaking after listening to their own recordings. Li responded that using self-study resources motivated him to practice because it helped build confidence due to the self-reflective learning process. Yu answered that this autonomous learning was very flexible and convenient since she could record her speaking many times as well as monitor it, thus helping to improve her speaking. However, Li and Luc had negative attitudes about using the vozMe program since they thought that it could not produce clear and natural sounds like a real person, which made them have difficulty mimicking pronunciation. Luc and Tran also suggested that this learning could have produced more positive effects if they could have had a conversation with a real person such as a native speaker while using this self-learning method. For example, in the case of one participant, Hwang, whose husband's first language is English, thought this learning method gave her a good opportunity to strengthen her oral proficiency. Luc also preferred speaking with a native speaker because he was able to improve his listening skills as well as he receiving immediate feedback. Tran responded that this learning style is good but felt more comfortable when having a conversation with a person. Hwang and Yu did not express any negative feelings about this type of learning.

Digital Storytelling for Motivation and Self-Assessment

This research used storytelling to encourage ESL learners' involvement in recording their speaking. Since storytelling can serve to create natural discourse as a narrative task when language learners produce their own ideas or events, as a learning method, it enables good self-assessment as well as building self-confidence. Most participants responded that creating stories encourages self-reflection and increases their motivation to practice speaking about their preferences or daily lives. Through storytelling, participants felt that they were able to enhance their speaking ability because it required improving summarizing as it related to the narration process, learning more vocabulary, making longer sentences, and improving pronunciation. During this process, they were also able to build self-confidence as reported in their questionnaires.

Regarding the use of multimedia materials, the participants also mentioned that the silent movie clips were helpful as a prompt to practice their speaking. Participants reported in the questionnaire that using silent movie clips for storytelling encouraged them to create their own stories and to clarify their chosen words as they described the movie clip. Although these assessments were used to check participants' oral proficiency, they responded that it was a learner-centered learning since participants recorded stories and monitored their progress using self-study resources for their own purposes during the four assessments periods. In the same vein, they also felt that these assessments were not only an extension of their ongoing independent study but also provided opportunities for receiving feedback from the instructor in order to achieve their mutually agreed upon learning goals for oral proficiency development. Moreover, they

reported that using VoiceThread for storytelling supported collaborative work in that they could monitor their peers' performance as well as self-monitor their speaking progress on their own accounts during the four assessments.

DISCUSSION

This empirical study took into account how ESL learners were able to develop personal speech-monitoring skills and learn speech-improvement strategies by using self-study resources with storytelling and feedback in an autonomous environment. Among the study results, one important finding asserts that self-assessment, motivation, and feedback play significant roles when using self-study resources to develop their oral proficiency. Self-assessment allows learners to monitor their level of success of specific tasks through a reflective process. In line with this, Tholin (2007) argued that self-assessment is a natural element of self-directed learning and learners need to be conscious to make choices that contribute to developing their language abilities. Through this self-monitoring process, learners can gradually speak more fluently after reflecting on their errors, and then can apply this kind of self-reflection to their classes or in their real lives. Using VoiceThread to record one's own story also allows for self-evaluation, which encourages students' autonomy through active engagement. This study also shows that a TTS program, vozMe, may help ESL learners' oral production in terms of vocabulary, sentence complexity, and pronunciation.

Kolb's cyclical reflective model (Figure 2) explains participants' self-reflection process to increase their oral proficiency development.
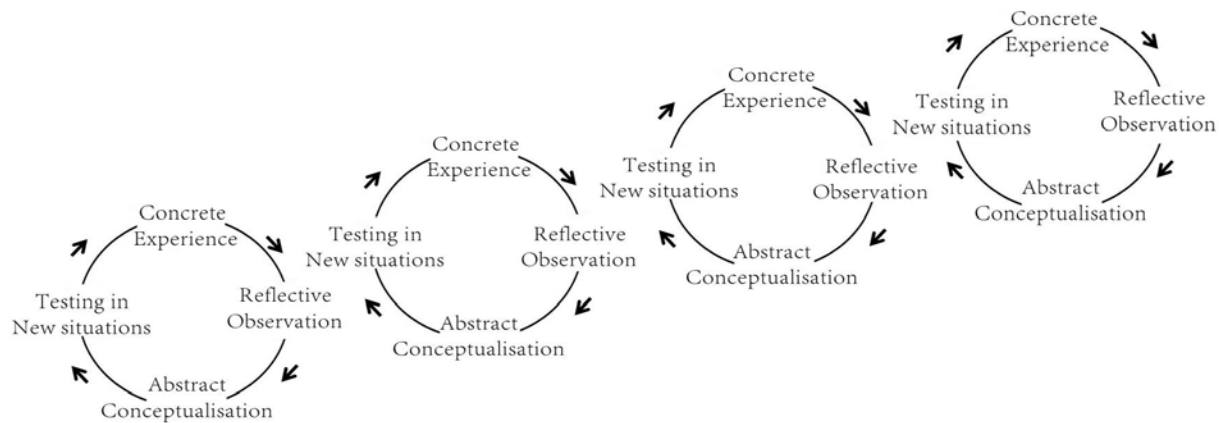

Figure 2. Kolb's cyclical reflective model

In the first concrete experience stage, participants were motivated to increase their speaking practice and recording with weekly topics using self-study resources, Vocaroo and vozMe, through the instructor's encouragement and guidance in developing speaking skills. In the second reflective observation stage, they monitored and corrected their performance through the instructor's feedback and repeated practice, recording, and listening. In the third abstract conceptualisation stage, participants were excited about practicing and monitoring themselves to improve their speaking with feedback and learning resources through their self-assessment. In the final stage of testing in new situations, participants tried out what they had learned through an assessment for storytelling with a silent movie clip. During this process, participants were able to build metacognitive skills to achieve their learning goals. In this stage, the participants also could evaluate their own speaking as well as that of their peers. Throughout one reflective cycle, which includes four stages, participants' oral proficiency has the potential to gradually develop by repeating this learning process while going through each of the four assessments.

CONCLUSION

This research set out to discover whether autonomous learning to support an infinite learning opportunity without time and space constraints can help to improve English oral proficiency by using online self-study programs for high-intermediate and advanced ESL learners. Although this is an ESL context in which the participants may have had many speaking opportunities other than simply practicing their speaking using self-study resources, I found that all participants developed their oral proficiency and gained self-confidence through self-assessment by recording their stories. This indicates that using a combination of communication tools—namely, Vocaroo, vozMe, and VoiceThread—gives ESL learners a positive learning experience which promotes self-confidence and autonomously develops their language skills. Since recording their speaking on the Web-based programs Vocaroo and VoiceThread is primarily a self-learning and self-reflective process, the instructor's feedback, role, and materials were also essential. In this study the instructor not only facilitated participants' engagement via emails, as an e-moderator who helps learners monitor their own progress, but also supported their weaknesses by providing feedback to develop their speaking skills. Thus, it shows the instructor's role and feedback were also important on autonomous learning.

Notwithstanding these new and interesting findings, the scope of this research does not include several important issues. Although participants' speaking developed during the fourteen weeks, the results may not be excluded from other possible factors enhancing participants' oral proficiency since participants have attended other ESL programs and have lived in an English-speaking context. Thus, these extraneous factors may influence each participant's individual improvement in oral proficiency. In addition, this research did not examine the participants' progress in self-evaluation, which was very difficult to measure because their learning practice took place outside the classroom rather than in a controlled classroom environment. Future studies might use similar procedures in a classroom setting with a much larger group of students, where specific teaching objectives for improving oral proficiency could be included. The instructor could also provide an activity, such as drawing a "mind map," through which learners may illustrate their self-assessment of their speaking progress to examine the development of their autonomy. Using this model for self-recording learning procedure can be applied to various teaching contexts such as collaborations. Furthermore, a longitudinal study could be conducted to draw conclusions about how to foster successful learning through self-assessment.

APPENDIX A. List of Practice, Recording, and Listening Using Self-study Resources

Week	Topic*/Assessment Questionnaire	P	R	L	P	R	L	P	R	L	P	R	L	P	R	L
Name		Li			Yu			Hwang			Tran			Luc		
1	First assessment & First questionnaire		1	1		1	1		1	1		1	1		1	1
2	Chinese New Year		1	1	1	1	1				1	1	1			
3	Valentine Day	1	2	1	1	1	1	1	1	1	2	2	1	1	1	1
4	My favorite book	1	2	1	2	2	2				1	1	1	1	1	1
5	Second assessment		1	1	1	1					2	1	1	1	1	1
6	Today is		1	1	1	1	1	1	1	1	1	1	1	1	1	1
7	My favorite appliance	2	1	1	1	1	1	1	1	1	1	1	1	2	1	1
8	Second questionnaire										1	1	1	1	1	1
9	My favorite movie or TV show		1	1		1	1		1		1	2	2	1	1	1
10	Third assessment				1	2	1				2	2	1		2	1
11	My hobby is		1	1		2	1				2	1	1	1	1	1
12	My favorite music		1	1				1	1	1	1	1	1		2	1
13	My favorite place in the world		1	1	1	2	1		1	1	1	1	1		1	1
14	Fourth assessment & Third Questionnaire		1	1	1	2	2		1	1	1	1	1		1	1

Note. P stands for using vozMe for practice; R stands for using Vocaroo for recording; L stands for listening to their speaking

APPENDIX B. Four Charlie Chaplin Silent Movie Clips

Test #	Silent movie clip	
1	Coffee drinking funny	http://www.youtube.com/watch?v=1mYtNMDFyXQ
2	Breakfast at hotel evergreen	http://www.youtube.com/watch?v=iFZVxFTeSN4
3	The kid	http://www.youtube.com/watch?v=qNseEVlaCl4
4	City lights	http://www.youtube.com/watch?v=C_vqnySNhQ0

APPENDIX C. Three Questionnaires

First Questionnaire

1. How long have you studied English in your native country and in the USA?

2. Which ESL classes have you taken at CCSF?

3. What is your main purpose for learning English?

4. How often do you use a computer? Do you have a computer and a microphone in your home?

5. How do you feel about learning English using a computer?

6. What was your first feeling when talking with a native speaker in the United States?

Second Questionnaire

1. How often do you practice your speaking using Vocaroo or vozMe programs?

2. How you do you feel about speaking practice using Vocaroo, vozMe, and VoiceThread?

3. Which parts of your speaking skills do you want to improve most?

4. When you compare your answers in your first questionnaire, do you feel more confident in your speaking after using online programs?

5. What is your current feeling about talking with native speakers in the United States?

Third Questionnaire

1. How do you feel about using storytelling for your speaking?

2. How do you feel about using silent movie clips to create your storytelling?

3. Which parts of your speaking skills do you think you have improved through this project?

4. Do you think using Vocaroo leads to positive learning experiences when you record your storytelling on VoiceThread?

   1   2   3   4   5

    It is not very helpful.   It is very helpful.

5. Do you think using vozMe leads to positive learning experiences when you record your storytelling on VoiceThread?

   1   2   3   4   5

   It is not very helpful.   It is very helpful.

6. Do you think the teacher's role and feedback are more important than your own involvement?

   1   2   3   4   5

   It is not very important.   It is very important.

7. How do you feel about this method of learning? Do you think this learning method involving self-recording for self-assessment can help improve your oral proficiency?

APPENDIX D. Holistic Rubric

Score	Level	Criteria
5	Advanced speaking	Speech is well organized in a story; information is plausible and precise and is presented logically and with appropriate transitions.
		Vocabulary is fully including idioms, colloquialisms, and pertinent cultural references.
		Good fluency and accurate pronunciation of individual sounds
		Most sentences have embedded more than 12 words.
4	Accomplished speaking	Speech is generally organized in a story; information is somewhat plausible and precise and is presented logically.
		Vocabulary is varied including idiomatic expressions and has high degree precision.
		Occasional non-native pronunciation errors, but the speaker is always intelligible.
		Each sentence has embedded clauses or phrases and contains at least 12 words.
3	Competent speaking	Speech is somewhat organized story; information maybe imprecise or implausible.
		Vocabulary in general is varied, including some use of idiomatic expressions.
		Some problems with speech rate and intonation but these do not cause serious problems with intelligibility.
		Each sentence has embedded clauses or phrases and contains at least 8 words.
2	Developing speaking	Speech may be insufficient and is poorly organized with basic ideas; information maybe imprecise or implausible.
		Numerous vocabulary words are repeated rather than using a variety of words.
		Numerous phonemic errors and foreign stress that cause the speaker to be occasionally unintelligible.
		A few sentences have embedded clauses or phrases and contain at least 5 words.
1	Beginning speaking	Limited ability to respond to the story; information is irrelevant or inaccurate
		Very few vocabulary words are used; single words are used rather than complete thoughts.
		Very significant phonemic errors and foreign stress that causes the speaker to be unintelligible
		Each sentence has no embedded clauses or phrases and contains less than 5 words.

APPENDIX E. Analytic Rubric

Category	Score	Description
Pronunciation	1	Very significant phonemic errors and foreign stress and intonation patterns so the speaker is unintelligible.
	2	Frequent phonemic errors and foreign stress and intonation patterns so speaker is a fairly intelligible.
	3	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.
	4	Occasional pronunciation errors, but the speaker is always intelligible.
	5	Few nonnative pronunciation errors with nonnative accent
Discourse	1	Limited ability to respond to the story; information may be irrelevant or inaccurate.
	2	Speech may be insufficient and is poorly organized with basic ideas; information is imprecise or inaccurate.
	3	Speech is somewhat insufficient and is poorly organized; information maybe imprecise or inaccurate.
	4	Speech is generally organized in a story; information is plausible and precise and is presented logically.
	5	Speech is well organized in a story; information is plausible and precise and is presented logically and with appropriate transitions.
Vocabulary	1	Very few vocabulary words are used; single words are used rather than complete thoughts.
	2	Numerous vocabulary words are repeated rather than using a variety of words.
	3	Vocabulary in general is varied, including some use of idiomatic expressions.
	4	Vocabulary is varied, including idiomatic expressions.
	5	Vocabulary is fully including idioms, colloquialisms, and pertinent cultural references.
Grammar	1	Virtually no grammatical or syntactical control except in simple stock phrases.
	2	Some control of basic grammatical construction but with major and/or repeated errors that interfere with intelligibility.
	3	Generally good control in all construction with grammatical errors that do not interfere with overall intelligibility.
	4	Sporadic minor grammatical errors that could be made inadvertently by native speakers.
	5	Few grammatical errors that could be made inadvertently by native speakers.
Sentence complexity	1	Each sentence has no embedded clauses or phrases and contains less than 5 words.
	2	A few sentences have embedded clauses or phrases and contain at least 5 words.
	3	Each sentence has embedded clauses or phrases and contains at least 8 words.
	4	Each sentence has embedded clauses or phrases and contains at least 12 words.
	5	Most sentences have embedded more than 12 words.

APPENDIX F. Speaking Scores

N	Name	Overall		Pronunciation		Discourse		Vocabulary		Grammar		Sentence complexity	
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
1	Tran	3	3	3	3	3	3	3	3	3	3	3	3
	Li	3	3	3	3	4	4	2	2	3	3	3	2
	Luc	3	3	3	3	4	4	3	3	3	3	2	2
	Hwang	3	3	3	3	4	4	3	3	3	3	3	3
	Yu	2	2	2	2	3	3	2	2	2	2	2	2
2	Tran	3	3	3	3	4	4	3	3	3	3	3	3
	Li	4	4	3	3	4	4	3	3	3	3	3	3
	Luc	3	3	3	4	4	4	3	3	4	4	3	3
	Hwang	3	3	4	4	4	3	3	3	3	4	3	3
	Yu	3	2	3	3	4	4	2	2	3	3	2	2
3	Tran	4	4	4	4	4	4	3	3	3	3	4	4
	Li	4	4	3	3	5	5	4	4	4	4	4	4
	Luc	3	3	3	3	4	4	3	3	3	3	4	4
	Hwang	4	3	4	4	4	4	3	3	3	3	4	4
	Yu	3	3	3	3	4	4	4	4	3	4	4	4
4	Tran	5	5	5	5	5	5	4	4	4	4	4	4
	Li	4	4	3	3	4	5	4	4	4	4	4	4
	Luc	4	4	4	4	4	4	4	4	3	3	4	4
	Hwang	4	4	4	4	4	4	4	4	4	4	4	4
	Yu	3	3	2	3	4	4	3	3	3	3	3	3

Note. R1 and R2 stand for Rater 1(instructor) and Rater 2

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