

## STEP 6 : REFLECTION

Make an assessment of your speaking performance. Be fair and stick to the criteria used in the grids below.

<b>Self-assessment speaking</b>		
	<b>much/little</b>	<b>Remedies if low scores</b>
1. The listeners could easily follow.	5 4 3 2 1	Speak slowly. Do pronunciation exercises. Ask help from someone else.
2. I had the impression that I did not make a lot of mistakes.	5 4 3 2 1	Next time prepare your speech by adding notes on language. Ask someone to listen to your speech and look up grammar points.
3. I did not get stuck at one point.	5 4 3 2 1	Talk without worrying too much about mistakes
4. I felt confident.	5 4 3 2 1	Prepare your speech with care, use visuals. Speak loudly. Rehearse.
5. My accent was good.	5 4 3 2 1	Listen to English speakers
6. I could find the words I needed.	5 4 3 2 1	Look up words and synonyms before the speech, draw up word lists about your subject.

## Peer evaluation of other groups

Make an assessment of the work done by your fellow pupils, based on the presentation. Be fair and give them a mark (out of ten) for each of the following criteria.

Peer evaluation of other groups						
	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
I have learnt a lot from the presentation.						
The presentation was clear and well-structured.						
The language used was correct and I understood most of it clearly.						
It was original and stimulating.						

## STEP 6 : REFLECTION

### 1. Self evaluation : → Fill in the form (Each pupil fills in one copy)

#### How did I work in this group?

- Aim: Looking at how you work in a group and thinking about improving your participation.
- Instructions: Work individually and complete the form. Read each statement below and tick the right score.

0. not at all    1. not much really    2. a bit    3. a reasonable amount    4. yes, quite a lot  
5. yes a lot

Statements	SCORES					
	0	1	2	3	4	5
I contributed a lot to this activity.						
I listened to everyone in my group.						
I encouraged other group members to participate (by asking questions, etc.)						
I encouraged people to use English.						
I felt comfortable and accepted in my group.						
I asked for explanations when I didn't understand.						
I explained things to someone else who didn't understand.						
I learned new things by participating in this group activity.						
I enjoy working in small groups on activities like this.						

- Now look back at the statements where you scored yourself with a 3 or less. How could you improve your group skills the next time you work in a group? Write 3 ideas here. (e.g. I could encourage other people to participate more.)

*e.g. I needed too much time for my task and had to work on it at home. Perhaps I could have asked my teacher to help me with the translation work.*

(a)

(b)

(c)

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- Your role:  
How would you describe your role in the group?

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- What other role could you play in your group which might improve your learning?

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## 2. reflection on individual work

I did task:
Which skills did I practise:
What language (grammar, vocabulary, new phrases) have I learnt?
What other information have I learnt?
What was difficult?
What was easy?

What did I particularly enjoy?
Why?
What didn't I enjoy?
Why not?
What do I need to work on next time?
Teacher's comments:

### 3. Peer evaluation for group work

Your name \_\_\_\_\_

Write the name of each of your group members in a separate column.

For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

Evaluation Criteria	Group member:	Group member:	Group member:	Group member:
Contributes meaningfully to group discussions.				
Completes group assignments on time.				
Prepares work in a quality manner.				
Demonstrates a cooperative and supportive attitude.				
Contributes significantly to the success of the project.				
TOTALS				