Progressive Peer Evaluation: Important but Absent in EFL Speaking Classes

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Abstract
Comprehensive teaching-learning about speaking evaluation, especially peer evaluation, is conspicuous by its absence in English Foreign Language (EFL) Speaking classes at all secondary and tertiary levels in Indonesia, especially in Aceh, This comparative research study looks at the various aspects used for evaluation and especially looks at peer evaluation in EFL speaking classes in Aceh. The paper describes twenty three (23) components recommended for evaluation of speaking communications: the seen, the spoken and the script (content) components. The results showed that teachers of EFL speaking are not using and are not even taught such detailed evaluation systems. Moreover the syllabi for speaking English at upper secondary level are severely lacking as are those used in tertiary courses. Educators need to learn from the Toastmasters International systems for evaluation and for making evaluation speeches, in particular the need to prioritise praise in evaluation with only a pointer or two on how to improve the next speech. This paper includes a simplified format for peer evaluations that students can easily be taught to use and also stresses the need for praise, not punishment, for successful evaluation. Teachers of Speaking English EFL, who practice the recommendations from this paper, should get much better results from their students.

Keywords: Progressive evaluations, components of speaking, peer evaluation.

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1.   INTRODUCTION

The attitudes to evaluation of Speaking English, EFL, and practices for evaluation of students *"Speaking English"* have been discussed in books on public speaking by many speakers, especially native speakers. From teaching English Foreign Language (EFL) Speaking in Banda Aceh, Indonesia, the authors noted that many EFL teachers are reluctant to test Spoken English. This could be because they are unsure how to evaluate Spoken English as even the syllabi for English do not have detailed rubrics for evaluation of *Speaking English*. Moreover, as this paper will show, there should be different ways to evaluate spoken EFL depending on the purpose of the EFL speaking task and the level of skills of the spoken English. Accordingly, this paper discusses the components of Speaking English and how to practice the various components of evaluation in progressive teaching-learning sessions using co-operative learning peer evaluation.

This paper also discusses many overlooked aspects of teaching-learning of EFL Speaking English, which are neglected by teaching institutions but which are stressed when learning to speak in public following the Toastmaster's system (Slutsky & Aun, 1996). These include various actual components of speaking namely voice projection, character, meaningful pauses, vocal variety, rate or speed of speaking, and involvement of the audience plus seen non-verbal components like spoken from memory, body language, presence, posture, eye contact, use of props and PPP (Power Point Projections).

 This research starts by defining the components of speaking and stresses that speaking lessons need to follow a logical teaching-learning path, practicing the components of speaking, starting with the easy components, before putting all the components together to give powerful speeches and appeals to action. Thus, in our speaking courses, each student prepares and gives a series of speeches. Early speeches focus on practicing basic components of speaking like voice projection and structure and later ones put all the components together. Accordingly, in this progression of speeches, each speech is evaluated based on its purpose which is why we call it 'Progressive Evaluation'. Moreover, the students themselves are taught the keys or rubrics for evaluation and the evaluations are then done by them hence, 'peer evaluations'. Then the results of all of the 10 speeches given during the semester are accumulated to get the final result for each student at the end of each semester. This is in contrast to other common ways of teaching speaking where students only give a few speeches during a semester, only a few speeches are scored and a large score (usually 40%) is given for one speech at the end of the semester. In our system no speech is failed – only by not giving a speech can a student fail a speech. Moreover, all students are taught to be peer evaluators and to give evaluation speeches. They are all taught to note or rather find what components the speaker did well and to praise a few of those and only then to note one area or component of speaking which the speaker must try to improve. Our system for teaching-learning practicing speaking English works well; it parallels the system from Toastmasters International which works and has worked well for millions of "new or want-to-be-better" speakers from all-around the world, both native and non-native speakers; it is based on carrots and caresses not on verbal sticks and stones.

2. LITERATURE REVIEW

While there are many books that will tell you how to be a great speaker, for instance: the book *7 Steps to Fearless Speaking* by Wilder (1999) and *Secrets of Superstar Speakers* by Walters (2000) plus older books like *Speaking for the Master* by Baxter (1954), these are mainly written for people who can already speak English very well and are in the main for people whose mother tongue is English e.g. *The Art of Public Speaking* by Stephen Lucas (2009), Nelson et al. (2007), also writing for the established speaker, not for the neophyte, in their book *Public Speaking, A Guide for the Engaged Communicator*, say "Effective delivery appears conversational, natural and spontaneous…comfortable for you and for your audience. When you speak in this manner your audience will believe that you are speaking with them, not at them". However, Nelson et al. (2007) give few clues as to how to learn to get to that state, apart from advising readers to practice and learn from established speakers but what kind of practice is not detailed except for advice like below:

"How to use your voice effectively":
- pause for effect;
- use duration (speed) for attention
- rhythm to establish tempo;
- pitch for expression;
- volume for emphasis
- pronunciation for clarity;
- fluency for fluidity.

And for:

"How to use your body to communicate effectively": (use)
- eye contact
- facial expression;
- gestures;
- body movement;
- wear appropriate attire.

While Nelson et al. (2007) separate out verbal from visual components, they put in some which are hard to teach-learn like rhythm and pitch and they include a lot of sentiments that do not tell us anything really useful for teaching-learning how to speak in public especially for how non-native neophytes should-learn. Ur (1996) is a lot more practical: talking about effective (teacher) presentations, which, of course, also applies to student presentations or public speaking. In an effective presentation, there must be: Attention – Perception – The learners (must) hear the target material clearly; it must be clear and audible, repeated if necessary to get some kind of response, i.e. audience reaction. Ur (1996) also has a very good section on pronunciation, with good ideas for exercises to practice to improve pronunciation, however she neglects to mention pair or

small peer group co-operative learning to improve pronunciation. Moreover, when she comes to teaching speaking, she is ambivalent about the value of testing verbal/oral presentations and presents arguments for and against. She includes a rating scale which only has a coarse evaluation with only two criteria: accuracy, (i.e. vocabulary, grammar, accent) and fluency, i.e. can speak in short and long breaks. This sort of evaluation is only good for evaluating English conversation at junior school levels but not for most speeches, poetry readings, drama and debates.

Another type of evaluation to avoid is the too detailed evaluation which only an expert can do for example trying to evaluate whether a speaker is breathing properly or has resonance or has flexible lips, etc., plus articulation as well as pronunciation as proposed by Leeds (2003). The components for evaluation should be readily identifiable and individually, easily distinguishable by student speakers – Voice Projection, Vocal Variety and Articulation are necessary and sufficient for students. While teachers of speaking should teach proper breathing we should not try to be speech therapists nor to teach how to evaluate breathing. Few books are available specifically for teaching-learning speaking English for ESL/EFL students, especially for Indonesian students whose English may not yet be very good and especially for those who are just starting to speak in front of audiences.

2.1 Toastmasters International Speaking Clubs and Books for Self-Learning Public Speaking

Toastmasters International is the only world-wide voluntary organization promoting Public Speaking. While there are other Public Speaking clubs in cities and universities and even some with national reach, there is only one International Organization promoting Public Speaking all over the world. It was given the name Toastmasters by its founders, because, in the English Speaking world, at formal dinners and for example at wedding party dinners, some of the people or guests present will propose a toast, A toast is, when all the people have a drink together, or at least a sip of a drink, in the name of some-one or some program or organization for example: *"...a toast to the Queen"* or *"...a toast to the preservation of the Sumatran tiger".* But before the toastee, i.e. the person giving the toast, finally proposes the toast, and all the guests raise their glasses and have a sip, the toastee will give a short speech explaining why, i.e. the reason behind the toast, on that occasion. At such a formal dinner or lunch there may be many toasts and these are organized by the Toastmaster; in reality she is a kind of MC or Meeting Co-ordinator. Toastmasters (TMI) is the FIFA of Public Speaking, what FIFA is for soccer football, i.e. the world wide organizing body that runs The World Cup of Soccer Football, TMI is for Public Speaking. Founded nearly a century ago in Chicago, as a young men's development program. TMI is now based in San Diego in Southern California. It has grown steadily, with very rapid growth in recent decades and now has over 15,000 clubs with clubs in nearly all countries in the world. There are over 300,000 active members and millions of in-active i.e. unfinancial members, many of whom have graduated by completing the Basic Course and getting their Certificate as a Competent Speaker. There are two kinds of clubs, open and restricted: open clubs are open to anyone over 18 years of age, as the name implies, while the membership of restricted clubs is restricted to persons from the

sponsoring organization e.g. a large public company, like Microsoft. When people join a TMI club, they join for life and become a member of the international organization. Accordingly they are welcome to attend meetings of any open club and even some restricted clubs. For academics studying overseas, especially from non-English speaking countries like Indonesia, TMI is a great organization to join, because they can attend meetings wherever they are studying, where they can practice their English and they can also make a lot of friends very easily. Because the principles of Public Speaking are basically the same, no matter what the language, TMI now have clubs using different languages in non-English speaking countries plus English speaking clubs as well. Thus, in Indonesia there are now about 30 clubs speaking English plus an Indonesian speaking club in Jakarta and a Mandarin speaking club in Medan.

The best series of books and manuals we have found for teaching-learning public speaking are those produced by and in association with TMI. In particular their Communication and Leadership Program, Basic Manual which is sent to each new member (Slutsky & Aun, 1996). This manual sets out the first ten speech projects which the new member must complete to earn his Competent Communicator's Certificate. The first few of these ten speeches focus on learning and practicing the easy components of good speaking while the purpose of the last couple of speeches is to combine all the components to make speeches to motivate people and move them to action.

2.2   Three Forms of Communication: Seen, Spoken and Scripted

Overall all speeches have two divisions namely - the delivery of the communication and the content of the communication itself and three forms of delivery of communication, Seen, Spoken and Scripted, hence the components of speaking can be divided accordingly as shown in Table 1 and Table 2, which follows:

Table 1. Components of speaking.

Delivery of Communication : Seen and/or Spoken		
Seen	Presentation, appearance Eye contact Posture Body language e.g. smiling, Body movements, using arms Props (if used)	Charts, Power Point Projections or In-focus (if used) Big No-No's Looking at PPPs on the screen but not looking at the audience and speaking with hands in pockets.
Spoken	From memory, or minimal notes/cue card Voice projection Vocal variety, expresses emotion Articulation Character	Speed of Speech Audience contact e.g. questions Meaningful pauses but lack of fillers/ahs Big No-No's – Reading speech unless the speech is one that has to be read e.g. an annual report or a judge's verdict.

Table 2. Script Content Components, either written or ad libbed.

Structure i.e. OBC: Opening, Body, Close	Good vocabulary (easy to understand)
Good opening to the point – wakes up	Memory aids,
Identify with the audience	Word pictures
Comprehensibility, (grammar)	Song(s), poem(s), quote(s)
Linkages, logic	Memorable,
Interesting, not boring	Call-to-Action, if appropriate
Good collocations, idioms	Good Closure – wrap up, no apologies

Table 1 and Table 2 above, sets out the basic components of public speaking. Ideally, the process of teaching-learning students to speak to an audience needs to progress step by step, mastering the easy components of speaking first, for example speech projection or volume and speed of speech then getting progressively more difficult and so evaluation, too, should follow that, getting progressively more demanding, whilst at the same time never becoming too complex.

The TMI puts a strong emphasis on evaluation and has a manual on evaluation. Every manual speech is followed by an evaluation speech, usually from a more experienced Toastmaster. At the annual speech contests that Toastmasters hold, right up to the annual World speech contests, Toastmasters include a section of Speech Evaluation contests. At these contests the evaluation speech contestants, all together, first listen to a prepared speech, next, they all have to leave the presentation room and then, one by one, each contestant returns to give their evaluation speeches before the judges. Members of Toastmaster learn to note the things that a speaker does well, the body language, the passion, the communication with the audience, the flow and the use of words, the articulation, alliteration, collocations, the rhyme, rhythm, memory tricks and especially a memorable conclusion. Evaluator's are advised to find three things the speaker did really well and praise the way they did them and one thing the speaker should improve and say how they should improve it. This is great advise because it encourages the speakers and gives each speaker at least one guide that they can follow up to make even better speeches. At ordinary Toastmasters meetings the evaluations are all qualitative, only for speech competitions do the evaluations have to become quantitative as well as qualitative in order to determine a winner and the runner ups. In general qualitative evaluations are better for encouraging speakers to do better because a qualitative evaluation has to say why things were good and why and how they could be improved while a quantitative evaluation may only be a number and there may or may not be any indication as to how that number was earned and as to how that number can be improved in future.

The Toastmasters organization also has fifteen different Advanced Speaking Programs, each in a separate booklet, each focusing on a specific type of Public Speaking. Each of these programs has five speeches or activities that have to be done to complete that Program. Toastmasters wanting to achieve a higher grading, namely moving up from Competent to Advance to Distinguished Speaker status, must complete two of these programs to move up each grade. Each speech or activity has separate, appropriate aspects for evaluation as shown in Table 3, which follows:

Table 3. Samples of Toastmasters advanced speech programs, each with 5 specific speeches.

Program and Speeches/Activities	Examples of Points Used for Evaluation
Program (B) Speaking To Inform Speech To Inform Resources To Inform Demonstration Talk Fact-Finding Report Abstract Concept e.g. Gravity	Was it (the speech) interesting? Were good visual aids used? Was everything clearly explained What was most effective? What could have been done better?
Program (C) Public Relations: Goodwill Speech Radio Talk Show Persuasive Approach Speaking Under Fire Crisis Management Speech	How well did the speaker manage the audience? How good were the ideas explained? How good were sensitive issues explained? What did the speaker do really well? What could have been done better?
Program (E): Facilitating Discussion i.e. Moderating Panel Moderator Brainstorming Session Problem Solving Discussion Handling Challenging Situations Reaching a Consensus	Was the topic narrow, focused & appropriate? Were the participants briefed properly? How well did (s)he, as the moderator, manage the discussions? What did the moderator do really well? What could the moderator have done better?

(Toastmasters International, 2006, 2007, 2008)

In Table 3, note in particular how the points for evaluation are specific and qualitative with respect for the type of verbal presentation being assessed and having good grammar or vocabulary are not mentioned. Note also that each lists four points that can easily be positive plus one that needs to be done better, i.e. "What could the speaker have done better", this should be one thing only.

3.   RESEARCH METHODOLOGY

This is a qualitative comparative research study, as suggested by Burns (2000) investigating evaluation of English speaking and its common practices in Indonesian universities, particularly in Aceh. To analyze the data, a set of components of speaking which includes presentation skills, speaking skills and contents of scripts was analyzed.

4.   RESULTS AND DISCUSSION

4.1   Functions of Speech Evaluation

Speaking well requires the ability to co-ordinate a variety of skills and assemble the components of a good speech. To produce good speaking requires practice and feed back in order to improve. The main functions of an evaluation should be to find the components

of speaking that are being done well and those that are being done not so well. To praise 3 (2 to 4) things being done well and to prioritize one component to be improved with ideas as to how to improve it. However, all too often, evaluation, as used by many teachers, is seen as finding all the mistakes that the student made in her speech, especially the mistakes in grammar, and to take away marks from 100 for each and every mistake. We believe the primary function of evaluation is to encourage and help the student to do even better and to do that well evaluations should:

1. Focus on the purpose of the speech hence if the purpose is to practice certain components, focus the evaluation on those components only.
2. Keep the evaluation simple.
3. Be positive, praise in detail a few, two to four, things that the speaker did really well.
4. Note one and only one thing, one aspect that can be easily improved, that the speaker should work on to improve, e.g. practice speeches more beforehand or improve volume of voice projection but do not, for example, recommend improving stress or inflexions which are difficult to do.
5. Make recommendations for long term work to do, e.g. work to expand descriptive vocabulary in order to put better imagery into your speeches.

4.1.1 Peer Evaluation Speeches

Peer evaluation speeches are the focus of this research. In the Toastmasters clubs, every speech from a Toastmaster's Manual at a Toastmasters' meeting is followed by an evaluation speech. For beginner speakers the evaluation speech is given by a more experienced toastmaster, but experienced speakers are evaluated by their peers. Toastmasters' Speech Competitions include Evaluation Speech contests from the Club level to the District level and right up to the annual World Speaking Championships level. However, the syllabi for speaking in schools and universities and nearly all books on Public Speaking do not mention Evaluation Speeches let alone peer evaluation. This is a pity because one of the main benefits of learning to give an evaluation speech and to do peer evaluation is learning to self-evaluate, i.e. learning to improve one's own speeches by one's own efforts.

Speech evaluations can be written or spoken but both is best. Generally teachers in Indonesia, when doing speech evaluation, use only written evaluations and very often they do their evaluations without making them fully public, i.e. only revealing the total score given to each student without revealing the details of the scoring or why each student lost marks. This latter type of evaluation teaches the student nothing. In fact some teachers do not want to "mark" speeches because they say it takes too much time to listen to each student. Ur (1996, p. 134) sets out the arguments for and against testing oral fluency and sides with testing mainly for the "backwash effect", i.e. if one has to test speaking then more effort will be put in, to teach it. She also includes a rubric for testing used in Israeli schools where the students are only evaluated for accuracy, i.e. grammar plus fluency as such as, did the student's speech flow? As we have seen above, this is an extremely limited way of evaluating speaking. In fact while the book by Ur (1996) book has much to recommend it, she appears to be lightweight when discussing speaking and in fact does not mention Toastmasters or include references to any of their publications. This is

symptomatic of the chasm or bias that exists between Toastmasters and the academic world. It seems the academic world does not want to learn from the world's best speakers and the best public speaking organization in the world – after all the Toastmasters organization is not academic; they only award certificates not degrees.

Ideally speech evaluation should use both spoken and written evaluations. This is what the Toastmasters system does. In their system, each speaker giving a manual speech prepares and gives a speech according to the guidelines for that speech. During the speech the evaluator for that speech writes her notes (notes, not a speech) in the spaces in the evaluation page for that speech in the manual for that speech and then she gives her verbal evaluation speech. So the evaluation speech is a 1 to 2 minute speech based on the notes, but it is not a written speech. In this way each evaluation written and spoken responds to the purpose of the speech, there is no "one size fits all" evaluation rubric. What we use is based on the Toastmaster's system – using both written notes and one short spoken evaluation speech by the evaluator selected for that speech. Both these evaluations are qualitative not quantitative. Toastmasters does not use quantitative scoring for evaluation of manual speeches, each member just has to complete every speech in the manual(s) concerned and they will be credited with having completed that/those manual(s) and will earn the award of the appropriate certificate. Only when speech contest speeches are being evaluated are quantitative scores tabulated. By contrast, in academia, grades depend on quantitative evaluations like those in the Israeli rubric in the book by Ur (1996) where good vocabulary, grammar and good communication got 5+5=10 and almost no communication got 1+1=2 marks. Interestingly various studies have looked at peer group quantitative evaluations and have found that such evaluations can be objective (Yunella (2017).

Accordingly, we have also had to introduce quantitative evaluations. In our evaluation forms we include a quantitative rubric for ranking by teachers and for the guidance of the speakers, so that they can aim to get better marks next time. The rubric scores run from 7 to 10, so that all the students who give a speech cannot fail. As long as they give a speech they must meet the pass mark of 70%. The Detailed Speech Evaluation form is shown in Figure 3 which follows over-leaf. This form lists 24 potential aspects of speech, 7 aspects that can be Seen, 8 aspects that can be Heard/Spoken and 9 aspects from the Script of the Speech. So long as the speaker stands up and speaks for at least 30 seconds less than the minimum time allocated for her speech, usually the minimum time for early speeches will be 3 minutes, so, as long as she speaks for 2 minutes 30 seconds she will get 7 points for every component relevant to her speech so she must meet the pass mark and cannot fail. In other words as long as she gives a speech, any speech, the student will pass this exercise as she will get over 70%. The maximum points for the speech will vary according to the type of speech – is it a Radio "News Reading" speech where only spoken/voice and some script aspects are evaluated or is it a Speech to Persuade using Props and PPP slides in which case maybe 23 aspects can be evaluated. In most cases the result will be somewhere in between. In particular beginning speeches which are done to focus on or practice specific components or aspects of speech should usually be evaluated on those components only. We even have the situation where we get the class to form groups and to create and perform mimes (i.e. speechless communication) – this is done to get the students to overcome their inhibitions about using body language and body

movement and to focus on improvement of the components related to body language and body movement. For this exercise, the evaluation relies on the Seen Components plus unspoken Opening, Body, Flow, and Closing. Of course when the presentation is by a couple or a group the form is used to evaluate the performance of the whole group. This form is used in several ways – first an appointed evaluator uses it to evaluate a speaker; so too, the instructor can use it for evaluating each student speaker and finally each of the other students can be given a copy of the evaluation form and trained in how to use it and the whole class can then practice written evaluation together. This latter way is the way we (the authors) train our student speakers to be conscious of all the aspects involved in good speaking. Nevertheless, because this form is quite complex, a much simpler evaluation form has also been prepared and this is shown in Figure 2 which follows.

A sample syllabus for speaking, following the recommendations above is included in the Appendix 1.

SPEECH   EVALUATION FORM (SE1)

Date:
SUBJECT:
Location:
Time: from ___ to ___ min
Name of Speaker:
Time Taken: ___ min ___ sec
Title of Speech:
Total Score: ___out of Max. Score ___ = ___ %

MODE	No	Aspect of Speech	Evaluation				
			Poor	Good	Very Good	Great	
		Score>	7	8	9	10	Comments
SEEN Body, Movement (max 42 points)	B1	Stage Presence –Presentation					
	B2	Eye Contact					
	B3	Posture					
	B4	Body Movement/Language					
	B5	Audience Contact					
	B6	Props – Handouts (If used)					
	B7	Charts – PPP /Infocus (If used)					
SPOKEN VOICE (max 48 points)	V1	From Memory – Well Practiced					
	V2	Voice Projection					
	V3	Vocal Variety					
	V4	Articulation					
	V5	Character					
	V6	Speed					
	V7	Pauses					
	V8	Lack of Fillers					
SCRIPT SPEECH (max 54 points)	S1	Structure - Opening					
	S2	Identify with Audience					
	S3	Comprehensibility (Grammar)					
	S4	Linkages, Logic, Flow					
	S5	Interesting not Boring					
	S6	Collocations =Vocabulary					

	S7	Memory Aids					
	S8	Song(s), Poem(s), Quotes					
	S9	Memorable Ending/Summary Call to Action (If appropriate)					
		TOTALS					
				Evaluated by:			

Figure 1. Complete Evaluation Form SE1.

To complete Evaluation Form SE, it breaks down the evaluation into the three sensory regions of speaking: What is Seen, What is Spoken and heard and What is Scripted or lexical. Some experts say what the audience sees accounts for over 40% of the speaker's message, what they hear for 30% and the actual words only 30% also. The notes that follow detail how to evaluate each component is in Table 4.

Table 4. Detail on how to evaluate each component.

Component	Notes for Evaluation
Scoring	As long as the students give a speech for the minimum time specified, the student gets *Poor* or 7 points for each component so they must pass and cannot fail if they give a speech. *Good* and *Very Good* are self-explanatory but *Great* is only used for truly outstanding performances.
SEEN COMPONENTS	
Presentation	This applies to how the speakers present themselves. The purpose of the speech will influence this. Normally it means wearing formal clothing with hair combed but for presentations on fashion, travel, rock music, etc. the presenter can be dressed accordingly: the crippled. Christopher Reeve, (former Super Man) and the crippled but famous author of *'A Brief History of Time'*, Stephen Hawkins, even gave presentations lying in a hospital bed and from a wheelchair. Speakers should also look alert and business-like hence no speaking with hands in the pockets but leaning on the lectern is okay.
Eye Contact	Speakers must practice making eye contact with their audience, switching their gaze around, looking first into the eyes of one person then into the eyes of another.
Component	Notes for Evaluation
Posture	Speakers must practice good posture e.g. by speaking with a pile of books balanced on their head. Very few books or teachers of speaking teach about the importance of good posture. In particular, students should be trained to never bend their neck when they are speaking. When the speaker's head is higher than the heads of the audience, which it usually is if she is standing and they are sitting, then the speaker should bend slightly at the waist or roll her eyes down to look into the eyes in the audience, but should never bend her neck down to establish eye contact as bending the neck will cut the power of the voice.
Body Language/ Movement	This includes use of head, face, hands, arms and legs to communicate, especially smiling or scowling when appropriate, plus walking around even amongst the audience, if appropriate. Our students have to practice mime to develop their body language (BL) and Body Movement (BM) & reduce inhibitions about using BL/BM. What is the difference? Body language is how the body is held e.g. a smile with twinkling eyes, or crying while body movement is just that e.g. beckoning with hands, looking up for inspiration, looking down in shame, cocking the head to listen for a sound, walking around to indicate movement and so on.

Table 4 continued…

Audience Contact [AC] (when used)	Includes not only walking out into the audience but also asking the audience questions, either rhetorical or direct, and even asking persons to assist with demonstrations. Poor AC is where AC could have been used but was not.
Props or Showing Samples or Handouts	Includes using items as metaphors e.g. showing keys as the speakers says "The key to so and so is…"; and showing photos or samples, etc. or handing out samples or even to saying notes will be available after the speech. The latter is to be preferred because when notes are handed out before or during a speech people tend to look at them instead of looking at the speaker.
Power Point (PPP) or In-focus or slide shows (when used)	PPP should only be used to show key words, key diagrams, graphs, clear maps, clear single or double photos but not pages full of writing or photo montages. The speaker should take up her position in front and to the left of the screen, facing the audience; she should point to the screen with her right hand or a pointer and only briefly or not at all look at the screen. Slides or PPP should only be shown to make key points and should be switched off in between, the speaker should have an assistant to help with switching on and off; ideally no more than three large, bold lines per slide, a maximum of five and no more than 25 words on each slide and definitely no slides full of writing or with lots of photos, put them in handouts (see above). Remember the audience came to see you not a PPP slideshow they could see on a laptop at home. Many teachers, even professors, over use PPP, it is better in teaching-learning for the teacher to write on the white board and get the students to transcribe what she has written than to put lots of writing on PPP slides.
SPOKEN COMPONENTS	
Spoken from Memory	Well practiced; good speakers practice well beforehand so they can speak from memory, only using a cue cards when necessary. Even great presentations which appear to be ad-libbed like presidential addresses and comedy shows are the result of long hours of practice at home or back stage
Voice Projection	Voice projection is one of the most important but neglected components. Teachers and evaluators, like us, can sit in the furthest back row to hear each student to get them to practice projecting their voices strongly.
Character	Does the speaker sound like a friendly and caring person who loves his audience (10 points) or like a tyrant, or a snob, disdainful of the audience (7 points).
Vocal Variety & Emotion	Another component of speaking which is often neglected by speech teachers. We get our students to give valedictory speeches and eulogies to practice speaking with emotion and to tell children's stories to practice vocal variety.
Articulation	Very good articulation includes more than just good pronunciation, it is also linked with speed or rate of speaking. It is speaking clearly and distinctly
Speed or Rate	Public speakers should speak slightly slower than normal conversation speed and should slow down and repeat important points so the audience can catch every syllable of every word.
Pauses and intonation but no fillers & unnecessary repetitions	Intentional pauses are the punctuation in a speech, a small pause for a comma or a semi-colon and a bigger pause for full stops, question marks and exclamation marks with rising intonation before a question or exclamation mark. Speakers should practice not using accidental pauses or fillers. Unnecessary repetitions are just that; better to just have a long pause. Toastmasters even have "Ah counters" who count the *ahs* in speeches at their meetings to help the members learn to avoid saying unnecessary fillers.

Table 4 continued…

SCRIPTED or CONTENT COMPONENTS	
Structure & Opening	Basic structure is Opening Body & Closure, OBC, so we should have clear OBC for the whole speech: PLUS the Opening should grab our attention like a newspaper head-line, i.e. the opening sentence and the opening paragraph should make us want to hear more. Students should write the body of their speech first then write the opening.
Identify with Audience	Speakers should always try to identify with their audience at the start of their speech, even mentioning people they know in the audience to show that the speaker is one with them. The speech should cater to the interests of the audience.
Compre-hensibility	Was the speech easy to understand? It is no good having perfect grammar if the audience cannot understand what the speech is about or worse still having such bad grammar that the speech does not make sense.
Linkages, Logic Flow	Do the parts of the speech flow together, the end of one part/paragraph should logically lead into the next part/paragraph of the speech.
Interesting not Boring	Speeches should be interesting. In the first 20 seconds the speaker has to capture the attention of the audience, to make them interested in what she has to say.
Collocations Vocabulary	Was the language appropriate and fitting; remember spoken language is different more colloquial than written work. Was the vocab easy to understand/explained?
Memory Aids	Did the speaker use mnemonics?
Songs, Poems Quotes	Did the speaker use snatches of songs or poetry or memorable quotes and anecdotes to make the speech more interesting?
Memorable	Was the speech memorable – a memorable speech is far better than a boring one with perfect grammar?
Summary plus Call- to - Action	Did the speaker summarise well and if appropriate leave the audience with a call-to-action? Remember a good speaker will tell you what he is going to tell you in the opening, then he will tell you what his message is in detail in the body of the speech and then lastly he will tell you what he has told you in the summary plus leave you with a call-to-action.

4.1.2 Comparisons with Conventional Evaluations

Conventional school and university evaluations of Speaking EFL are very limited, in the factors that they evaluate as noted in these following studies. Reynolds et al. (2017) cite the basic five: pronunciation, grammar, vocabulary, fluency and comprehension (PGVFC). Urgilez (2015) list pronunciation, vocabulary, fluency, comprehension and task completion while Outeiral (2014), dealing with young students cite a scoring system rubric from Canete with four factors: pronunciation, vocabulary, social English and attitude. Similarly, on integrating EFL skills which proposes peer evaluation of pronunciation, intonation, content, grammar and vocabulary (Oxford, 2001). Paper by Fayed (2016) that discusses boosting speaking ability with Community Language Learning which also refers to the PGVFC quintet. Finally, Akkakoson (2016), in discussing the causes of anxiety in Speaking mentions lack of knowledge of vocabulary and grammar and lack of actual practice in particular practice in pronunciation, fluency and comprehension.

From the forgoing it can be seen that these studies did not evaluate what the audience or the interlocutor sees, nor most of what could be heard except for pronunciation and they miss out on major elements of what is in the content; there is no mention of structure,

props, memory aids, quotes and in particular identifying with the audience. Their focus was on the traditional grammar translation elements of EFL speaking with its concomitant emphasis on teaching by finding what the students did wrong. We believe, and our experience has shown us, that students learn speaking best by progressively learning the skills of speaking, starting from projecting their voice and getting good structure till eventually they can combine all the skills together seamlessly. Moreover, they learn best by getting praise, praise for three things that they did well and a recommendation to improve one skill, one skill only that can easily be improved with practice and no black or red marks. And, they must get lots of practice. There is no *sim-sala-bim* in learning EFL speaking, there is no substitute for practice. The teacher must organize the speaking class so that at least five students are speaking at once, in small groups, or ten students are speaking at once in pairs. Of course this means that the class room has to be arranged accordingly or better still use two class rooms. The teacher of speaking must include a variety of speaking exercises in the program as illustrated above in the examples from Toastmasters. Teachers of EFL speaking should also start their courses by teaching their students the skills of speaking as we have listed them and getting the students to practice peer evaluation from the start. From the start, they should stress the skills that are easy to improve and give their students exercises which will develop the more difficult skills later. Grammar should only be corrected in written school work and not in spoken work. Students should learn that spoken grammar can be different from written grammar.

Table 5 compares the evaluation items listed previously with conventional rubrics.

Table 5. Comparison of comprehensive evaluation items with traditional evaluation rubrics.

No	Progressive Peer Evaluation Item	Comment or Typical Evaluation Rubric
	SEEN	
1	Presentation	While books on Public Speaking mention this, it's rarely mentioned in education circles and never in Typical Evaluation Rubrics (TER). Teachers can have fun programs, e.g. where each student speaks about a different profession and wears something to identify with it, e.g. a doctors coat or a mechanics overalls.
2	Eye Contact	Very important to get students to practice it, not mentioned in TER.
3	Posture	As above: very important to get students to practice it, not mentioned in TER.
4	Body Language/ Body Movement	Body Language (BL) includes smiling, standing and stance while Body Movement includes movement of hands and walking around if appropriate. Also negative BL includes speaking with hands in pockets. Not mentioned in TER.
	SPOKEN	
6	From Memory	When spoken from memory it is a sign of good practice. Even wise Presidents practice so that they can speak as if speaking ad lib. Not mentioned in TER

Table 5 continued…

7	Voice Projection	Very important for Indonesian students to practice voice projection because they are notoriously shy and conditioned not to raise their voice. Teachers should help students overcome these inhibitions, e.g. practice cheering their football team. Never mentioned in TER.
8	Vocal Variety & Intonation	Also important to practice and rarely ever mentioned in TER.
9	Articulation	Articulation means clear and easy to understand, it is more than pronunciation. There is a problem with the mention of pronunciation as most TER do, since there are so many different accents and dialects so which one do you choose but articulation is clear and easy to understand.
10	Character	Yes, character because it is expressed in speech – is the speaker, friendly, angry, proud, haughty, or frightened? We can hear it in their speech - our speakers should aim to use a friendly convincing character in their speech. Never mentioned in TER.
11	Speed/Rate of Speech	Not too fast and not too slow is a good motto for speed of speech. Speeches for information and radio announcing should be slower than those for conversation; never mentioned in TER
12	Audience Contact	This includes asking questions of the audience, both rhetorical and direct questions or getting a member(s) of the audience to help with the presentation. Not mentioned in TER.
13	Pauses & Repetitions But No or Few Unintentional Repetitions and Fillers (i.e. filler sounds)	Intentional pauses & repetitions but no or few unintentional repetitions and pauses with fillers (i.e. filler sounds). Pauses are the punctuation in a speech, short pauses for commas and long ones for full stops, question marks & exclamation marks. Intentional repetitions are made to emphasise VIPs (Very Important Points}. Un-intentional pauses and repetitions are when the speaker loses her chain of thought and repeats herself or uses fillers like ah or er.
SCRIPT = CONTENT		
14	Structure :: Opening	Very important and very basic: paragraphs, speeches, papers, reports, chapters and books should all have an Opening, Body and Closure (OBC). Not mentioned in TER
15	Identify with Audience	Another aspect not covered by TER, identifying with the audience is achieved by mentioning the audience and it is presumed desires.
16	Comprehensibility (Grammar)	This means is the speech easily understandable – the purpose of a speech is to tell a story or to amuse or convince an audience, did it succeed? Good grammar is secondary but is the focus of most TER.
17	Linkages/ Logic/ Flow	Yes, are the parts of the speech well linked together, this is the written part of fluency another TER standby.
18	Interesting not boring	Here, we look at the content of the speech, speeches should be interesting not boring, i.e. leading to snoring. Easy to evaluate but never mentioned in TER.
19	Good Collocations/ Good Idioms/ Good Vocabulary	Good collocations, i.e. the right word in the right place and good idioms team with good vocabulary. i.e. words that are easy to understand or that have their meaning explained. While vocabulary is a mainstay of TER, traditional rubrics never mention collocations or idioms; remember what is evaluated gets practiced.
20	Memory Aids	Mnemonics, lists of important points and points to remember are very useful in speeches for information and calls to action – but are not mentioned in TER.

Table 5 continued…

21	Songs, Poems, Quotes	Many good speeches include quotes and snatches of songs or poetry for rhythm or rhyme, once again, ignored in TER
22	Memorable	Was the speech memorable? Did we learn something from it, easy to evaluate, but again not mentioned in TER.
23	Summary Ending, Call To Action	And finally a good memorable ending, easy to evaluate, part of good structure and once more absent in TER.

Those 23 aspects of speaking that can contribute to a great speech. Because this is a bit too much for beginners doing co-operative peer evaluations, we have prepared a simplified evaluation form that they can use which focuses on the three major aspects via Seen, Spoken and Script, which is set out on the next page.

SIMPLE SPEECH EVALUATION FORM (SE2)

Class:				Date:		
Speaker:						
Title of Speech:						
Time for Speech: ___ min. Time taken: ___ min ___ sec						
Three things the speaker did well [Note: Can use components from the list of 23 above] : 1 2. 3. One thing the speaker should work on to improve: 						
Evaluation Part B						

Performance	Poor 7	Good 8	Very Good 9	Great 10	Comments	
Seen = Visual						
Spoken						
Script						
Total						

Evaluated by (name): _____

Figure 2. Simple Speech Evaluation Form (SE2).

4.1.3 Best Speaker and Course Completion Certificates

One other form of Peer Evaluation which we do, again copied from Toastmasters, is to award Best Speaker Certificates. At the end of each session/class, all the students vote secretly for who was the best speaker/pair or group of the session or if all the students have completed an evaluation form like the one above with scoring for each speaker then

the speaker(s) with the highest score can be awarded the Best Speaker Certificate(s) for that session.

Also, at the end of the semester, again following the Toastmasters example, all students who have completed their ten speeches are presented with a Competent Speakers Certificate. These Certificates are highly prized by the students and motivate them strongly to give good speeches and to complete their course of ten speeches.

What we have described above is being implemented as Classroom Action and it is working very well with whole Speaking classes regularly achieving average scores of AB or even A at the end of the semester.

5.   CONCLUSIONS AND RECOMMENDATIONS

5.1   Conclusion

The teaching-learning of comprehensive progressive and adaptable evaluation systems for evaluating all relevant components of an EFL speech is a very important part of learning to speak EFL in public. Teaching speaking needs to start with teaching the basic components of speaking. Then practice merging the components until all components can be combined together seamlessly in informative or exhortative speeches. Evaluations need to focus on whether the speech achieved the purposes intended and find several things that the student did really well and one thing, only one component that she needs to practice to improve in her future speeches. Students can learn a lot through peer evaluations and by doing them they also automatically learn how to improve their own speaking. Peer evaluation can help students make major strides in improving their speeches.

5.2   Recommendations

Teachers of EFL Speaking at secondary and tertiary levels should teach their students:
- to know about all the components and mechanics needed for good public speaking;
- to learn how to use comprehensive English speech evaluation forms and rubrics;
- to practice doing peer evaluations both in and out of class.

The government of education departments should revise the curriculum and syllabi for teaching-learning Speaking English especially concerning evaluation in order to include all the basic components of speaking English especially speech structure, voice projection, stage presence, posture, audience involvement and proper use of PPPs.

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APPENDIX

CHAMPION PROGRAM: SPEAKING ENGLISH EFL QUICKSTEP
BASED ON TOASTMASTERS

Program for 12 meetings, each 150 minutes long for 20 to 30 students.
STEPS IN PROGRAM

Speech	Activity	Purpose	Notes-Materials - Handouts
Intro-duc-tory Meeting	Introduction to Program Basic Speaking Skills Pre-Test Form groups Instructions & preparation for Speech (1)	Quick intro, rules for speakers, etc. Explain evaluation of skills To get students ability at start Divide up big class Students prepare for first speech to overcome fear	Intro sheet Basic evaluation sheets Test sheet Timer sheets Handout & vocabulary for first speech
Meeting Format	This Day in History (i) Table topics Briefing Speeches in Groups Coffee/ Water Break Speeches in Front of Class Evaluation Speeches Briefing & hand-out notes (vii) Best Speaker Awards (BSA)	Practice in Impromptu Speaking Practice to Be Better in Public Many Practice at one Time So can Prepare Next Speech Give awards for Best Speakers	Allow: 2 speakers 5 min 6 speakers 20 mins 5 groups of 6 = max 40 min Briefing + break 10 mins 5 speakers = max 35 mins 5 evaluators max 10 min 20 mins briefing +awards Total 140 mins
1	Sp (1):Introduce My Friend in Groups then First Speakers from groups in Front of Class	Ice Breaker – overcome fear Start competition to be best speaker'	Great Speeches hand-out
2	Sp (2): A Great Speech first in groups, then 2nd speakers in front of class followed by BSA	Voice Projection & Speed	Notes for speech (3) Great Ballads hand-out + BSA notes
3	Sp (3): A Great Ballad	Vocal Variety + Rhyme &-Rhythm	Great Mentors hand-out
4	Sp (4) A Great Mentor	Structure, positive repetition	Hand-out for How to do things or a Mini-drama
5	Sp (5) How to Do or Make Something or a Mini-drama	Body language, posture	Basics of Health hand-out
6	Sp (6) A Basic of Health	Involve the Audience, Practice PP	Memory Aids hand-out
7	Sp (7) A Memorable Event	Vocabulary, Memory Aids	A Place to Learn hand-out
8	Sp (8) A Place to Learn Things	Practice, Combining All Skills	Persuade Speech example
9	Sp (9) Persuade the Audience	Persuade the Audience	Inspiring Speech example
10	Sp (10) Inspire the Audience	Inspire the Audience	Notes: Prepare Final Program
Final Test	Free performances, speeches, jokes, mini-dramas	Wrap Up + Competent Speaker Certificates & Other Awards	

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