

【原著】

Utilizing Pre- and Post-assessments in an EFL Classroom I: Effects of Grammar/Vocabulary Assessments on Student Confidence and Motivation

Kelly Rose and Craig Anthony Nevitt

外国語としての英語 [EFL] 授業における事前評価テストと事後評価テストの利用 I
——学生の自信と意欲に及ぼす文法・単語評価の影響——

Kelly Rose and Craig Anthony Nevitt

Abstract

During the spring semester, an action research study examining background student knowledge of specific grammar and vocabulary points using pre- and post-assessments was conducted by the authors/instructors (herein authors). Initially the aim of these assessments was formative; to inform the authors of students' background knowledge, allowing them to modify teaching plans. However, the focus was shifted away from formative towards student self-assessment and reflection, allowing students to self-diagnose and evaluate their future learning needs, with the goal of positively influencing confidence and motivation. This paper will focus on primarily the modified portion of the study—covering a literature review, the assessment methodology and outcomes, and future modifications to be taken in the following semester. The results for this limited study of only 20 students reveals that there does seem to be a correlation between the self-awareness that students gain from pre- and post-assessments and their confidence and motivation. The authors are inclined to believe that providing informal, non-scored assessments may have a positive effect on student's motivation both inside and outside the classroom.

Introduction

In order to find effective teaching methods, teachers should embrace the aphorism “perfect is the enemy of good enough.” Thus, this project was begun with the notion of using formative assessments in an English Communication course with a pre-established curriculum affording little time for additional materials. Torrance and Pryor (2001) in their study, came to the conclusion that “teachers need the opportunity to monitor and reflect on their own classroom practices—to investigate them in detail—before being ready to then think about how best to develop more principled intervention strategies” (p. 621). From this, the authors began by attempting to utilize formative assessments. Formative assessment was chosen for all it seems to

promise, namely, its ability “to encourage the motivational beliefs hypothesized to promote conceptual change, such as task goal orientation, incremental intelligence beliefs, self-efficacy, and interest” (Yin et al., 2008, p. 340). The key concepts focused on by the authors were motivational beliefs for goal orientation and interest. However, the authors quickly came to understand that definition of formative assessment is plagued with inconsistency. In *Seven Strategies of Assessment for Learning*, Chappuis (2015) investigates the meaning of formative assessment in educational research to find that some went no further than defining it as feedback aimed at improving learning whereas some expanded the idea with considerably more depth. Chappuis begins by defining formative assessment as “a collection of practices with a common feature: They all lead to some action that improves learning” (p. 2). However, her investigation, ultimately defines it as “the use of the information gathered (by whatever means, formal or informal) to adjust teaching and learning as needed” (p. 3). Therefore, the authors shifted focus from formative assessment to non-scored pre- and post-assessments. By not assigning a grade to these assessments, the authors did not affect the grading criteria previously established for the course. Moreover, Nolan’s (2011) statement, “Starting small makes it more likely that teachers will be able to see how different students are making sense of the changes, and how that may affect motivation and engagement” (p. 324), prompted the authors to narrowed focus again, to whether or not such non-scored pre- and post-assessments could increase student confidence, and thus motivation.

Literature Review

The literature review for this paper focuses on the influence of pre- and post-assessments on student motivation. However, equally relevant are the effects of culture on this research. Therefore, this section begins with literature related to culture, followed by papers related to student confidence and motivation.

Cultural differences among the members of a classroom make pre-assessments an important part of learning. The students being tested in this research are Japanese first-year university students, and the instructors are American. Therefore, the students’ Japanese cultural background as it pertains to English must be taken into account, because even with each teacher having approximately ten years teaching experience in Japan, they could not be sure of the individual students’ prior English knowledge. Abbott (1975) points out the breadth of culture stating the:

educator must first have a clear understanding of the meaning of “culture.” This refers to the total ways of life of a group of people and includes all distinctively human activities which can be passed on from one generation to the next. These activities include—using a language, running a government, family life, value systems, religious ceremonies, and all of the arts (p. 6).

As indicated, language is a key component of culture, so English itself could be seen as a possible barrier for such Japanese students. Dr. Yue Yin et al. (2008) points out that all students have prior knowledge and concepts before entering the classroom. “These conceptions influence

how students come to understand what they are taught” (p. 337). Their research was conducted in the subject of science, nevertheless, Dr. Yin and her colleagues indicate that knowledge of language is one such prior knowledge that affects outcomes. This difference in prior knowledge can be quite extreme for students graduating from Japanese high school. This could be due to the class size, which “is generally 40 and...causes a difficult situation for communicative classes of English” (Atsuta, 2003, p. 2). This large class size also leads to “mixed-ability classes, which are a somewhat controversial issue in the Japanese high school program” (p. 15). In turn creating a situation where successful students and unsuccessful students are moved up through the system together. Therefore, the unsuccessful students remain in such a state. For these students, “the results would be learning little English and the learner would keep in his/her negative feeling about English” (p. 1). Both authors have encountered successful and unsuccessful students while teaching in Japanese high schools. The negative feelings lead the unsuccessful students to give up on English and thus insist that the fact they live in Japan makes learning English unnecessary. Therefore, pre-assessments are vital to allow students—as well as their teachers—to understand their base-line level of comprehension. Additionally, the authors began under the assumption that self-improvement would be more obvious to the students when comparing pre- and post-assessments.

Next, the authors, after having shifted away from the adjusting-teaching aspect of formative assessments, surmised that pre- and post-assessments alone may positively contribute to student confidence and motivation. The literature review indicated such assessments given for learning rather than for a score has such an effect. Saefurrohman (2016) found assessments for improving learning given to students was able to “build learner confidence in them as learners and help them take responsibility of their learning” (p. 85), and “can lead to greater motivation” (p. 87). Similarly, Benjamin S. Bloom used the term “second formative assessment” to indicate post-assessments and found they can serve “as a powerful motivational tool by offering students a second chance to succeed” (Guskey, 2010, p. 54). However, tests as motivational tools is not a foregone conclusion. Campos (2007) surveyed elementary school students to find that half “felt that taking tests motivates them to learn more. The rest of the students disagreed or were unsure about the effects of testing on their motivation to learn” (p. 14). Therefore, teachers should be aware of the messages that their tests are sending. The authors considered this when designing the later versions of the pre- and post-assessment.

Student Background

This study was conducted over a two-month period with 20 first-year university students in a private women’s university in Hiroshima, Japan. All students were part of the “Global Communication” track which involves an extensive amount of English language instruction in the first and second years. An unstated goal is for students to attain a high TOEIC score. Twice a year, students are required to take the listening and reading portions of the TOEIC test. Upon entering the university, the average listening score for this cohort was 206 points. The average reading score was 131 points. This puts the students well into the A2 CEFR level. However, there is a large

variance with the highest listening being 335 points, CEFR B1 range, and the lowest being 120, only 10 points into the A2 range. The reading section shows an even more dramatic difference, the high being 250, the high end of A2, and the low being 60, the lowest possible score for A1. This variation in ability makes pre-assessing prior knowledge all the more relevant to show students their original level of ability.

Methods

During this study students practiced four lessons within a unit titled “My Home.” The lessons contain a grammar review and incorporate all of the major language skills with an emphasis on communication skills based on CEFR Can-Do statements. Prior to beginning the unit students were given a paper-based, forty-question written response pre-assessment representing a sample of the unit’s vocabulary and grammar: prepositions, is/are usage, want/need usage, it has/there is usage and comparative adjectives. At the end of the pre-assessment students indicated their confidence level in relation to each portion of the assessment using a circle-triangle-x mark scale. In Japan, these three symbols are a common part of the culture—the circle being the strongest outcome, in the case of this study meaning ‘can do;’ the x-mark being the weakest outcome, in the case of this study meaning ‘cannot do;’ and the triangle being a 50/50 outcome, in the case of this study meaning ‘need practice.’ The pre-assessment was corrected by the instructors and the results were not shared with the students at that point. The test score was used to get a better idea of student areas of strengths and areas of growth. It should be noted that in a true formative assessment, more would be done with this information in the form of immediate feedback to the student and variation in teaching methods or materials. However, this stage of the study had come to focus only on the pre- and post-assessments themselves and student perceptions as related to confidence. Therefore, neither was there any feedback directly after the pre-assessment nor variation in teaching by the authors.

After the unit, students were given a post-assessment identical to the pre-assessment including the self-reflection component. See appendix A for a copy of the post-assessment. When administered in class, unlike the pre-assessment, each section was timed with a total test time of twenty minutes. Immediately after the post-assessment students checked their answers in class, then compared their answers from the unit pre-assessment. Students then tallied their correct responses from both assessments and reflected upon their perceived improvement. Finally, the students were asked which grammar points they would further study during the upcoming summer vacation, based on their pre- and post-assessment results. Students were given a follow-up survey upon returning from the summer break. The results are explained in the “outcomes” portion of this paper.

Outcomes

Upon reviewing the data in Table 1 which contains the average scores on the pre- and post-assessment followed by the average improvement, the authors noticed the following points. First,

the section covering 'is/are usage' was the overall highest score on the pre-assessment, showing an over 15% difference over the next two sections. However, in the post-assessment this section showed a slight decline. This could be due to the fact that students thought the grammar was simple on the pre-assessment and began to overthink it on the post-assessment. However, students were not interviewed regarding this decline, so any theories put forth on this decline are pure conjecture.

Table 1 contains the average scores on the pre- and post-assessment followed by the average improvement.

Unit 3 Sections	Pre-Assessment	Post-Assessment	Average Improvement
<i>prepositions</i>	0.669	0.869	0.299
<i>is/are</i>	0.858	0.833	-0.029
<i>want/need</i>	0.642	0.817	0.273
<i>it has/there is</i>	0.425	0.588	0.382
<i>comparatives</i>	0.242	0.475	0.966
<i>vocabulary</i>	0.315	0.325	0.032

The 'comparatives' section showed a sizable improvement between the pre- and post-assessments, however the score itself was still below 50%. A likely reason for such a low score is that some students did not have the background knowledge of the English term "comparative." Because the assessment was administered in English and without examples several students, at the time of the pre- and post-assessment, voiced they did not understand what they were required to do when only given the direction, "write the comparative adjective in the blanks" in English. Perhaps if the Japanese translation of the word 'comparative' or an example was provided, student scores might have been higher.

The 'prepositions' and 'want/need' sections showed a near 30% improvement between the two assessments. The 'want/need' sections would have shown an even more drastic increase had it not been for several students forgetting the third-person 's' on their answers. Indeed, this error was a constant theme with several students throughout the study. In fact, one higher ability student specifically pledged to study this specific grammar point in more depth over the summer vacation. The authors believe this self-awareness to be a positive aspect of using pre- and post-assessments.

The 'vocabulary' portion remained essentially unchanged. This could be due to the manner the vocabulary portion was administered; students had to read a sentence in English, determine if there is an error and if so correct it. This is a common question type on English tests in Japan. It was also the lengthiest section of the assessments with ten items. When taking the pre- and post-assessment responses students tended to make the same errors, illustrating they had failed to learn the unit's vocabulary.

Earlier in the study, the authors became concerned about how accurately a student's performance on a pre-assessment could indicate their actual understanding. In other words, how reliable it would be to assume students' knowledge of a grammar point or vocabulary term based on a perfect score on the pre-assessment. To gain a clearer idea of this background knowledge students indicated the confidence of their understanding of each section after completing both the pre- and post-assessments. Table 2 repeats the values for the post-assessment score and the average improvement followed by the students' indication of confidence. By taking the student's self-reported confidence levels along with the actual assessment performance both the authors and the students themselves could gain a clearer picture of a student's background knowledge from the pre-assessment as well as growth shown on the post-assessment. As indicated, overall student confidence (Can Do) increased by 16 points between the pre- and post-assessments and overall non-confidence (Cannot Do) decreased by 10 points. This shows that student confidence increased.

Table 2 repeats the values for the post-assessment score and the average improvement followed by the students' indication of confidence.

	Post score	Improvement	Circle (Can Do)			Triangle (Need Practice)			X mark (Cannot Do)		
			Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference
<i>prepositions</i>	0.869	0.299	10	15	5	6	5	-1	4	0	-4
<i>is/are</i>	0.833	-0.029	11	13	2	9	6	-3	0	1	1
<i>want/need</i>	0.817	0.273	13	12	-1	5	8	3	2	0	-2
<i>it has/there is</i>	0.588	0.382	3	7	4	9	7	-2	8	6	-2
<i>comparatives</i>	0.475	0.966	1	5	4	5	7	2	11	8	-3
<i>vocabulary</i>	0.325	0.032	1	3	2	10	8	-2	9	9	0
			39	55	16	44	41	-3	34	24	-10

Upon completion of the post-assessment and self-correcting their answers, students were given time to review their corrections and errors to evaluate areas for growth, as well as the changes in their confidence. Students then indicated which areas they would study further over the upcoming summer vacation. Table 3 shows which sections students plan on studying as well as repeats the post-assessment scores, average improvement values and students self-reported confidence level on the post-assessment. The greatest number of students continued to feel a lack of confidence regarding vocabulary, comparatives and 'it has/there is' usage. Moreover, their scores on the post-assessment in these three areas were ranked the same. The number of students who planned to study these sections was also the highest in this same order. This indicates that overall the students could understand their weak points and had the strongest desire to improve on those exact areas. The students were encouraged to record this information so as to remember

their commitment to study during the summer vacation.

Table 3 shows which sections students plan on studying as well as repeats the post-assessment scores, average improvement values and students self-reported confidence level on the post-assessment.

Unit 3 Sections	Post score	Improvement	Circle	Triangle	X mark	Students planning to study
<i>prepositions</i>	0.869	0.299	15	5	0	3
<i>is/are</i>	0.833	-0.029	13	6	1	2
<i>want/need</i>	0.817	0.273	12	8	0	2
<i>it has/there is</i>	0.588	0.382	7	7	6	7
<i>comparatives</i>	0.475	0.966	5	7	8	10
<i>vocabulary</i>	0.325	0.032	3	8	9	14

In addition to the above self-reflection, students were asked to complete a short, two-question survey about the pre- and post-assessments in their native language. The questions and the results of this survey are in table 4.

Table 4 shows results of a survey regarding student impressions about pre- and post-assessments before summer vacation.

Q1. Indicate how much taking the pre- and post-assessments influenced your English improvement.				
Number of students per each division of the likert scale. (with percent per each division)				
No effect				Strong Effect
0	1 (5%)	4 (20%)	12 (60%)	3 (15%)
Q2. Indicate what effect these tests had on your motivation to study English.				
Number of students per each division of the likert scale. (with percent per each division)				
Strong negative effect		No effect		Strong Positive Effect
0	0	2 (10%)	11 (55%)	7 (35%)

The result of question one shows that the majority of students (75%) regarded the pre- and post-assessments to have affected their improvement. An improvement that was confirmed by the results listed on tables 1 to 3. Only one outlier seemed to think the effects were minimal. The results of question two shows that no student felt the pre- and post-assessments to have a negative effect on their motivation. Only two students thought that there was no effect on their motivation, the remaining 18 (90% of the students) thought it to be motivational. These results are encouraging, but to confirm the students' impressions a follow-up survey was conducted on the first day back from summer vacation.

Upon returning from the summer vacation students completed a short follow-up survey (see appendix B). In the case that students failed to remember or properly record their commitment to study, they were shown the original paper on which they indicated their study plans. In Table 5, the sections student planned to study totals are repeated. The students were asked to indicate to what degree they had studied the sections on a five-point scale ranging from “didn’t study at all” to “studied diligently.” They were given space to expand on why they did or did not study. Additionally, as mentioned in the paragraph above, students were asked more directly if the non-graded aspect of the assessments effected their motivation during the semester, with a follow up to see if the assessments had influenced their study motivation during the summer break. In both cases students were again given space to expand on their reasons for thinking so.

Table 5 shows the results of the student survey about summer vacation study outcomes.

	Students planned to study	Student self-reporting of summer-break study amount				
		Not at all	Hardly studied	Studied an average amount	Studied quite a lot	Studied diligently
<i>prepositions</i>	3	8	10	2	0	0
<i>is/are</i>	2	8	7	5	0	0
<i>want/need</i>	2	8	8	4	0	0
<i>it has/there is</i>	7	7	9	4	0	0
<i>comparatives</i>	10	7	9	4	0	0
<i>vocabulary</i>	14	8	10	2	0	0

The most noticeable outcome is that no student self-reported studying “quite a lot” or “diligently” on any of the grammar points or vocabulary. However, this does not mean that the students did not study at all. Save vocabulary, for each section more students self-reported having studied to some degree, albeit in some cases hardly at all. So, it should be possible to say that the pre- and post-assessments raised student awareness of the need to study each grammar point.

The fourth question on the survey asked students to indicate how much effect the pre- and post-assessments motivated them to study during the term. Likewise, the sixth question asked about their motivation to study during the summer break. The results showed that on question four, eight students indicated it had no effect and 12 reported that had some effect on their motivation. However, this ratio was flipped during the summer break, with 12 students reporting no effect and 6 students reporting some effect on their motivation. There were two outliers on question 6. One reported a somewhat negative effect on motivation, however the student indicated she would like to continue doing these assessments. The other outlier indicated that these assessments had a strong effect on her motivation—specifically she reported that she needs to try harder.

Discussion

As previously stated, this study began with the idea of using formative assessments. The scope of which was narrowed to one of the key tenets of formative assessment; namely pre- and post-assessments. According to Chappuis (2015), educators can aid student learning by providing non-graded opportunities to practice a given content. “If we want students to understand that we learn from our mistakes and to regard mistakes and wrong turns as learning opportunities, we have to build in time for instructional correctives and penalty-free practice into the pacing of our teaching” (p. 253). As such, both the pre- and post-assessments were not factored into students’ semester grades. The authors emphasized this to students throughout the study to attempt to ensure understanding regarding this. However, this notion of ungraded work is a foreign concept in Japan, where criterion-referenced assessments are the norm. Such assessments may lead to students having a task-completion goal orientation. Thereby, students “...believe that points and grades, rather than learning and mastery are the aim of their work” (Chappuis, 2015, p. 17). Therefore, the non-scoring aspect of the pre- and post-assessments may have affected student performance. It could be surmised that such task-completion oriented students would perform better if the assessments influenced their grades. Nevertheless, the authors are adhering to the above quoted notion that “penalty-free practice” will have a positive overall effect on student confidence through self-awareness. As appears to be the case in this first stage of study. However, in future stages of this study, the authors may want to revisit this idea and perhaps connect pre- and post-assessment outcomes to student grades if it might improve student performance.

Future Actions and Modifications

An end-of-semester survey is given to each student enrolled in classes throughout the English-language course at the university. On this survey, eight of the twenty students indicated that they would like more in-class speaking activities (with two not answering). Additionally, six of the twenty students requested more speaking test practice. Therefore, the authors came to an agreement that spontaneous spoken production should be prioritized in the next stage of the study. An additional consideration factoring into this decision is that the course focuses minimally on grammar and vocabulary, which are reviewed in class rather than taught, with the main class focus being on task-based communication activities. From the apparent positive motivational effect of the pre- and post-assessments, this aspect will be retained on spontaneous spoken production assessments. However, a more thorough explanation of expectations, with a detailed rubric will be used to increase student awareness.

Conclusion

Overall effects of pre- and post-assessments appears to be positive in terms of increasing student confidence and generating student awareness in the specific grammar points and vocabulary of the unit. This is true, even without teacher feedback being given directly after the pre-assessments. In the survey given before the summer vacation, students indicated that they

had been motivated by the pre- and post-assessment process. This trend continued in the after-summer break survey. Therefore, the merits of providing informal, non-scored assessments may have a positive effect on student's motivation both inside and outside the classroom.

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Appendix A

Post-Assessment

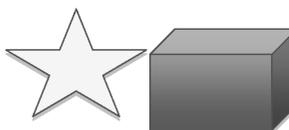


3.1 — My Room (Prepositions)

Write the correct preposition in the blank according to the picture.



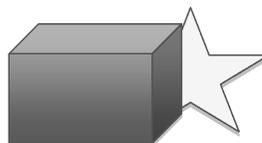
1. The star is _____ the box.



2. The star is _____ the box.



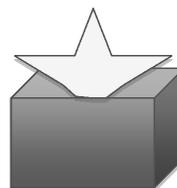
3. The star is _____ the box.



4. The star is _____ the box.



5. The star is _____ the box.



6. The star is _____ the box.



7. The star is _____ the boxes.



8. The star is _____ the box.



3.2 — My House

Write the missing word in the blanks: IS / ARE

1. There _____ five rooms in my house.
2. There _____ two floors.
3. There _____ one kitchen, one living room, and one dining room.
4. There _____ two bathrooms.
5. One bathroom _____ on the first floor and the other _____ on the second floor.
6. There _____ also a garage and a laundry room.



3.3 A — Where I Live

Write the missing word in the blanks: WANT or NEED

1. They don't _____ to leave the restaurant but it is after midnight.
2. My sister _____ to work at her part time job because she plans to study abroad.
3. I _____ to go shopping with my friends this weekend but I _____ to study.
4. You _____ to like children if you _____ to be a kindergarten teacher.
5. My brother _____ a dog but my mother does not like animals.
6. I _____ to go grocery shopping tonight because I don't have any food at home.



3.3 B — Where I Live

Make the sentences using the words in [].

- Use “it has” to describe your house or apartment.
- Use “there is” to describe the locations in your neighborhood.

1. How many bedrooms does your apartment have? [2 bedrooms]

2. Where is a good place to eat? [café nearby]

3. Does your apartment have a garden? [no large balcony]

4. Do you have a laundry room at your house? [no coin laundry next to supermarket]



3.4 — My Hometown

Write the comparative adjective in the blanks.

1. Strawberry ice cream is (delicious) _____ chocolate.

2. My cat is (cute) _____ your dog.

3. I like your room (good) _____ mine. It is (sunny) _____.

4. My third period class is (boring) _____ my first period class.

5. That department store is (expensive) _____ my local supermarket.

6. However, the food is (fresh) _____ and (clean) _____.



UNIT 3 Vocabulary Usage Check

Read the following sentences.

Look for mistakes. (spelling / usage etc.)

If you think the sentence is correct, circle the OK.

If you think the sentence has a mistake, circle the mistake.

Write the correct sentence in the space below.

EX. 1. Some people think I'm lazy all throw I disagree.

OK Some people think I'm lazy although I disagree.

EX. 2. We agreed to meet in the morning.

OK _____

1. I often go to that restaurant because everything is teap.

OK _____

2. I was entry Bunkyo University in April.

OK _____

3. I have to tidy my room before my mother comes to visit.

OK _____

4. I left my glasses in the laundryroom.

OK _____

5. My bedroom is on the two floor.

OK _____

6. I live in the suburbs of Hiroshima.

OK _____

7. The bus station is in a convenient rocation.

OK _____

8. I don't like this movie. I am boring.

OK _____

9. You should relaxing on Sundays.

OK _____

10. I will visit to my grandmother during summer vacation.

OK _____



UNIT 3 – Self-reflection

Indicate your confidence for each section of the test.

- ☺ Write ○ if you think you did well.
- Write △ if you think you did OK.
- ☹ Write × if you think you did poorly.

Section	Self-reflection
3.1: My Room (prepositions)	
3.2: My House (is/ are)	
3.3A: Where I Live (want / need)	
3.3B: Where I Live (is / has)	
3.4 My Hometown (comparative adjectives)	
UNIT 3 Vocabulary	

前回のテストではスコアはどれくらい向上しましたと思いますか？	_____%
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	Pre-test	Post-test
3.1: My Room (prepositions)	___/8	___/8
3.2: My House (is/ are)	___/6	___/6
3.3A: Where I Live (want / need)	___/6	___/6
3.3B: Where I Live (is / has)	___/4	___/4
3.4 My Hometown (comparative adjectives)	___/6	___/6
UNIT 3 Vocabulary	___/10	___/10
TOTAL	___/40 = ___%	___/40 = ___%
あなたのスコアは実際どれくらい向上しましたか？		_____%

Student Self-reflection: Unit 3



How well do you understand the grammar / vocabulary?

1. Look at your pre/ post assessments.
2. Write a **O**, **Δ**, or **X** in the PRE and POST assessment boxes.

Unit 3	PRE (before)	POST (after)
3.1: My Room (prepositions)		
3.2: My House (is/ are)		
3.3A: Where I Live (want / need)		
3.3B: Where I Live (it has / there is)		
3.4: My Hometown (comparative adjectives)		
UNIT 3 Vocabulary		
<i>Which lessons will you practice in the summer vacation?</i>		

Appendix B

Student Self Reflection Survey–prior to summer vacation (translated from Japanese)

Question 1	<p>Indicate how much taking the pre- and post-assessments influenced your English improvement.</p> <p><i>5-point likert scale:</i> <i>1 It had no effect</i> <i>2-4 Non-labeled</i> <i>5 It had a strong effect</i></p>
Question 2	<p>Indicate what effect these tests had on your motivation to study English</p> <p><i>It had a strong influence, demotivational</i> <i>Non-labeled</i> <i>It had no influence</i> <i>Non-labeled</i> <i>It had a strong influence, motivational</i></p>

Student Self Reflection Survey–after summer vacation (translated from Japanese)

Question 1	<p>Which sections did you indicate you planned to study during summer vacation?</p> <p><i>vocabulary / prepositions / is/are / want / need / it has / there is / comparatives</i></p>
Question 2	<p>Indicate the degree to which you studied each section.</p> <p><i>I did not study it at all</i> <i>I studied it a little</i> <i>I studied it an average amount</i> <i>I studied it quite a lot</i> <i>I studied it diligently</i></p>
Question 3	<p>Indicate your reason(s) for studying or not studying.</p> <p><i>Textbox for open answers</i></p>
Question 4	<p>The pre- and post-assessment tests were ungraded. Indicate to what extent this fact influenced your motivation to study during the semester.</p> <p><i>5-point likert scale</i> <i>It had a strong influence, reducing my motivation</i> <i>Non-labeled</i> <i>It had no influence</i> <i>Non-labeled</i> <i>It had a strong influence, increasing my motivation</i></p>
Question 5	<p>Indicate your reason(s) for your answer on question 4.</p> <p><i>Textbox for open answers</i></p>
Question 6	<p>The pre- and post-assessment tests were ungraded. Indicate to what extent this fact influenced your study motivation during the summer break.</p> <p><i>5-point likert scale</i> <i>It had a strong influence, reducing my motivation</i> <i>Non-labeled</i> <i>It had not influence</i> <i>Non-labeled</i> <i>It had a strong influence, increasing my motivation</i></p>

Question 7	Indicate your reason(s) for your answer on question 6. <i>Textbox for open answers</i>
Question 8	Please indicate your opinion about the pre- and post-assessments taken in semester 1. <i>Textbox for open answers</i>