

**Effects of Video Feedback on Speaking Performance
of Japanese Junior High School Students**

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**Effects of Video Feedback on Speaking Performance
of Japanese Junior High School Students**

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Abstract

The use of a video camera for pedagogic purposes in the language classroom and its effects on oral production activities have been widely discussed since the 1980's. Though video-recording has been put to use for various purposes, from promoting learner motivation to evaluating learner performance, our aim in the present study is to investigate the use of video as a feedback tool. We focus on the effects of video feedback on Japanese learners of English as a foreign language (EFL) as they view their own performance of a communicative activity.

In chapters 1 and 2, the rationale for using video-recording devices as a feedback tool is presented. In chapter 1, practical problems teachers face when finding mistakes in learner speech are identified. It is general practice for teachers to abstain from correcting students' mistakes while they are engaged in oral activities. There are two reasons for this. For one, it is difficult for Japanese junior high school students, as novice learners, to resume a message-focused conversation once the teacher intervenes to correct errors. The other reason is that immediate error correction de-motivates students to speak. There is a danger, however, that these errors will become fossilized. This problem has led us to explore a new error-correction technique for use following an oral activity.

In chapter 2, we begin with a review of some error correction studies. This brief historical review of error analysis made us realize the importance of distinguishing between competence-related and performance-related errors. Corder (1981) calls the former *errors* and the latter *mistakes*. Mendelsohn (1990) suggests the teacher give the opportunity for learners to correct themselves during speaking activities as most errors are actually performance-related *mistakes*.

Secondly, we explore just when teachers should intervene to correct learner error. Two different patterns of teacher intervention are compared. In one pattern negative feedback is given when the error is made (During task) and in the other pattern feedback is given following the activity (Post-task). Thirdly, we review some previous studies on video feedback. Some methodologists recommend video-recording students' communicative activities so that students can view themselves and develop an awareness of their errors. We focus on Lynch (2003) who reports that learners perceived "viewing the video-recordings and discussing it with the teacher" as highly effective for language improvement. However, there are few experimental studies that investigate what happens while learners are viewing their performance on the video. Can learners detect their own faulty utterances by viewing their performance on video? What interaction occurs between learners and the video? In order to resolve these questions we observe the students engaged in the process of error-correction.

In chapters 3 and 4, we report our research on a video feedback technique for Japanese EFL learners. In chapter 3, we present our research questions and describe how this research was designed and conducted. A key characteristic of our research design involves the use of a web camera, which enables students to view their performance soon after finishing the task. Six pairs of Japanese junior high school students engaged in a spontaneous conversation ("one minute chat") while their performances were recorded with the web camera. After the performance, the student pairs viewed their recordings to notice and correct their mistakes (Peer feedback). After the peer feedback, the teacher joined them for another viewing to see if they were able to correct all the mistakes (Teacher feedback). The conversations of the six pairs during their feedback stages were recorded by

another video camera to provide data that could help us examine how the students noticed and corrected their mistakes.

In chapter 4, the data obtained in the study is analyzed quantitatively and qualitatively. First, the total number of mistakes the 12 students made during the “one minute chat” tasks was counted and categorized into several types. We found that most of the mistakes were with past-tense verb forms and could be corrected by the students themselves. Secondly, the conversations during their feedback stages were qualitatively analyzed. The analysis showed that mistakes were noticed and corrected in various ways. We also observed the students collaborate to correct their mistakes.

Finally, in chapter 5, we discuss the issues suggested from the data obtained in our research. First, we conclude that three factors contributed to error corrections during the peer feedback sessions; attention to form, time, and collaboration. Secondly, the teacher’s role is discussed. Though most of the mistakes were noticed and corrected during the peer feedback sessions, the teacher still played an important role during the teacher feedback session. It is suggested that the students’ self-correction was facilitated and encouraged by teacher feedback. Thirdly, the effects of video feedback on language learning are discussed. Although we need further research to investigate the effects, it is assumed that video feedback has positive effects on on-line monitoring as the participants were observed to self-correct their errors while they were speaking. Lastly, we present comments by a student who participated in the project and propose that this kind of activity be implemented in the classroom.

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Introduction

The main purpose of the present study is to analyze the effects of video feedback on Japanese learners of English as a foreign language (EFL) following their engagement in pair-work communicative activity. We had pairs of Japanese junior high school students record themselves as they engaged in a “one minute chat” task. The students then replayed the video to review their performance before receiving feedback from the teacher.

Although some methodologists suggest that video feedback can help students notice their errors, few experimental studies have detailed what happens when learners view their performance on video. How do learners use the video as a feedback device? Are learners able to detect faulty utterances during viewing? In order to address these questions we qualitatively analyzed students’ individual and collaborative efforts of error detection.

In chapters 1 and 2, we develop the rationale for using video-recording as a feedback tool. Beginning in chapter 1, we briefly mention a practical problem teachers face when finding mistakes in learners’ speech. This problem arose during the study, leading us to search for a new error correction technique. In chapter 2, we review the issue of corrective feedback reported in previous studies. Here we examine an important distinction between competence-related and performance-related errors. We then explore the timing of teacher intervention in error correction. We compare the effects of immediate and delayed timing in the teacher’s delivery of negative feedback. Finally, we review three studies in which video-recording was used as a feedback tool enabling learners to evaluate and correct their performance on their own.

In chapters 3 and 4, we report our research on video as a feedback device for Japanese learners of English as a foreign language. In chapter 3, we present our research questions and elaborate on how the research was conducted. In chapter 4, the data obtained are analyzed to determine the following:

1. To what extent are errors detected by learners themselves?
2. How do learners come to notice and correct their errors?

We conclude in chapter 5 with a discussion of the results and some issues raised from the data obtained in our research. We find ample reason to recommend video feedback be included in EFL classroom activities.

Chapter 1

Error correction during speaking performance

Junior high school English teachers in Japan share a common dilemma when conducting classroom communicative activities, namely, what to do about students' errors. Generally, teachers do not hesitate to correct errors in written performance, but when it comes to spoken performance, teachers will often pause a second or two to decide whether to correct an error or let it go. There are a couple of reasons for this. First, teachers are reluctant to stop the flow of communication to point out an error. When engaged in communicative activities, where the emphasis is placed on fluency, the students focus their attention on meaning. Their language skills are not yet matured enough to pay attention to both form and meaning at the same time. If a teacher were to stop an activity to point out an error, it would be difficult for the students to resume meaningful conversation. Secondly, teachers assume that correcting students' errors de-motivates them to speak. Junior high school students, especially novice learners whose repertoire of language is limited, can speak only in a supportive atmosphere where they are encouraged to speak and where they need not fear having their mistakes corrected in public. Willis (1996) warns about constantly correcting faulty utterance.

If you actually tried to correct every error, including those of stress and pronunciation, the lesson would come to a standstill and learners would become de-motivated. (Willis, 1996: 7)

But neither can we, as teachers, ignore all the errors students make as there is the danger that these errors will become fossilized and the students will internalize ill-formed utterances. This is more likely to happen in the EFL context where students have limited exposure to the target language and so lack the input provided by authentic communication opportunities that exist, for example, in the ESL context.

We have come to the conclusion that we should not ignore errors, nor should we stop the flow of communication. How can we accomplish this? We need an error detection solution, a technique or method that is not de-motivating. In order to find such a useful technique, we consider “what to correct” and “how to correct”.

In the next chapter, we review some of the relevant literature on error correction and feedback. We gain some insight from one researcher who studied learner errors and from a methodologist who suggests that teachers give feedback to their students following a fluency activity. These ideas lead us to a new technique, video feedback.

Chapter 2

A review of related studies

In this chapter, we review studies related to our research and explain how and why we came to use video as a feedback tool. With the advent of the communicative approach, a great deal has been written on the topic of error correction. The main concerns dealt with in the literature are:

1. What should be corrected and who should do the correcting?
2. When should correction be done?

We review aspects of error analysis to answer the first question, and consult the work of methodologists to answer the second.

2.1 Mistakes and errors

Corder (1981) suggests that we can make a distinction between mistakes, which are the product of circumstance, and errors, which reveal the lack of underlying language knowledge. This distinction is summarized in Table 1.

Table 1 Corder's classification of errors

Mistakes	<ul style="list-style-type: none"> • unsystematic • due to memory lapse, physical state such as tiredness, and psychological condition including strong emotion • followed immediately by awareness and correction
Errors	<ul style="list-style-type: none"> • systematic • used to reconstruct present knowledge of language • provides evidence of the language system and present state of knowledge

Johnson (1988), views language learning as skill learning and, using Corder's distinction, suggests that mistakes and errors be handled differently.

It may further be the case that we have tended to treat mistakes as if they were errors. Since the two are different, it seems likely that they will need to be handled in different ways. . . . It is likely that a good percentage of our students' malformations are mistakes and not errors. If this is the case, the subject of mistake correction becomes an important one in language teaching. (Johnson, 1988: 91)

Mendelsohn (1990), writing about error correction during communicative activities, classifies errors according to Chomsky's distinction of performance and competence. This is given in Table 2.

Table 2 Mendelsohn's classification of errors

Performance errors	Errors that can be corrected by the student Errors made as a result of a momentary lapse
Competence errors	Errors made as a result of an inaccurate rule application or absence of that rule in students' interlanguage

Mendelsohn also has this to say about performance errors.

Because a number of the errors identified [in spoken performance] are bound to be performance errors, the teacher should always refer first to speakers and ask them to correct whatever they can before having others give their feedback. (Mendelsohn, 1990: 27)

This might be an effective technique for dealing with performance errors, but the teacher's response will necessarily be different for competence errors. In the case of competence errors teachers will need to provide a thorough explanation of the associated rules as this knowledge is lacking in the learner. Teachers can not expect speakers to notice and correct competence errors on their own while speaking. But which category does the learner's error fall in? It is quite difficult for teachers to judge if an error is competence or performance related. Although it requires some time, we can get around this problem using a technique in which the learners have the opportunity to identify and correct what they can prior to any teacher feedback.

2.2 Post-task activity

We next consider our second question, "When should correction be done?" Timing is important. At issue is whether we should focus learners' attention on error during performance or after. Ellis (2003) discussed the value of post-task activity in which teachers can direct learner's attention to form without stopping communication flow.

Once the task is completed, students can be invited to focus on forms, with no danger that in so doing they will subvert the 'taskness' of the task. It is for this reason that some methodologists recommend reserving attention to form for the post-task phase of the lesson. (Ellis, 2003: 259-260)

Harmer (2001) pointed out problems associated with feedback during fluency work and following it.

During communicative activities, however, it is generally felt that teachers should not interrupt students in mid-flow to point out a grammatical, lexical, or pronunciation error, since to do so interrupts the communication and drags an activity back to the study of language form or precise meaning. . . . One of the problems of giving feedback after the event is that it is easy to forget what students have said. (Harmer, 2001: 105-108)

Thus, the strong points and weak points of teacher intervention during and after a task can be summarized as below (Table 3).

Table 3 The teacher intervention during and after a task

	Strong Points	Weak Points
DURING TASK	easy access to words or phrases used incorrectly	stops communication flow
POST TASK	does not stop communication flow	easy to forget what students have said

If we can find a way to record students' performance, we can overcome the weak points of post-task feedback. So what is the best way to record students' performance? Some methodologists recommend video-recording.

A discussion of who should be doing the correction in the communicative talking class must be preceded by a call for the use of

the video camera. This is an extremely valuable tool in the talking class, and one that is fairly accessible today. (Mendelsohn, 1990: 28)

One of the best uses to which video equipment can be put, in my opinion, is as a tool for feedback in performance situations. (Garrison, 1984: 44)

We can also record students' language performance on audio or videotape. (Harmer, 2001: 109)

Video-recording not only offers a practical solution to our problem; it's a technology which has become so developed that it is now much more accessible than ever before. Every junior high school in Japan has a computer lab with 30 or 40 computers in it. Computers can be used as video-recorders and players if they are connected with a microphone and web-camera, both of which are very inexpensive in Japan. This means that, through the use of these devices, any student can use one computer and record his or her performance anytime he or she wants. Digital recording is much more efficient than analogue recording and allows learners to view their performance the moment they finish their performance.

2.3 Video feedback

Since the 1980's, language teachers have written about the potential of the video camera for enhancing oral production activities. While video-recording has been used to various ends, such as promoting learner autonomy and motivation or

evaluating learner performance, our main concern is its utility and effect as a feedback tool. Broady (1995), who studied the effects of video-recordings in his two projects, focused on the utility of this device in learner self-assessment and self-feedback.

But effective feedback is not just about teachers being able to identify students' linguistic difficulties, but more importantly about learners themselves understanding and assimilating such feedback. Video-recordings should thus be particularly valuable in a learner-centered curriculum in that they allow the performers themselves to review their own performance. (Broady, 1995: 74)

Lynch is another researcher who had learners review their performance using video-recordings. Here again, video-recording was used as a feedback tool. We review his studies and gain insight into the video feedback technique.

To help learners become aware of their L2 production, Lynch (1996) proposed an interesting post-task activity which he calls 'proof-listening'. The teacher records a pair of students performing a communication task in front of the class and then replays the recording in three cycles. In the first playback cycle, the two students can ask the teacher to stop the tape if they notice something they want to correct or improve. In the second cycle, the other students can stop the tape to point out or correct errors. In the third cycle, the teacher stops the recording to comment on any other points that have been missed in the previous two cycles.

Lynch ran into some problems, however. Sometimes the performers denied what the observers had to say; they would not admit to the errors pointed out to

them. So he proposed another activity to deal with this problem (Lynch, 2001). He asked the students who performed to view their performance and make a transcript of it. After transcribing, the students then were asked to correct any mistakes they noticed. They were free to make any changes they wanted. That night the teacher read their edited transcripts and corrected errors the students hadn't noticed. The following day the teacher had the students compare their edited transcripts with the teacher's version. In this study Lynch found that the students could identify and correct a number of mistakes by themselves. He concluded that this activity allowed for noticing "supported by a range of sources—reflective self correction, interactive peer correction, and supplementary teacher intervention," (Lynch, 2001: 130).

In a separate study Lynch (2003) investigated the effects of explicit feedback from the teacher on students' spoken language performance. Feedback was given after the performance while the students were viewing or listening to the recordings of it. Lynch found that most students showed improved spoken performance in areas of performance brought to their attention through teacher feedback and viewing the recording. It was also found that the students perceived "viewing the video-recordings and discussing it with the teacher" as a highly effective way for them to improve their language skills. Lynch suggested that combining teacher feedback with students' viewing of their own performance results in more accessible and effective feedback. However, he did not mention what interaction could be seen at the feedback stage when the teacher and the participants discussed the performance during viewing, nor how the teacher actually provided feedback. It should be mentioned also that the participants of this study were advanced learners. This led us to wonder if this combination of

teacher feedback and video-viewing could be effective for novice learners.

In this chapter we first reviewed previous studies on learner error and the timing of feedback. Considering these issues we concluded that video-recording might prove to be an effective feedback tool, leading us to review of studies on the topic. The findings in Lynch's studies drive us to yet another question, which we pursue in the next chapter.

Chapter 3

Research

In the last chapter, we reviewed studies in which video-recording of student performance was used as a feedback tool. Students' viewing of their own performance allows them to notice and correct their errors, thereby enhancing their communicative language skills. However, very little research has been done to examine what happens in the process where learners either view their performance by themselves or together with a teacher. We take a look at this process and determine if video feedback can be an effective tool for novice Japanese learners of English. We submit that this tool provides learners with the opportunity to focus their attention on language form and notice their mistakes.

3.1 Research question

Lynch suggested that “viewing the video-recording and discussing it with a teacher” was perceived by adult learners as a highly effective practice (Lynch, 2003). This made us wonder if this technique might be effective for Japanese junior high school students who learn English as a foreign language. It seemed to us that noticing errors while viewing a video is more difficult than spotting errors in a written transcript, as was done in the former study (Lynch, 2001). Especially in the Japanese EFL context, students usually perceive listening to be more difficult than reading, probably because students have more opportunities during class to read than they do to listen. However, we felt that viewing a video-recording might be an effective means for Japanese novice learners as well as advanced learners to “develop an awareness of their own recurring idiosyncratic errors and

begin on their own to monitor their performance” (Garrison, 1984: 42). We therefore propose the following research questions:

- 1 Will Japanese junior high school learners of English as a foreign language notice errors when viewing a video-recording of their own performance? If so, how much can they notice?
- 2 How do they notice their mistakes? Do they need the teacher’s help?

3.2 The study

3.2.1 Participants

6 pairs of 12 Japanese junior high school students participated in the study; 3 pairs of male students and 3 pairs of female students. They started learning English two years ago when they entered junior high school, where they currently have 50-minute English lessons three times a week. They were selected because their English proficiency level was approximately the 4th grade level of the STEP test, which is administered by the Society for Testing English Proficiency. We asked participants to pair up with someone they felt comfortable working with. We did not want them feeling any anxiety when tackling the task.

3.2.2 One minute chat

The task used in this experiment was the “One Minute Chat” (Honda, 2003), a task designed for Japanese junior high school students in which student pairs converse on a topic. The goal of the task is very simple; continue the conversation for one minute. They can talk about anything relevant to the topic. Although the task seems easy, many junior high school students have a hard time talking for

one minute. Many students stop halfway to think about what to talk about or how to say something. The students were given the topic at the beginning of the lesson so they had little planning time. We thought we could elicit spontaneous speech by not allowing planning time. Klapper (1991) suggests that unscripted talk is appropriate for video-recording.

The crucial point is the need for spontaneity...Although removing rote learning from students' preparation will reveal their interlanguage in its unmonitored state, as the applied linguist might put it, the performance will overall be far more meaningful than the sorry spectacle of students who are relying on memorized script. (Klapper, 1991: 12)

The students were allowed to take notes but not allowed to write a script. The topic of the "one minute chat" was "What did you do last Sunday?" The students were asked to start the conversation with that question. The topic was obviously aimed to elicit past tense forms from the participants who had learned the past tense 10 months ago.

3.2.3 Procedures

The experiment was held in the PC (personal computer) room after school. The arrangement of the video-recording devices is illustrated in Figure 1.

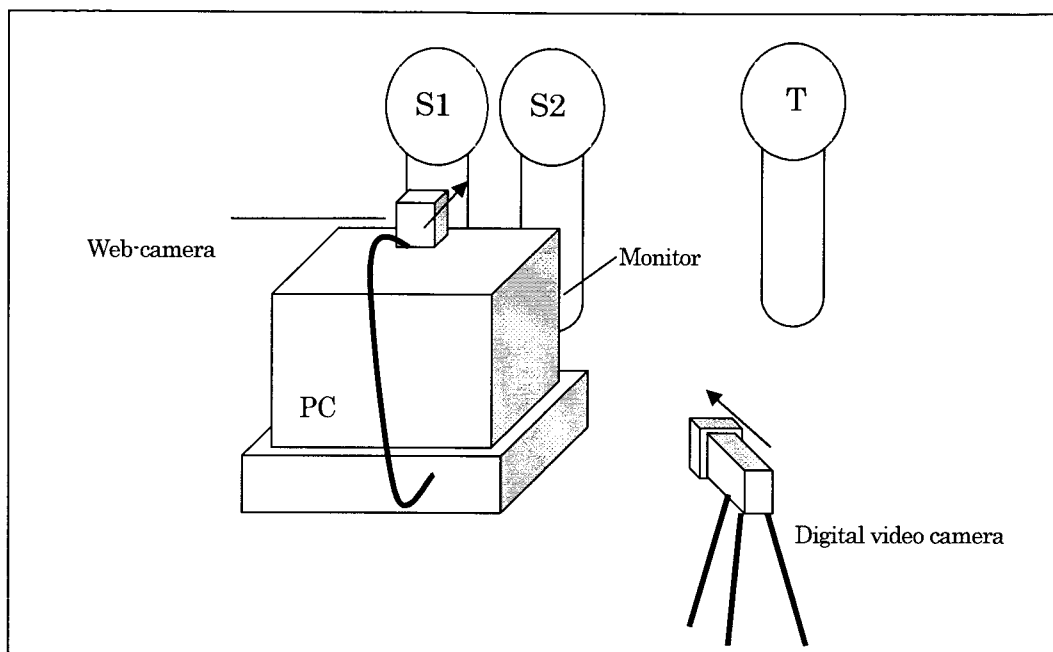


Figure 1 Equipment set-up in the PC room

The procedure is shown in Figure 2. Student pairs were scheduled to come to the PC room, one by one, at their appointed times. Upon arrival the pair was asked to sit in front of a computer. They were given a card on which the topic “What did you do last Sunday?” was written. They were given 3 minutes for planning their chat. We considered three minutes short enough that they wouldn’t be able to make a script or memorize any new expressions they thought they might need. After the three-minute planning, they started the first performance of their “one minute chat”. They then viewed the recording and reflected on their performance. This feedback stage was followed by a second performance that was recorded. This sequence (performance-feedback) was repeated three times, after which a final performance was made. We had the students repeat their performance because we thought it would be difficult for them to generate enough speech in a single try. In order to investigate the degree students notice their errors, we felt that an ample quantity of speech was required.

Figure 2 The procedure of the experiment

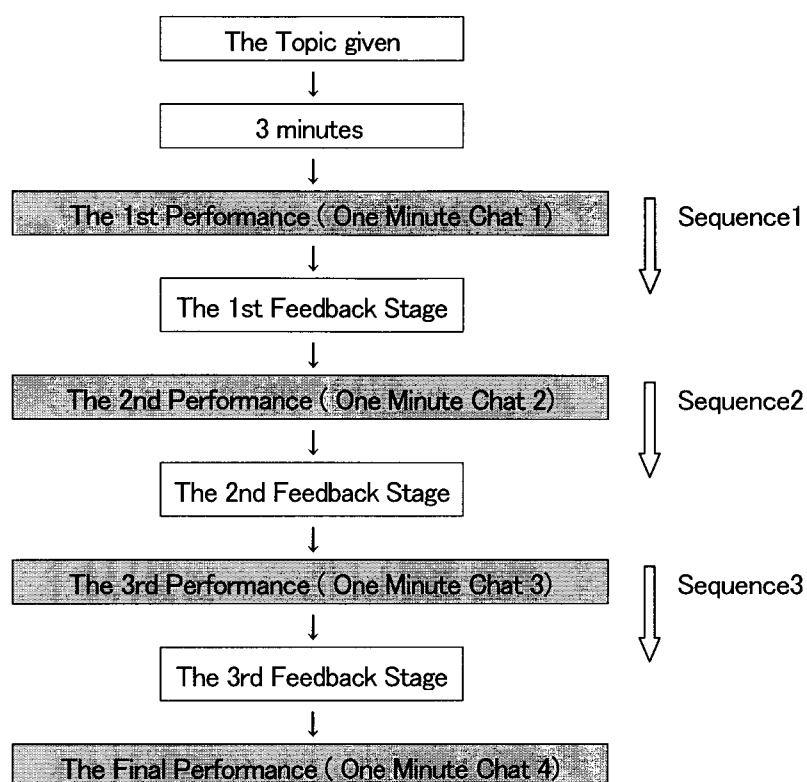


Table 4 illustrates the details of the feedback stages. The feedback stages were carried out after each performance. Each feedback stage consisted of two types of feedback; peer feedback and teacher feedback.

Table 4 The details of 3 feedback stages

The 1st Feedback Stage	Peer Feedback session	Meaning focused
	Teacher Feedback session	
The 2nd Feedback Stage	Peer Feedback session	Meaning focused
	Teacher Feedback session	
The 3rd Feedback Stage	Peer Feedback session	Form focused
	Teacher Feedback session	

First, the two students viewed their “one minute chat” recordings by themselves, noting anything they noticed in their performance (Peer feedback session). They had been instructed how to use the video-recording device and were allowed to view their performance as many times as they wanted. While viewing, they talked over their performance. They were allowed to take notes on a feedback sheet.

The feedback sheet was designed based on the “Feedback Instrument for Group Interaction” (Mendelsohn, 1991) and “Self-Evaluation Sheet” (Honda, 2003). This form listed six check-points and a blank column (See Appendix1). Though most of the check-points concerned paralinguistic and communication strategies, one asked the participants whether they were able to talk for one minute. This check-point was included not only because it was one goal of the task but also because we thought it might elicit more production from the learners.

They were also allowed to take notes in the blank space of the sheet during the feedback stage. When they hit upon words or phrases they wanted to use during the chat but didn’t know, they wrote them down. They were not allowed however to refer to their notes during performance as the task was intended to elicit their spontaneous speech.

When they finished filling out the feedback sheet, they asked the teacher to join them and watch the recording together. The teacher then gave comments on their performance (Teacher feedback session). First, the teacher went through the students’ feedback sheets to see what they had noticed. Next, the teacher viewed the recording with the students, stopping the recording and giving feedback.

Though there are 3 feedback stages, the teacher did not comment explicitly on language during the first 2 feedback stages, rather he focused the students’

attention on meaning and how they might be able to continue their chat for one minute, commenting particularly on the content of the conversation and pointing out possible conversational strategies, asking for example, “How can you continue this chat?”, “What else do you want to ask?”, or commenting “I think it’s better if you look at each other in the eye.” While providing feedback, the teacher encouraged the students by giving praise like “Your reaction is good!” or “Both of you are like native speakers.”

During the third feedback stage the teacher directed the students’ attention from meaning to form commenting that, “The next performance is the last one for you. So find as many mistakes as possible so that you can make the next performance mistake free.” The teacher feedback method in the 3rd stage differed from that of the first two stages. While viewing the video together, the teacher had the students stop the video where they noticed mistakes. Only when the students seemed unable to catch a mistake, the teacher stopped the video and looked at the student who made the mistake. In most cases, this motion was enough to indicate “showing incorrectness” (Harmer, 2001). If neither student could identify the mistake at this point, the teacher replayed the section and asked “Did you notice anything wrong?” Only after a few replays would the teacher volunteer to identify and explain the mistake.

3.2.4 Data collection method

All participants’ performances during the task were video-recorded by the web-camera connected to the computer. All the recorded data were saved to the hard disc of the server in the PC room. Each student pair made 4 recordings of their “one minute chat” for a total of 24 recordings. All the recordings were

transcribed and the mistakes counted.

We investigated how mistakes were handled by consulting video from another camera (digital video camera) set behind the computer during the experiment which recorded the interaction between participants (See Figure 1). This recording shows the participants' conversations during the feedback stages. In total, this camera shot 6 conversations.

The feedback sheets written by the 12 students were also another data source, which told us what they noticed and thought about their performance. In fact, our data consisted of:

- 6 sets of 4 video-recordings by the web-camera
- 6 video-recordings by the digital video camera
- 12 student feedback records

Chapter 4

Data Analysis

In this chapter, we first analyze the transcribed conversations between pairs during performance to determine how many mistakes they made. Secondly, we investigate how they noticed their mistakes by analyzing the feedback sheets and the video of feedback stages.

4.1 Quantitative analysis

Table 5 shows the number of mistakes each pair made from the 1st to the 3rd performance.

Table 5 The number of mistakes

Pair 1	Pair 2	Pair 3	Pair 4	Pair 5	Pair 6	Total
5	3	1	2	1	3	15

The total number of mistakes the 12 Japanese junior high school students made is quite small. This is not surprising, however, as they did not use complex sentences or difficult words. One feature of the task was that the students were allowed to say anything on the given topic. So it is likely that most students avoided unfamiliar expressions. In fact, the speech they produced consisted of simple phrases or sentences used in daily conversation. Next, we analyze what kind of mistakes they made.

All 15 mistakes were categorized into 3 different types (See Table 6). 10 out of the 15 involved the past tense forms of verbs including 'do', 'are', 'go', 'eat' and 'take', all of which they had learned 10 months ago. The other mistakes concerned lexical

choice and word order, which had been taught before they participated in this study. We now analyze the data to see how many mistakes the students noticed and corrected themselves.

Table 6 The types of mistakes

	Mistakes	Past tense	Lexical choice	Word order
Pair 1	5	3	2	0
Pair 2	3	2	1	0
Pair 3	1	0	1	0
Pair 4	2	2	0	0
Pair 5	1	1	0	0
Pair 6	3	2	0	1
Total	15	10	4	1

Table 7 tells us how each mistake was noticed and corrected. An analysis of the conversations between the pairs tells us how many mistakes the students noticed on their own, how many were brought to their attention by the teacher, and how many were corrected by the teacher. During the feedback stages, only 1 mistake out of 15 was corrected by the teacher, the other 14 mistakes were corrected by the participants themselves.

Table 7 How mistakes were corrected

	Mistakes	Self/peer Correction	Stopped by the teacher	Teacher Correction
Pair 1	5	5	0	0
Pair 2	3	2	1	0
Pair 3	1	0	1	0
Pair 4	2	1	0	1
Pair 5	1	0	1	0
Pair 6	3	2	1	0
Total	15	10	4	1

The data shows that 10 mistakes were found without any teacher's help. The

students were able to notice and correct these mistakes on their own while viewing the recording. Most mistakes were noticed and corrected by the speaker who produced them though some were found by the partner or through a collaborative effort of the two students. The other 4 mistakes were found with the help of the teacher during the teacher feedback session when the teacher stopped the video at points where mistakes occurred.

This suggests that having students merely view video-recordings of their performance does not insure that all of their mistakes will be noticed. In fact, a number of patterns emerge in which participants, including the teacher, collaborate to identify mistakes. The multiple means of error detection offered by video feedback hold important implications for the EFL classroom.

4.2 Qualitative analyses

We now take a closer look at the patterns in which students noticed their mistakes through video feedback. We follow two pairs as they undertake the process.

4.2.1 Pair 1: The 3rd feedbackstage

Transcript 1. Pair 1. 3rd performance

- 1A: Hello
 2B: Hello
 3A: Where **do** you go?
 4B: I went to the Jusco with my brother.
 5A: Oh. What **are** you doing?
 6B: I bought game. And I **eat** hamburger... *Ato iro iro...*
 7A: How much game?
 8B: It was six thousand and *Happyaku* yen.
 9A: I went to Corona world **in** my family.
 10B: Oh..It's great.
 11A: Corona world is very interesting.
 12B: Where is Corona world?

In Extract 1 student B, while watching the video, noticed that he had said “*Happyaku*” in Japanese, meaning “eight hundred”. It is evident the code switching was unconscious. This mistake struck them as funny and they broke out laughing (Line 10). It seems it caught them by surprise and they were unable to pay attention to other parts of their language in this section.

2.) Extract 2. Peer feedback session: 2nd viewing.

The video (on the PC monitor)	The participants viewing the video
(Replay) 3A: Hello 4B: Hello 5A: Where do you go? 6B: I went to the Jusco <u>with my</u> brother. 8A: Oh What are you doing? 9B: I bought game. And I eat hamburger... <i>Ato iro iro...</i> 11A: How much game? 12B: It was six thousand and <i>Happyaku</i> yen. 13A: I went to Corona world in my family. 14B: Oh..It's great. 15A: Corona world is very interesting. 16B: Where is Corona world?	1B : mou ikkai mite ii ? 2A : un. 7A: with my... (take notes) 10B: I eat... (take notes)

After they filled out their feedback sheet, student B said to student A, “Can I view the recording again?” (Line 1) and they replayed the video. This time, they could watch the recording calmly. We see a few signs that they are noticing other mistakes.

First we notice that student A mumbled “with my” and wrote down something on his feedback sheet (Line 7). Later it was found that he wrote “with my”. This indicates he paid attention to the difference between his utterance “in my family” (Line 13) and student B’s utterance “with my brother” (Line 6). At this point, it is not likely that he was confident enough to replace the preposition, “in” for “with”. We reach this conclusion as he did not point out this mistake by himself later during the teacher feedback session. It’s interesting that student A noticed his mistake by observing his partner’s performance, not his own.

Secondly, when student B said to himself, “I eat.” he noted down “ate” on his sheet (Line 10). He noticed his use of the present tense verb “eat” and changed it into the past tense verb “ate”. He was able to notice and correct a mistake while viewing his performance.

After viewing the recording twice, they asked the teacher to give them feedback. After reading through their comments and notes on the feedback sheets, the teacher viewed the video with the students.

3.) Extract 3. Teacher feedback session: 3rd viewing (the first half).

The video (on the PC monitor)	The participants viewing the video
(Replay)	1T: machigaetato omou tokorowo ittemite
2A: Hello	
3B: Hello	
4A: Where do you go?	
5B: I went to the Jusco with my brother.	
(Pause)	6B: imano tokoro
	7T: sou. mouikkai mitemiyou
(Replay)	
8A: Where do you go?	
9B: I went to the Jusco with my brother.	
(Pause)	10B: hora. “do”te itteiru.
	11A: did?

<p>(Replay) 14A: Oh. What are you doing? (Pause)</p>	<p>12B: "itta?" dakara 13T: soudane 15B: kokomoda 16T: kokowa nannte iubeki? 17B: 18A: "diding" janaina 19B: "What were you doing?" 20T: "What were you doing?....." aa.....iidesune..... 21T: hokani mada arukana</p>
<p>(Replay) 22B: I bought game. And I eat hamburger... <i>Ato iro iro...</i> (Pause)</p>	<p>23B: koko 24T: koko? 25B: "I eat" ga honntouwa kakokeini naru hazu. 26T: naru hodo.</p>

Before viewing the video, the teacher instructed the participants to point out anything they found inappropriate (Line 1). Soon after they started the video, student B pointed out student A's mistake (Line 6, 10) and student A corrected "do" to "did" (Line 11). He was able to correct this mistake after student B pointed it out. Student A might not have caught this mistake if he had viewed the video alone. This interaction suggests that viewing with a partner provides more opportunities to notice mistakes.

Student B pointed out another mistake made by student A (Line 15). This time, student B also made the correction because student A was unable to (Line 18, 19). Interestingly, he waited a few seconds before correcting the mistake (Line 17). It seemed that he tried to give student A the chance to correct his own mistake. This manner is important to learners as Mendelsohn (1990) suggested to teachers.

The teacher however felt that student B's correction, "What were you doing?" (Line 19), should be "What did you do?" The teacher was uncertain at this point as to whether or not he should comment on student B's correction. Finally, he decided to let it go and teach the difference later. This decision is an example of "Selective error correction" (Mendelsohn, 1990).

It is impossible to correct all the errors that a student makes. This overloads the students to the point that they may become discouraged and confused, and this would probably stifle communication. (Mendelsohn, 1990: 25)

At Line 23, student B pointed out his own mistake, having noticed it in the 2nd viewing (Line 23). He could explain to the teacher why the mistake was grammatically incorrect (Line 25) because he had already noticed it by himself during the peer feedback session. In the interaction between student B and the teacher (Line 23-26), the teacher was not functioning as an editor correcting the learner's mistake, but rather as a counselor relieving the learner by listening to his explanation. The way the teacher handled student B's error seemed effective for language learning. The student did not fear having his mistakes pointed out as he was given the chance to discover his own mistakes prior to the teacher's intervention.

4.) Extract 4 Teacher feedback session: 3rd viewing (the latter half).

The video (on the PC monitor)	The participants viewing the video
(Replay) 27A: How much game? 28B: It was six thousand and <i>Happyaku</i> yen. 29A: I went to Corona world in my family. (Pause)	
(Replay) 31A: I went to Corona world in my family. (Pause)	30T: koko nannte ittara iideshou ? 32A: my family...with! 33T: un. Jaa. mouikkai ittemite. nannte ittarai? 34A: "What..." janakute (Laugh). "I went to Corona world with my family." 35T: soudane. subarashii.

Upon noticing student A's mistake (Line 29), the teacher stopped the video and replayed it again asking, "What should you say here? (Line 30)" After a few seconds, student A offered, "with" (Line 32). The teacher then asked student A to rephrase the sentence, which he did correctly (Line 33, 34), whereby he was praised by the teacher (Line 35). The student had almost noticed the mistake, having discovered it in the second viewing listening to his partner make the correct utterance (See Extract 2). He was able then to make an oral correction with prompting from the teacher.

5.) Summary of mistakes noticed by pair 1

Though pair 1 self-corrected most of the 5 mistakes they made, the ways in which they noticed the mistakes varied quite a bit. (See Table 8 & 9)

Table 8 Summary of student A's mistakes

Mistake	Do	Are	In
Correction	Did	Were	With
1st viewing			
2nd viewing	B noticed	B noticed	A noticed (the difference)
3rd viewing	B pointed it out.	B pointed it out.	The teacher pointed it out.
Who corrected	A	B	A

Table 9 Summary of student B's mistakes

Mistake	<i>Happyaku</i>	Eat
Correction	Eight hundred	Ate
1st viewing	A and B noticed and corrected	
2nd viewing		B noticed and corrected
3rd viewing	B pointed it out.	B pointed it out.
Who corrected	B	B

The pair viewed their video three times in total. Peer feedback was conducted during the 1st and 2nd viewings and teacher feedback was conducted during the 3rd viewing.

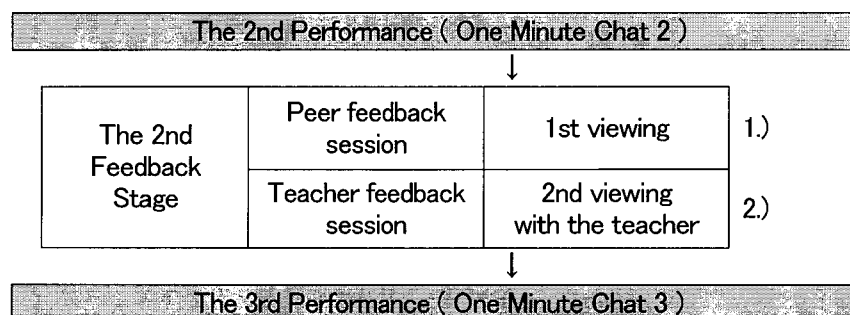
The most prominent mistake was “*Happyaku*”, it was noticed in the 1st viewing. All of the remaining mistakes were noticed by either one or both of the students in the 2nd viewing. We observed the students either commenting on or taking notes about the mistakes they found. The teacher’s role in the third viewing was mainly to confirm their understanding of error correction. It is notable that the two students succeeded in correcting their mistakes without the teacher’s explicit instruction. It is also notable that student A might not have noticed two of his mistakes, “do” and “are”, if he had viewed the video by himself. He was able to notice and correct these mistakes after given hints by student B. From these observations we conclude that video viewing with a partner provides more

opportunities for students to notice mistakes than viewing alone. In the following section we analyze another pair's conversation in order to find out how peer collaboration works during the video viewing feedback.

4.2.2 Pair 2: The 2nd feedback stage

Figure 4 shows the pair 2's sequence of activities after the 2nd performance. We examined how mistakes were detected by the pair during the 2nd feedback stage. The participants viewed their performance twice; once in the peer feedback session and once in the teacher feedback session.

Figure 4 Procedure after the 2nd performance (Pair2)



The teacher had not intended to direct the students' attention to form until the 3rd feedback stage, thinking they needed the opportunity to speak more before focusing on forms. In fact, the students were unable to continue the chat for one minute, with student C taking only two turns to speak in the 2nd performance. However, D noticed an error in his own speech, which triggered a discussion of error correction between the two students. Transcript 2 is the conversation of the pair 2's 2nd performance, with the two mistakes student D noticed indicated in bold type.

Transcript 2. Pair 2. 2nd performance

C: Hi. Masaru.

D: Hi. Shun.

C: What did you go to the last Sunday?

D: I went to movie theater with my friend.

D: I **taked** Gotemba line.

D: I go.. I went to Corona world.

D: We... We **eat** lunch at... in city mall.

D: How about you?

1.) Extract 5. Peer feedback session: 1st viewing.

The video (on the PC monitor)	The participants viewing the video
1C: Hi. Masaru.	
2D: Hi. Shun.	
3C: What did you go to the last Sunday?	
4D: I went to movie theater with my friend.	
5D: I taked Gotemba line.	6D: "taked?" iwanei. nannte iu ?
	7C: "take" "take train" dakara iinnjanai.
	8D: "take" kakoei?
	9C: "take" "took"
	10D: "took" da. souda. "took" da.(take notes)
11D: I went to Corona world.	
12D: We eat lunch at... in city mall.	13D: (take notes)
14D: How about you?	
	15D: hitoride. hanashichatta.

Extract 5 shows student D noticing two mistakes in the 1st viewing. One is "taked" and the other is "eat". He noticed something inappropriate in his utterance and said, "We don't say 'taked'. What should we say?" (Line 6). Student C answered, "I think it's OK because we say 'take trains'." (Line 7). Although student D wanted to know the past form of the verb "take", student C did not understand it at first. Student D said, "Past tense form" (Line 8), which prompts student C to realize what student D was getting at (Line 9). What we can assume from this analysis are the following two things:

- Student D knew the verb, “take” was an irregular verb but he could not remember the correct form, “took”.
- Student C knew the past form of “take” was “took” but did not notice a mistake had been made until Student D said “past tense form”, prompting him to realize the past form should have been used.

Student D was assured now that “took” was the past form of “take” and noted it down on his feedback sheet (Line 10). This collaboration between two novice learners is remarkable because they were able to fill each other’s gaps to correct one mistake.

Let us look at another example from Line 13. Here student D wrote “eat” on his feedback sheet after listening to his utterance, which indicates that he found the form “eat” to be incorrect, but was unable to correct it to “ate” at this point. After the peer feedback session, the students asked the teacher for feedback.

2.) Extract 6. Teacher feedback session: 2nd viewing.

The video (on the PC monitor)	The participants viewing the video
(Replay) 1C: Hi. Masaru. 2D: Hi. Shun. 3C: What did you go to the last Sunday? 4D: I went to movie theater with my friend. 5D: I taked Gotemba line. 7D: I went to Corona world. 8D: We eat lunch at... in city mall. 9D: How about you? (Pause) (Replay) 16C: Hi. Masaru. 17D: Hi. Shun. 18C: What did you go to the last Sunday? 19D: I went to movie theater with my	6D: ah. soko machigaeta. 10D: hitoride.hanashichatta. 11T: “machigaeta” to ittakedo. doko machigaeta? 12D: “taked” ga “took” 13T: naruhodo. 14D: ato “eat” 15T: naruhodone

<p>friend. 20D: I taked Gotemba line. (Pause)</p> <p>(Replay) 23D: I went to Corona world. 24D: We eat lunch at... in city mall. (Pause)</p>	<p>21T: kokoka. koresa itta toki kigatsuita soretomo mita toki kigatsuita?</p> <p>22D: ittatoki “take” wa fukisokudoushi data youna kigashita kedo omoidasenakattanndesu. Sorede Shun to hanashiteitara omoidashimashita.</p> <p>25T: sorede kono “eat”wa nannte iu? 26D: “eated” 27C: “eat” “eat” tte “ate” 28D: “ate”da! 29T: “eat” ha kakokei dewanaito itsu kigatsuitano? 30D: korewo mitedesu 31D: “ate” tte douiu superu? 32C: “a.t.e.” 33T: naruhodo. Itta tokiwa kigatsukanaikedo korewo miruto kigatsukukoto tte aru? 34D: arimasu takusann.</p>
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In the teacher feedback session, student D commented, “I made a mistake.” (Line 6), followed by the teacher asking, “What kind of mistake did you make?” (Line 11). Student D went on to report two mistakes concerning the past tense form; “taked” and “eat” (Line12-14).

The teacher replayed the video and stopped it where student D said “taked”, asking “When did you notice this mistake? At the moment you said it or when you viewed it on the video?” (Line 21) Student D replied that he had felt something inappropriate at the moment he said “taked” but could not remember the past form, “took” (Line 22). As we observed in Extract 5, his partner helped him recall the form during the peer feedback session. This is an example of two learners

collaborating to correct one mistake. Student D could not have corrected “taked” if he had viewed the video by himself.

Another notable observation of this correction process is that although during the second performance he felt “taked” to be inappropriate he did not stop the conversation. In daily context, we are aware sometimes that we have made a mistake but seldom have the opportunity to reflect on it as we carry on our conversation and forget about the mistake. In this study, however, the video feedback procedure provided student D with the opportunity to reflect on what he said and thereby correct the mistake.

At line 25, the teacher stopped the video again where student D uttered “eat” and asked “How do you correct “eat” in this case?” Student D answered “eated” (Line 26). Student C offered the correct form “ate” (Line 27) which student D repeated (Line 28). Here, the teacher asked again, “When did you notice that “eat” wasn’t the past tense form?” (Line 29) Student D answered that he had noticed in the 1st viewing (Line 30). Student D asked how “ate” was spelled (Line 31) and student C spelled out the word for him (Line 32). The teacher then asked, “Do you think you can find any mistakes you didn’t notice when you spoke?” (Line 33) Student D’ replied “yes” (Line 34), pointing out the effectiveness of video feedback for giving learners opportunity to notice their mistakes.

In this chapter, the data obtained in the research were analyzed quantitatively and qualitatively to examine how learners could notice and correct their mistakes during video feedback activities. In the next chapter, we further discuss the results with regard to the research questions and consider some issues suggested from the data.

Chapter 5

Discussion

In this chapter, we discuss the following issues suggested from the data obtained in the research:

- 1) Three factors that led to noticing mistakes during video feedback.
- 2) The importance of teacher feedback.
- 3) The effects of video feedback on on-line monitoring.
- 4) Pedagogical implications and proposals for classroom implementation

5.1 Three factors that led to noticing mistakes during video feedback

We found that, using video feedback, the 12 Japanese junior high school students in this study were able to notice and correct most of the mistakes they had made during fluency activities. The students employed a variety of means to do this, without teacher intervention. What made this possible? We observed three possible contributing factors.

The first was attention to form. Novice learners like Japanese junior high school students find it difficult to attend to both meaning and form during performance. The video feedback activity introduced in the present study, however, enabled the students to direct their attention to form immediately after the performance. The teacher commenced the peer feedback session instructing the students to “find something you feel incorrect or inappropriate”.

Time was the second factor. Each pair spent almost 10 minutes trying to correct the mistakes by themselves in the form-focused feedback stages. The students spent a lot of time viewing the one-minute long recording and identifying

and correcting the mistakes. Although this was time consuming, it took much less time than it would have taken for the students to transcribe their speech.

The third factor that contributed to the students' success in noticing and correcting mistakes was a result of the students' working in pairs. We observed a variety of patterns at work, including collaboration, which enabled the students to notice and correct one another's mistakes.

- Student A could correct the preposition, "in" to "with" in "in my family" because he noticed the correct form in Student B's utterance.
- Student A could correct "do" to "did" because Student B pointed it out.
- Student C and D filled each other's gaps by working together to correct "taked" to "took".
- Student C told D that the past tense form of "eat" was not "eated" but "ate".

This collaboration gave the students opportunities to not only correct mistakes but to learn about the language. Viewing the video together generated a natural need to talk, a kind of "language-related episode" (Swain and Lapkin 1998) in which the students observed their performance and discussed language form. We found a distinct advantage in this kind of pair work. However, it should be pointed out that the students working in pairs in the present study were close friends. They had a good relationship before they started these activities. When teachers make pairs, they need to consider their relationship. Otherwise the activity may be stressful and counterproductive.

Video feedback can be a useful classroom activity now that every school has the necessary equipment; the computer lab. New patterns of pair work and collaboration are made available as every student now has access to this technology.

5.2 The importance of teacher feedback.

Many mistakes were noticed without teacher intervention during peer feedback. However, some mistakes would have escaped notice without the teacher's help. Four out of fifteen mistakes were noticed only after the teacher stopped the video at the point where the mistakes occurred. These mistakes would not have been corrected without the teacher's intervention. The students were able to correct all but one of these mistakes. While the actual number of teacher corrections was small, the teacher still played an important role during the teacher feedback session. He confirmed the students' corrections and also praised them when they were able to self-correct. We assume that the learners' self-correction activity was facilitated and encouraged by teacher feedback.

5.3 The effects of video feedback on-line monitoring

Another question that needs answering is: Does this video viewing activity have effect on language learning? Longitudinal studies are needed to explore this question. However, we can provide some insight because we observed the students monitor their speech during performance.

Table 10 shows how the 15 mistakes appeared in the later performances. 12 out of 15 mistakes were corrected in the performances following form-focused feedback (mainly in the 4th performance). Only one mistake was repeated while the two were not used again. This suggests that the students were able to monitor their speech during the performance following form-focused feedback.

Table 10 Appearance of mistakes in the later performances

	Mistakes	Corrected	Uncorrected	Not Appeared
Pair 1	5	5	0	0
Pair 2	3	0	1	2
Pair 3	1	1	0	0
Pair 4	2	2	0	0
Pair 5	1	1	0	0
Pair 6	3	3	0	0
Total	15	12	1	2

In order to know just how the students performed better in their later performances, we examine the performances of Pair 1 and Pair 2 following their form-focused feedback. After the 3rd feedback stage, Pair 1 tried their 4th performance. The 3rd and 4th performances are compared in Transcript 3.

Transcript 3 Pair 1: Comparison between 3rd and 4th performance

3rd performance	Final performance
1A: Hello.	1A: Hello.
2B: Hello.	2B: Hello.
3A: Where do you go?	3A: Where did you go?
4B: I went to the Jusco with my brother.	4B: I went to the Jusco.
	5A: Oh. Jusco
5A: Oh What are you doing?	What were you doing?
6B: I bought game.	6B: I bought games.
And I eat hamburger... <i>Ato iro iro</i> ...	And I ate hamburgers.
7A: How much game?	How about you?
8B: It was six thousand and <i>Happyaku</i> yen.	7A: I went to Corona world with my family.
	8B: Oh. That's great.
9A: I went to Corona world in my family.	9A: Thank you.
10B: Oh..It's great.	10B: Where is Corona world?
11A: Corona world is very interesting.	11A: Odawara...Odawara city.
12B: Where is Corona world?	I went to a restaurant.
	I went to a public bath.
	12B: What are you eat? What do you eat?
	<i>Ahh</i> . What did you eat?
	13A: Udon.
	14B: Good. Very good.
	15A: Thank you. And you?

In the transcript of the 4th performance, the forms used incorrectly in the 3rd performance were corrected. All the mistakes of the 3rd performance were eradicated in the 4th performance. In addition to this, the quantity of their production increased by 20 words. Significant improvement is seen from the 3rd to 4th performance. It is obvious that Pair 1 was able to direct their attention to both meaning and the form in their final performance. Student B caught and corrected himself twice before uttering the correct “What did you eat?” (Line12). This self-monitoring was not seen in the previous performances.

Progress was also seen in Pair 2. After the 2nd feedback stage, they recorded the 3rd performance. The 2nd and 3rd performances are compared in Transcript 4.

Transcript 4 Pair 2: Comparison between 2nd and 3rd performance

2nd performance	3rd performance
1C: Hi. Masaru.	1C: Hello. Masaru.
2D: Hi. Shun.	2D: Hello. Shun.
3C: What did you go to the last Sunday?	3C: What did you go to the last Sunday?
4D: I went to movie theater with my friend.	4D: I went to a movie theater
5D: I taked Gotemba line.	5C: What kind of movie did you watch?
6D: I went to Corona world.	6D: I watched Finding Nimo. How about you?
7D: We eat lunch at... in city mall.	7C: I played tennis last Sunday
8D: How about you?	I went to Kamochu in Odawara. I left home at eight. I came home at three.

The two past tense verbs, ‘took’ and ‘ate’ did not appear in the 3rd performance because they changed the content of their conversation. However, their performance showed improvement; there were no past tense mistakes and the quantity of their production increased by 10 words.

Both Pair 1 and 2 improved their performance following video feedback. The video feedback seemed to have positive effects on their performance. However, further research is needed to explore its effects.

5.4 Pedagogical implications and proposals for classroom implementation

After the final performances the teacher interviewed the students, asking them what they had thought about the comments given them during the teacher feedback stages. Extract 7 is the interview with student B.

Extract 7. Interview with student B after the final performance

(The interview was, originally, conducted in Japanese.)

T : How did you feel about the comments given by the teacher (during the teacher feedback session) ?

B : I appreciated it because the teacher waited for us to find mistakes before pointing them out. I want time in the classroom lesson to reflect on my speech before my mistakes are pointed out. I want to consider why they are grammatically incorrect before being told “the right answer” by the teacher.

T : I see.

Student B said he wanted time to correct his own mistakes before having them pointed out by the teacher and also he wanted to know just what rule he had missed. We suppose many students feel the same way. Novice EFL learners, like Japanese junior high school students, who receive grammar-based EFL instruction, need more time to notice and correct their mistakes than advanced learners because they tend to use a rule-based approach language processing as reported by Foster (2001) in his investigation of native and non-native speakers' oral production in a task-based context.

This suggests the non-native speakers were using a rule-based approach to language production which requires either pausing or, better, planning time to execute. (Foster, 2001: 90)

In the classroom, teachers tend to correct students' mistakes without giving them the opportunity to reflect on mistakes because they are busy attending to many students. We observed in the present study however that, through the use of video-recording devices, the teacher could allow learners the time they needed to notice and correct their own mistakes. For this reason, we propose that video feedback is a viable activity that can be conducted in the school's computer room. Just how this activity can be integrated with routine work in the regular classroom is a topic for further investigation. Although organizing this kind of activity requires teachers to invest a certain amount of time and effort, it is well worth trying.

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Appendix 2 Transcripts

Pair 1 Yuji (A) and Satoru (B)

The 1st recording

A : Hi.
 B : Hi.
 A : Where do you go...
 on Sunday...last Sunday?
 B : I went to the JUSCO....to buy games.
 I bought final Fantasy
 A : *Hou*
 B : How about you?
 A : I went to Corona world.
 Corona world is very *tanosii...*
 üya interesting.

The 2nd recording

A : Hello
 B : Hello
 A : Where do you go?
 B : I went to ...I went to the Jusco..
 How about you?
 A : I went to Corona world.
 Corona world is very interesting.
 B : Where is Corona world?
 A : Odawara.
 B : Oh...
 A : Corona world is...mmmm....

The 3rd recording

A : Hello.
 B : Hello.
 A : Where do you go?
 B : I went to the Jusco with my brother.
 A : Oh. What are you doing?
 B : I bought game.
 And I eat hamburger.. *Ato..Iro Iro.*
 A : How much game?
 B : It was six thousand and *Happyaku* yen.
 A : I went to Corona world in my family.
 B : Oh..It's great.
 A : Corona world is very interesting.
 B : Where is Corona world?

The 4th recording

A : Hello
 B : Hello
 A : Where did you go?
 B : I went to the Jusco.
 A : Oh Jusco
 B : What were you doing?
 A : I bought games.
 And I ate hamburgers.
 B : How about you?
 A : I went to Corona world with my family.
 B : Oh. That's great.
 A : Thank you.
 B : Where is Corona world?
 A : Odawara...Odawara city.
 B : Oh.
 A : I went to a restaurant.
 I went to a public bath.
 B : What are you eat?...What do you eat?
 Ah. What did you eat?
 A : Udon.
 B : Good. Very good.
 A : Thank you.And you?

Pair 2. Shun (C) and Masaru (D)

The 1st recording

D : Hi. Shun!
 C : Hi. Masaru.
 D : What did you do last Sunday?
 C : I played tennis.
 I went to the Kamochu.
 What did you go to the last Sunday?
 D : I went to watching movie with my friends. In
 Corona world.
 We eat hamburger at city mall.

The 3rd recording

C : Hello. Masaru.
 D : Hello. Shun.
 C : What did you go to the last Sunday?
 D : I went to a movie theater
 C : What kind of movie did you watch?
 D : I watched Finding Nimo.
 How about you?
 C : I played tennis last Sunday
 I went to Kamochu in Odawara.
 I left home at eight.
 I came home at three.

The 2nd recording

C : Hi. Masaru.
 D : Hi. Shun.
 C : What did you go to the last Sunday?
 D : I went to movie theater with my friend.
 I taked gotemba line.
 I went to Corona world.
 We eat lunch at... in city mall.
 How about you?

The 4th recording

C : Hi. Masaru
 D : Hi .Shun
 C : What did you go to the last Sunday?
 D : Well, I went to a movie theater.
 C : What kind of movie did you watch?
 D : I watched Finding Nimo.
 I had a good time.
 How about you?
 C : I played tennis last Sunday
 So I was tired.
 D : Where did you go?
 C : I went to Kamochu in Odawara.
 I left home at eight.
 I came home at three.