

3 種類の L2 スピーチの自己改善方法の比較 ; 初期所見

A comparison of three different L2 speech self-improvement methods; initial findings.

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Abstract

このプロジェクトでは、同じ教科書で学習する 2 クラス (約 38 名) の学生に、12 のテーマについて自分の意見を記録してもらった。その後、指導なし、指導あり、グループ添削の 3 つの方略のうち 1 つを施しながら、録画したものを見ってもらった。その後、修正・改善したものを再度録画してもらった。また、アクティビティや方略についての感想を聞くために、アンケート調査を行った。全体的に、学生はこのプロセスを楽しんでおり、有益かつ興味深いものであると感じている。また、自分自身を観察することが恥ずかしいと感じる学生もいたが、大半 (95%) は、自分のスピーチの誤りや弱点を発見し、有用な改善方法であると感じている。全般的に、指導ありやグループ添削は、指導なしよりも高い評価を受けている。学生のコメントからは、「自分を客観的に見ることができた」「改善点が見えた」という声が聞かれた。本論文では、プロジェクトの前半部分である、文献調査、方法論、最初の 6 回のセッションの分析について述べる。

In this first part of a larger year-long project, two classes of students (approx. 38), studying the same textbook, were asked to record their opinions on twelve topics. They were then asked to watch the recording along with one of three treatments: unguided, guided or group correction. Following this they re-recorded their answers with any corrections or improvements they chose to make. An opinion survey was conducted to gauge their feelings on activity and the treatment. Overall, students enjoyed the process, finding it both useful and interesting. While some found watching themselves to be embarrassing, the majority (95%) found it a useful improvement method by spotting errors and weaknesses in their own speech. Generally, the guided and group treatments

were rated higher than unguided. Student comments showed that students were “able to view themselves objectively” and “see improvement points”. This paper will cover the first half of the project; the literature review, methodology and analysis of the first six sessions.

Keywords: Self-correction, Peer-correction, Fluency, Accuracy, Videos and Transcripts

Introduction

This paper forms the initial part of a much larger research project looking into self-correction, CAF (complexity, accuracy and fluency) and self-efficacy. In this article early findings at the mid-point of the project will be shown and discussed, setting the groundwork for deeper analysis of the full results and findings.

This paper investigates the role of self and peer error correction in speaking production. Thirty-eight students were asked to watch a video of themselves speaking, make improvements, and then to record themselves again six times in total over the spring semester of 2022. They then filled in surveys describing their opinion of the treatment option they followed, namely guided and unguided self-correction and peer correction.

Similar projects exist in the literature and will be discussed in greater detail. Lynch (1998, 2001 and 2007) Stillwell et al (2010) and McCormick, & Vercellotti, (2013). However, typically, these projects use student-written transcripts for self-correction. Whilst writing a transcript offers the potential to allow the students to notice all their mistakes and correct them, not only are they generally not able to, the process also takes a long time (2-3 lessons to practice and review one short dialogue in the case of Lynch (2007)).

Thus, this project investigated the possibilities of having students self-correct from smartphone-recorded videos of their speech. This potentially could vastly speed up the process, improving flexibility and accessibility but at the cost of thorough error correction.

Literature review

Making mistakes is an important part of the learning process. (Selinker. 1969, Wiczorek. 1991). When using a foreign language, the learner must negotiate a great number of challenging skills; grammar accuracy and choice, vocabulary, discourse, register, word order and pronunciation

to name but a few. Through instruction, practice, and correction the learner can gain the skills necessary to use the language with fewer and fewer mistakes, becoming more confident and fluent.

Types and categories of errors

In Second Language Acquisition (SLA) errors are divided into a number of categories based on the origin and cause of the error. Corder (1973) and Touchie (1986) summarise the common definitions as Lapses, Mistakes and Errors which can be either local or global.

Lapses are defined as “Slips of the tongue, false starts, confusion of structures etc” (Khansir & Pakdel, 2018 pg. 194). They are simple performance errors in language the learner knows well, made through carelessness or rushing. They are usually easily corrected by the learner themselves either spontaneously or if they are pointed out by the teacher.

Mistakes are errors in new target language or recently taught language. As learners take on new vocabulary or grammatical forms and experiment with them, errors naturally arise and are both expected and useful to the teacher and learner. By making mistakes learners gain practice and experience with the target language and can test their internal rules and hypotheses about the usage and forms. On the other hand, by listening closely to learners’ mistakes a teacher may gauge the success of their lesson and adjust future activities based on how many or how few mistakes are made.

Errors are mistakes due to language incompetencies - language beyond the students’ current level or language not internalised by the learner sufficiently. Correcting these kinds of errors is challenging as learners lack the knowledge to understand the error.

The difference between local errors and global errors lies in success or breakdown of communication. Local errors do not hinder understanding and may involve noun and verb inflections and prepositions etc. Global errors, caused by incorrect word order, word choice or tense, prevent comprehension or cause misunderstanding by the interlocutor.

Error correction

“In the correction of errors there are three possibilities for the learners; he may hear his error and correct it; he may hear it and not correct it; and he may neither hear it nor correct it.” (Mackey 1967, p.369)

Error correction is a widely studied topic in ESL. (Khansir & Pakdel, 2018, Andrade Quiñónez & Corría, 2021, Siriwardana Ranpati Devayalage, 2021) are some of the most recent papers discussing various issues and strategies surrounding the topic. There is no clear-cut answer on the best way to carry out error correction in the classroom and whether it should be done at all (Truscott 1999).

Students typically desire that their teacher give them explicit error-correction (Oladejo 1993). However, this is inefficient and ineffective. Firstly, in a large classroom with tens of students, individual attention and feedback is, inevitably, minimal. Secondly there is quite some debate on the usefulness of teacher-led feedback. (Truscott 1999) It may be embarrassing, discouraging, frustrating or disruptive to the flow of the class. Students may also not remember or understand the correction and why their utterance was wrong.

If teacher-led correction is ineffective, could we utilise self and peer correction? Student-led self-correction has several advantages over teacher-led self-correction. Firstly, self-correction can lead to faster and more thorough learning. (Gower et al.1995, Harmer, 2004 Harmer, 2007, Khansir & Pakdel. 2018) It also has great psychological benefits, improving self-efficacy, confidence and autonomy as students rely less on their teachers and more on each other.

Stages of Language awareness

Self-correction requires students to build on their language awareness. Carter (2003) and Dormer (2013) propose raising language awareness as the key to improvement. Learners who analyse their output for errors, address their deficiencies and continue to monitor themselves for similar errors, can expect growth in both fluency and accuracy. Dormer (2013) introduces a simple model to provide a theoretical framework for the stages of language awareness.

1. Motivation, which is made up of
 1. Awareness of language deficiencies
 2. Awareness of significance of language deficiencies
 3. Awareness that change is possible
2. Leads to Input, which is made up of
 1. Awareness of structure/meaning connections
 2. Awareness of personal language use
 3. Awareness of details in receptive language

3. Leading to sustained language awareness: Self-correction and improvement

By becoming aware of their common mistakes and then through sufficient practice and willingness to change, students can increase accuracy and fluency.

Similar studies

Lynch has in many studies (1998, 2001 and 2007) used self-transcription to promote the noticing of errors and reprocessing of language to produce a better second performance. In the 2007 study he attempted to implement a self-transcription activity into the confines of class time and space. In the first 90-minute lesson his students were able to prepare, perform, and transcribe a short roleplay dialogue. In the second lesson, pairs improved their transcripts together. The teacher then corrected all the transcripts before the final third lesson where students discussed the corrections and performed their corrected dialogue. For equipment he required one tape cassette recorder per pair and a computer room. He compared self-created transcripts with teacher-created transcripts and found students were able to maintain higher levels of accuracy during the second performance after creating their own transcripts.

Stillwell et al (2010) and McCormick, & Vercellotti, (2013) both conducted very similar studies. They both asked students to listen to and transcribe their own speech to encourage error noticing and build self-awareness.

In Stillwell et al's study students gave short poster presentations in pairs and recorded their interactions. Afterwards each pair would transcribe their interaction together and make corrections. Then the teacher would check the transcripts and add additional corrections. In the following class students would perform a different poster presentation with a different partner, again recording and making transcripts. Both transcripts were then examined by the students and the teacher for improvements. After analysis of all the data the researchers concluded that:

- Students were fairly accurate in writing their own transcripts but made an average of 19 errors per transcript and omitted substantial portions.
- There was not a significant change in fluency between the two presentations. However, the researchers questioned their own method of measurement - a simple word count, as while some students used fewer words the quality of their interactions greatly improved.

- Students made lots of corrections to their transcripts. However only around 60% of these were good corrections that improved it. The rest were wrong or just different ways of saying the same thing.
- Grammar corrections made up the majority of the corrections (just under half) followed by editing (removal of pauses and false starts etc), reformulation (adding additional information), mixed corrections and finally lexical corrections (just 3 out of 301 corrections)
- Students still preferred receiving teacher corrections over their own (92% described teacher correction as ‘very useful’ compared to 84% who said their own corrections were ‘very useful’). But both were greatly preferred over peer correction which only 32% said was ‘very useful’

In McCormick and Vercellotti’s study the students’ correction notes were analysed for the type of errors corrected. Results included finding that 57% of noticed errors related to grammar, 12% pronunciation and 10% word choice. When both sets of speech were fully transcribed by researchers a relationship between the number of correction notes made and a reduction in the number of errors made in the re-speech was found to be significant. This suggested that the students best and most conscientious at spotting their own errors were able to implement their own corrections. They conclude that “Without explicit training, students were able to notice their own errors, especially grammar errors, but the learners had different levels of noticing.” Eighty-four percent of their grammar correction notes were right, and they were able to successfully implement their changes fifty percent of the time.

These studies were very interesting for both their similarities and differences to the current project. In each of the reviewed studies transcripts were made of the initial performance. Whilst this would force students to pay attention to every part of their utterances, it takes time. A two-minute speech may take students twenty to thirty minutes to transcribe. Lynch’s 2007 procedure required three ninety-minute classes to practice one simple dialogue, and all the studies required the teacher to either edit or write their own transcripts of the students’ speech for use in class. The extensive use of time and resources means that self-transcription activities cannot be routinely used.

Moreover, a transcript leads learners to focus on particular types of errors. As McCormick and Vercellotti (2013) found, students concentrated on grammatical issues, slips of the tongue and

pronunciation while ignoring others such as intonation, length and complexity of answer. A transcript would also not account for soft communication skills such as ease of speech, smiling and engagement with the interlocutor.

For those reasons the present study did not ask the participants to make transcripts, merely to watch the video and listen carefully. This allowed the whole procedure to be completed in one ninety-minute class and carried out six times in a semester and a full twelve times over a one year course. This means that hopefully this study shall have a lot more data to draw from and with experience the students should become more and more proficient at the task. However, it remains to be seen if students are able to notice a sufficient number of errors without a transcript and what they choose to modify for the second performance.

Improvements in technology

Lynch (2007) used tape cassettes and desktops, Stillwell et al used mp3 recorders and McCormick and Vercellotti's 2013 study required special software loaded onto individual computers and microphone headsets and only collected audio data. Since then, cheap video creation and storage have become ubiquitous and each student has their own - their smartphone. This allows for learners to capture audio and video whenever they like and listen and share together, and means that students are able to review their whole utterance, from beginning to end and make improvements to any part. In this project, similar to Muller and Tallandis (2022) students used their smartphones to record and view their videos.

Self and Peer correction in Japan

In Japan, like in other Asian countries, teachers are seen as the keepers of knowledge and students "like sponges, only play the roles of receivers" (Sultana, 2009 pg. 17). Other studies, (Carson and Nelson, 1996; Ho and Crookall, 1995; Roskams, 1999; Zhang, 1995), have shown marked difficulties in implementing peer correction in Asian countries, due to cultural factors. Students disliked criticising others, felt embarrassed or did not trust their peers to accurately make corrections. These findings influenced questions on the opinion survey in this study to see how much of an effect this has on the participating students.

Research questions

The research questions of this study are essentially; which method works best and do the students enjoy the activity?

1. Can students improve their speaking by rewatching a recording of themselves?
 - a. Do they have the ability to spot deficiencies and then correct them? Or do they “Not know what they don't know” and are unable to identify their own problems and find their own solutions? Are they able to self-correct?
2. Which method of self or peer correction do students find most effective?
3. Do students find watching videos of themselves to be uncomfortable and embarrassing to the point of hating this activity?
4. Do students find the peer correction useful or uncomfortable?

Methodology

Project goals and objectives

The goal of the project is to learn how best to implement self-correction techniques in speaking lessons and whether doing so can achieve measurable results in speaking improvement and self-efficacy.

Over two semesters students would submit two samples of speech on twelve topics; a first draft and a final performance after reviewing the first attempt. More in-depth analysis of the videos is to be carried out at a later date and is beyond the scope of this article.

Project procedure

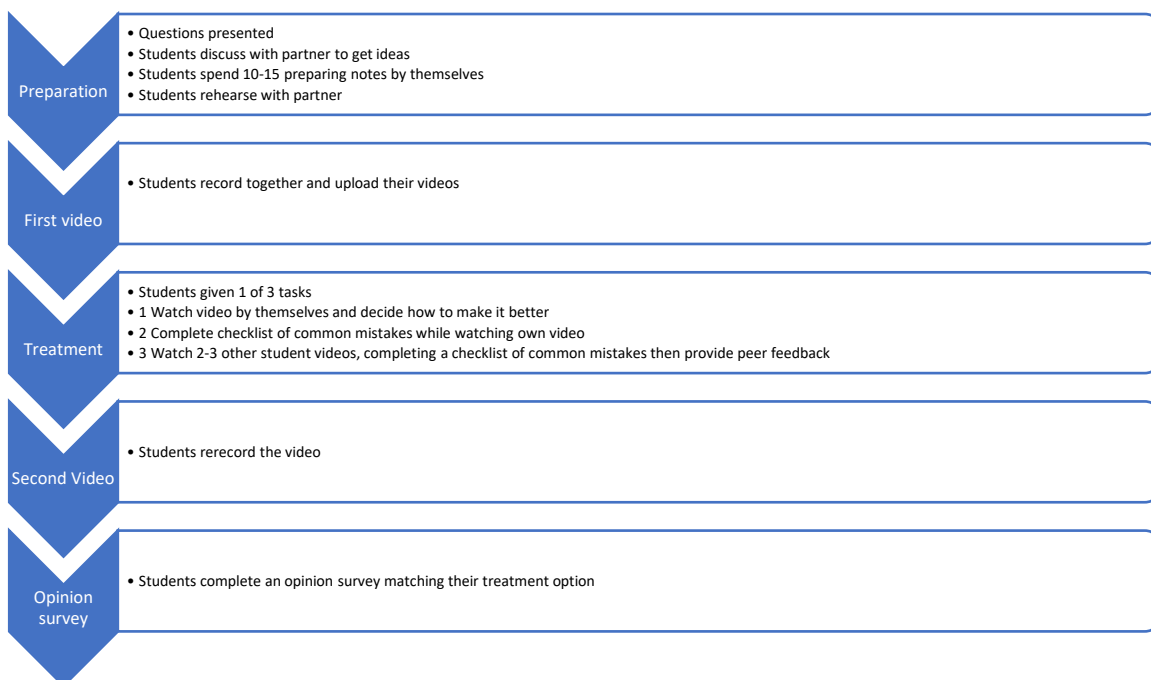
Six units were covered in each semester of thirty classes in fifteen weeks. After a unit containing four speaking skills lessons, covering vocabulary, grammar and social functions, there was a consolidation lesson in which students had the opportunity to practise the new language. It is in this consolidation lesson that data for the project would be gathered.

The Video Project

Over the course of the year the participating students would produce recorded answers to twelve sets of questions. After watching their video one of the three treatment options was given and

they would record their answers again. No feedback was given by the teacher, thus the changes between the two recordings would represent the students' best attempts at improving their speech. Data from the videos and opinion surveys taken after each session will be used to show which of the three treatment options was preferred by students and which produced the best improvement. Global changes to the language abilities can also be tracked over the samples.

The questions were related to recently covered class topics and designed to elicit the vocabulary and grammar of the unit. Three to four questions were set, some with multiple sub-questions to guide the students to produce longer well-developed answers. At the start of each lesson students were given time to plan and practise before starting their first recording. This ensured a sufficient length of utterance would be produced for the first recording.



Scope of this article

This article concerns data arising from the first half of the project. Having been written in the autumn of 2022 only the first six of twelve sessions have been recorded. It was decided that examining the results so far would be beneficial; firstly, in ensuring that the project is going well and being useful and enjoyable to the students, secondly to see if there was any clear difference in the treatment outcomes that could be observed. The results being generally positive means that

there will be no change in procedure for the remaining six sessions so that the full dataset may be obtained.

Thus, this paper will cover only the results of the six opinion surveys conducted after each recording session in the Spring semester of 2022. Further work will be conducted once the dataset is complete.

The Treatments

To discover which method of self-correction was most effective this project compares three different methods; unguided (Zero), guided and peer correction.

Zero Treatment.

In unguided self-correction students were told to watch their first performance through and “make it better” for the second recording. They were not given any specific instructions as to what to look out for or where there may be issues. This method relies on the students’ previous knowledge and experience of language learning. It will be used as the ‘control’ group to discover how capable students are of recognising and fixing issues in their own speech without a teacher’s guidance.

Guided Self Correction.

Guided self-correction was achieved via a tailor-made checklist for each question set that asked the students simple yes or no questions directing them to common errors or deficiencies. Checklists included more general questions such as “Is your pronunciation clear?” and “Did you give reasons for all your opinions?” and unit specific questions such as “Did you use any of the new words from page 25 to talk about your job?” and “Did you use the present perfect with for or since?”. Students were asked to complete the checklist while watching their video. After a few minutes to make any notes they were asked to record again.

Group Correction.

In the peer correction treatment students were split into groups of three to four and given checklist worksheets with spaces for three sets of answers. Similar questions to the guided self-correction treatment were used but with the questions all changed to the third person i.e. “Is Person

A's pronunciation clear?". There were a few open questions at the end such as "How could she improve her speech?" "And were there any parts where you wanted to know more about what she said?" This focused the students onto key problem areas and helped them objectively critique their classmates' work, absolving the responsibility of giving negative feedback to the teacher who wrote the worksheet. Unlike in the other two treatments, in this students were not directed to watch their own performance. Instead of watching themselves they watched their other group members' videos. This offers them two ways to receive corrections; firstly, seeing other students' good points and bad points will make them think about their own performance (anecdotally, I saw one student realise she had misunderstood the question after watching). Secondly, after listening to all their group members' videos, students discussed their answers together and helped each other improve. Care was taken to group students with their friends when possible, to improve communication and openness.

The instruments

Following their second recording students were asked to complete an opinion survey via Google Forms. Apart from one open question at the end, all the other statements were six-part Likert scale items agreeing and disagreeing with several statements. The Zero Treatment survey formed the base of the survey while the Guided and Group surveys had a couple of additional questions to capture different aspects of the treatment. There were a total of twenty items in the final group treatment survey and item order was slightly randomised in the surveys. The items are presented below.

The survey items

1. **Group 1** - Aspects of performance
 1. I think my second performance is better than my first
 2. I could improve my grammar
 3. I could improve my word choice
 4. I could speak faster
 5. I could speak smoother
 6. I could give my opinion more
2. **Group 2** - Liking or disliking and the usefulness of watching themselves on video

1. I could mentally prepare
2. I felt embarrassed watching the video
3. I felt confident watching the video
4. I liked watching the video
5. Watching the video made me want to try again
6. When I watched the video, I could see my weak points
7. When I watched the video, I could see my strong points

Open question - for any thoughts not captured by the other items

1. What did you think of this activity (video, reflection and video)?

For the Guided self-correction, the following was added.

1. Doing the worksheet helped me to improve my performance.

For the Peer Correction Treatment an additional four more were added.

1. I was so embarrassed to show a video of myself.
2. It was useful to discuss my speech with the group.
3. I was able to improve my speech by watching my classmates' videos.
4. My classmates gave me some good ideas to improve my speech.

Data used in this project

As mentioned, this paper investigates the initial results halfway through the project. The data being used is the opinion surveys from the first six video recording sessions. These sessions were conducted during the spring semester of 2022.

Participants and consent

Two classes of fifteen students participated in this project. The students were higher level second-year students and lower level third-year students; thus at a similar spoken English level and able to follow the same curriculum. During the second class of the semester the project was explained to the students, verbally in English and written in Japanese. Students were asked to sign a consent form agreeing to the use of their data in two key areas: video recordings and opinion surveys. The written explanation and the consent form were both checked by a Japanese native speaker beforehand and found to be sufficient and informative.

Four students declined and their data was removed from the data sheet before analysis. In addition, several students were absent for part of the time. There was also an information glitch for

one class during the third week and their data was unrecoverable. Unfortunately this resulted in receiving roughly half the number of results for this session. Due to this the author feels that doing too much statistical analysis and drawing strong conclusions from this data would be unwarranted. The final complete data set of twelve individual sessions will reduce the effect of this anomaly.

The table below shows the participants for each section.

| SESSION | FORMAT | RETURNED SURVEYS |
|--------------------|------------|------------------|
| 1 | Zero | 22 |
| 2 | Individual | 20 |
| 3 | Group | 12 |
| 4 | Zero | 22 |
| 5 | Individual | 20 |
| 6 | Group | 23 |
| GRAND TOTAL | | 119 |

Results

Group 1: Aspects of performance

First to be presented are the items that are related to aspects of performance in a number of key speaking areas. These items were designed to find out in what areas of speaking students felt they could improve by re-watching their original attempt.

Aspects of performance

1. I think my second performance is better than my first
2. I could improve my grammar
3. I could improve my word choice
4. I could speak faster
5. I could speak smoother
6. I could give my opinion more

First, the initial and overarching research question. Does re-watching themselves speaking allow students to self-correct and make improvements? As can be seen from the table below, on average ninety-five percent of the students agreed with the statement *“I think my second performance is better than my first”*. No students strongly disagreed and at most only 7.5% of the students disagreed at all.

What is interesting is the difference between the different formats of video analysis. There is a strong trend towards the Guided and Group analysis, with more students selecting Agree and

Strongly Agree over Partially Agree. Over 10% more of the students chose Strongly agree for both.

This, perhaps, shows that students do need assistance to self-correct.

| I think my second performance is better than my first | | | | | | |
|---|-------------------|----------|--------------------|-----------------|-------|----------------|
| Format | Strongly Disagree | Disagree | Partially Disagree | Partially Agree | Agree | Strongly agree |
| Group | 0% | 0.0% | 2.9% | 20.0% | 31.4% | 42.9% |
| Guided | 0% | 5.0% | 2.5% | 27.5% | 27.5% | 37.5% |
| Zero | 0% | 2.3% | 2.3% | 40.9% | 27.3% | 27.3% |
| Average | 0% | 2.5% | 2.5% | 30.3% | 28.6% | 35.3% |

In the next table the individual aspects of performance are presented. To compress the data and make a comparison clearer average values (Where *Strongly Disagree* is assigned a value of 1 and *Strongly Agree* 6) are used.

As can be seen from the table below students felt as though they had improved in all areas of speaking, but with no one aspect particularly standing out. Generally, the scores in the Guided and Group treatment sessions were significantly higher than in the Zero treatment sessions. The one exception being *I could speak smoother* which was slightly less. This is curious as one would think that rehearsal would improve ease of speech.

| Format | Zero | Guided | Group | Average |
|---|------|--------|-------|---------|
| I think my second performance is better than my first | 4.75 | 4.9 | 5.18 | 4.92 |
| I could improve my grammar. | 4.25 | 4.64 | 4.57 | 4.47 |
| I could improve my word choice. | 4.5 | 4.82 | 4.66 | 4.65 |
| I could speak faster. | 4.3 | 4.63 | 4.86 | 4.57 |
| I could speak more smoothly | 4.57 | 4.55 | 4.31 | 4.49 |
| I could give my opinion more. | 4.3 | 4.48 | 4.69 | 4.47 |

Group 2: Liking or disliking watching themselves on video

These five items measured whether the students felt comfortable watching their own videos. People can find listening to their own voice uncomfortable and perhaps students might be too self-critical to recognise their good points. Alternatively, they might find themselves pleasantly surprised by watching themselves speak English well.

Liking or disliking watching themselves on video

1. I could mentally prepare
2. I felt embarrassed watching the video
3. I felt confident watching the video

4. I felt inspired watching the video
5. I liked watching the video

At first the results of this section do not look very encouraging. The lowest score was for “*I liked watching the video*”, where just under half of the responses were some level of disagreement (56 out of 119 or 47%). A majority of respondents agreed with the statement “*I felt embarrassed watching the video*” (73 out of 119 or 61%). This showed that at least some of the students found doing this activity challenging and uncomfortable.

On the other hand, other aspects of this section were more positive. As can be seen from the table below, the two points that they agreed most strongly with were “*I could mentally prepare*” (82% agreed) and *When I watched the video I could see my weak points.* (88% agreed). Also *Watching the video made me want to try again* and *When I watched the video I could see my strong points* were reasonably highly rated (63% and 66% agreed respectively). These findings show that while they may not have enjoyed the activity, the students did find it useful and it encouraged them to improve.

| Format | Zero | Guided | Group | Average |
|--|------|--------|-------|---------|
| I could mentally prepare. | 4.73 | 4.23 | 4.57 | 4.51 |
| I felt embarrassed watching the video | 3.8 | 3.95 | 3.74 | 3.83 |
| I felt confident watching the video | 3.41 | 3.58 | 3.89 | 3.61 |
| I liked watching the video | 3.2 | 3.5 | 3.57 | 3.41 |
| Watching the video made me want to try again | 3.59 | 3.7 | 4.03 | 3.76 |
| When I watched the video, I could see my weak points | 4.58 | 4.63 | 4.66 | 4.62 |
| When I watched the video, I could see my strong points | 3.89 | 3.85 | 4.23 | 3.97 |

Different surveys

The next section will discuss the items that only appeared on some of the surveys.

Guided Self-Correction

Both the Guided and Group treatments used a worksheet to assist students with self-correction so on both of these surveys the item *By doing the worksheet, I was able to improve my performance* was added. As can be seen from the table, over 90% of respondents agreed. This shows that the students found that guidance as to what they should look out for in self-correction to be useful.

| |
|---|
| By doing the worksheet, I was able to improve my performance. |
|---|

| Format | Strongly Disagree | Disagree | Partially Disagree | Partially Agree | Agree | Strongly Agree |
|------------|-------------------|----------|--------------------|-----------------|-------|----------------|
| Individual | 0.0% | 6.4% | 2.1% | 31.9% | 31.9% | 27.7% |
| Group | 0.0% | 2.4% | 4.9% | 36.6% | 19.5% | 34.1% |
| Average | 0.0% | 4.5% | 3.4% | 34.1% | 26.1% | 30.7% |

Group Self-Correction

For the group correction treatment another four items were added to the survey. As these items were only given for one treatment, showing the data in full is possible so the tables will reflect that. Firstly, averages will be given for comparison.

| Items | Group Score average |
|--|---------------------|
| It was useful to discuss my speech with the group. | 4.2 |
| I was able to improve my speech by watching my classmates' videos. | 4.5 |
| My classmates gave me some good ideas to improve my speech. | 4.9 |
| I was so embarrassed to show a video of myself. | 4 |

The full table is below.

| Item | Strongly Disagree | Disagree | Partially Disagree | Partially Agree | Agree | Strongly Agree |
|--|-------------------|----------|--------------------|-----------------|-------|----------------|
| It was useful to discuss my speech with the group. | 0.0% | 9.8% | 14.6% | 29.3% | 36.6% | 9.8% |
| I was able to improve my speech by watching my classmates' videos. | 0.0% | 4.9% | 4.9% | 36.6% | 41.5% | 12.2% |
| My classmates gave me some good ideas to improve my speech. | 0.0% | 0.0% | 2.4% | 29.3% | 46.3% | 22.0% |
| I was so embarrassed to show a video of myself. | 9.8% | 17.1% | 4.9% | 17.1% | 34.1% | 17.1% |

As can be seen from the table the majority of students found the group self-correction task to be useful for their own self-improvement. 97% of the respondents agreed that *My classmates gave me some good ideas to improve my speech* and 90% thought *I was able to improve my speech by watching my classmates' videos*. Interestingly, despite the previous two statements only 75% thought that it was useful to discuss their speech with the group.

Unfortunately, students did find showing their video to the group embarrassing with 68% agreeing with that item. However, looking at the two group correction surveys (Sessions 3 and 6) the number of students who agreed decreased slightly by session 6 (71% to 67%). Perhaps over time and with more exposure students will feel more confident sharing their videos.

Open question

The final question in each of the surveys was an open-ended question asking for general thoughts and opinions, inviting students to comment freely in Japanese or English. Eighty-five of the one hundred and nineteen responses contained some comments with the vast majority being in Japanese. Some of the relevant responses are shown below as written by the students.

Some of the comments from the Zero treatment surveys:

1. "It was embarrassing to look back at the video, and to be honest, I'm not good at it, but it was good that I was able to fix the grammar and shoot the video smoothly again."
2. "I was able to improve the sentences and add words in the second recording."
3. Watching the video, I could see where my grammar and pronunciation was lacking. I want to be able to shoot with confidence when shooting videos."
4. Taking a video allowed me to see myself objectively.
5. I learned about my weaknesses while filming the video, and I would like to make use of them in my future classes.
6. I think I was able to talk more smoothly than last time. I like classes that take videos, so I'm looking forward to it again.

Some of the comments from the Guided Correction survey:

1. The second time was much better than the first. I was able to add a sentence that was not in the first time on the second time and take a video.
2. I was embarrassed to review the video, but I'm glad I was able to review the grammar and expressions.
3. It was easy to understand how to specifically improve grammar by doing worksheets.
4. I thought it was good to know the strengths and weaknesses by taking a video.
5. The second time I was able to think about grammar and speak.
6. Video Improving my answer sheet gave me some good ideas. And I improved my video.

Some comments from the Group Correction survey:

1. I was able to add more information the second time than the first time, and I think I got a better video.
2. This time, I think I was able to improve my speech by knowing my improvement points.

3. I think it's great because it gives me more opportunities to improve my skills.
4. I thought I'd pay more attention to my pronunciation.
5. I was able to correct my grammar by listening to my friends' opinions.
6. Having a worksheet made it easy to understand what to say and easy to prepare.

Upon receiving these comments I was very pleased. Overall, the students seem to understand the point of the video activity and are using it as an opportunity to improve their speaking skills. Several students do mention being embarrassed by watching and sharing their videos but they also say they enjoyed it in the end and found it a useful exercise. Many students mention finding errors or deficiencies in their first video and going on to correct them.

Overall, these comments show that this project is working as intended. Students are becoming more aware of their personal speaking issues and are starting to use the knowledge to make changes to the way they speak. Hopefully in the following six video sessions their improvements will continue.

Discussion

Language students look to their teacher for correction and improvement. However, to become self-sufficient language users a learner needs to take on the responsibility of correction and improvement. By gaining self-awareness; identifying, understanding and improving deficiencies with their language output, they will be able to progress rapidly both inside and outside the classroom. As Lynch (1998, 2001 and 2007), Shehadeh (2001), Stillwell et al (2010), and McCormick and Vercellotti (2013) showed, if given the opportunity to notice their errors, students can modify their output and increase their spoken accuracy. Previous research achieved this error-noticing via transcripts mostly created by the students themselves. The current study did not use transcripts and showed that for much less time and effort students were able to find issues with their speech and reformulate it.

This project is looking at the ways that learners can start to self-correct. In this initial phase student opinions on the methods of self-correction were examined. It was found that students said each of the three methods, unguided, guided and group self-correction, enabled them to critically assess their speech for errors. Students found guided and group self-correction to be more useful

than unguided. They also found using worksheets and group discussion to be very beneficial. Some students may have found watching and showing their videos to be embarrassing but despite that they seem to have found the activity useful.

The results of the open question showed that the students had an overwhelmingly positive reaction to this activity, finding it both useful and enjoyable. Students really seemed to understand the goals of the activity and found it helpful for improving their performance.

The Greater Project

In the Autumn semester of 2022, the second half of this project will be conducted. Students will make video recordings on six more topics, two in each of the three treatment patterns. Following the final video, analysis of the full data set will take place to confirm these results and further differentiate between the three methods. With a larger sample size more sophisticated statistical analysis can be conducted.

In addition to this, analysis of the videos themselves will also take place. The current project has focused on perceived improvements and feelings towards the activity. A future project will look into what extent the students were able to improve their performance. Were students able to accurately identify errors and correct them? Could they find deficiencies in their answers and add additional information? Or perhaps, did an overfocus on grammatical accuracy in the second video cause them to slow down and lose fluency?

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