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# Effects of Observing Model Video Presentation on Japanese EFL Learners' Oral Performance

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# Outline

1. Previous studies
2. Method
3. Results
4. Discussion
5. Conclusions

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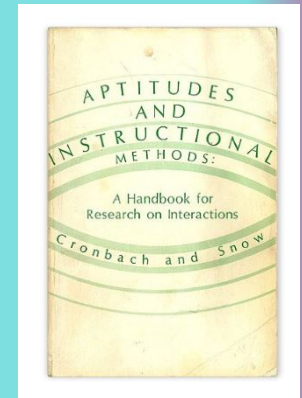
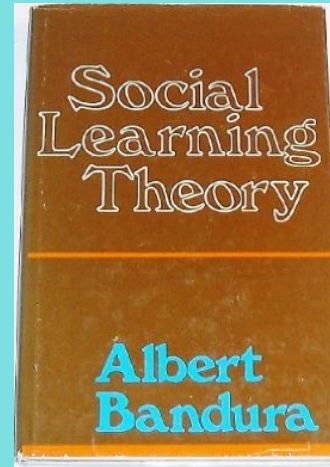
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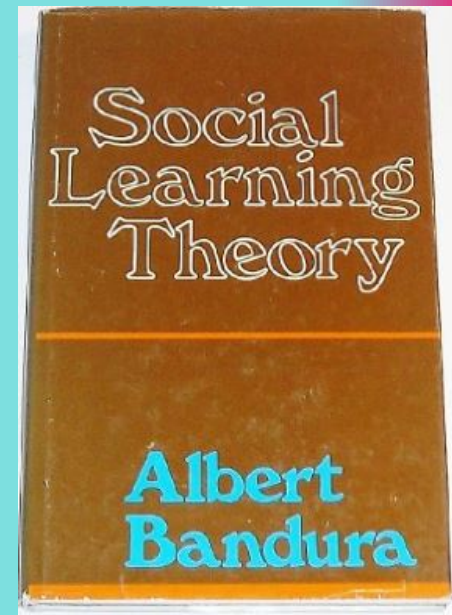
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# Observational learning: Bandura(1977)

- One of social learning theories .
- People observe others and acquire a new human behavior by modeling them.
- When people observe an inappropriate model, they would not imitate it because a negative effect would be expected.
- People's cognitive skills should be developed by observing both appropriate and inappropriate models.



# Observational learning: Okada, Sawaumi, & Ito (2014)

- Japanese university students (N = 29) in an EFL context
- Compared between high and low English proficiency groups.
- Model video clips were selected from video-recorded presentations of students.
- Successful model videos were shown to both groups.



# Observational learning (cont'd)

- Observing model video was effective for high proficiency group, but intimidated low proficiency learners
- There was a large gap of English ability between the model video and their own.

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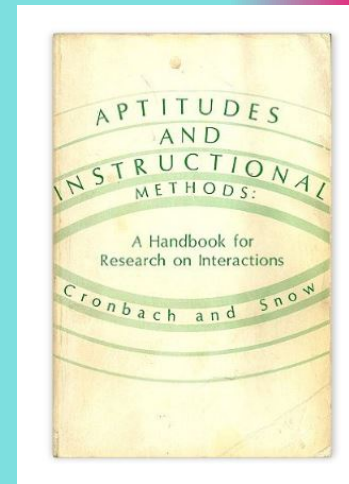
**Conference Proceedings**

[Yasuko OKADA, Takafumi SAWAUMI and Takehiko ITO](#)  
DIFFERENT EFFECTS OF SAMPLE PERFORMANCE  
OBSERVATION BETWEEN HIGH AND LOW LEVEL  
ENGLISH LEARNERS

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# Aptitude Treatment Interaction (ATI)

- A pedagogical concept proposed by Cronbach & Snow (1977)
- Interaction effects between teaching methods and learners' aptitudes on maximizing instructional effect.
- Research of ATI is not robust (Namiki, 1993).



# Research Aims

1. To investigate an interaction effect between types of model video presentations (successful vs. average) and levels of English proficiency (high vs. low) using self- and peer-evaluation.
2. To examine whether not only successful model videos but also average presentations enable students to develop their cognitive skills.







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# Participants

- Twenty-seven Japanese university students.
- Enrolled in 2 classes of English communication in Spring 2015.
- All were freshmen majoring in economics.



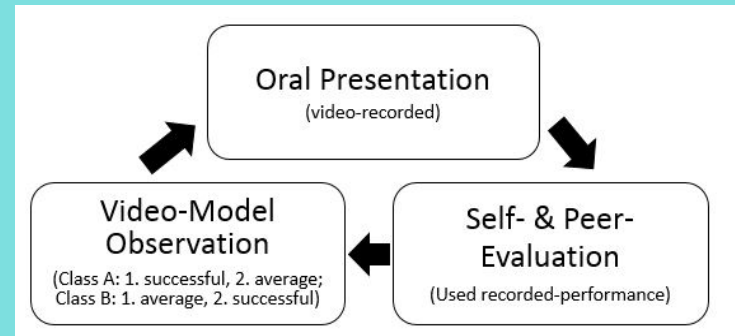
# Two Classes

**TOEIC Bridge®**

- Class A: 12 students
- Class B: 15 students
- Placed into each class based on their scores of TOEIC Bridge test.
- Class size & Student test scores: No significant difference
- Taught by the same instructor (the first author).

# Data Collection Procedures

- Three oral presentations were administered.
- Memorized each topic
- 180-200 words
- Taught how to maintain good posture, eye contact, as well as English pronunciation, rhythm, and intonation.



# Research Design

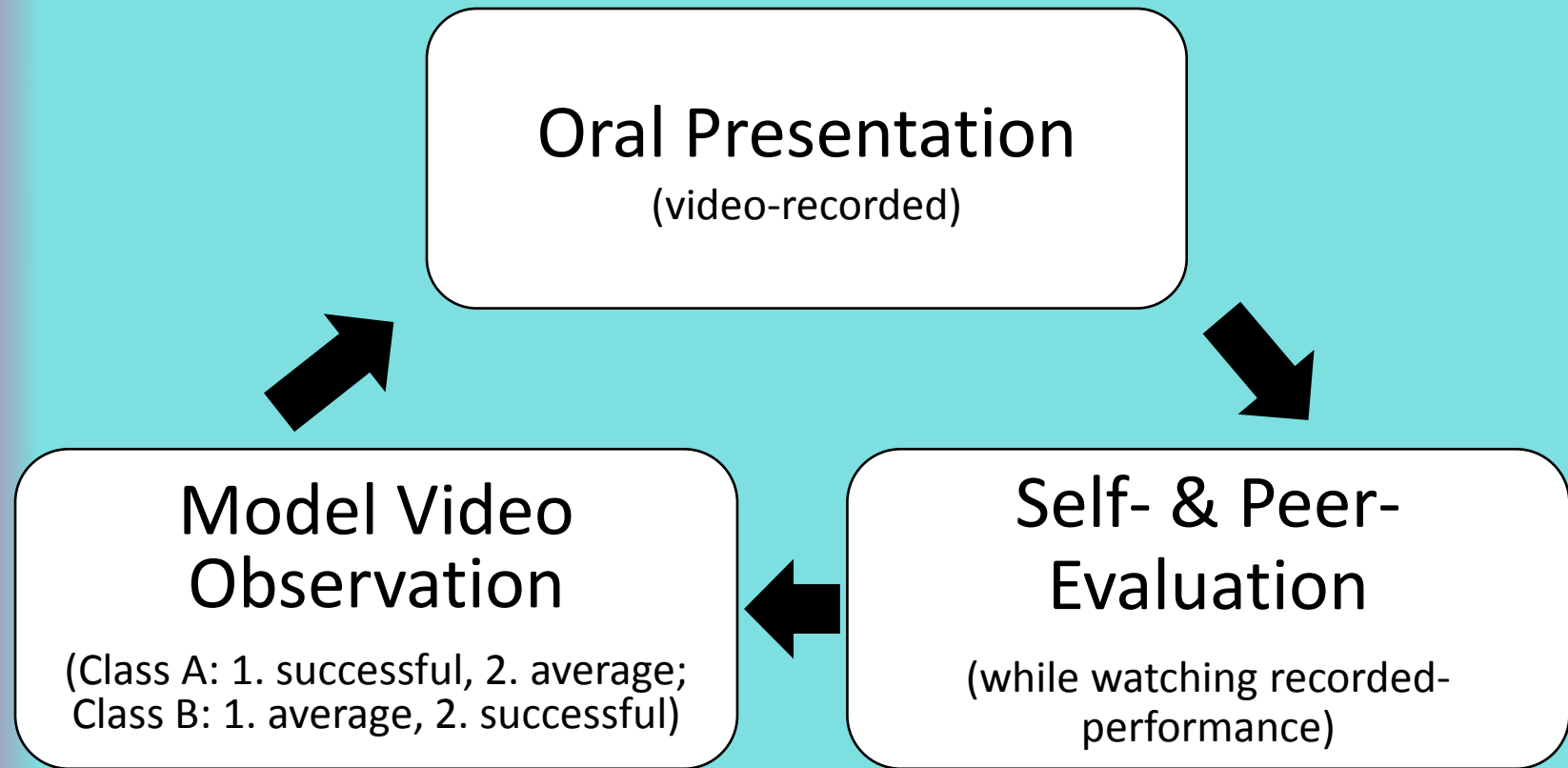
- Quasi-experimental design
- Revised nonequivalent groups pretest-posttest design

O: Evaluation (first, second, third self- & peer-evaluation)

X: Treatment (successful model video vs. average model video)

$O_1$	$X_1$	$O_2$	$X_2$	$O_3$
$O_1$	$X_2$	$O_2$	$X_1$	$O_3$

# Presentation Cycle



# Instruments: Quantitative Data

## ➤ Evaluation Form in

### Japanese

- Items 1-4: Voice Control
  - Item 5-8: Body Language
  - Items 9-11: Effectiveness
- 4-point Likert-type scale

		Rating (1: strongly agree, 4 : strongly disagree)				Description
1	Projection	1	2	3	4	Spoke loud enough for the audience.
2	Pace	1	2	3	4	Spoke at a good rate.
3	Intonation	1	2	3	4	Put appropriate stress and pausing.
4	Diction	1	2	3	4	Spoke clearly. (Did not mumble; Did not use inappropriate stress.)
5	Posture	1	2	3	4	Stood straight.
6	Foot & Hand Positions	1	2	3	4	Placed the foot shoulder-width apart and set the hands together, keeping around waist high.
7	Eye Contact	1	2	3	4	Looked at the audience.
8	Facial Expression	1	2	3	4	Showed a relaxed facial expression.
9	Topic Choice	1	2	3	4	Selected an interesting topic.
10	Language Use	1	2	3	4	Used simple sentence structures.
11	Vocabulary	1	2	3	4	Used easy vocabulary words.
12. Please comment on the overall performance.						

# Instruments (Quantitative & Qualitative Data)

- Model Video Review
- Student Performance Reflection
- Video observation reflection

スピーチトピックの理解度

スピーチの理解を確かめるにあたって、以下のスピーチの2つのように読んでみたが、毎段落について、空欄の字がどれくらいを埋めてください。

① (おまじまじ) — (おまじまじ) (1 2 3 4 5)

② 「おまじまじ」の「まじ」の意味 (おまじまじ) (1 2 3 4 5)

③ 「おまじまじ」の意味 (おまじまじ) (1 2 3 4 5)

異なる2種類のビデオの活用

通常の授業による2種類のビデオ活用を体験することによってどう思ったか、その感想も含め、書面に書いてください。

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サンプルビデオの活用効果 (2回目プレゼンテーション後)

前回のプレゼンテーションは、サンプルビデオも活用してから実施されました。それまでのビデオ活用効果と比較することによって、あなたのプレゼンテーションにどのように影響したか思い浮かべ、その感想も含め、書面に書いてください。

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サンプルビデオからの学び (1回目)

1. あなたが「良い」と思ったのはどんなことですか、その感想も含めて、書面に書いてください。

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2. あなたが「改善したほうが良い」と思ったのはどんなことですか、その感想も含めて、書面に書いてください。

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# Data Analysis Scheme



- English proficiency group as an independent variable.
- Repeated measures ANOVA
- Class (Class A vs. Class B) and Proficiency (high vs. low) as between-participants factors.
- Time of presentation (first vs. second vs. third) as a within-participant factor.
- 3 subscales were used: voice control, body language, effectiveness
- IBM SPSS 22.0 was used.

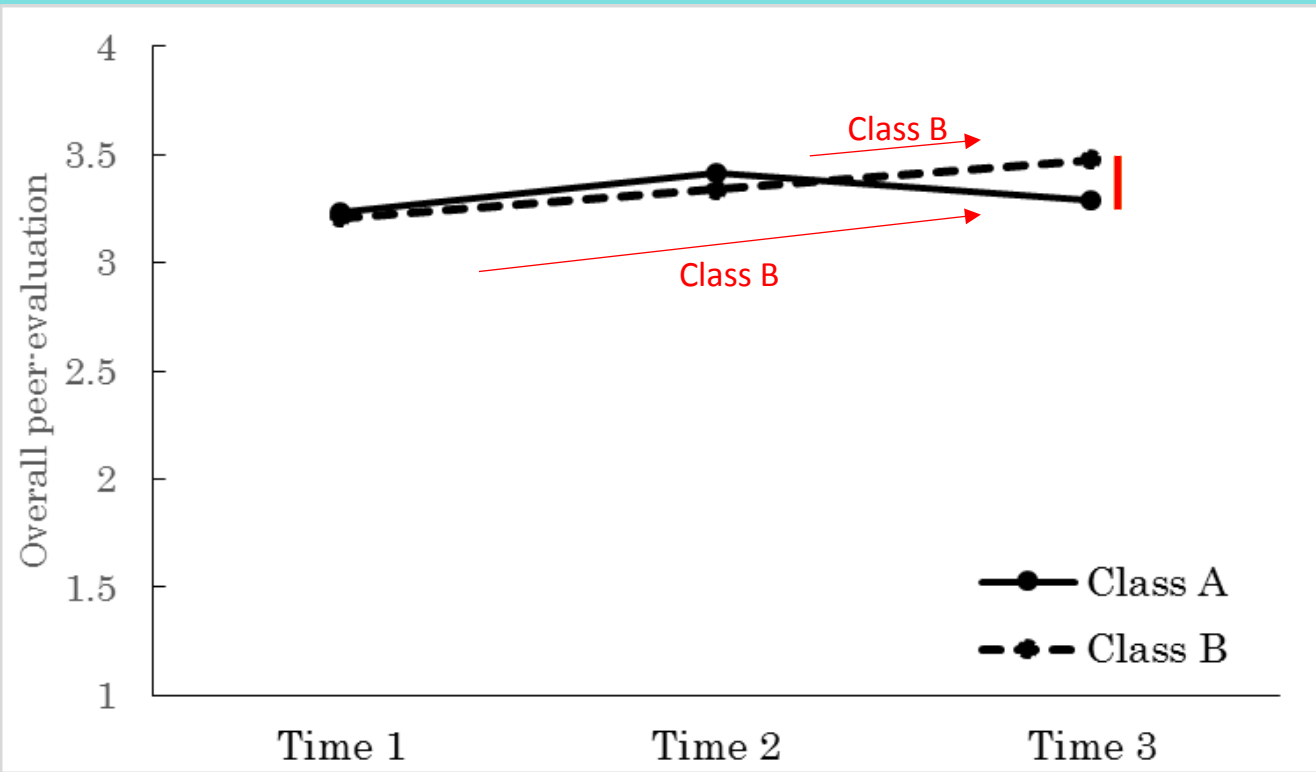
# Results of ANOVA

	Self-evaluation				Peer-evaluation			
	voice control	body language	effectiveness	overall score	voice control	body language	effectiveness	overall score
Time (within)					*	**	*	**
Class (between)							**	
Proficiency (between)								
Time × Class					**		*	**
Class × Proficiency								
Time × Proficiency		*						
Time × Class × Proficiency								

Note. \*  $p < .05$ . \*\*  $p < .01$ .



# Overall Peer-Evaluation as a Function of Time & Class





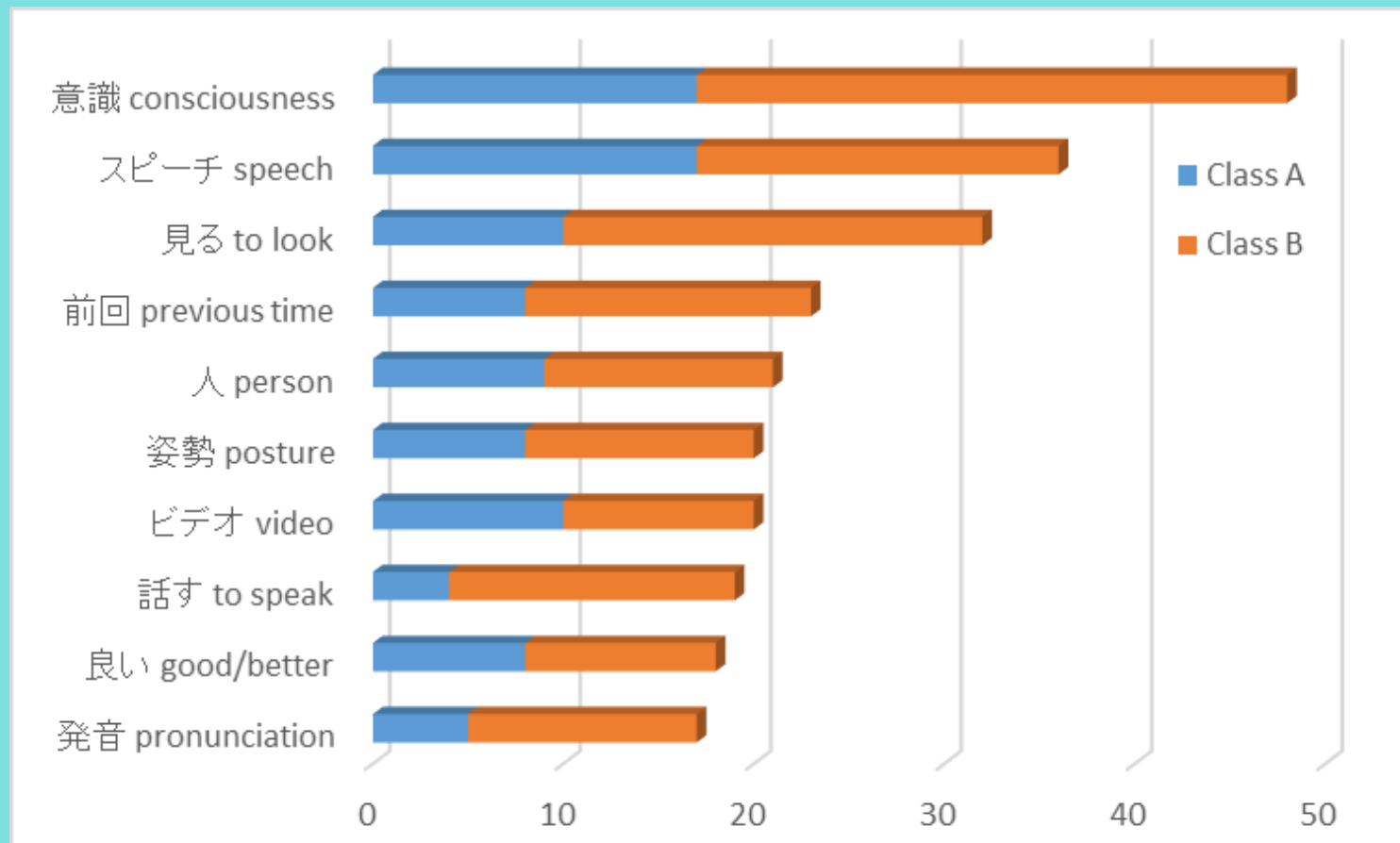
# Text Mining & Content Analyses

- Text Mining Studio 5.1 by NTT Data Mathematical Systems Inc. was used.
- The two classes were compared.
- Student performance & video observation reflections were analyzed.
- Word frequency analysis



**Text Mining Studio**

# Student Performance Reflection





# 2nd Presentation Performance Reflection

## ➤ Class A

- “What I had learned from the (successful) model videos was to make an oral presentation with a smile.”

## ➤ Class B

- “From watching the (average) model video presentations, I learned that posture and eye contact were also the important factors to make the presentation impressive. Therefore, I practiced for my presentation, focusing on these aspects in addition to speaking volume.”



# 3rd Presentation Performance Reflection

## ➤ Class A

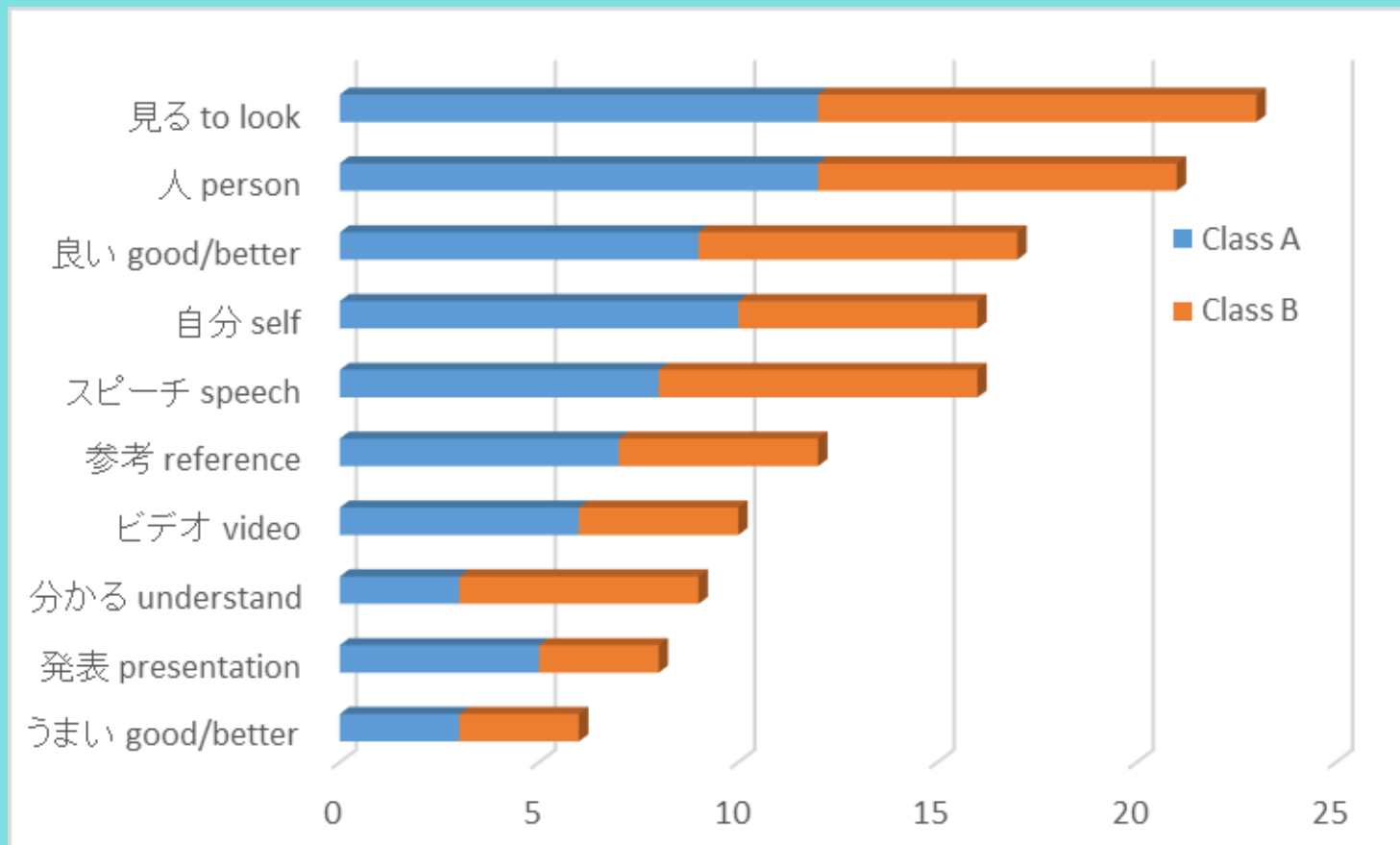
- “Although I paid attention to eye contact, I became lost when I didn’t know what to say. I could only look up the ceiling.”

## ➤ Class B

- “After watching the successful model videos, I worked hard to make my pronunciation better. At the presentation, I spoke as if I had been a native speaker of English.”



# Video Observation Reflection





# Video Observation Reflection (cont'd)

## ➤ Class A

- “Since there was something I wanted to imitate in the first model videos, I focused on it when practicing my presentation. The first model video presentations were very effective... For the second model videos, I could observe what I needed to improve and keep to practice for my oral presentation, paying attention to it.”



# Video Observation Reflection (cont'd)

## ➤ Class B

- “It was very good because I observed the video as a model when I felt I was missing something but I didn’t know how to improve it. In addition, I found a difference of my own presentations before and after model video observations.”



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# Discussion

- The study failed to show the interaction effect between teaching methods (successful vs. average model videos) and students' language proficiency (high vs. low)
- However, it successfully showed interaction effects of teaching methods and class (Class A vs. Class B).
- Successful and average model video presentations affected students' performance differently.



# Discussion (cont'd)

- Successful model video presentations was effective for students to increase their motivation.
- Average model videos help enhance students' awareness of incomplete aspects of the skills and attempt to bring out positive effects instead of imitating the average model videos.
- Average model videos first and successful ones next would work better for learners.



# Limitations

- Due to quasi-experimental design, there was not a large number of participants for the study.
- It would be necessary to investigate how students' own recorded video affect their practice and presentations when used with model videos together.



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# Conclusions

- Observational learning can be applicable for EFL learners to improve their language and presentation skills by observing model videos.
- Sequence of model observations may affect learners' performance .
- Teaching students could benefit from observing both successful and average model presentations to develop their cognitive skills.



# Acknowledgment

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*Thank you for listening!*