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# Impact of Recording Devices on Students Performance in English Classes in Japanese Universities

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## Japanese Students in Language Class

- Japanese students show general reluctance to communicate in English among themselves.
- “**determined silence**” (Harada, Morishita & Shudo, 2015)
- **Why?**
  - **Foreign classroom anxiety?** (Horwitz, 1986).
  - **Japanese culture** that students (pupils) tend to **feel ashamed of making mistakes** and of being corrected publicly in front of their peers (Honda, 2011)
  - Self-acclaimed communication disorder

## What do they need?

- Japanese college students have certain level of recognition knowledge of vocabulary and grammar.
- They have difficulty in producing those knowledge automatically in conversation.
- **Why?**
  - Avoidance** ⇒ **Lack of practice**
  - ⇒ **Unable to attain speaking skills**
  - ⇒ **Lack of confidence** ⇒ **Avoidance**

## Second Language Acquisition

- **What you need to attain second/foreign language**
- **Input Hypothesis** (Krashen, 1980)
  - “acquire language by comprehensible input”
- **Output Hypothesis** (Swain, 1985)
  - process of producing written or spoken language results in language acquisition/learning
- **Interaction Hypothesis** (Long, 1988, 1996)
  - learners acquire new forms when input is made comprehensible through negotiating for meaning

## Why Recording Devices?

- Recording device as a tool to break the wall to advance to “Output” & “Interaction” step.
- Students tend to keep the interaction going in English when they are being recorded. (Harada, et al., 2013)
- **camcorder as facilitator**
  - maybe better than teacher / tutor
  - maybe robots can do the work



## Methodology

- **Participants**
  - 1<sup>st</sup> and 2<sup>nd</sup> year Japanese College Students
  - TOEIC scores of 300 to 450
  - 20-25 per class
  - 90% male
  - Major in information & telecommunication technology
  - Most of the students do not like to speak in public (in any languages)

## Methodology cont'd

- **Procedures**

- 3 students in one group
  - 1 asks question (+ time keeper)
  - 1 records the speech (cameraperson)
  - 1 responds to the question
- **real-time response: practice with time limit (1min)**

- **Topics**

- **Personal interests**  
(e.g. what did you do during summer holiday?)
- **Issue related to the topic learnt in English class**  
(e.g. What do you think is the most useful inventions in the last 15 years?)

## Shadowing in English language learning

**More body language**

**Lots of Audience**

## Advantages

- **Camera as a facilitator/ Audience**
  - **“Stage Effect”** ← **Makes students feel “special”**
- **Speech/ Presentation Practice**
  - Students learn how to speak in front of the audience = camera
  - Elevator speech: Students have to think, summarise, wrap up what they want to say within a given time.
  - Body language practice
- **Communication competence**
  - Foster using coping strategies as they cannot “avoid” camera.
  - Each student involved in speaking while working in a group.
  - Foster a positive attitude toward communication.

**Some don't like to be recorded**

## Limitations

- **Motivation**
  - Some might end up just murmuring (though rare).
  - For low proficiency level, some preparation are required (e.g. teaching expressions & chunks students can use during the conversation)
  - Needs to make a “good atmosphere” so that they won’t be afraid of speaking in English.
- **Communication problems**
  - Some are really scared of camera (vs. some keep talking staring at the camera though they can’t look in to their interlocutors’ eyes during conversation)

## Future Issues

- Analyse the conversation = negotiation during the recording and see how the scaffolding occurs, how learners perceive feedback (positive or negative)
- Need to prepare the questions and tips according to the students’ English proficiency.

***Thank you for listening***