

JAPAN in focus...

English Conversations with a Video Camera!

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INTRODUCTION

There is nothing remarkable in recognizing that students learn in many ways. What is remarkable is being able to tap into the most appropriate method. In New Zealand, several educators tapped in extremely successfully within specific educational fields. Sylvia Ashton-Warner (1916 – 1988) believed that learning must be real. It must start from a person's experience and relate to their world. Art, music and dance all became important in her approach to having children express their own stories in words. Don Holdaway's (1979) approach to the teaching of reading "The Foundations of Literacy" became almost a bible for teachers. It was a way of vitalizing an interest in reading. Reading aloud to children, encouraging participation, using large print big books visually stimulated many previously stalled readers. Marie Clay (1926 – 2007) developed the "Reading Recovery" intervention program implemented in all New Zealand Schools from 1983. Such was the success of her methods that the "Reading Recovery" program is currently being used to this day in Great Britain, Canada, Australia, New Zealand and the United States.

The 1970's was an era of research on cognition. New Zealand teachers were encouraged to explore new ways of teaching and many quickly accepted the challenges. With visionaries like Sylvia Ashton-Warner, Don Holdaway and Marie Clay as spearheads teaching became innovative, challenging and exciting educational environments. Within this positive, inspiring creative environment experiments blossomed. A 35mm SLR camera, a roll of black and white film, crude dark room developing facilities, for many, became beginning multi-media teaching tools. Students could make black and white slide presentations coupled to music and narration. This was certainly not state of

the art recording. With a cassette machine playing background music, another one recording narration so they mixed into together. Was this cutting edge technology, a multimedia production? Not really! But self-motivated students produced new projects about their experiences weekly.

Now, some thirty five years later, we have witnessed many transitions. Chalk boards being replaced by white boards. Movie projectors, slide projectors, and overhead projectors, being replaced by computers, language laboratories and audio visual centers. The 35mm SLR camera being replaced by digital cameras and the movie camera replaced by the video camera. Within all this change, the movie camera and video camera were perhaps the most under-utilized. Of course they did make those special appearances on sports days, using the camera simply as a means of documenting events.

1. TODAY

It was not until I moved to Japan that I began to use a video camera as a teaching tool in my English conversation classes. This was initially driven by my interest in motivational methods for Japanese students, who by my observations were struggling, bored or a combination of both while studying English conversation. Motivation is the great, unspoken problem of English education in Japan. It is "great" because it is probably the most difficult single problem classroom teachers' face. Whereas motivation is rarely a problem for ESL students studying in English speaking countries, it is the major problem for EFL students studying English in their home countries (Wigzell & Al-Ansari, 1993). It was then that I remembered how successful teachers were in New Zealand during the 1970's. The programs that had a high visual, audio, and participatory component motivated students. Using

a video camera to record simple conversations and play them back for both teacher and peer evaluations; students appeared to change in their attitudes; conversations were no longer like a dentist pulling teeth, but to one of actual enjoyment. This I thought, deserved further investigation.

Appointed as an Associate Professor to the Faculty of Art and Design at University of Toyama provided the time and inclination to further investigate using a video camera as one of my primary tools to motivate, teach and evaluate student's progress in the core English classes. This sudden urge to explore and investigate using a video camera became even more interesting because our student body consists of entirely art majors. The initial questions that crossed my mind were;

- 1.Can video be an effective motivational tool?
- 2.Can video taped conversations be used to evaluate progress?
- 3.Do art majors respond to a visual based curriculum?

Not really being sure of the answers, or even how to provide evidence that progress may or may not take place, I simply decided to follow my intuition and make video the primary means of evaluation for all the classes I taught at my university.

Lydia Plowman (1997) in her research on using video for observing interaction in the classroom stated;

“Recording on video is not a substitute for other forms of data collection but it offers a number of advantages, such as the permanence of the record, the retrievability of data to share with others, being able to check findings and easy reinterpretation.”

The task was now to create a framework that would allow me to collect data that I could share with other faculty. Video gave me “retrievability” enabling a close analysis of the findings by viewing as many times as necessary. I was also very conscious of the opportunity to provide others with sequential steps that would enable them to use my approach as another conversation teaching tool in their classrooms.

In my research I could not find significant studies about the use of videotaping EFL or ESL students. Barnes and Yanagisawa (2001) in their research concluded that video production as distinct from video viewing was perhaps one of the least investigated areas in second language acquisition. This lack of research

was another reason to follow my intuitive sense and record my process, results and conclusions.

2. FIRST STEPS

At our University, beginning English Communication is a compulsory class in both the fall and spring semesters. I teach three classes and three by a foreign [native English speaker] part-time teacher.

The Impact Series Second Edition *Impact Listening* is the core text that would provide the framework for testing the students' progress. The following three chapters were selected using vocabulary and phrases from the target chapter in the scripts for the video taped conversation testing. The tests took place the week after each class had completed the target test chapter.

UNIT	1	Greetings
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Table 1: Selected Chapter 1

UNIT	6	Family
------	---	--------

Table 2: Selected Chapter 6

UNIT	12	Free Time
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Table 3: Selected Chapter 12

3. TARGET SPEAKING SKILLS

Nine speaking skills were selected that I believed were both common and valuable every day conversational techniques. As these were going to become the test targets, it was important that they were explained, and modeled by each teacher in the first lesson using the below sample explanations.

PAUSE

This is learning when to stop by using silence to gather your thoughts and the listener's attention.

EYE CONTACT

Both active and passive, look when you speak and listen but not a fixed stare.

LISTENING:

Try to listen with your face showing understanding, approval and confusion.

PRONUNCIATION

Shaping the words begins in your jaw, tongue, mouth and lips – this is your sculpture for conversation.

SPEED

Slow and clear then use speed as a tool making parts of your conversation bold.

VOLUME

First you must be heard then use this skill to add texture/color and shape to your conversation.

GESTURE

Words often require body language to support the message – this gives a conversation a life not a collection of words alone.

FLUENCY

Simply a smoothness about speaking without breakdowns – making words flow into understandable conversations.

STRETCHED WORD

To take a word and make it longer, gain emphasis like a line stretching over a canvas.

4. TEACHING PROCESS

A conversation from page 8 of *Impact Listening* 1 Second Edition was used to carefully model and teach each skill. Students then marked in their text book and practiced each of the skills as they were taught. This was their guideline for effective use of the target skills to enhance their conversation speaking techniques.

1.

JACK: Hey, guys...what' s up?

Jack' s skill is Pause which is underlined exactly where it is to be used.

LUCY: Oh, nothing much.

Lucy' s skill is Eye contact which is underlined exactly where it is to be used.

2.

HUGH: Hi, Marci. How are you doing?

MARCI: Oh, you know. Pretty good. How about you?

Hugh' s skill is Listening to Lucy which is underlined exactly where it is to be used.

3.

SUZIE: Hi, Alan. Long time no see.

ALAN: Hey, what a surprise. Good to see you.

Alan' s skills are; Stretched word and Pronunciation which are underlined exactly where they are to be used.

4.

TONY: Hello, I' m Tony Martin.

CLAIRE: Oh, you' re Tony. I' m glad you' re here.

Claire' s skill is Fluency which is underlined exactly where it is to be used.

5.

ALEX: Hi, Jeff. How' s it going?

Alex' s skill is Speed which is underlined exactly where it is to be used.

JEFF: Not bad...not bad at all

Jeff' s skill is Volume which is underlined exactly where it is to be used.

6.

DON: It' s nice to see you again Sue.

SUE: It' s good to see you, too Don.

Sue' s skill is Gesture which is underlined exactly where it is to be used.

5. TEST SCRIPTS

The three test scripts were based upon the previous week' s chapter's key phrases and vocabulary. Unit three is entirely written by the students, this is done over two weeks giving them time to practice alone on their original script.

UNIT	1	Greetings
------	---	-----------

A : Hi _____. How' s it going?
 B : Not bad. How about you?
 A : Pretty good!
 B : So, where are you living?
 A : _____.
 What about you?
 B : _____.
 A : You' re in this class too?
 B . Yeah. It should be great!

UNIT	6	Family
------	---	--------

A : Hey _____. What' s happening?
 B : I' ve just been to visit my family!
 A : Yeah! Was that fun?
 B : Ah... My parents really like _____!
 A : Huh. My parents enjoy _____!
 B : Sounds like your family is really close?!
 A : Sure...we all get along pretty well!

UNIT	12	Free Time
------	----	-----------

B . That' s great! See yah later!
 A : _____

 B : _____

 A : _____

 B : _____

 A : _____

 B : _____

 A : _____

 B : _____

6. EQUIPMENT

The video camera selection is excellent today. I use the Sony HDR-FX1 which is a sturdy reliable HD camera with excellent images and audio.



Figure 1: Sony Camera.

A tripod is a must to avoid camera shake. In Figure 2 you will see that the camera is placed about 1.5 meters from the two chairs. The chairs are angled, front inside chair legs touching. There is no panning or zooming required; just a simple click of the record button and the conversation begins.



Figure 2: Video position.

7. EDITING

Video editing is optional and I am not going to enter into the debate about MAC and PC; I use a PC so my information about software is only for PC based machines. I use Sony Vegas Editing software that ranges from \$69.00 to about \$695.00. However, this is not about software but testing speaking skills.

8. TEST DAY

The testing is all conducted in the same room by the same teacher. The students have 20 minutes to practice. Then they are filmed presenting their conversations.



Figure 3: Writing scripts.

Students review the target eight skills from their text book notes.



Figure 4: Target skills.

Hand out their scripts and the students identify three target skills.



Figure 5: Partner work.

With their selected partners they discuss and practice their skills.



Figure 5: Partner work.

The students have 15 minutes to rehearse before being videotaped.



Figure 5: Partner work.

Each couple is then videotaped in a random order. This is not a script memory test so I have two students as “stage voices” to whisper lost lines.

The testing is conducted during a ninety minute class session. Two classes are tested in each session each having forty minutes to complete the test.

9. GRADING

Once the videotaped material has been edited and a DVD is made we can begin the grading process. All clips are chapter marked for easy scanning and repetitive watching. The student’s names and skills appear on their respective conversation clips for clear identification.

The grading criterion was based upon a 1 to 5 scale. It was important to decide how to grade each student’s efforts. What made their effort a 3 or a 2.5? All students begin with a 3 and then went up or down in .5 increments based on their efforts. If a skill was not numbered, or marked on the script then it was an automatic 2. Both identification and production were

required to ensure the skill was in fact understood, and able to be used in a conversation. The final grade came with the below conditions;

1. A grade of 2.5 or less was an automatic repeat of the skill in the next test.
2. A grade of 3.5 or better was an automatic non-selection of that skill in the next test.
3. Those with a grade of 3 could repeat or change skills in the next test.

After viewing the DVD students selected a new partner, they repeated or selected new skills for test two. This same procedure was in place for test three; it enabled those who failed to repeat and others to challenge themselves with new skills.

10. DATA COLLECTION

The one hundred and twenty students from the six classes were all tested in a three day span, two classes each day. The test worksheets were all collected and once graded the data was then assembled for review. I wanted to firstly see which three skills the students would select to be tested upon. Then, secondly how well each student understood the skill. Their understanding began with where they chose to use the skill, and then could they produce the skill effectively during their live conversation.

It was at this point that the use of a video camera to record the entire conversation really proved its worth. Without the ability to rewind and play again many times we could never have obtained an accurate measure of each students understanding and application of each target skill. From the following results, patterns began to emerge. Often, they were not as expected?

TEST ONE SKILL SELECTIONS SPRING 2010	
Volume	76%
Eye Contact	57%
Pause	45%
Gesture	43%
Speed	37%
Listening	20%
Fluency	11%
Pronunciation	8%

11. TEST ONE RESULTS

41% pass		VOLUME			59% fail	
grade	4.5	4	3.5	3	2.5	2
result		7	3	26	45	6
71% pass		EYE CONTACT			29% fail	
grade	4.5	4	3.5	3	2.5	2
result		17	8	21	12	7
60% pass		PAUSE			40% fail	
grade	4.5	4	3.5	3	2.5	2
result		5	5	21	17	4
66% pass		GESTURE			34% fail	
grade	4.5	4	3.5	3	2.5	2
result	1	10	12	10	12	5
57% pass		SPEED			43% fail	
grade	4.5	4	3.5	3	2.5	2
result		4	7	13	15	3
61% pass		LISTENING			39% fail	
grade	4.5	4	3.5	3	2.5	2
result		3	1	10	4	5
92% pass		FLUENCY			8% fail	
grade	4.5	4	3.5	3	2.5	2
result		4	1	7	1	
60% pass		PRONUNCIATION			40% fail	
grade	4.5	4	3.5	3	2.5	2
result		4	1	3	1	2

TEST TWO SKILL SELECTIONS SPRING 2010	
Volume	65%
Eye Contact	43%
Pause	43%
Gesture	43%
Speed	43%
Listening	35%
Fluency	10%
Pronunciation	9%

TEST THREE SKILL SELECTIONS SPRING 2010	
Volume	68%
Pause	53%
Speed	48%
Gesture	41%
Listening	34%
Fluency	33%
Eye Contact	31%
Pronunciation	6%

12. TEST TWO RESULTS

69% pass		VOLUME					31% fail	
grade	4.5	4	3.5	3	2.5	2		
result		11	16	21	24	1		
84% pass		EYE CONTACT					16% fail	
grade	4.5	4	3.5	3	2.5	2		
result		9	14	18	8			
80% pass		PAUSE					20% fail	
grade	4.5	4	3.5	3	2.5	2		
result		14	33	33	20			
86% pass		GESTURE					14% fail	
grade	4.5	4	3.5	3	2.5	2		
result		6	14	2	7			
78% pass		SPEED					22% fail	
grade	4.5	4	3.5	3	2.5	2		
result		9	10	19	10	1		
88% pass		LISTENING					12% fail	
grade	4.5	4	3.5	3	2.5	2		
result		5	7	23	5			
75% pass		FLUENCY					25% fail	
grade	4.5	4	3.5	3	2.5	2		
result		3	2	4	2	1		
90% pass		PRONUNCIATION					10% fail	
grade	4.5	4	3.5	3	2.5	2		
result		3	5	1	1			

13. TEST THREE RESULTS

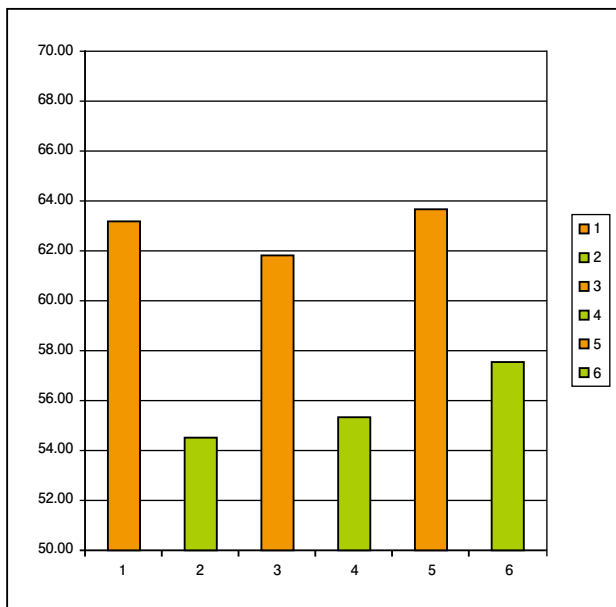
68% pass		VOLUME					32% fail	
grade	4.5	4	3.5	3	2.5	2		
result		17	16	21	24	1		
90% pass		PAUSE					10% fail	
grade	4.5	4	3.5	3	2.5	2		
result		22	14	19	5	1		
89% pass		SPEED					11% fail	
grade	4.5	4	3.5	3	2.5	2		
result		8	22	19	5	1		
91% pass		GESTURE					9% fail	
grade	4.5	4	3.5	3	2.5	2		
result	1	9	23	10	4			
95% pass		LISTENING					5% fail	
grade	4.5	4	3.5	3	2.5	2		
result		8	14	15	1	1		
100% pass		FLUENCY					0% fail	
grade	4.5	4	3.5	3	2.5	2		
result	2	22	11	3				
92% pass		EYE CONTACT					8% fail	
grade	4.5	4	3.5	3	2.5	2		
result		4	1	7	1			
60% pass		PRONUNCIATION					40% fail	
grade	4.5	4	3.5	3	2.5	2		
result		4	1	3	1	2		

14. COMMENTS

What was surprising is volume was most popular choice and the highest failure. The high level skills, pronunciation and fluency attracted fewer students but were highest in terms of skill accomplishment.

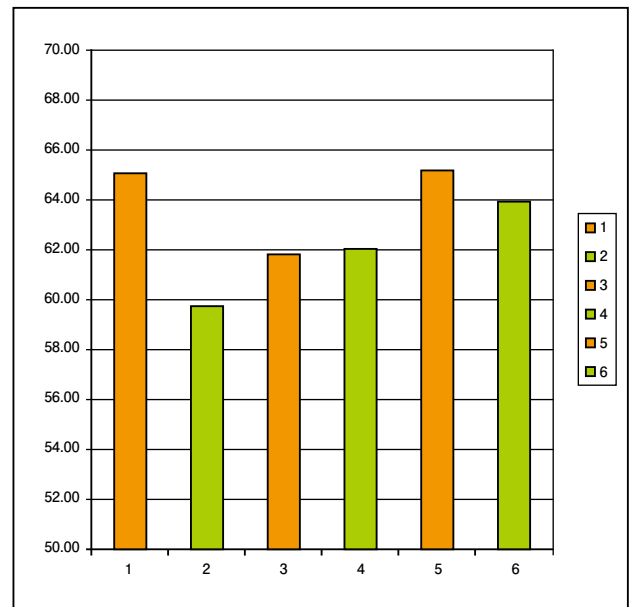
The data from the three tests gave a valuable insight into student understanding and application; it also provided teachers feedback on re-targeting their teaching of the skills. The above results are from the entire first year students. However it is equally as important to view individual class's results for teacher feedback and direction for the next semester.

In TEST ONE classes 1, 3 and 5 scored higher than classes 2, 4 and 6. To have such a clear separation of class achievements, there was obviously something being done differently by the respective teachers.



Graph 1: Test one result.

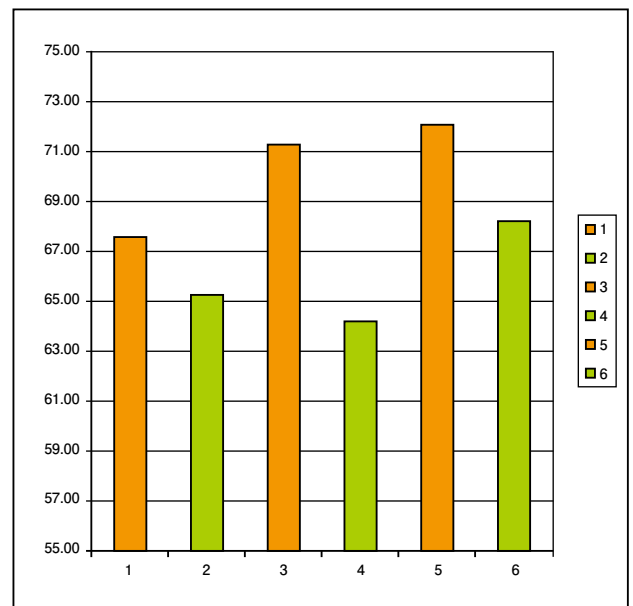
In TEST TWO there was a much better result within each class. The graph clearly shows progress by the three classes that scored poorly in test one. Those repeating skills had a very high pass rate.



Graph 2: Test two result.

In TEST THREE classes 1, 3 and 5 again scored considerably higher than classes 2, 4 and 6. This again raised questions of effective teaching of the targeted skills and effective classroom teaching.

In all testing one is aware of the "washback or



Graph 3: Test three result.

backwash" effect. The washback or backwash effect can be either positive or negative. According to Bachman (1990) positive washback occurs when the assessment used reflects the skills and content in the classroom.

So, with this very much in mind, every attempt was made to avoid making these skills the entire goal of the course. For me, it was simply taking a conversation that was black and white and added color and shape. Test

results should not stand alone as methodology, teacher competence; classroom management can all contribute to that positive or negative result.

When the data of TEST ONE was more closely examined for the lower grades of classes 2, 4 and 6 a teaching error was discovered. Students were not taught the test skills as suggested. The three classes failed to use the textbook, or the model conversations. While the skills were written on the board, and explained the students did not have text book conversations as their guide. This proved to be as valuable as the data from test scores. The testing procedure could also discover teaching errors which then could be modified. Teacher accountability is a neglected aspect of education. In the past six years I have only been observed once in my classroom teaching, not be fellow faculty but visiting guest teacher. This then is another area that could be improved within the faculty to facilitate positive teacher in-house education.

15. FALL OCTOBER 2010 - FEBRUARY 2011

In the Fall Semester classes were interchanged. I was teaching classes 2, 4 and 6 and the part time teacher classes 1, 3 and 5. This would allow the students to have another teaching style but with the same test book and schedule. The following chapters were selected from of Impact Listening 2 Second Edition for the fall semester video taped conversation testing.

UNIT	1	Introductions
------	---	---------------

A : Hi, I' m _____ from _____
 B : Nice to meet you.
 My name' s _____
 A : Are you from _____?
 B : No. I' m from _____.
 A : Let me guess...you were born in July?
 B : Close, I was born in _____!
 A : OK. But I really think you like to
 eat _____?
 B . Wow!
 And I love _____ too!

UNIT	6	Identity
------	---	----------

A : Hey _____. How was the party on Saturday?
 B : Really cool because _____!
 A : That sounds excellent. So did you find a new
 boyfriend/girlfriend?
 B : Ah... That' s private, I' d rather not say!
 A : I understand...I never like to talk about
 _____!
 B : Really. Actually I like to talk about
 _____!
 A : Great! If you want to talk call me. My number
 is _____!
 B . Sure and you can call me anytime too. My number
 is _____!

UNIT	12	Food
------	----	------

A : _____

 B : _____

 A : _____

 B : _____

 A : _____

 B : _____

 A : _____

 B : _____

16. TARGET SPEAKING SKILLS

A new skill of making a "stretched word" replaced the skill of "fluency. The eight skills were one again explained and modeled in the first lesson of the new semester. Students were instructed on how to mark the skill in an appropriate place to enhance the conversation.

PAUSE

This is learning when to stop by using silence to gather your thoughts and the listener's attention.

EYE CONTACT

Both active and passive, look when you speak and listen but not a fixed stare.

LISTENING:

Try to listen with your face showing understanding, approval and confusion.

PRONUNCIATION

Shaping the words begins in your jaw, tongue, mouth and lips – this is your sculpture for conversation.

SPEED

Slow and clear then use speed as a tool making parts of your conversation bold.

VOLUME

First you must be heard then use this skill to add texture/color and shape to your conversation.

GESTURE

Words often require body language to support the message – this gives a conversation a life not a collection of words alone.

STRETCHED WORD

Make the word longer, making one word full a whole canvas. You gain emphasis and attention to the time element.

TEST SKILL SELECTIONS- FALL 2010	
Pause	36%
Volume	34%
Stretched Word	23%
Speed	22%
Eye Contact	19%
Gesture	15%
Listening	8%
Pronunciation	3%

17. TEST ONE RESULTS

85% pass		PAUSE			15% fail	
grade	4.5	4	3.5	3	2.5	2
result		9	13	13	6	
62% pass		VOLUME			38% fail	
grade	4.5	4	3.5	3	2.5	2
result		7	5	12	15	
96% pass		STRETCHED W			4% fail	
grade	4.5	4	3.5	3	2.5	2
result	1	12	8	3	1	
64% pass		SPEED			36% fail	
grade	4.5	4	3.5	3	2.5	2
result		4	6	6	9	
100% pass		EYE CONTACT			0% fail	
grade	4.5	4	3.5	3	2.5	2
result	1	6	7	8		
94% pass		GESTURE			6% fail	
grade	4.5	4	3.5	3	2.5	2
result	1	4	3	8	1	
89% pass		LISTENING			11% fail	
grade	4.5	4	3.5	3	2.5	2
result			1	7		1
100% pass		PRONUNCIATION			0% fail	
grade	4.5	4	3.5	3	2.5	2
result		3	1	1		

STUDENT SKILL SELECTIONS FALL 2010	
Volume	36%
Speed	29%
Gesture	23%
Pause	17%
Listening	17%
Stretched Word	11%
Eye Contact	10%
Pronunciation	4%

STUDENT SKILL SELECTIONS FALL 2010	
Volume	33%
Pause	25%
Speed	24%
Gesture	23%
Stretched Word	18%
Eye Contact	17%
Listening	11%
Pronunciation	10%

18. TEST TWO RESULTS

83% pass		VOLUME					17% fail	
grade	4.5	4	3.5	3	2.5	2		
result	2	10	8	14	7			
79% pass		SPEED					21% fail	
grade	4.5	4	3.5	3	2.5	2		
result		9	10	7	5	2		
77% pass		GESTURE					23% fail	
grade	4.5	4	3.5	3	2.5	2		
result	1	7	7	5	4	2		
100% pass		PAUSE					0% fail	
grade	4.5	4	3.5	3	2.5	2		
result		6	7	6				
90% pass		LISTENING					10% fail	
grade	4.5	4	3.5	3	2.5	2		
result	2	3	5	8	2			
100% pass		STRETCHED W					0% fail	
grade	4.5	4	3.5	3	2.5	2		
result	1	5	4	3				
92% pass		EYE CONTACT					8% fail	
grade	4.5	4	3.5	3	2.5	2		
result	2	3	5	8	2			
100% pass		PRONUNCIATION					0% fail	
grade	4.5	4	3.5	3	2.5	2		
result		3	1	1				

19. TEST THREE RESULTS

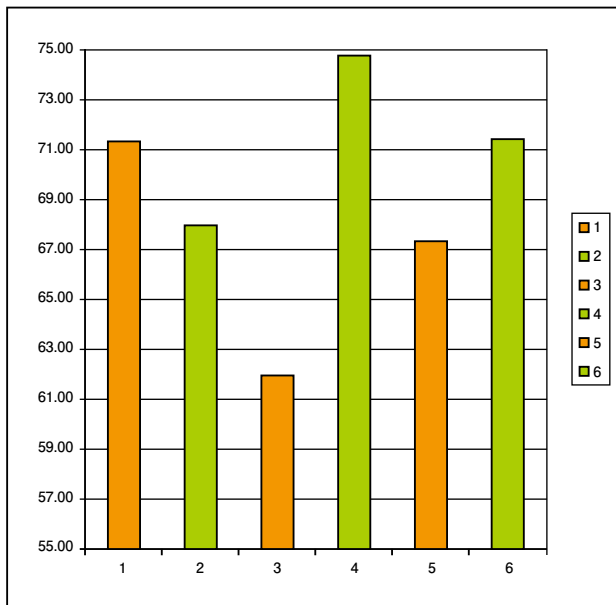
68% pass		VOLUME					32% fail	
grade	4.5	4	3.5	3	2.5	2		
result	1	10	8	14	7			
90% pass		PAUSE					10% fail	
grade	4.5	4	3.5	3	2.5	2		
result	1	20	5	2	1			
89% pass		SPEED					11% fail	
grade	4.5	4	3.5	3	2.5	2		
result	2	8	10	7		1		
91% pass		GESTURE					9% fail	
grade	4.5	4	3.5	3	2.5	2		
result	1	8	7	10				
95% pass		STRETCHED W					5% fail	
grade	4.5	4	3.5	3	2.5	2		
result	4	6	7	4				
100% pass		EYE CONTACT					0% fail	
grade	4.5	4	3.5	3	2.5	2		
result		4	8	8				
92% pass		LISTENING					8% fail	
grade	4.5	4	3.5	3	2.5	2		
result		2	7	3				
100% pass		PRONUNCIATION					0% fail	
grade	4.5	4	3.5	3	2.5	2		
result	3	4	1	2	1			

20. COMMENTS

It was pause that became the most popular choice by students and with a very consistent pass rate. Volume continued as the most problematic of the skills, so this in itself is a study of worth. The new skill introduced this semester, stretched word, did not pose any major hurdles for the students with high pass rates. The high level skill, as we identified was pronunciation and while attempted by fewer students, gained a 100% pass rate for the semester. Gesture still confused students as they made cliché attempts rather than a genuine sign from the body relating to what was actually being said. Nonverbal skills proved to be challenging for many of the students.

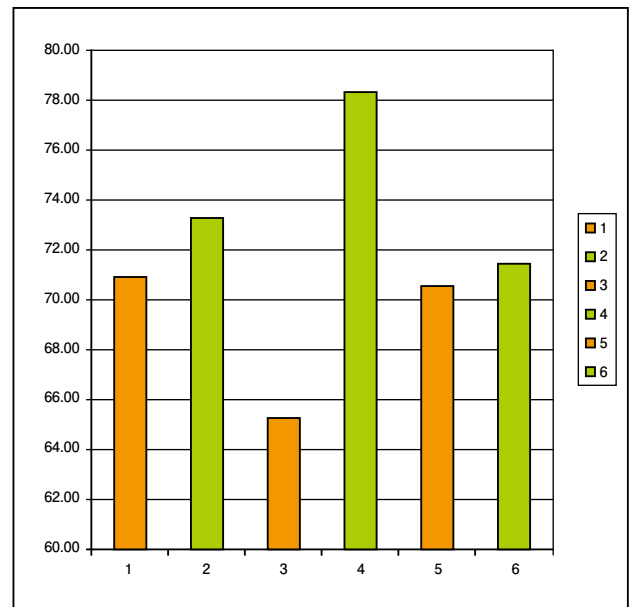
The change of teachers in the spring semester and how classes performed was not an intention of the study. However, the results were significant enough to investigate why classes performed well within one learning environment and then did not in another. In Japan, classroom management is largely seen as one of discipline rather than the basis for ensuring learning takes place. The well prepared teacher copes with motivation, interests, and ability levels in a smooth cohesive manner. Lack of management or caring will affect negative results.

In TEST ONE classes 2, 4 and 6 improved but Class 3 who performed well in the spring failed to show any progress.



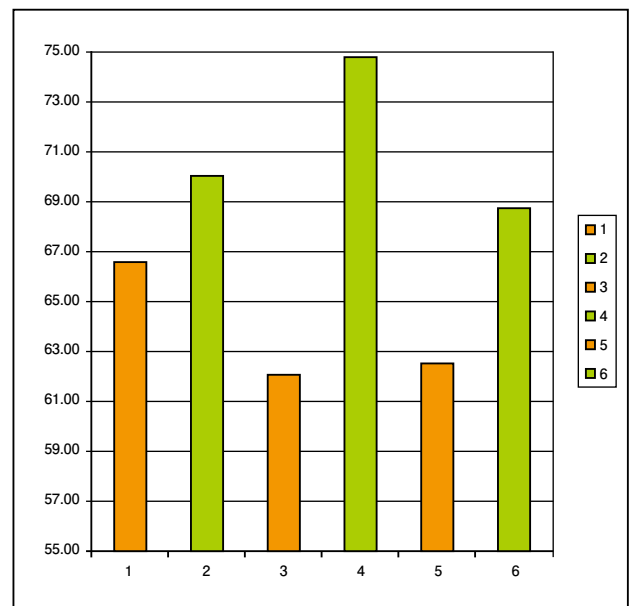
Graph 4: Test one result.

In TEST TWO a trend was beginning to emerge and classes 1, 3 and 5 results began to drop considerably.



Graph 5: Test two result.

In TEST THREE the results were slightly more balanced, however classes 2, 4 and 6 were again better. Graph 6: Test three result.



Graph 6: Test three result.

21. CONCLUSIONS

Firstly, did the data show an improvement in the targeted skills? Yes, students did improve but not as predicted. The skill volume was exposed in the year as one that did not gain noticeable improvement. It remained as a skill that more than 30% of the students

either did not understand or could not perform. This may well be reflected in the spoken Japanese which has an entirely different pitch or musical accent from English. This does create a flowing rhythm in an almost melodic manner as opposed to the irregular English rhythms. Teaching also played a much larger component than anticipated. Classes that achieved consistent progress came from one teaching style. This was anticipated in the study so the rotation of classes for the second semester was to balance any swings in results. However, as revealed in the data, classes that performed well and made progress soon began to retrograde in results. But, this merely highlighted the importance of classroom management, planning and implementation as a core ingredient for students' progress.

I am convinced that video can play a significant role in teaching English to Japanese students. I look forward to the next year with a healthy positive attitude and a new group of students.

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