

Flipped Student-Activity Videoing for Expansive Learning at Home

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This paper is an adaptation of a previous paper (Septina & Murphey, 2013) that describes an exploratory action research case study by an Indonesian primary school teacher of English, Iswanti. Inspired after hearing how Murphey videoed students in class for home viewing in order to increase their motivation and their opportunities to hear English at home, Iswanti made a variety of video recordings of her students performing in English during class activities and made these available for students and parents to watch at home, offering more exposure to English and creating memorable secondary learning experiences. Our insight is the realization that our procedure seems to entail a flipped student activity videoing procedure in that we are videoing students interacting in class for more exposure and expansive learning at home. The results indicate that such procedures reinforce and expand classroom learning, providing opportunities for self- and other-modeling.

本稿はインドネシア人小学校英語教師イスワンティによる実験的アクションリサーチを報告した先行論文 (Septina & Murphey, 2013) を改訂したものである。マーフィーは学生の英語学習意欲を高め、家庭で英語を聴く機会を増すために、学生の授業での様子を家庭で視聴できるようにビデオに収めたが、イスワンティはそれに関する講演に触発され、生徒が授業で英語を使用する様子をビデオに収め、それを児童や保護者が家庭で視聴できるようにすることで、英語に触れる機会を増やし、記憶に残る二次的学習経験を創出した。本稿において新たに考察したのは、我々が生徒の活動の様子を、家庭で英語に触れる機会を増やし「拡大学習」ができるようにするためにビデオに収めるという点で、flipped student activity videoingという方法を実現したことである。この研究結果は、このような措置が教室内での学習効果を高めながら、さらに自己と他者の学習モデルとなることを示している。

THIS EXPLORATORY case study in videoing students' *in-class* language performances for *out-of-class* viewing allows us to dream that foreign language contact time and performance time can become richer and more practical for our students. Recruiting students' family and friend networks makes the SLPV (Student Language Performance Video) project a much more attractive activity, potentially helping students to increase their motivation and develop effective learning strategies, as well as see practical everyday use in their classroom studies. Finally, seeing one's own good performance on video can lead to great increases in self-modeling (Murphey, 2009) and self-confidence, helping the student to confirm, "I am an English speaker."

In a way, SLPV is a flipped class. In the normal flipped class, students watch lectures at home so they can better interact with others in class (Berrett, 2012; Biemiller, 2012; Bretzmann, 2013; EDUCAUSE, 2012; Jackson, 2013). We are proposing videoing students doing class activi-



ties to be seen at home, which can create “expansive learning” out of class. As Sannino and Ellis (2013) described it,

At the beginning of a process of expansive learning, the object is only abstractly mastered as a partial entity, separated from the functionally interconnected system of the collective activity. By ascending to the concrete, an abstract object is progressively cultivated into concrete systemic manifestations and transformed into a material object that resonates with the needs of other human beings as well. (p. 8)

English learning done only in schools risks remaining only an *abstract object*. However, when it *ascends to the concrete* by being used socially with family and friends, it *transforms* and *resonates with the needs of other human beings as well*.

A Google search of *student centered* gets 23 and a half million pages (27 March 2014), from which we can surmise that at least the active academic community online is convinced that students’ needs and voices should be at the center of our teaching. One way to ensure that students remain at the center in language learning courses is to video their in-class activities for their further viewing and learning out of class with significant others, which is exactly what this case study describes.

In our 2013 paper, we noted how using authentic video in the language classroom enables sound and visual clues for auditory and visual learners. Authentic videos serve as an effective instrument to convey meaning, which helps build comprehension (Sherman, 2003). This creates greater interest compared to learning through reading, as contexts are more easily seen, even without resorting to linguistic description (Gallacher, 2003). So why not make videos of students themselves performing that they can look at again with family and friends out of class?

Making videos of students speaking and performing in their target language has some history (Murphey, 2001; Murphey &

Sakaguchi, 2010), but not so much with young learners. When students watch themselves perform on video, it can enhance their intrinsic motivation (Ryan & Deci, 2000). Intrinsic motivation refers to an interest or enjoyment in the task itself and exists within the individual rather than resulting from external pressure or a desire for reward. Performing together with their friends could also encourage more near peer role modeling (Murphey, 2003, 2010; Murphey & Arao, 2001; Singh, 2010), that is, students getting inspired by peers. More recently, the study of mirror neurons confirms that we enact what we see and neurologically make simulations that allow us to reproduce ways of doing and being in the world (Iacoboni, 2008; Ramachandran, 2011).

Septina and Murphey (2013) described an SLPV project conducted in a children’s level 4 class (intermediate level) at LIA Semarang Candi Indonesia as an attempt to intensify the students’ foreign language development. This paper focuses on the project’s potential to involve out-of-school networks of familial learners as well, emphasizing the importance of recruiting familial and other social networks into what we consider to be effective learning. Cozolino (2013) wrote, “Our ability to learn is interwoven with and dependent on the quality of our relationships not only with our teachers, but also with our families, friends, classmates, and community” (p. xxv).

The Original Idea of Student Language Performance Videoing

In 2010, during a conference presentation in Indonesia, Murphey showed a brief video of young learners singing songs and playing English games with him in Nagoya, Japan (Murphey, 2003, 2010). The group of kids met only once or twice a month for about 6 months. The parents were encouraged to come as well, to video the sessions, and to play the videos later for their children. Murphey’s research team also videoed and made a fi-

nal copy of the course for the students. Regretfully, they did not do any follow-up to ask parents how often they actually played the videos for their children and what affect it had on them. In the Indonesian audience watching this video was Iswanti. She emailed later saying she was interested in doing a similar type of videoing with her students and asked Murphey to consult on the project. Iswanti and Murphey exchanged many emails, articles, and videos over the 3-year period before she was able to come to JALT2013 and actually present her findings. Murphey's small example of classroom practice (without follow-up research) became a fractal that Iswanti explored more in depth with her students and evolved into a student-centered procedure that we hope will spread even more widely. (For Murphey's original video, see Murphey, 2014.)

The Student Language Performance Video Project

Email exchange between the authors, 10 January 2011:

(Iswanti) I have a children's class in which the progress is very slow. I guess they need more exposure to English and I've been wondering about doing just like what you did 11 years ago in Nagoya. But in my institution parents aren't usually there in the class with their children. So I want to know the procedure of videotaping and distributing the records of videotaping to parents.

(Murphey) I started with VHS and still use it occasionally. You might poll your parents and find out what technology they have available. The point is you want students to be able to see it at home and get excited about seeing themselves.

Many of the details of this project can be found in Septina and Murphey (2013), including the videoing of activities in class and in-depth rationale for attempting to expand student learning time to include video viewing with family and friends. Here we wish to concentrate on the actual feedback of the parents and let you hear their voices. Iswanti's 16 students, aged 8-10, came from different elementary schools and joined her after-school class in a private language school twice a week for 90 minutes. During their 3 hours a week, she tried to create a fun learning environment that maximized learning (see Appendix A for a list of classroom activities and questionnaire timeline). Inspired by Murphey's videos of children interacting with him and being recorded by their parents with video cameras, Iswanti wanted to do something similar. Inviting parents to take part as co-learners to participate with their children when watching the recordings at home is a novel twist to the flipped-classroom concept. In Murphey's (2010) abstract on his teaching video titled "Young Learner Development With Co-Learning Adults," he said,

Parents and regular primary school teachers can help young learners learn and reinforce occasional lessons from language informants. When primary school teachers and parents model good learning strategies, they teach more valuable things than simply the language, they model learning how to learn. (p. 1)

In this SLPV project, parents were invited to help their children learn and give them encouragement to participate more and perform better while following their children's progress.

In video recording sessions, students were put into groups and assigned material to practice with their peers. Of course, not all recordings went smoothly, and some activities ended up taking half the class time as some children also asked Iswanti to cut out sections and repeat the recording when they made mistakes. To cope, Iswanti occasionally assigned practice time for the stu-

dents as homework, so they would be ready to record in class. Thus, the SLPV created important motivation and lengthened the students' practice time, which included the practice before the recording process in class or at home and after the recording process when they watched the videos at home with their parents. Iswanti felt that the exposure to the target language that is so vital for their language development expanded greatly during this process.

As a teacher, participating in some videos to give instructions or demonstrate also became an opportunity for Iswanti to improve her teaching. By watching and repeating these videos, she, too, was able to identify which activities went well and which didn't go as expected, and she could apply different strategies to execute the subsequent activities better. She found that she could improve her own English language performance, most importantly the clarity of her speech. She also noticed and regretted the times when she missed giving compliments or could have shown more appreciation to her students. It might be challenging at the beginning, especially for shy teachers, to perform in the video as well, but the benefits for both the teacher and the students are worth the effort of videoing classroom activities.

Results and Discussion

Questionnaires II and III: Gathering Initial Feedback From Parents

Two questionnaires were distributed to parents, one at mid-term and one at the end of the semester (see Appendices B and C). The results were very positive and there were many active suggestions (see Septina & Murphey, 2013, for further details). Of special interest is how often they watched the videos and the enthusiasm of some parents. Although most parents said they watched the videos once or twice a week, a few said they

watched them every day. Following are some parent quotes (translated into English by Iswanti), showing their support and excitement about this project.

- The videos help my kid memorize lessons in class.
- The videos are exciting and they can encourage our children to be brave to speak in English.
- We would like the duration of the videos to be lengthened.
- We would like to see more speaking activities and student conversations in the video.
- I'm proud and happy to see my daughter, she eventually made a lot of progress, she looks more confident and brave to perform her English.
- The project is interesting and inspiring.
- The videos are very nice, keep up the good work.
- More songs please!

In addition to the positive impressions from parents who tended to realize the value of language performance videoing for their children's language growth, these parents also reported how they saw their children's progress at the end of the semester. From the four options provided in the questionnaire (*no progress at all, a little progress, pretty significant progress, and very significant progress*), 70% of the parents chose *pretty significant progress* and the balance, 30%, chose *very significant progress*.

Students' Progress Report Results

The students' progress reports of their first semester in level 4 (when the SLPV project was being carried out) were compared with the scores in the same students' progress reports in semester two of level 3 (before this project was conducted). Students' daily scores, midterm and final exams, as well as exit interviews

were all compared and found to be more positive in level 4 for nearly all the students in all categories. Table 1 shows a summary of students' performance in level 3 and level 4. The results indicate that with the SLPV project in level 4, students generally had better language performance compared to how they performed in the previous level before the project was conducted.

Table 1. Student Performance Before and After Student Language Performance Video Project

Performance measurement	Level 3 (before SLPV project)	Level 4 (with SLPV project)
Daily performance	3.9 / 5 - Good	4.4 / 5 - Excellent
Progress test (Midterm test, speaking)	2.8 / 5 - Fair	4.3 / 5 - Excellent
Promotion test (Final test, speaking)	4.0 / 5 - Good	4.5 / 5 - Excellent

Parental Interviews

As we reported in Septina and Murphey (2013),

At the end of semester, the children's parents came to school to take their child's report and return the questionnaire distributed earlier. At this moment, some parents also talked about how excited they were when watching their kids performing on the video. They added that not only did their children feel happy and motivated seeing their friends performing on the video but also parents got excited when they saw other children showing their foreign language ability and their confidence in front of the camera. As a result, this led them to encourage their child

to be able to perform better confirming that near peer role modeling was taking place. (p. 26)

These parents' excitement continued to be seen when later they gave their permission to upload their children's videos onto YouTube (the list of the videos uploaded is in Appendix D). Several parents said things like, "We would be very happy and proud to see our children on YouTube." Others continued, "Especially if the video would be useful as well to other children learning English."

Future Projections

In the future, we would like to improve our feedback procedures and also ask the students to say how they enjoyed SLVP and why in a questionnaire or interview, perhaps even on video. We would also ask them for suggestions to improve this process from their perspectives, and share our articles and data with them, as in critical participatory looping (CPL; Murphey & Falout, 2010), a procedure which gathers information from learners and then returns it to them for their consideration so they might use it to learn more strategically and intelligently.

Also, with the growing and mushrooming digital technology and Internet connection in Indonesia, Iswanti foresees making a Facebook group with parents to share the videos faster. This would probably be more convenient for everyone concerned. By sharing the videos in the Facebook group, parents could comment directly on a particular video and Iswanti could also give immediate feedback, without waiting until the end of the term for the parental interview sessions.

Conclusion

Based on the parents' feedback and the students' progress report data, the students seem to have improved over this time

period and we think it is likely to have been due largely to the SLPV. The daily excitement of the students also confirms that SLPV may indeed be a valuable activity. This procedure allows classroom activities to enter the home environment and reinforce language learning by offering more exposure to English as well as potentially creating a memorable learning experience for the students in the home as well as the classroom. By taking part in video recordings of themselves speaking and performing in their target language to be viewed at home with family and friends, students seemed to gradually increase their self-confidence, as well as their intrinsic motivation, their participation, and their desire to engage in and contribute to the activities, as they simultaneously gained the support of significant others. These are also often exceptional experiences of elementary expertise captured on video that young students can proudly look at and say, "See, I speak English!"

The videoing in class spurred an increase in motivation. As well, the viewing of videos with parents and friends outside of class expanded greatly the realm of learning. In reports of flipped classrooms, authors have written that they are valuable because they create better quality interaction in the classroom (Berrett, 2012; Biemiller, 2012; Bretzmann, 2013; EDUCAUSE, 2012; Jackson, 2013). We also think recording classroom activities to be viewed out of class will come to be seen as very valuable and a way to recruit one's expanded social networks in the service of better learning. Obviously, more research in these directions is necessary in order to help teachers more efficiently organize such expansive learning opportunities.

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Appendix A

Time Line of Questionnaires and Activities

Below are dates of the questionnaire distribution to parents in the first semester of level 4 (January - June 2011):

- Jan 20, 2011: Polling questionnaire for Tool Selection
- Feb 24, 2011: Questionnaire II
- May 10, 2011: Questionnaire III

Learning activities in SLPV

This SLPV was done in the first semester of level 4 over a period of two terms in 2011 (each 3 months). The following are the details of the names of the learning activities and the dates of video distribution for the two terms to students. The length of the videos varied from 30 seconds to 6 minutes.

First term in 2011 (January thru March)

February 10: Blindfold game, describing and comparing people's appearance, singing ABCs, singing "Incy Wincy Spider"

- February 17: Class discussion on vocabulary exercise, speed dictation
- February 22: Line drill: drilling present and past-tense verbs
- March 8: Discussion on past-tense exercise, game “The Wind is Blowing” to preteach vocabulary of a story they’re reading, post storytelling activity

Second Term in 2011 (April thru June)

- April 5: Acting out a dialog about illnesses, line drill: quantifiers *some* and *any*
- May 10: Reading a story: “Roberto’s Dinner”
- May 31: Small presentation: Talking about dinosaurs
- June 7: Small presentation: Talking about endangered animals

Appendix B

Questionnaire II (Translated, Sent to Parents Around Midterm in Term I)

Dear Sir/Madam,

We’d like to invite you to evaluate the student language performance videoing program by answering the questions below.

- Have the videos distributed in this term been watched?
 - Yes
 - No
- If they have been watched, how frequently were they played at home?

- Once a day
- Three times a week
- Twice a week
- Other. Please specify:

- What is your impression of these videos?
- Please give your suggestions for improving these video recordings
- If the videos haven’t been watched, please let us know the reason.
 - The home computer (PC/Laptop/Netbook) is broken
 - Busy
 - Other. Please specify:

We thank you so much for your support and participation.

Appendix C

Questionnaire III (Translated, Sent to Parents Around Midterm in Term 2)

Dear Sir/Madam,

Below is a follow-up questionnaire to further evaluate the student language performance videoing program in this term

2. This term the videos have been distributed since May 5 2011. Herewith, we would like to invite you to participate evaluating this videoing project by filling out this questionnaire.

1. Have the videos distributed in this term been watched?
 - a. Yes
 - b. No
2. If they have been watched, how frequently were they played at home?
 - a. Once a day
 - b. Three times a week
 - c. Twice a week
 - d. Other. Please specify
3. What is your impression of these videos?
4. Please give your suggestions for improving these video recordings.
5. How do you see your child's language development since this project started?
 - a. Showed no progress at all
 - b. Showed a little progress
 - c. Showed pretty significant progress
 - d. Showed very significant progress

We thank you very much for your support and participation.

Appendix D

Links to Student Language Performance Videos on YouTube

Title	Description	Link	Duration
Singing ABC	Students singing ABC	http://www.youtube.com/watch?v=eGkBbbH3pGM	0:35
		http://www.youtube.com/watch?v=dGZMGJOKsXs	0:51
		http://www.youtube.com/watch?v=V05Li5cPg7s	0:38
Describing People	Students trying to describe and compare their friends' physical appearances	http://www.youtube.com/watch?v=pk-aF_8t1aU	5:48
		http://www.youtube.com/watch?v=HwfgxdzHOjU	6:23
		http://www.youtube.com/watch?v=HvdHab4YW4U	6:31
Game - "The Wind is Blowing"	A game to help students understand the meaning and the function of the verbs and adjectives mentioned in the game	http://www.youtube.com/watch?v=jHGn8_drkxk	6:06
Class Discussion (post story telling activity)	An activity aimed to check students' comprehension about the story they had read	http://www.youtube.com/watch?v=U9eB1ct0sfA	5:52

Title	Description	Link	Duration
Line Drill (learning quantifiers some and any)	A drilling activity for students to be able to use the quantifiers <i>some</i> and <i>any</i> , to use <i>there is</i> and <i>there are</i> and to classify the countable and uncountable nouns, in the form of a simple dialog	http://www.youtube.com/watch?v=_onrL7M_A60	3:08
		http://www.youtube.com/watch?v=7OfyByI-OVY	4:21
Dinosaurs	Students' mini presentation about some dinosaurs	http://www.youtube.com/watch?v=VbWwsMDOgcg	1:55
		http://www.youtube.com/watch?v=eI3BpeRh1iU	2:16
		http://www.youtube.com/watch?v=bcNY48Pb7j8	2:07
Endan- gered Animals	Students' mini presentation about some endangered animals	http://www.youtube.com/watch?v=h0DB4u_fWl8	2:33
		http://www.youtube.com/watch?v=0MH-9y_88NA	2:24
		http://www.youtube.com/watch?v=dHvrBohMrMs	2:04
SLPV Project	A compilation of some student video recordings in one video	http://www.youtube.com/watch?v=QhY208kuC2I	6:11

Note: Permission was granted by the parents of the children to post these on YouTube.