G240 Okada, Y.,Ito, T., & Sawaumi, T. (2015, November). Effects of peer- and self-evaluation of videos on Japanese EFL learners’ oral performance. GLoCALL 2015　International Conference, Daejeon, South Korea.

Peer- and self-evaluations of performance observations have different effects on language learners. The present study was conducted to demonstrate the interactions between types of performance videos (successful vs. average) and levels of English proficiency (high vs. low) using peer- and self-evaluation, given that observing performance videos can help develop learners’ language and oral presentation skills. Using a quasi-experimental and counterbalanced design, videos were recorded during three oral presentations. After each oral presentation, Japanese EFL students (N = 27) watched their own and their peers’ video-recorded performances and evaluated them. The first presentation scores (pre-test), the second presentation scores (post-test 1), and the third presentation scores (post-test 2) obtained through peer- and self-evaluation were analyzed statistically, and students’ responses to open-ended questions were analyzed using text mining. We expected that observing each type of sample video would differentially affect both high and low English proficiency groups, and that students’ oral performances would be enhanced through reflection upon their own and their peers’ performances on video.