



Reflection on College Spoken English Teaching Based on the Application of the Video Feedback Method during the Pandemic

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Abstract. College Spoken English teaching centered on dialogue and involvement in circumstances established in a classroom faces enormous challenges as a result of the online teaching approach adopted during the COVID-19 outbreak. A successful teaching strategy to deal with the challenges of College Spoken English teaching during the pandemic is video feedback, which creates communication situations in videos, enables students to practice oral activities through recording videos, and provides teachers with more acceptable and more targeted video materials for demonstrating, explaining, and practicing oral skills. This study proposes Video Feedback, which was employed as an emergency response strategy during the pandemic, may and should be extended throughout the entire process of regular College Spoken English instruction. It also has a further discussion on the specific forms and ways of implementing Video Feedback before, in and after class.

Keywords: College Spoken English teaching; Video Feedback; theoretical support; practical needs; specific forms and ways

1 Introduction

The COVID-19 pandemic broke out at the end of 2019 and swept the globe quickly at a terrifying pace. All areas of life experienced extraordinary effects as people stayed indoors, businesses shuttered, and industries stopped operating. China's Ministry of Education has issued an order ordering all levels of schools around the nation to utilize online teaching through online platforms in order to ensure that "classes will not stop" in the face of the outbreak. Colleges and universities actively respond to the request, plan teacher training sessions for online teaching, familiarize themselves with online teaching platforms, and educate themselves on various forms of online teaching software. Across the nation, online education is booming.

2 Difficulties faced by College Spoken English teaching during the pandemic

College Spoken English is a fundamental course that is commonly provided by colleges and universities in China at all levels and of all sorts. It is an important component of the required College English courses for non-English majors, namely, intended for the largest possible audience of pupils. College Spoken English teaching, however, is facing significant challenges as a result of the pandemic's requirement for online instruction. "Pure" online teaching during the pandemic has isolated professors and students completely from one another in comparison to face-to-face or mixed teaching in regular classrooms or the mixing of online teaching and classroom teaching in flipped classrooms. College Spoken English is designed as a practical course to teach students how to use English to communicate in particular contexts. It includes multi-dimensional verbal or non-verbal communication as well as the interaction between subjects and their environment, which heavily relies on the "communication scene" provided during classroom instruction. The majority of the oral English practice programs now available are "follow reading and imitate" software "used to train pronunciation and intonation" or "dialogue practice" programs "used by learners to communicate in real time with online English teachers or native English speakers" ^[1]. The most popular online teaching platforms or communication technologies in China, such as Superstar Class, Rain Class, Tencent Class, Tencent Conference, QQ, WeChat and so on, are leveraged for quick and immediate interaction, which falls well short of providing extended and delayed situational communication and interaction experience that students in spoken English classes require. How can students overcome their geographical separation to participate in cooperative oral English practice exercises during the pandemic, when College Spoken English programs must use pure internet teaching? How can students communicate and interact with one another online when communication depends a lot on the communication scene given in a classroom? How can students carry out in-depth and specific oral practice online without comparable oral English practice software given that internet communication is mostly instantaneous, straightforward, and "fast food style"? — College Spoken English teaching faces great difficulties during the pandemic.

3 Relevant theoretical support for using the video feedback method to deal with the difficulties

In 1951, Charlie Ginsburg created the first video recorder, which was quickly utilized for training and professional development. The earliest educational use of video feedback occurred in 1963 as a result of an unintentional collision between microteaching software used by student instructors at Stanford University and video recorders ^[2]. The video feedback method approach was described by Paige Mahoney ^[3] as "video-based feedback" in contrast to "written feedback" and "audio feedback". It alludes to the technique whereby professors utilize video to assess and provide comments on the work of their pupils. Wu ^[4] explains that "the video feedback method refers to record-

ing students' speeches with video tools to objectively reflect the actual situation of students' English speeches in order that students are able to understand the strengths and weaknesses of themselves and others." The video feedback method is described in this paper in two steps: first, students record their oral activities to improve their oral English and send the videos to their teachers for feedback; second, teachers and other students receive the feedback on the students' oral activities, and then provide comments and recommendations based on the videos to help the students strengthen their strengths and mitigate their weaknesses.

The following theories lend credence to the use of the video feedback method:

3.1 Real representation and objective feedback of video feedback

Video is a representation of the past since it accurately documents all of the behaviors of the person being recorded. Memory is not always reliable, and judging others is inevitably subjective. The ability to objectively and precisely monitor one's own actions while also planning and optimizing improvement methods for one's own behaviors is provided by viewing videos.

3.2 Psychological studies related to video feedback

Anxiety is a common psychological feeling when one is confronted with a challenging activity. People who have social phobia say that they spontaneously and repeatedly experience negative self-images before or during anxiety-provoking social settings, during which they feel less confident about themselves and as though they are not performing well in some crucial social actions ^[5]. However, their perception of themselves often differs from how they come across to others. Video feedback has the potential to considerably reduce patients' anxiety, offer a more objective source of information about the person's social performance, and aid patients with social phobia in developing accurate self-perceptions. Video feedback has been incorporated into cognitive therapy for social phobia in psychology studies.

3.3 Production-oriented approach and the video feedback method

Chinese Professor Wen Qiufang and her team have put out the teaching philosophy known as the "Production-oriented Approach" (POA). The output-driven hypothesis, which makes up one of its main points, asserts that output is "the driving force of language learning" and "can stimulate students' learning desires and enthusiasm more than input learning." Students will be more engaged in having input learning to make up for their flaws so that they can perform output activities after they comprehend the significance of output tasks and their respective shortcomings, according to Wen ^[6]. As an oral output task assigned to students by the teacher and delivered in the form of video, video feedback encourages students to continually identify and realize the learning points they need to review or add during the process of preparation and implementation. The knowledge points are then actively and aggressively strengthened. Students' capacity for independent learning is improved in this way. Each component

of the video creation activity successfully replicates the educational material found in textbooks and classrooms. This is in line with the “selective learning hypothesis” and the “learning-using integrated principle” in Production-oriented Approach. The former confirms that “efficient language learning activities should selectively process, practice and memorize input materials based on the needs of output”, while the latter advocates “promoting learning with using and putting learning into using” [7].

4 Practical needs of using the video feedback method

In fact, there are several similar issues in College Spoken English classes, regardless of whether they were taught online during the pandemic or in the regular classroom setting:

First, students don't want to speak. Some students lack the enthusiasm to participate in class discussions because they are uninterested in learning spoken English. In oral class, they hardly talk if it is not necessary. Second, kids want to talk but are afraid to. Some students struggle to speak English fluently, but they simply remain silent during oral class because they are so uncomfortable and frightened about making mistakes. Third, while they desire to speak, they lack the language skills. The amount of preparation time given to students in class is inadequate, and they lack the necessary language and understanding linked to the topic. Some students want to speak, but they are unable to do so in a way that adequately conveys their thoughts. The last is that although students can talk, they are not given the opportunity. In an oral class, not every student has the opportunity to speak, and even when they do, there aren't enough opportunities for them to say as much as they want.

The use of video feedback could offer a potential remedy for the aforementioned issues and assist the situation to become better.

First, for those who don't want to speak: in video feedback, students independently choose the shooting location, design the interactive scenario, establish the video style, and create the video in a distinctive form using various means of editing and synthesizing. They also act as the protagonist in the video. When compared to passive accepting, active producing might better pique students' interest in learning. Excellent student-produced videos can be adopted as teaching and explaining tools for spoken communication skills. These video examples are more approachable and replicable than the examples in the textbook, which can better draw students' attention to spoken skill acquisition and increase their desire to take part in practice. Instead of seeing outsiders speak, students are more interested in and willing to speak more when they watch themselves or their peers speak. Second, for those who want to talk but are afraid to: the primary reasons are that they fear they will speak poorly, sound unduly nervous, and be made fun of by others. According to psychological research on social phobia, anxious persons frequently misjudge how they actually come across to other people. They frequently exaggerate their anxiousness as well as their own performance [5][8]. Students who receive video feedback can view themselves from the viewpoint of an observer, “realizing for the first time that they are performing well and not appearing as nervous as perceived” [9]. Students gain a neutral view of who

they are while also seeing that some of the problems they encounter are shared by their peers. They are now less anxious and have gained greater self-assurance as a result. Speaking out during oral communication practice is getting more common among students. Third, for those who wish to talk but don't know how: the video feedback method enables students to regularly practice speech tasks during their free time. The output-driven hypothesis put forward by Professor Wen Qiufang states that students will become conscious of their lack of language proficiency while completing output activities. Students will selectively process, practice, memorize and expand the linguistic input offered in the classroom, textbooks and other associated materials based on the demands of the output, "transferring teaching content to all links of the oral activities" [7]. In contrast to passively depending on teachers' "cramming" instruction and "filling the whole class with knowledge," they engage in active and autonomous learning through self-study techniques including reading relevant books and participating in group discussions. Students can gain an objective understanding of their oral performance, pinpoint their strengths and limitations, and continuously improve to more effectively accomplish the oral output tasks assigned by the teacher by watching their own recordings. With greater preparation time and knowledge gaps filled thanks to the video feedback method, students are better able to completely express themselves and deliver their intended message. Now students want to speak and know how to express themselves. Last but not least, in order to fulfill oral activities in which they would like to engage but were not given the opportunity in class, students can create films after class. Then, they can share the recorded video with the rest of the class by uploading it to a network location the teacher has selected, such as a website, cloud storage, or a shared folder on a QQ group. In addition to presenting and discussing particularly noteworthy or representative movies in class, teachers might set up students to undertake self- and peer-evaluations within the classroom. Students will have more opportunities to demonstrate their spoken English in this manner. Aside from fostering reciprocal learning and shared progress among students, the act of sharing and engaging in mutual evaluation also exerts pressure on students, serving as a motivation for them to practice and continually enhance their skills. Students who can communicate effectively can speak and appear in videos.

Some of the same issues and difficulties that arise while teaching College Spoken English teaching online during the pandemic also arise when teaching College Spoken English teaching in general, but the spatial distancing between teachers and students makes the need for effective solutions much more pressing. The video feedback method has been beneficial and efficient in spoken English teaching during the pandemic, and ought to be applied to other aspects of regular spoken English teaching.

5 Specific forms and ways of implementing the video feedback method

According to research currently available, the video feedback method is typically used as a consolidation task assigned to students after class, but in reality, it can be applied throughout the process of College Spoken English teaching to increase stu-

dents' opportunities for speaking practice and guarantee enough time for practice, so that students can more actively participate in the learning of spoken English.

5.1 The application of Video Feedback before class

It goes without saying that pre-class preparation is essential for effective course learning. Can spoken English classes give students oral preparation work in addition to the customarily written preparation tasks? To make sure that the students have finished the oral preparation activities and to give feedback to the teacher, this might be followed by video feedback. Due to the short duration of spoken English classes, many students are unable to engage in spoken exercises and practice. Can students practice oral communication skills outside of class during pre-class period, and then, preserve and take part in class discussions using video feedback? Additionally, it enables them to recognize their own issues, internalize knowledge for the first time, and learn in the classroom more efficiently. By evaluating their performance before and after class, teachers can better understand the learning environments of their students. The video feedback method can be applied in a variety of ways before class, including oral class discussion of introductory topics, previewing, expanding, and challenging the vocabulary, knowledge points and related materials involved in the topics, and practicing oral activities related to speaking strategies beforehand in advance on the basis of self-study, among other things.

5.2 The application of Video Feedback in class

Teachers frequently use videos from the textbook CD-ROM or relevant videos from the Internet (like TED lectures) in their College Spoken English classes to introduce themes and demonstrate speaking strategies. There are, however, a lot of fantastic videos produced by students. Students' interest, attention, and desire for learning can be increased by using videos created by students or their peers as the introduction to the theme or teaching examples. Dong Yangping^[10] pointed out that "34% of students find TED speech videos challenging to learn from as the content is relatively difficult." The videos recorded by students themselves, which were specially created for the course and produced by others at a similar level, are more approachable, targeted, and replicable. Due to the short amount of class time, students do not have enough time to effectively prepare for oral activities, and most students are unable to present live presentations in class. In order to share oral practice videos with the entire class, teachers can ask students to upload them to a cloud drive or internet platform. Teachers can pick from a few exemplary videos from this collection to show out and discuss during class. In order to spot issues and create a cohesive, complementary combination of the two, teachers can also contrast and give feedback on students recorded oral practice videos and live presentations. As a result, video feedback can be used in spoken English classes in a variety of ways, such as to introduce a lesson's theme, show students how to use speaking techniques that will be discussed in class, and give them feedback on their oral practice exercises.

5.3 The application of Video Feedback after class

There is a lot of practice involved in studying spoken English. Relying just on the minimal practice time provided in class is undoubtedly insufficient. However, students frequently lack the will to practice speaking well on their own outside of class without adult supervision. Teachers might therefore mandate speech practice for their students using video feedback after class. The practice can be undertaken in a variety of ways and can include a wide range of topics outside of those taught in class. Teachers can more effectively inspire and foster students' creativity in spoken English practice by offering them a wide variety of topics and styles. When practicing their shooting skills, students are free to select the shooting location and are encouraged to create genuine and realistic situations. Teachers can encourage students to share their recorded videos on a cloud disk or online platform for the class to access in order to promote students' collaborative learning and guarantee the quality of the videos submitted. Additionally, it may be necessary for students to conduct peer and self-evaluations in class. The number and caliber of the videos that students record, as well as their self-assessment and peer evaluation, are used by teachers to grade students' daily scores and to choose outstanding works to display in class or in between courses. Students can create their portfolios by saving all of their videos. On the one hand, students are able to clearly perceive their development and feel successful in their spoken English study. On the other hand, it can assist individuals in developing an accurate and objective self-perception so that they can play to their strengths, avoid their shortcomings and generally improve. In short, the deployment of the video feedback method after class has two main goals: to improve the opportunity for students to practice their spoken English after class and to reinforce the content of spoken English learning in class.

6 Conclusions

College Spoken English is a practice-based course that prepares students to communicate in English in particular circumstances. It strongly relies on creating authentic communication scenarios, having regular interactions between teachers and students, and having students perform oral exercises in-depth. However, College Spoken English teaching is facing hitherto unheard-of challenges as a result of the pandemic's requirement for pure online instruction. The video feedback method produces communication scenarios in videos, enabling students to participate in detailed oral activities by filming them. This method utilizes videos to showcase, explain, and practice in-class speaking skills by displaying and commenting on videos. It is a successful style of instruction for overcoming the challenges of teaching College Spoken English during the pandemic. The video feedback method adopted in an emergency of the pandemic can and should be extended to regular College Spoken English teaching in order to stimulate students' enthusiasm and creativity in spoken English learning, increase student engagement, and facilitate teachers' supervision on the basis of the same problems in spoken English teaching during the pandemic and usual spoken English teaching. Additionally, the video feedback method is conducive to correcting

errors, mitigating students' anxiety, and promoting learning with the application. The most efficient ways and approaches to include the video feedback technique into spoken English teaching practice, however, still need to be investigated, experimented with and continually improved. This is a direction for future theoretical and empirical study as well as a pressing issue that needs to be addressed.

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