



**THE INFLUENCE OF THE IMPLEMENTATION OF SELF-RECORDED
VIDEOS ON THE IMPROVEMENT OF NINTH GRADERS' ENGLISH -
SPEAKING SUB-SKILLS AT INSTITUCIÓN EDUCATIVA MODERNA**

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**UNIVERSIDAD ICESI
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LANGUAGE
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ABSTRACT

This Master's research aims at describing the influence that the implementation of self-recorded video has on the improvement of ninth graders' English-speaking sub-skills as pronunciation, fluency, grammar, and vocabulary at the state school Institución Educativa Moderna de Tuluá, Valle del Cauca. This research was carried out by collecting and analyzing the data from a speaking pre-test before the implementation of a self-recorded video didactic sequence. Then, after the execution of such a didactic sequence, students took a speaking post-test. Finally, an online questionnaire was applied to find out students' experience about the implementation of this teaching strategy. According to the findings, the application of self-recorded videos helped students improve their English-speaking sub-skills, being grammar and vocabulary the most benefited. An additional gain from this didactic strategy, the application of the questionnaire shows an increase in motivation when using self-recorded videos for speaking.

Key Words: self-recorded video, speaking sub-skills, didactic sequence, speaking rubric, factors influencing speaking.

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1. INTRODUCTION

Throughout history many researchers, sociologists, linguists such as Hymes (1972), Brown (2001), Celce-Murcia and Olshtain (2000), among others, have researched about what speaking is, its pedagogical constraints, strategies and tools for helping teachers to design and apply curricula, syllabi, lesson plans, tests, and so on for the sake of English-speaking-skills development. Speaking is regarded as the most difficult skill to be developed because language knowledge is not enough, teachers do not always count on the resources needed to create motivating and practical activities, materials used are not addressed to develop spoken language, policies and objectives do not interest in allowing learners to develop such a skill.

If we are more precise and contextualize this research, in Colombia, working speaking effectively is complex. The learning and teaching conditions in our educational setting are variable and difficult, some of them are related to the top-down approach the government has regarding decision-making, and policies. Other problems relate to lack of resources, large groups, few hours a week for learning, and it has to be included the demotivation that most learners have (Sánchez & Obando, 2008).

The students who belong to the Institución Educativa Moderna de Tuluá have never taken any English course and nor had the chance to be taught by teachers who conduct the classes in the target language. Moreover, the resources the school accounts are scarce, the groups are large and to make it worse, the students have a very low intensity of teaching hours a week. There are no school-wide statistics available to measure levels of language proficiency at this school; however, evidence of the problem was provided by teacher's observations as well as formal and informal assessments of students' language skills. Taking into consideration so many constraints, it has identified these students have a low level of the English language, particularly their speaking which is almost absent. As the time is not enough for one teacher to guide and correct more than forty students in a group, it is pertinent to implement an intervention plan to cope with such a problem.

Considering all of these limitations, this research proposes the implementation of the teaching strategy self-recorded videos to improve ninth graders' English-speaking sub-skills. This study focuses on describing the influence of the implementation of such a teaching strategy on language level. However, due to its qualitative nature, the description of how influencing factors as motivation impact on the teaching and learning process when working speaking cannot be excluded.

2. JUSTIFICATION

Speaking is regarded as the most important language skill because human beings depend on it to perform their daily activities. Being more precise in relation to speaking English, according to Baker and Westrup (2003) once students develop such a skill, they get good opportunities for better education, jobs and getting promoted. Talking about teaching speaking, at the beginning English was taught with traditional methods which emphasized on the learning of grammar and syntax. Later in time, English teaching turned into more functional because the idea is to help students to experience real time interactive situations. In the same way, speaking is also considered as the most difficult skill to be developed because it takes place during real time circumstances. Following the same idea, Rivers (1981) studied the use of language outside the classroom situation and stated that speaking is even by far more used than reading and writing combined. Bearing in mind all that has just mentioned, it is necessary to highlight the importance of this research resides on analyzing students' speaking sub-skills performance after having implemented a didactic sequence.

Currently, technology has become the vehicle for various purposes. Nowadays, it is widely used for trade, transactions, entertainment and of course in educational areas. In this regard, technology has a vital role in developing speaking, and even more with the emergence of the COVID-19 pandemic, its importance has been increasing. Presently, getting a cellphone with a video camera does not mean spending a lot of money so most students can draw on one at home anytime, they can get access to a cell phone and record themselves easily and shortly in and outside the classroom. Moreover, with the arrival of the COVID-19 pandemic, the use of cellphones for studying has evidently increased since it is the most used learning tool. This has seen because at the school this is the way we have worked along this modality of remote teaching. Additionally, students have gotten more familiar with recording themselves because of the content they upload on social networks such as Facebook¹, Instagram², Tik Tok³, and WhatsApp⁴. Taking into account these outputs, it seems pertinent for teachers to regard self-recorded video as a tool for helping their students improve their language proficiency, namely speaking. By using this technology strategy, teachers can have access to students' language samples anytime and anywhere for analyzing and providing feedback to them.

There are three reasons why the use of self-recorded videos with students from Institución Educativa Moderna de Tuluá is considered pertinent to implement. First, such students have three hours of English classes a week that are hardly carried out because of a lot of institutional events at the school. What it is more, those groups comprise 40 students at least so monitoring and providing them feedback in face-to-face class is hindered by time and number of learners. Second, the eight students belonging

¹ <https://facebook.com/>

² <https://www.instagram.com/>

³ <https://www.tiktok.com/es>

⁴ <https://www.whatsapp.com/>

to this school come from low social strata, so they are unable to afford computers at home or any other fancy technology device. Third, speaking is the most difficult and scaring skill, owing to the fact that students tend to be afraid of taking part in a conversation interacting with others, or giving a speech in front of an audience, self - recorded videos seems to be a good alternative to tackle those constraints when developing English speaking sub-skills.

The last but also important reason to consider this research significant deals with the academic and pedagogical growth of the teacher researcher. Coming up with an intervention plan to overcome the limitations just mentioned to enable students' English-speaking sub-skills by using self-recorded videos, analyze the data, and reflect about their effectiveness is a great opportunity for learning and becoming a better teacher-researcher.

3. RESEARCH QUESTION AND OBJECTIVES

3.1 Research Question

To what extent does the implementation of student self-recorded videos influence the improvement of ninth graders' English-speaking sub-skills at Institución Educativa Moderna de Tuluá.

3.2 General Objective

To describe the influence of the implementation of self-recorded videos in the improvement of ninth graders' English-speaking sub-skills at Institución Educativa Moderna.

3.3 Specific Objectives

- To determine to what extent a didactic sequence incorporating self-recorded videos might impact upon students' speaking performance.
- To separately assess the students' performance in grammar, vocabulary, fluency and pronunciation speaking sub-skills in the light of the didactic sequence implemented.
- To examine the students' own perceptions of the use of self-recoded video as a learning and teaching tool.
- To assess the usefulness of self-recorded video as a learning and teaching tool with students who have little exposure to spoken English.

4. LITERATURE REVIEW

Currently, technology has a vital role in education, and even more with the emergence of the COVID-19 pandemic, its importance has been increasing. Nowadays, students can get access to a cell phone and record themselves easily and shortly in and outside the classroom. Taking into account these outputs, teachers should regard self-recorded video as a tool for helping their students improve their language proficiency, especially for speaking. The Institución Educativa Moderna de Tuluá as other state schools from Colombia is scarce in terms of resources and real class time which constraints the development of a demanding and fundamental skill as speaking so this is the reason why this research becomes relevant, drawing on using self-recorded videos as a teaching strategy to attempt develop students' speaking sub-skills of this school.

In order to provide an appropriate review for this research, it will start by defining what speaking is by Burns and Joyse (1997), Celce-Murcia and Olshtain (2000), and Brown (2001), and some sub-skills belonging to it (Burns & Claire, 2003; Abbas, 2016; Hymes, 1971; Krashen, 1998; Binder, Haughton & Bateman, 2002; Cooper, Kiger, Robinson & Slansky, 2011). Furthermore, the types of speaking will be described according to Brown and Abeywickrama (2019). Next, the teaching of speaking will be explained through Nunan (1991) and (2003), and Harmer (2007). Then, factors influencing speaking will be reviewed by taking into account Tuan and Mai (2015), Diaz (20019), Nation and Newton (2009), Huang, Hung, and Plakans (2018), and Harmer (1991). Finally, a review of what self-recorded videos consist of and its importance as a teaching tool to be implemented in speaking lessons.

4.1 Defining Speaking

Throughout history speaking has been conceptualized by numerous researchers interested in language learning and teaching. One of the most significant definitions is the one provided by Burns and Joyse (1997). They declare that speaking implies the construction of meaning through the reception, production and processing of information, that is, forms are conditioned to the context, interlocutors and communication purpose. In this same sense of perceiving speaking as an interactive process of meaning construction, Celce-Murcia and Olshtain (2000) also add that because of such a construction, speaking in a second language is the most complex skill.

Brown (2001) holds a different perspective of speaking, he points out that “speaking skill itself can be stated as the skill to use the language to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation” (p. 10). Speaking in this case is seen as a vehicle for people to interchange knowledge and information. Finally, to end this section, it is wise to see a more detailed and complete definition of speaking given by Hymes, (1972). He creatively draws on an acronym as a mnemonic for remembering what speaking is. Here is a brief explanation of every initial:

S, for Settings, it refers to the physical space where the speech act takes place, it also includes time.

P, for Participants, it involves age, genre, social position, and the relationship between the interlocutors.

E, for Ends, it implies what the speech act as well as every individual of the communicative situation wants.

A, for Acts Sequence, it refers to how acts are sequentially organized, for example regularly people greet at the beginning of a conversation and say goodbye at the end.

K, for Key, it means the way speaking is performed, that is, the intonation and the tone of voice.

I, for Instrumentalities or instruments, it resides on what linguistic code is used. Is the message conveyed on the phone? What language variety is being performed?

N, for Norm, it deals with the social conventions that rule the setting. Knowing a language is not enough so in this case culture plays a crucial role for interaction and conveying the message.

G, for Genre, it implies the type of speech act or event gossip, jokes, conversations, etc. within the culture.

Taking into consideration all the authors just cited, speaking is a complex skill which demands a long process to be developed. This skill is more than just producing sounds, it demands interlocutors to take into consideration what, where, who I am, whom and how, and also other sub-skills vocabulary, grammar, accuracy, and pronunciation. By the way sub-skills, they will be explained coming up.

4.2 Sub-skills

When talking about speaking, implicitly also concerns some sub-skills or components that are useful to characterize students' proficiency, teaching speaking and of course to measure students' evolution. According to Brown (2001) there are some speaking sub-skills that need to be assessed referring to measure oral performance. They are pronunciation, grammar, comprehensibility, fluency, comprehension, and vocabulary.

4.2.1 Pronunciation

Pronunciation is the way we produce sounds. It plays a very important role in speaking since from this, it depends whether a message is conveyed as desired. In this sense, Burns and Claire (2003) claim that despite learners have some failures concerning grammar and vocabulary, as long as pronunciation and intonation are good enough, the communication is more likely to be conveyed effectively.

In concordance with the purpose of this research, it is sensible to highlight what Abbas (2016) and Murphy (2014) state about pronunciation. They assert that when

talking about pronunciation, what matters is to make message comprehensible enough to communicate instead of pronouncing exactly like a native speaker. Therefore, this master study will intend to encourage students to value NNES samples, including this teacher's researcher and consequently to allow students to speak without mind barriers of having to pronounce like an English native speaker.

Other relevant concepts regarding pronunciation are that of English as a Lingua Franca (ELF) and identity. Based on Jenkins (2007) learners' identity plays an important role in their accent. Teacher's orientations in this case will be given towards raising students' awareness on valuing their English though, their accent was Colombian or Latin American anyway, it is a legitimate variety of English. Students will be also taught that in the world, English is spoken by more NNES than NES so they do not have to feel forced to speak English like natives when implementing self-recorded videos because English is a Lingua Franca despite having been raised awareness on the use of the International Phonetic Alphabet (IPA).

In relation to IPA, it is equally interesting to regard what Harmer (2001) claims about pronunciation. He asserts that it comprises components such as pitch, intonation, spelling, rhythm, stress, and minimal pairs. Referring to minimal pairs, for the purpose of seeking students' pronunciation improvement, the proposed didactic sequence includes the practice among $\theta/$, $/t/$ and $/f/$, between $/l/$ and $/r/$, and between $/tʃ/$ and $/ʃ/$.

4.2.2 Grammar

At first, this sub-skill was perceived as learning the correct structure of the target language, and additionally the first requirement to enhance speaking sub-skills. In other words, this term means bearing in mind the rules of words, word orders, and sentence-making too. Then, however Hymes (1971) asserts that a speaker needs to develop grammar rules and equally important appropriate language rules bounded to the context. (p, 56).

There are two approaches for teaching grammar, they are both deductively and inductively. Based on Purpura (2004, p. 42) the first concerns "a conscious knowledge of grammatical forms and their meaning" this is basically when learners are taught rules explicitly by the teacher. On the other hand, the latter takes place when learners are presented meaningful audiovisual inputs for them to discover the grammar rules (Nunan, 1999). In relation to the present research, the didactic sequence was planned and executed by applying both approaches, inductive and deductive, when learners were not able to figure out the rule, they were oriented with explicit explanation.

On the other hand, there is another type of grammar different from the written one. When the word grammar is heard, it is immediately associated with writeness, prescriptive rules, right and wrong. Nonetheless, there is another type of grammar different from the written one, the so-called spoken grammar. This is not so well-known as the written one because coursebooks and other English language commercial

materials do not promote it that much. As an example, it might be the use of non-sentences in communication, they are always regarded as ungrammatical because they are supposedly incomplete. However, in spoken language what matter does not always deal with complete sentences, what actually matters resides on how meaningful those words or utterances are for anybody. Referring to sentences in speaking, Willis (2003) asserts that “when we are speaking, we are not thinking of producing sentences at all; we are thinking of putting together units of meaning. Many of these units will be in the form of sentences. Some of them will not” (189).

Referring to spoken grammar there has to be said that there is a strong connection to fluency. When speaking occurs, there is opportunity for learners to draw on some spoken grammar resources to improve fluency such as ellipsis, heads, tails, fillers, backchannels, and phrasal chunks. These grammar resources allow learners to use the language with more naturalness and authenticity, so fluency is not only speaking without stopping (Hilliard, 2014).

As this research seeks to study the influence of self-recorded videos on speaking, the utilization and exploration of spoken grammar are promoted to the participant students. The didactic sequence that is being implemented does not follow any coursebook in particular to avoid students are exposed to samples of superficial language. As a consequence, to design the didactic sequence, some extracts of websites were taken trying to emphasize the authenticity of the language. In fact, the way fluency was assessed let students use some fillers, pauses, hesitations and so on, which is common when having a real-life conversation.

4.2.3 Comprehensibility

This sub-skill deals with how good the speaker organizes his oral speech. With respect to this concept Krashen (1998) establishes that when the speaker is able to produce a comprehensible output, it means that he was able to form correct utterances and eventually convey his messages efficiently.

Comprehensibility is much more than producing understandable sounds, Barefoot et al (1993) define it as:

[Comprehensibility] is intended to account for communication features of utterances that extend beyond the auditory-acoustic domain. Comprehensibility, in our use of the term, explicitly incorporates contextual features such as syntax, semantics, and pragmatics, and involves face-to-face communication activity in which meaningful utterances are produced by talkers and processed by listeners (p. 2).

This is a significant sub-skill that should be assessed when having students practice on responsive or interactive speaking because pragmatics requires speakers to interact. That is the reason why comprehensibility will be not focalized so along this research, self-recorded videos tasks are targeted to promote the use of extensive speaking which it does not need interaction.

4.2.4 Fluency

Fluency is defined as a sub-skill that regards the ability to produce utterances with no excessive pauses, filters or hesitations. According to Binder, Haughton and Bateman (2002) fluency takes place when a person speaks combining accuracy and speed (or quality plus pace). Ellis (2003) declares that fluency should be taken as “the extent to which the language produced in performing a task manifests pausing, hesitation, or reformulation” (p. 342).

On the other hand, it is important to spotlight the importance of fluency as a sign of improvement in speaking. Chambers (1997) claims that fluency may reflect students’ speaking progress in language learning. As a consequence of this significant sub-skill and in order to fulfill the main objective of this research, fluency has been selected to assess students’ speaking improvement. In this research fluency is not seen with the historical paradigm that regards as the ability to produce L2 outcomes with native-like speed. On the contrary, fluency is seen as the sub-skill that learners hold to convey message without communication breakdowns; pauses, hesitations and fillers may be natural to the extent they do not interfere in conveying the meaning.

3.2.5 Comprehension

Referring to comprehension in spoken language, this sub-skill is important because whether the person understands all of what the other speaker says, communication goes on. As for the relevance of comprehension in speaking, Fellowes (2006) points out that foreign learners should be instructed to learn comprehensive understanding of oral messages and being good readers of the context because speaking is interaction. Comprehension is the starting point and the result of interaction, a person must have certain level of development at speech sounds, lexicon, syntax of utterances and of course pragmatics because depending on the level of the understanding of the context, language empties can be compensated or on the contrary can hinder the comprehension of the message. For the purpose of this research, this sub-skill is not measured in students’ self-recorded videos because their speaking tasks do not require interaction. Nonetheless, through the implementation of the didactic sequence, undoubtedly comprehension takes place. Comprehension is something natural that is inherent to interaction so there will be practice of this sub-skill along the classes.

3.2.6 Vocabulary

This sub-skill concerns lexical choice according to the context and the function of the words. According to Richards and Schmidt (2002) vocabulary comprises single words, compound words and idioms. This implies that learning vocabulary goes beyond knowing the denotative meaning but rather bearing in mind the possible connotations of the words depending on the context. Vocabulary has a crucial role in speaking:

There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say [...] While without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Wilkins, 1972, p. 97).

Talking about the importance of vocabulary in speaking, it is reasonable to paraphrase that vocabulary development is key to form autonomous learners who are able to infer and learn the meaning of new words (Cooper et al., 2011). In this sense, it seems wise to carry out the teaching of morphology, so students become more independent when exploring the language, for example in the didactic sequence of this study, a derivation process was looked at, it consisted of forming nouns by adding -er and -or to the verbs.

Speaking is definitely a very demanding skill that goes beyond producing sounds. As speaking is interaction, every outcome that is produced has to be influenced by the specific context of the communicative event. In other words, speaking means; having in mind the lexical choice, having a steady flow with no many hesitations and interruptions, word order and sentence-making, intonation and tone, and of course the dual skill of comprehensibility and comprehension which entails the organization of the ideas and being able to understand other's message to go on the communication. However, it is necessary to clarify that as the participant students of this research project were required to produce extensive or non-interactive speeches when implementing self-recorded videos. The assessment rubric to measure students' speaking-skills did not include comprehensibility and comprehension, the first one because syntax and grammar are inherent in the grammar category of the rubric and both were set apart because they are context and interaction -based, something that does not take place in this type of speaking that will be later explained with more detail.

3.3 Types of Speaking

According to Brown and Abeywickrama (2019) there are five basic types of speaking. Their taxonomy comprises the imitative, the intensive, the responsive, the interactive, and the most connected to the purpose of this research, the extensive or non-interactive. they are briefly explained according to the authors just cited. This taxonomy is selected because speaking is mainly interaction but as the videos that are going to be measured, focus on individual speeches with only one speaker, so it is important to clarify the type of speaking that this study aims at.

4.3.1 Imitative

It does not entail the test-taker's ability to understand or convey meaning, so interaction is not measured. The main focus of this type of speaking resides on the pronunciation, it is a matter of imitating a word, or a phrase or a sentence. For the

purpose of this research, this type of speaking seems relevant because it allows students to improve pronunciation which is one of the four sub-skills that are going to be focalized, and also because the participant students have no experience speaking English, so they need non-complex practice in their initial steps.

4.3.2 Intensive

This is commonly used for assessment purposes, it consists of requesting for specific production of speech at grammatical, phrasal, lexical, or phonological level. Generally, this type of speaking does not lead to interaction since the test-taker only executes the test administrator's requests, some of them which are appropriate for the purpose of this research relates to "reading aloud, sentence and dialogue completion, limited picture-cue tasks including simple sequences, and translation up to a simple sentence level" (p.157).

4.3.3 Responsive

This type of speaking has to do with interaction and test comprehension through short dialogues, standard greetings, simple requests and their answers. Bearing in mind the participant students' language level and their null experience speaking English, it looks suitable to develop this type of speaking in class, however for the self-recorded video tasks of this research will not be implemented because the students will not be solicited to interact.

4.3.4 Interactive

This is similar to the responsive type because it involves interaction but differs because such an interaction is longer and more complex due to multiple exchanges and/or multiple interlocutors. This type of speaking encompasses transactional language and interpersonal exchanges. The first means that the speaker uses the language just going through the motions to get the task or discourse done, whereas the latter takes place when two interlocutors are engaged in a dialogue, they are actively participating, trying to maintain social relationships. This type of interaction is the ideal to practice because is more meaningful and tends to be more authentic so it will be intended to carry out classroom activities to do so but making the clarification that for the self-recorded videos tasks of this research, students will not be asked to interact with anybody since they will be speaking alone.

4.3.5 Extensive or Non-Interactive (Monologue)

The interaction during this type of speaking is scarce or non-existent. Learners are usually given time to plan speeches, oral presentations, and storytelling. Undoubtedly, this type of speaking is the most convenient for accomplishing the purpose of this research because students will not have to interact with anybody and will have time to plan their oral productions for their self-recorded videos.

4.4 The Teaching of Speaking

The discussion about how to teach speaking has been one of the most important concerns in language teaching. In this matter, the teacher plays a crucial role because his talk is the main means to set up and keep oral interactions in the classroom. Regarding such a teacher's role, Nunan (1991) believes that learning a target language implies teachers carry out several teaching functions such as creating an appropriate target language environment, asking questions to students, and providing feedback during and after the activities. Following the same idea, Nunan (2003) proposes four principles for teaching speaking; they are giving students practice with fluency and accuracy, providing opportunities for learners to talk by using individual work or pair work, and reducing teacher talk, planning speaking tasks that involve negotiation of meaning, designing classroom activities that imply guidance and practice in both transactional and interpersonal speaking.

With respect to teaching speaking, Harmer (2007) asserts that there are three main reasons to reinforce learners' speaking sub-skills among themselves. The first reason he uses is providing opportunities for students to put into practice spoken language in authentic communicative situations, promoting rehearsal chances to talk about their closed contexts. The second reason, enabling students to learn from their teachers and peers by drawing on students' knowledge background and prior language knowledge. The third reason deals with practice makes perfection; the more students interact with others so the more they will improve their fluency as long as grammar teaching is not rigorous. (p.123).

Teaching speaking is undeniably an integrative responsibility for teachers because they are the main language source of providing comprehensible inputs into the classroom. English teachers also have to create a participatory and friendly environment that allows learners to explore the spoken language by risk taking skills, sharing their opinions, doubts and feelings. Those outcomes produced by learners cannot be intended grammatically correct only, since appropriateness is also equally significant when having a communicative event.

4.5 Factors Influencing Speaking

As it was said, speaking is the most complex skill so teachers must value several factors influencing speaking. They could be an interference that hinders students' speaking performance or the trigger that fosters their speaking sub-skills improvement. For the purpose of this research, it is pertinent to consider those factors when teaching speaking, they deal with performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015).

4.5.1 Affective Factors

Leong and Ahmadi (2017) led a research paper concluding that despite learners have certain linguistic knowledge, some affective factors as low anxiety, lack of self-confidence, and low motivation have a great deal of incidence on speaking performance. They also add that in order to cope with those negative factors; teachers should construct a good rapport, make students not to worry about making mistakes, and give enough time for students to produce their spoken outcomes. Following this idea, speaking in public may these mentioned speaking factors deeply affect students' performance as Diaz (2019) remarks that "other students may worry about speaking to others or in public" (p.5), that is why this research is relevant, self-recorded video could be an alternative strategy for reducing students' anxiety, boosting self-confidence, and motivation.

4.5.2 Performance Conditions

According to performance conditions foreign or second language learners carry out speaking tasks differently. Learners' performance does not only depend on their language development so time pressure, planning, the demand of performance, and the amount of support are important variables that must be taken into account (Nation & Newton, 2009). The performance conditions involved by implementing self-recorded videos for speaking are expected to be analyzed through the questionnaire applied to participant students who participated in this research.

4.5.3 Listening

According to Doff (1998) listening has to come first for students to produce outcomes. Even though the speaking tasks of the self-recorded videos of this research belong to extensive speaking, students are exposed to English inputs in the classes and they are taught how to work out their listening skill at home by using apps and websites.

4.5.4 Topical Knowledge

This is another important factor that affects learners' speaking performance. Huang, Hung, and Plakans (2018) point out that topical knowledge is the repertoire that students draw on to produce and interpret language. Such a repertoire is valuable because it is closely related to the context where learners live. In this manner, the topics related to the teaching functions are an important variable to consider when students perform self-recorded video tasks, that is why a didactic sequence was designed, to scaffold students but at the same way to challenge them one stepping stone more.

4.5.5 Feedback

Feedback has a crucial role on learners' speaking performance. Generally speaking, learners are expected to be corrected. Nevertheless, feedback cannot be given anytime and for any mistake. Harmer (1991) asserts that feedback must be provided depending on the moment of the lesson, the type of the task, and the type of errors that learners make. Bearing in mind that the participant students of this study are not familiar with speaking English and what is more, to do so in public, positive feedback will mainly be given through the self-recorded video classes and the comments after learners have sent their videos. This kind of feedback entails; praising students for having done or achieved something specific rather than general like completing a task, showing interest in the content, being tactful to reduce students' anxiety, demotivation, and fear of talking.

After having provided a grounded definition of speaking, its sub-skills, and how to teach speaking, the definition and importance of using self-recorded video for speaking are presented.

4.6 Definition and importance of Self-Recorded Video for Speaking

Some scholars have studied the impact that self-recorded video has on students speaking. One of them is Katchen (1991). He asserts self-recorded videos are a valuable technological teaching tool that allows students to compare their previous performance with the new one and in that way critically compare them. There are other researchers who also endorse the usefulness of self-recorded videos so as to improve speaking. For example, (Kirkgoz, 2011, cited by Encalada and Sarmiento, 2019) declare that such a teaching strategy increases students' self-assessment when working on speaking activities.

One learning constraint that students constantly struggle with is the fear of making mistakes in front of people. Students in the classroom sometimes feel unable to take the risk and participate in speaking activities. Some of the reasons why those learners feel inhibited is because of practice lacking in speaking, fear of getting blocked

at the moment of using their lexical repertoire, mispronouncing words or simply do not get what the other says to them. With regard to this issue, Trent (2009) claims that “having not enough self-confidence and being afraid of making mistakes lead to inability to speak English after learning English for years.” Additionally, Zhang (2009) declares the main barrier students encounter when speaking English regards the lack of exposure to use the target language outside the classroom. Consequently, so as to cope with the constraints just described, self-recorded video has become an effective technology tool applied by language teachers. In this regard Sucharitrak (2018) asserts the following:

Video seems to be increasingly used for professional development and it is a great tool for student oral presentation self-assessment. Because standard assessment techniques of student performance on oral presentation skills are difficult for both teachers and students as the judgment can be subjective without any concrete evidence. To evaluate student oral presentation, video clip recordings can reflect students’ performance, and they can be viewed as many times as necessary allowing students to develop their own performance (p.3)

Self-recorded video seems to be an efficient technology resource for helping learners develop speaking, there can be concluded five reasons. First of all, students can use their mobile devices almost anytime and anywhere, so it is a tool with no time nor space constraints. Secondly, self-recorded video allows learners to repeat their performances as well as critically assess their outputs after having watched their productions several times. Thirdly, students reduce their affective filter which sometimes hinders their speaking performance, and self-recorded themselves without having the presence of people who intentionally or unintentionally may mean less pressure for them. fourthly, learners are allowed to self- assess themselves as well as their peers. The fifth reason that shows the implementation of self-recorded video is a beneficial tool for students speaking practice and improvement is because teachers can tackle classroom time constraints, teachers can have access to the evidence of their students’ performances for the time they need them, having email accounts to receive allow teacher to store a great deal of videos without needing to download them, they can check and analyze outside the classroom and provide remote specific or general feedback.

4.7 Previous Studies

The advancement of technology has been spreading the use of self-recorded video or similar strategies in language teaching mainly for the sake of speaking development. Before providing some studies referring to the implementation of self-recorded videos, it is necessary to clarify that depending on the research, self-recorded

video is known with different denominations so throughout this literature review self-recorded video could be called as “student-produced videos”, “students’ video recording,” and “self-recording videos.” Anyway, those denominations basically mean the same; students use a smartphone camera or a video camera to record themselves performing assigned speaking tasks. Bearing in mind that this study aims at implementing self-recorded video to tackle students’ speaking lack of practice and consequently low speaking sub-skills development, studies that used self-recorded video to seek for students’ speaking sub- skills improvement, other ones that intended to understand its impact on affective factors influencing learners’ speaking, and some other ones attempting to use that technology teaching strategy to foster self-assessment and peer-assessment will be reviewed. Some of these studies may combine two or three of these research aims though.

Before arriving at what is known as self-recorded videos for improving speaking, some studies with certain similarities as giving learners the chance to rehearse and correct themselves were carried out. Since the early 1990s, Katchen (1990) was one the pioneers who promoted the comparison and analysis of students’ speaking performance by utilizing video recordings. However, the technology at that time just allowed to use video cameras that had to be operated by anyone else different from the student. Later in the United States, Glenn (1996) got his university students to use video cameras to film themselves at the campus or at home. He affirmed that student-produced videos are beneficial for students with regard to practicing feedback, analyzing content and form and improving speaking style. Different from other research that will be presented next, he did not specify that any sub-skill had improved more than other. Following the idea of enabling students to rehearse and reduce negative affective factors, Varasarin (2007) conducted an action research study that consisted of using tape recording in one of the cycles as a pre-test and post-test to measure pronunciation. In addition to find out how much these university students from Thailand enhanced their pronunciation, she applied some language learning strategies to increase learner’ confidence when speaking that were successful according to her.

Later in time with the advent of smartphones, self-recorded video investigations as such emerged. Akdeniz (2017) did a research that focused on comparing the development of English oral skills of two groups of university students in Turkey: one of them by using student-produced videos in face-to-face classes, and the other one with a traditional methodology without recording their tasks performances. After applying a questionnaire, she concluded that students’ produced videos helped students review their own performance, evaluate their speaking sub-skills, and develop self-awareness of their abilities. Another researcher who investigated the incidence of the implementation of self-recorded video is Wicaksono (2017) whose study intended to cope with students’ lack of practice, shyness, and fear when they have to speak English. The data were collected from 21 male and 73 university students living in Indonesia and the results showed that students perceived self-recorded videos as an opportunity to practice speaking without getting in an embarrassing situation. It seems that in Indonesia investigating about the use of self-recorded videos for speaking improvement is much more common than any other country. In that country, Wulandari (2019)

implemented self-recorded videos to be uploaded on Instagram blogs and then being commented by their classmates. She got the research results by applying self-recorded video as a pre-test and post-test, and a questionnaire that indicated an improvement on university students' fluency, vocabulary as well as higher motivation and self-confidence. In relation to this study, one recommendation made by the researcher deals with the length of students' video that should not exceed 1 minute. Koesoemah (2019) did a research very similar to his patriot. In an Indonesian university, he utilized self-recorded videos to improve their speaking sub-skills. He says that language improvement was varied so pronunciation, vocabulary, and grammar enhanced depending on each student. He suggests that teachers or researchers should ask students not to make the videos lasting less than one minute.

As it was already mentioned, there are not so many previous studies related to this research concern available on online resources, so the studies already described took place in Europe and principally in Asia. With the purpose of providing relevant studies more similar to the context where this research is carried out, it is essential to present two research that were conducted in Equator. Encalada and Sarmiento (2019) emphasize that self-recorded video is an excellent technique to compensate the scarcity of opportunities for students to talk in non-speaking places. Their data was gathered from a private and state university student. They only applied a survey to discover students' perceptions about the use of self-recorded videos to develop English as a foreign language (EFL) speaking sub-skills. Eventually, they conclude that students improved vocabulary, pronunciation, and had enhanced their confidence to express in English with more spontaneity. The other study made in Equator was conducted by Hidalgo Rojas (2021) who states that self-assessment videos help improve students' oral sub-skills, remarking the improvement in fluency, and become more independent on their own learning too. She designed a rubric and applied a pre-test and a post-test to measure grammar, vocabulary, pronunciation, and fluency of private university students. This rubric and the one utilized in the present research differ because Hidálgo's rubric was based on the Common European Framework of Reference (CEFR), whereas for this study the rubric was designed according to the specific context and objectives described.

Lastly but being the most pertinent studies in relation to this research, two investigations that took place in state schools of Colombia are described. Marengo (2017) focused his research on determining the influence of peer-tutoring to foster spoken fluency in computer mediated tasks. He assigned the most language qualified students to serve as peer tutors to evaluate tutees' spoken performance in the sessions that were recorded, a checklist of spoken performance was utilized by tutor. The results showed certain progress at vocabulary and grammatical level. The second investigation was run by Calderon Quintero and Nieto (2017) who conducted a research on implementing self-assessment to enhance spoken fluency through audio-video recording activities. This study was carried out with sixth graders in two state schools located in Bogotá. Their study attempted to help students become self-critical on their speaking performance, in particular regarding fluency. Students had to take two hours face to face sessions a week and one virtual session a week where they were asked to be recorded.

They assert that recording online classes were difficult because students were not taught pronunciation and students tended to read instead of speaking spontaneously.

Because of the advent of technology, and teachers started recording students' speaking performances more than thirty years ago, it seems obvious that there should be more research on the implementation of self-recorded videos. However, after having done a profound review of the literature linked to this research, it has been found that there are not so many previous studies similar to this one and much less in a Colombian context, it cannot be discarded that there are other papers on the web but they are not easy to get. To discover the incidence of the implementation of self-recorded videos on speaking sub-skills development process, this study and some others from such a literature review consider helpful to apply a questionnaire.

The literature review demonstrates that the implementation of self-recorded video has been fruitful to improve learners' speaking sub-skills or speaking as a whole but, those studies tend not to specify what sub-skills in especial were benefited. Other studies focused only on finding out how much pronunciation or fluency was enhanced in an isolated way. In contrast, the present research aims at measuring and describing to what extent the pronunciation, fluency, grammar, and vocabulary as well as speaking in general are influenced by the use of self-recorded videos. Some other studies and the ones carried out in Colombia that used recorded videos, differ from this research because students were recorded by the teacher during face-to-face or online classes instead of having students record themselves at home.

This research is innovative because it is the first one done in Colombia that describes the influence of the implementation of self-recorded videos integrated in a teaching and learning cycle on public school students, and that discusses its incidence on the four speaking sub-skills mentioned, bearing in mind spoken grammar, the IPA teaching, and other factors influencing speaking.

5 METHODS

5.1 Socio-Academic Context

This inquiry was developed at Institución Educativa Moderna, a public and urban school located in Tuluá, whose students mainly reside on the city though a minor number of them live in Nariño, a small town very close to Tuluá. The vast majority of the learners are mestizos, however more than 30 % are Afro-colombians. Most of the students who attend to this school belong to 1-2 socioeconomic strata, perhaps this is the reason why they have not been afforded an English course outside the school classes. Regarding their English level, through English teachers' observations as well as formal and informal assessment of students' target language skills, it has identified they are in A1-A2, making the clarification that their speaking sub-skills are poor or absent. The hourly intensity for classes of English is 3 a week, except for the tenth and eleventh graders who are enrolled in the technical modality. English belongs to the area of Humanities which also comprises the subjects of Critical Reading and Spanish, being the latter the one that is the worthiest according to the Sistema Institucional de Evaluación Estudiantil (SIEE), so the final grade of the area is the result of the scores in the three subjects just mentioned. It is also important to mention that all of the courses have more than 35 students because of the government laws.

5.2 Participants

The participants of the study were 8 ninth grader teenager students belonging to the Institución Educativa Moderna de Tuluá. They were chosen because they had showed their enthusiasm for being part of this study when carrying out the regular school activities concerning English during the first term. They were 3 boys and 5 girls but this was coincidental because gender did not have any weight in this participants selection. Other reasons why these students were part of this research is because they had time availability in the afternoon, and willingness to comply with the assignments. The last but not less significant reason why there chosen deals with having adequate technology devices and connection to Google Meet⁵ training sessions and to record themselves and share their oral productions via e-mail. Another possible relevant detail concerns with language level, they are all in A1 with scarce or inexistent practice of their speaking sub-skills in English.

⁵ <https://meet.google.com/>

5.3 Research Design

The design of this study is Action Research (AR) because it involves identifying a concrete problem, designing and executing an intervention plan, then monitoring and evaluating the action effects, eventually reflecting on the results of such an intervention plan. This study is also embodied in AR because it entailed investigating in order to tackle classroom problems and concerns, namely, to cope with the constraints already described that affect students' speaking sub-skills (Mckay, 2006, p. 16).

Though there are some quantifiable data collected because of the speaking rubric and some questions from the Likert questionnaire, the focus of this research was mainly qualitative because it used that data to be descriptively analyzed. Further reasons for applying a qualitative approach are because the data come from a small group, are interpretative and the researcher shares his reflections based on the findings. In this sense, Johnson and Christensen (2008) also assert that "qualitative research tends to use the exploratory scientific method to generate hypotheses and develop understandings about particular people, places, and groups" (p. 53). Finally, it is also important to mention that the teacher played the role as a researcher as well as teacher because he had to apply his own didactic sequence, collect the data and interpret them.

5.4 Methodology

In order to accomplish with the second and fourth objectives of the present research that were to determine to what extent a teaching cycle incorporating self-recorded video might impact upon students' speaking performance and assess the usefulness of self-recorded video as a learning and teaching tool with students who have little exposure to spoken English. This is the manner in which it was carried out.

First, it was necessary to diagnose the participant students' speaking sub-skills such as grammar, fluency, vocabulary, and pronunciation. To do that, a rubric was designed to measure the eight participant students' videos with the same criteria. Such a rubric had the same descriptors and scale for the four videos, except for the language function. With the purpose of diagnosing students' English-speaking sub-skills, students connected to an orientation meeting on Google Meet to know more about the research project as the objectives, consent form conditions, how to implement self-recorded videos, and what each sub-skill was (see appendix 9.3.1).

Second, a self-recorded video didactic sequence was implemented to enhance the four sub-skills previously mentioned. The didactic sequence; progressively promoted the use of present and future simple, sought for the employment of spoken grammar to encourage fluency as suggested in the literature review, the utilization of the IPA, raised awareness on the autonomous learning because students were enabled to use some online resources on their own, promote negotiation of meaning even though students had to apply extensive speaking in their self-recorded videos (see appendix 9.3.2-9.3.6)

Third, students had to self-record four videos in total during the three weeks that the implementation of self-recorded video lasted. After such an implementation, students had to take a post-test that consisted of speaking about the possible activities they will do during the week or weekend. Teacher researcher compared the pre-test video with the post-test video to measure their English-speaking progress as a whole and analyzing each of the sub-skills separately. Teacher researcher also discussed the possible implications of the didactic sequence in relation to the implementation of self-recorded videos for improving speaking (see appendix 9.4.4).

Fourth, in order to examine the students' own perceptions of the use of self-recorded video as a learning and teaching tool; the teacher researcher designed an online questionnaire to analyze and describe participant students' experience implementing self-recorded video to improve their English-speaking sub-skills (see appendix 9.2).

5.4.1 Step 1 - Designing a Speaking Rubric

With the purpose of measuring students' production objectively, a speaking rubric was implemented. In this concern, according to Wolf and Stevens (2007) the rubrics have several advantages such as: clarifying the learning target, making the assessment process precise and fair, and even enabling learners to self-assess themselves as well as their peers. In order to carry out such an objectivity, it was applied Verner's rubric (2017) in *How to Evaluate Speaking*. This one comprises four columns, the first is the column category, encompasses the four sub-skills that were analyzed. The other four columns correspond to the score scales (Need Improvement, Fair, Good, and Very Good). They describe the level of development of every student's speaking sub-skills. This rubric was socialized with the students in the orientation session, they were informed that this was highly connected to the didactic sequence carried out for the classes.

5.4.2 Step 2 - Speaking Pre-Test

Given to the fact that speaking is a broad term, the pre-test was focused on the sub-skills; fluency, pronunciation, grammar, and vocabulary. At the beginning of the first week of May, students were given one orientation session in which they got to know what the sub-skills just mentioned consist of. During this meeting, students were informed about the purpose of the study and the procedures to follow. The teacher explained the nature of the speaking pre-test and asked learners to rehearse and prepare their self-recorded video for the end of the week. Such a video consisted of having students introduce themselves and others, talking about their age, the place where they are from, the school where they study, favorite food, past times, in general about their personal information. The participant students were also told they were not allowed to pause or edit the videos because despite this is a non-interactive type of speaking, the

importance of data resides on spontaneity and naturality, additionally in this way fluency could be measured more accurately. Their video had to last 60 seconds as minimum. This decision was made because the participant students were around A1, and as it was described before, they had not had much practice in speaking activities (8.3.1).

5.4.3 Step 3 - Design and Implementation of the Didactic Sequence

The didactic sequence implemented for this research was designed by the teacher researcher. The didactic sequence consisted of; working grammar inductively and deductively, promoting spoken grammar through teacher's spoken examples, practicing sounds based on the IPA, having role plays by breakout rooms on Google Meet, practicing a few imitative, intensive, and extensive speaking tasks, emphasizing the application of responsive speaking tasks. The implementation of the didactic sequence took place through six two-hour sessions during three weeks.

Every class encompassed the development of language functions, objectives, teacher's steps, students' steps, resources and the sub-skills intended to be developed. Taking into consideration that participant students' language speaking sub-skills, the content and language requirements were going up gradually, starting from basic introductions in present simple to combine present simple and future simple to talk about possible activities to do during the day or week. In order to promote students' confidence and participation though the classes were mainly conducted in English, there were some moments when it was pertinent to use codeswitching (see appendix 9.3.2).

5.4.4 Step 4 - Speaking Post-Test

As the idea was to measure students' progress taking into account the pre-test and the post-test performance, the same rubric was utilized for the final Self-recorded video, making some adjustments in terms of language objectives only, that is, students implemented the same technology teaching strategy self-recorded videos to talk about topics related to personal information, tastes and interests, routines, and possible activities to do. The same criteria and procedures as in the pre-test video were carried out after the 3-week speaking self-recorded video didactic sequence implementation, being four self-recorded videos in total (see appendix 8.4.4).

5.4.5 Step 5 - Questionnaire

As one of the specific objectives was to describe the incidence of the implementation of self-recorded videos in the improvement of ninth graders' English-speaking sub-skills at Institución Educativa Moderna, it was decided to design an

electronic questionnaire that was applied after the final students' self-recorded video as a post-test. Such a questionnaire was designed under Likert scale format on Google Forms; this one comprised six first closed-ended questions to find out participant students' beliefs about their speaking sub-skills before having implemented self-recorded videos. Five statements to know the level of agreement or disagreement when using self-recorded videos. Six closed-ended questions to get participant students' beliefs about their speaking sub-skills after having implemented self-recorded videos, and one open-ended question to give the students the chance to express the positive and negative aspects of their self-recorded video implementation process (see appendix 9.2).

5.5 Ethical Considerations

5.5.1 Legal Framework

Given to the fact that all the participants of this research are under-age, it was necessary to take some considerations in order to avoid violating any younger's rights they have in Colombia; some of the laws that were born in mind to protect under-age rights are Ley 1581 /2012 and its regulatory decree 1377/2013; Ley Orgánica 1, January 15th, 1996; among others.

5.5.2 Participation Consent

Some of the conditions of the informed consent were established according to the guidelines stated by Mackay (2006), she recommends that when dealing with minors; informed consent forms should be obtained from parents or guardians, they must be given the purpose of the study, possible risks and benefits, and it has to be clearly explicit that the participants' agreement is voluntary and free from coercion as it is in the online informed consent that was utilized in this case. The main reason for having used an online informed consent resides on avoiding students being exposed to be contagious of COVID 19 when they had to leave home for printing such a form. Lastly concerning this section, it is also relevant to point out that this consent form comprises participant students' and parents' names but they were used only to make sure who filled in the form so they were not mentioned anywhere in this research. The informed consent to the participants in this project can be looked at in the (see appendix 9.1).

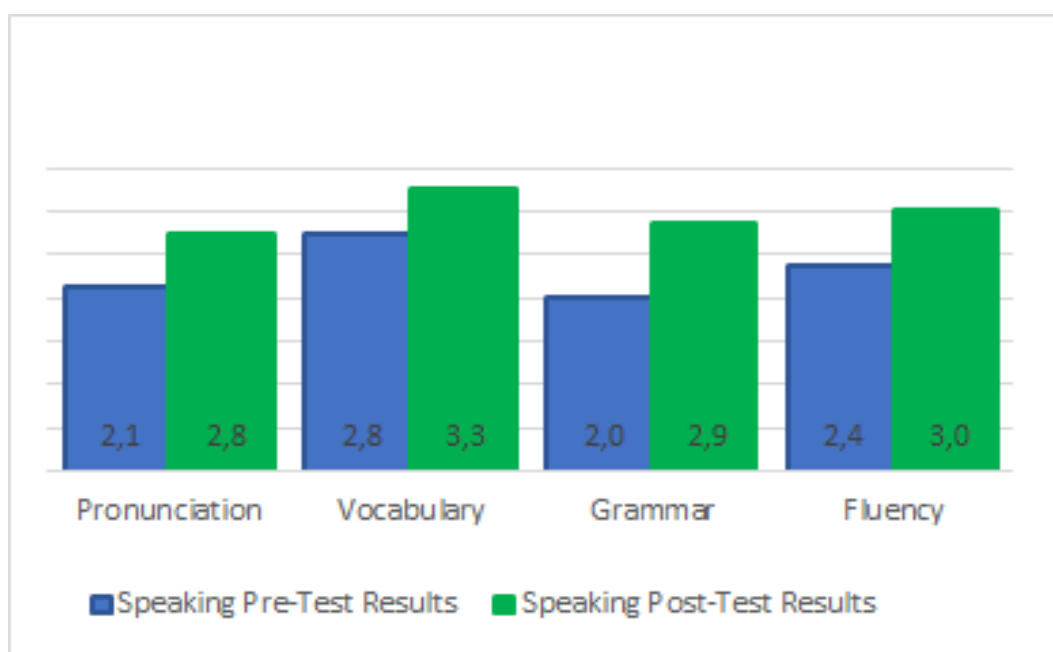
6. RESULTS AND DISCUSSION

This section presents the results discussion about the influence of the implementation of self-recorded video on ninth graders' English-speaking sub-skills at Institución Educativa Moderna. The results of the speaking pre-test and post-test are presented by speaking overall and isolated sub-skills graphs and then discussed. In the same manner, the online questionnaire results that was applied to analyze participant students' experience implementing self-recorded videos to improve their English-speaking sub-skills are exposed and discussed too.

6.1 Pre-Test and Post-Test Comparison

Below you will find *Graph No 1. Performance Results between Speaking Pre-Test and Post-Test*. This graph presents the comparison of students' speaking overall score of the pre-test and post-test (see appendix 9.4) that the eight students took by implementing self-recorded videos.

Graph 1. Performance Results between Speaking Pre-Test and Post-Test



As observed, participant students improved the most on grammar, in the pre-test they only got 2.0 and in the post-test got 2.9 in a scale from 1.0 to 4.0. By implementing self-recorded videos, students had the chance to rehearse and self-monitor their performance, this could be the reason why they were more conscious about avoiding grammar mistakes. The combination of inductive and deductive grammar instruction

that was given through the classes could be another reason for such a grammar improvement. This result contrasts with some of the previous studies described (Koesoemah, 2019; Encalada and Sarmiento, 2019; Hidalgo, 2021) that selected to analyze fluency, grammar, pronunciation, and vocabulary because they found that fluency or vocabulary were the sub-skills most positively impacted.

Students got a very similar progress in pronunciation; the group result shows that they boosted 0.7 using the same measure scale. Students were taught how to exploit online resources such as Wordreference⁶, Longman Dictionary of Contemporary English⁷, and Google Translator⁸ for pronunciation purposes. This enabled students to analyze their speaking outcomes in comparison to the sounds provided by such resources. It was also observed that four students reduced speaking errors on words containing difficult sounds that were practiced along the didactic sequence such as: /tʃ/ and /ʃ/, /θ/ and /ð/, and /ju/. In this sense, the IPA could be another reason for such an improvement because it allowed students to reduce their teacher's dependency towards learning. Having provided students with some IPA as mentioned, helped them become more autonomous.

Additionally, students' fluency improved, it was evident as observed in graph No1. Students got 2.4 in the pre-test, whereas in the post-test they got 3 according to the same scale previously mentioned. The implementation of self-recorded video allowed students to repeat over and over again the sketch or speech they had planned so the fluency was benefited. In this sense, the reason why fluency might be because of the implementation of spoken grammar. It is important to remark that the teaching of spoken grammar was positive so through self-recorded videos, students had some pauses or fillers but never stopped talking. Something else that has to be said regarding spoken grammar, is that at the beginning students had a misconception about it. Students thought spoken grammar deals with strict rules for speaking so the teacher had to convince them during all of the classes by telling them and modeling through his inputs. However, at the beginning of the project, in 9 of the 32 videos sent, students seemed to rely too much on their memory or reading a script somewhere so in that case they were kindly required to self-record their video again. Extensive speaking has to be controlled, otherwise students could end up reading a script and in that way the implementation of self-recorded videos would be unfruitful.

The topical knowledge might be a reason for overall speaking improvement. As cited Huang, Hung, and Plakans (2018) and according to what was planned in the didactic sequence, was carefully designed to employ topical knowledge that is relevant to students' living context and at the same time, this was scaffolded to challenge students progressively. As students were assigned to talk about themselves, their family, routines, and future plans, this could be the reason why they expressed they were motivated for speaking on their cell phone.

⁶ <https://www.wordreference.com>

⁷ <https://www.ldoceonline.com>

⁸ <https://translate.google.com/>

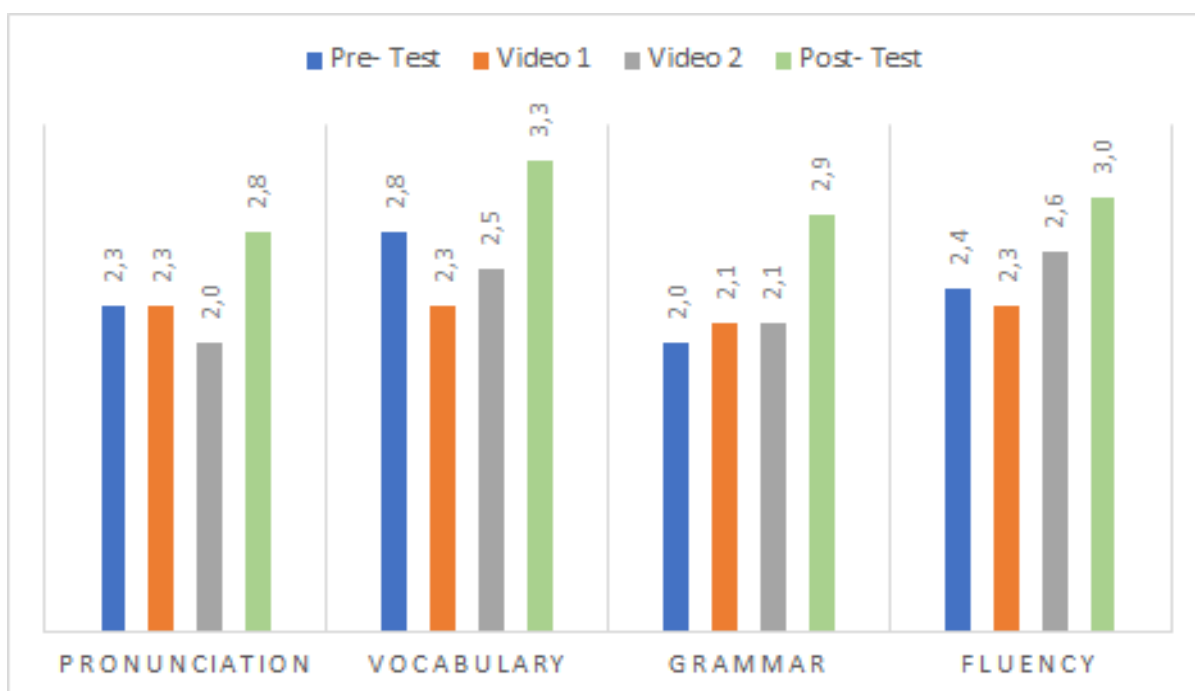
Given that self-recorded videos were an integral part of a teaching sequence and not a stand-alone component, it is of course impossible to say precisely what impact it alone had on grammar, fluency, vocabulary, and pronunciation. The teaching approach, resources and learning objectives might vary the impact on those sub-skills. However, as the self-videos were a very substantial element of the package, and given that they were presented to the students as the key element, it is reasonable to assume that it had at least some impact in them because of having been enabled to learn autonomously at their own pace, rehearsing, and self-monitoring their own oral performances.

6.2 Design and Implementation of the Didactic Sequence

This didactic sequence was designed thinking of scaffolding students speaking sub-skills. Taking into account that students did not have experience practicing this complex skill, it was sought to design speaking tasks gradually-demanding. In order to provide a better description of this didactic sequence and its possible repercussions on students' speaking self-recorded video process, the discussion of this will be presented by describing the way the four sub-skills were worked. It must be clarified that the students recorded one video per week if readers needed for clarification.

Below, you will find *graph No 2. Speaking Sub-Skills Performance during the Implementation of the Didactic Sequence*. This graph presents the comparison of the group's speaking sub-skills performance along the three videos that the eight students of the research self-recorded during the implementation of the didactic sequence.

Graph No 2. Speaking Sub-Skills Performance during the Implementation of the Didactic Sequence.



Grammar

This sub-skill was developed from different perspectives; inductively, deductively, and spoken, the latter will be explained below because it directly impacts such a sub-skill. Looking at the graphic *graph No 2. Speaking Sub-Skills Performance during the Implementation of the Didactic Sequence*, there are two possible reasons to explain why the improvement of this sub-skill was not gradually taking into account that in the video 2, students got the same performance as in the first. One probable reason could be because students took a lot of time to assimilate the grammar features. Grammar is not the highest developed skill but it was the most boosted. At the beginning students struggled with inductive grammar, they did not take a chance to give their attempts, so the teacher had to make the teaching of grammar more explicit, that is, the application of deductive grammar. At the beginning of the implementation of the didactic sequence it was perceived that the students were not so accustomed to figuring out meaning so it takes some time for students to change their learning habits and mindsets regarding grammar learning. As an example, the third person in present simple was inductively introduced by some sentences with different subjects. Students were asked to tell why they thought the verb had different ending such as -s, -es, -ies. However, they were not able to decipher the grammar reasons behind that, so the teacher had to explain it in detail. Nevertheless, throughout the classes and practice, the teacher asked the same and students were able to provide the reasons why there has to be subject-verb agreement in present simple affirmative sentences or the use of auxiliaries in relation to negative sentences. In the end of the didactic sequence implementation, it was observed that students picked up grammar features of the future simple with less explicit explanation. This might have happened for two reasons; the first one relates to practice and habit learning formation due to practice and teacher's methodology, and the second possible reason could be because the future simple has fewer grammar features and consequently, it is less confusing than future simple. Anyway, it is inquiring the fact that grammar had not improved until the post-test results as observed in the *graph No 2. Speaking Sub-Skills Performance during the Implementation of the Didactic Sequence*.

On the other hand, it was said that there are two probable reasons to explain why the grammar improvement did not come out gradually. The other reason deals with performance conditions as explained in the literature review of this research. This could be a constraint because of time pressure, demand of performance and other variables. In this case it is believed that this occurred because of time pressure. For example, the implementation of the didactic sequence was scheduled to take place on Monday and Tuesday of each week so students had until Friday to send their videos. Nonetheless, during the second week of the didactic sequence implementation, classes were given on Tuesday and Thursday and the deadline for sending their videos was until Saturday. 5 students sent their video Saturday afternoon or night, while the rest of them sent it even on Sunday. The fact that the deadline was shorter, or students had to spend time on academic tasks instead of enjoying the weekend could be the justification for not having reached such a gradual improvement.

Pronunciation

The pronunciation along the didactic sequence was worked by emphasizing the use of the IPA. First of all, students were provided with opportunities to raise awareness on the importance of IPA. Students were shown the phonetic symbols described before but, it is necessary to point out that these were the sounds of the ones practiced that caused most difficulty for them /θ/ and /ʃ/. The fact that in Spanish we do not have those sounds could be the reason for this pronunciation difficulty. In this regard, students were kind of able to pronounce those sounds while in class but in the videos, they did not notice they were mispronouncing those sounds. According to the *graph No 2. Speaking Sub-Skills Performance during the Implementation of the Didactic Sequence*, the pronunciation had not improved until the video 2 but, in the post-test, students boosted 0,8 comparing it with the video 2. This seems to have occurred because the improvement does not take place gradually or perhaps performance conditions could be the constraint for this sub-skill too as described before. Despite a fieldwork diary was not utilized, because of students' self-recorded videos and informal observation of the classes, the improvement could have happened for these reasons. First, students were encouraged to practice imitative speaking, and took into consideration an influencing factor as listening. Students were taught how to use Google translator for practicing pronunciation. Students were taught that listening before speaking is key, so using that translator they had the chance to listen words separately or together. One of the common problems that initial EFL learners have, resides on pronouncing word by word so in that way they do not sound natural but, in this case, by using the translator students were able to practice imitative speaking, they are enabled to listen words or long utterances if needed. One tip given for students to practice speaking in the classes was to put periods to make the translator's speaker slower and in consequently make it more understandable.

Another strategy for fostering pronunciation that was implemented deals with the practice of responsive speaking, namely, reading aloud. When the students realized that they were able to produce the sounds loudly by imitating teacher's pronunciation, they felt they could transfer that skill development into their videos.

The previous strategies of teaching pronunciation are undoubtedly appropriate for teaching speaking to beginner because it scaffolds them and in the same way boosts their confidence. However, pronunciation was also practiced through classes by having students work on more interactive types of speaking as the intensive and interactive. For example, when they were asked questions by the teacher at the beginning of each class, they had to think how to pronounce, or when they had to prepare for the role plays on breakout rooms, they had to check their pronunciation before. In this, way, these are possible ways for such a students' pronunciation enhancement.

Fluency

According to the *Graph No 2. Speaking Sub-Skills Performance during the Implementation of the Didactic Sequence*, students' fluency did not improve gradually but conversely the other sub-skills, students' lowest performance was in the video 2. Fluency depends on the other three sub-skills, hence its improvement is the result of having worked them. After having done this study, there is agreement with Chambers (1997), who had been cited in the literature review of this research. In this sense, there is a consensus with him when saying that improving in fluency is a sign of improving in speaking too. In fact, if it is added grammar, pronunciation, and vocabulary scores looked at in the *Graph No 2. Speaking Sub-Skills Performance during the Implementation of the Didactic Sequence*, it is gotten 3.0, the same average by measuring fluency alone. This is the main reason by which there were a few activities exclusively designed to foster fluency as described next. The main reason that accounts for such a fluency improvement resides on spoken grammar. This was taught through teacher's speaking modeling strategy. During all of the classes of the didactic sequence, the teacher emphasized on the importance of drawing fillers, hesitations, backchannels, etc. The teacher conducted the classes using these spoken grammar resources to show students that when speaking it is unnecessary to speak fast. For example, the use of fillers such as uh, um, er were promoted by giving examples. Fluency was also worked through imitative speaking with the technique reading aloud as already explained in this section. Based on the results, it seems that the implementation of this didactic sequence functioned but, it has to be mentioned that it was because of the result of all the sub-skills were developed.

Vocabulary

Vocabulary was sequentially introduced. The didactic sequence started by presenting and promoting the use of verb to be and present simple utterances like introducing themselves, their interests and tastes. In fact, this was related to the pre-test because it had required students to introduce themselves so everything is connected. Then, in the second week students were encouraged by working on describing routines and the frequency of them. Finally, for the post-test, classes focused on future time phrases, and daily activities or routines. Based on the *Graph No 2. Speaking Sub-Skills Performance during the Implementation of the Didactic Sequence*, it is intriguing to know why students' vocabulary performance lowered in the video 2 to 2.3 and in video 3 they got 2.5, in comparison to the pre-test result that was 2.8 in a scale of 4. Something that can be interpreted is that such a low average does not deal with the sequential organization of presenting the vocabulary. As vocabulary was the most developed before implementing the didactic sequence, students perhaps did not focus much time to work on it.

Regarding teaching of vocabulary, morphology was instructed to help learners become more autonomous. For example, the morphemes -er -er to form nouns or the

morpheme un- to form opposite meanings. Teacher also had his students try first to get the meaning of the words, phrases or ideas without using the translator. Interpretation was promoted and if students did not understand, teacher used code switching and non-verbal language. It was hard to change students' mindset because when they did not know a word, they immediately looked up its meaning without figuring out from the context. Maybe, if the didactic sequence had been longer, students' vocabulary acquisition would have been more evident.

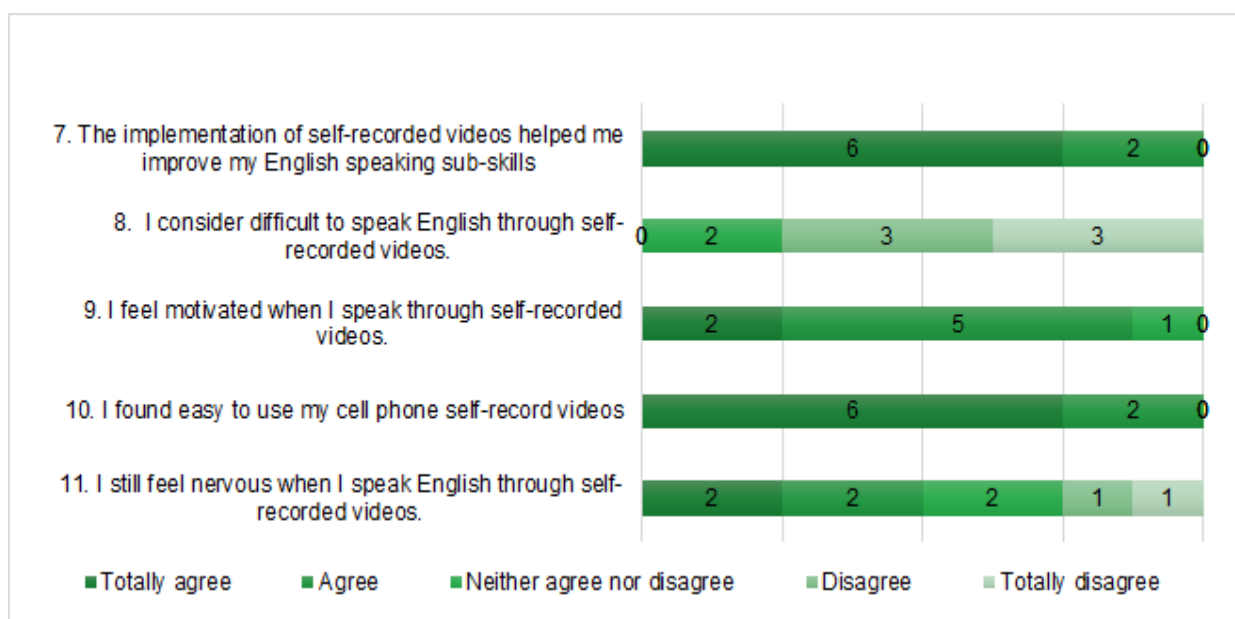
Feedback

Feedback deserves not to be attached to an only one sub-skill because it is present in all of them. Giving feedback is one of the most crucial performance conditions because it can enable students to continue learning or stop it. The feedback provided throughout the implementation of the didactic sequence was positive. When students dared to speak English; the teacher focused more on the meaning than in the form. He remarked the positive before pointing out students' failure to promote the practice of students' speaking sub-skills. Teacher put into practice Harmer recommendations (1991) about having good timing to correct students, therefore students were corrected if they asked the teacher or when the teacher considered their message was not being conveyed. This led to avoid students feeling inhibited to continue speaking and raise their confidence and motivation as perceived by the teacher. These are probably other variables that enhanced fluency and pronunciation. Positive feedback could have had a little impact in vocabulary acquisition because at the end of the didactic sequence, students started to take the chance of figuring out the possible meaning of words and expressions. This could have happened because students did not feel so anxious when giving their meaning tries as at first. The use of Whatsapp was a very helpful tool the teacher not only shared the recording of the classes and other learning sources but also provided feedback. When the teacher gave the feedback on each activity, it was done on conversation chat between him and each one of the students. This helped students feel less anxious about sending their videos, so they were not going to be criticized as in in front of the class. Teacher provided oral and written feedback but, self-recorded videos were mainly commented orally because of the pronunciation need to be corrected by showing students how to pronounce. Oral feedback was also sent because the teacher wanted to mitigate the impact in students' motivation when correcting students' errors. It seems that the way of providing feedback worked because in the early stages, students generally did not speak in class, they were afraid of making mistakes. In order to be more precise, two students almost never participated in the class, but the rest were actively involved in taking part of them.

6.3 Students' Experience

Next you will find *Graph No 3. Students' Experience Implementing Self-Recorded Videos for Improving Speaking*. This graph presents the results of five statements that were made for students to assess their own experience about the implementation of self-recorded videos for speaking. The statements were made in Spanish to avoid misunderstandings but were translated for this research.

Graph 3. Students' Experience Implementing Self-Recorded Videos for Improving Speaking



In order to have a more profound understanding of the effectiveness of self-recorded video for improving speaking, the eight participant students were asked to select the level of agreement or disagreement with statements related to their experience implementing self-recorded videos for improving speaking.

The statement 7 shows that six participant students agree totally and the other 2 agree with the implementation of self-recorded videos for improving speaking was effective. Based on these students' perceptions and on the results shown in *graph No 1 Performance Results between Speaking Pre-Test and Post-Test*, it can be asserted that the implementation of this teaching strategy does enable students to practice and enhance their speaking sub-skills.

It is pertinent to analyze statements 8, 10, 9, and 11 as a whole because they are connected to the affective factor and performance conditions influencing speaking as explained in the literature review. Based on those results, some students seem to still have nervousness even though they can rehearse and repeat self-recording over and over again. In contrast to speaking English in public, it seems advantageous the use of self-recorded video. Additionally, it is important to take into account that these students did not have any speaking English experience and were generally reluctant to take part in

conversations that require the use of English so with practice and experience of using self-recorded video it is possible that students feel less nervous when speaking English. Because of that nervousness, half of the students probably think speaking English by implementing self-recorded videos is not so easy. As for recording themselves while speaking English, students do not consider difficult to use their cellphones to do so. In fact, students looked motivated because they applied filters, used other apps different from the default camera of their cell phone, and expressed how exciting was to use technology to do something different from traditional English classes at school.

According to the students' experience, the implementation of self-recorded in itself attributed a substantial part of their improved performance video. Students affirmed that using their cell phones to self-recorded videos speaking English is easy to be done and motivating. Additionally, the half of students seemed to stop feeling nervousness when speaking through self-recorded videos. In this regard, if the project had been longer, more students could have reduced their nervousness while speaking throughout this teaching strategy.

7. CONCLUSIONS

This Master's report intended to describe to what extent the implementation of self-recorded video influences the improvement of ninth graders speaking sub-skills at Institución Educativa Moderna. Before and after implementing the self-recorded video didactic sequence, a pre-test and a post-test were analyzed in order to identify the development of grammar, pronunciation, fluency, and vocabulary. An online questionnaire was also applied to analyze and describe students' experience throughout the implementation of such a didactic sequence.

Grammar was the most upgraded speaking sub-skill. The self-recorded video sequence designed for this research proved to be effective to enhance this sub-skill by combining inductive and deductive grammar. Grammar improvement was not evident immediately, students' showed enhancement in this sub-skill in the post-test only.

Students' pronunciation was favored by the implementation of the didactic sequence as well as by the process of self-recording their videos. The didactic sequence implemented comprises IPA practice and instructions on how to use the Google translator for pronunciation purposes. Evidently, this enabled students to improve their pronunciation autonomously. The process of self-recording themselves reduces performance conditions regarding time pressure and affective factors as anxiety in comparison to speaking in classes.

Students' fluency seemed to improve thanks to the promotion of spoken grammar. In spite of this sub-skill is the result of grammar, vocabulary and pronunciation that the student holds, this may be fostered by teacher's constant discourse and demonstration of its use in the classes. Students were convinced that they do not need to speak so fast to be fluent. Equally, the teacher convinced students by showing that he hesitates or pauses but is able to convey his message. This could have helped the students to change their mindset and set them free to speak more with more spontaneity.

In public school contexts, the teaching of basic morphology as adding some suffixes of prefixes to form or figure out meaning, apparently helps students to acquire vocabulary on their own. With regard to vocabulary, even though the self-recorded videos didactic sequence was designed to foster students' vocabulary gradually, the results were evident in the end only. Thus, it was realized that designing sequential vocabulary tasks to get more gradual results is a complex process that needs teacher' or researcher's expertise.

Positive feedback is useful to encourage students of state schools who do not have much experience speaking in English. The most favored sub-skill with this type of feedback could be fluency. Using Whatsapp for giving oral feedback reduces that correction affects students' motivation. In the same manner, Whatsapp enables teacher to foster students' all the speaking sub-skills, in particular pronunciation in asynchronous way.

The implementation a didactic sequence incorporating self-recorded videos works. Students can improve globally and any of the sub-skills in public school context

thanks to the implementation of a well-organized didactic sequence. After implementing this sequence, grammar was the most enhanced sub-skill but with a minor difference over the rest of them. However, bearing in mind other studies results in the literature, this can vary. Some studies conclude that fluency or vocabulary were the most positively influenced. Depending on different variables such as didactic sequence, teacher's methodology, learner's background, or instruments to collect the data, the impact of the implementation of self-recorded videos on students' speaking sub-skills could have different results. There is no guarantee to affirm that the implementation of self-recorded videos always improves more a specific sub-skill than others. However, it seemed to work in this context.

With the application of this questionnaire, three facts can be concluded. First, students perceived that the implementation of self-recorded videos and its didactic sequence was effective to develop their speaking sub-skills. Second, the application of this questionnaire also let us find that students tend to feel motivated when implementing self-recorded videos for improving speaking. Third, students may feel less anxious speaking English through self-recorded videos than speaking in public.

This research allowed us to propose the implementation of self-recorded video as an alternative strategy to foster the speaking practice to assess not only ninth graders but also any other high school grade. As this was described before, time constraint, large groups and students' reluctance to speak English in class constitute an important issue that may be tackled with the use of self-recorded videos. English teachers from this school or schools with similar teaching conditions could review this research to implement this teaching strategy in their classes.

Speaking self-recorded videos is undoubtedly a valuable teaching strategy for several reasons. First, it offers the students to practice the language at their own pace, when they are at home, they do not feel the pressure of being looked at and they can take their time to prepare and practice their speech before self-recording.

Second, students can have the chance to self-monitor their performance. Everybody knows that when you are in a conversation, you do not have the time enough to assess or maybe not even realize if you made a mistake so by implementing self-recorded students can rehearse and have the chance to try over and over again. They can also be assessed and provided feedback at once or sometime after they have self-recorded their video.

Third, students feel motivated when speaking through self-recorded videos. Students encountered innovated speaking by employing a daily use device as their cell phone. Students were in charge of practicing and preparing for their videos autonomously and also were told they could drop out the research anytime with no repercussions but all of them accomplished with the videos assigned until the end of the project, so it means they felt encouraged to implement self-recorded videos for speaking.

As a limitation, it is important to clarify that this study does not in itself prove that self-recorded videos is effective but offers a strong suggestion that this might be the case. The didactic sequence applied, played a decisive role to help students develop

their speaking sub-skills so self-recorded videos was not the only one reason for such an enhancement.

In spite of the implementation of self-recorded video sequence was not difficult to be carried out and showed being effective to improve English-speaking sub-skills, it is relevant to take into account the following recommendations. First, applying the same pre-test and post-test instruments helps you be more accurate to analyze students' progress. In this case the rubric with the same descriptors and categories, and under the same performing conditions as the implementation of self-recorded videos at home is a good idea. Even though this teaching strategy of implementing self-recorded video promotes the extensive speaking practice, it is important that teachers have their students practice interactive speaking too. In the application of the didactic sequence learners should be benefited by receiving comprehensible inputs, meaning, peers' feedback.

It is recommended that teachers make clear the requirements about the way they expect the videos are recorded. At the beginning of this research, a couple of students sent their video reading a script or editing it. It is sometimes not easy to notice if students are reading so it is useful to ask other English teachers to help analyze and consequently make sure about it before telling the students. If the teacher could confirm the video was recorded breaking the requirements mentioned, students have to be told not do it again, otherwise the implementation of this teaching strategy would not make sense because students were not practicing speaking. Additionally, be careful about the way you tell them, you do not want them to give up speaking English so make a good comment about the grammar, pronunciation or something to mitigate the effect of your reproach. Also, it is advisable that teachers are flexible with the deadlines for sending the videos, speaking entails time consuming and students do not want to make fool of themselves though you were the only one who watched them.

If the didactic sequence is implemented online, record and share the recording to your students. They sometimes have a bad connection to the internet, cannot connect to the class or forget what you said. Besides, in this way you also promote autonomous learning as it was done through the implementation of the didactic sequence. Finally, for further studies it would be interesting to make the implementation of self-recorded videos with some interacting video softwares drawing on such as Flipgrid⁹, Eddpuzzle¹⁰, Nearpod¹¹, among others. This could be done by having your students work in small groups and have the opportunity to record their performance on breakout rooms.

This study also taught us that everything has to be carefully designed and written, even the numbers of sections or concept names to be consistent and coherent until the end. Related to doing research, practice seems to be more valuable rather than theoretical foundations so it takes longer to make decisions because of expertise lacking.

⁹ <https://info.flipgrid.com/>

¹⁰ <https://edpuzzle.com/>

¹¹ <https://nearpod.com/>

This research is a remarkable experience that allowed us to be updated from theory and practice. On the one hand, reading from theorists was valuable as usual but, applying, adapting, and evaluating based on theory is more enriching so you can get your own conclusions and proposals. On the other hand, in these modern times we have to reinvent ourselves so carrying out this research led us evolve our teaching strategies.

This research process was significant because it showed us how valuable it is doing AR to cope with our complex teaching constraints. Basing on the recommendations with regard to self-recorded videos and its didactic sequence, it is exhorted to make the necessary adjustments for complementing the AR cycle and other further studies. In the same manner, as the pandemic seems to stay much longer, this innovative pilot study is expected be polished to make bigger impacts at my school and beyond these walls.

For further studies, it is equally intriguing to conduct a research in which self-recorded videos were the only one variable rather than being part of an integrative teaching proposal to understand their particular effects on students speaking sub-skills.

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9 APPENDICES

9.1 Consentimiento informado de self-recorded videos para mejorar el habla en inglés – I. E.Moderna-universidad Icesi

Autorización de padres y/o representantes legales de estudiantes que hacen parte del proyecto de investigación denominado “El uso de videos autograbados para la mejora de las habilidades de habla del idioma inglés en los estudiantes de noveno de la Institución Educativa Moderna de Tuluá”. La mencionada investigación estará a cargo del docente investigador Diego Fernando Paredes Acosta, quien pertenece a la Maestría en Enseñanza del Inglés como Lengua Extranjera de la Universidad Icesi.

Por favor señor padre de familia o acudiente, junto al estudiante participante lean las siguientes condiciones antes de aceptarlas y diligenciar el formulario.

Teniendo en cuenta lo anterior, manifiesto que entiendo que el tratamiento de datos comprende la recolección, almacenamiento, uso, circulación, conservación, transferencia y/o transmisión de videos e imágenes obtenidas del registro, así mismo y luego de haber sido informado, comprendo que la participación de mi hijo o representado legal en el video:

No tendrá repercusiones o consecuencias negativas en las actividades escolares, evaluaciones o calificaciones en el curso derivado de los resultados obtenidos por el docente investigador.

- No generará ningún gasto, ni remuneración alguna por su participación o realización.
- No habrá ninguna sanción en caso de que no se autorice su participación.
- No será publicada la identidad de mi (nuestro) hijo, hija adolescente o representado legal, así como, los videos, imágenes, sonidos y datos personales registrados durante la grabación a terceros que no tengan interés en el proyecto de investigación.
- Los sonidos e imágenes de los videos se utilizarán únicamente para los propósitos pertinentes a la investigación y como evidencia de la práctica investigativa del docente investigador.

Si tienes inquietudes, no dudes en contactarme al correo dieg_ofernandoparedes23@gmail.com o al número de Whatsapp 3155116622

***Obligatorio**

Correo *

Nombre completo del padre de familia o representante legal *

Número de Cédula de Ciudadanía y lugar de expedición *

Nombre completo del estudiante *

Número de la tarjeta de identidad *

Edad del estudiante *

Después de leer las condiciones de la investigación manifiesto que comprendo en su totalidad la información sobre esta actividad y AUTORIZO el uso de los videos, imágenes, sonidos y datos personales, conforme a este consentimiento informado de forma consciente y voluntaria. *

Marca solo un óvalo.

S

N

¡Muchas gracias por su colaboración!

9.2 Self-Recorded Video Questionnaire

CUESTIONARIO DE SELF-RECORDED VIDEOS PARA MEJORAR SPEAKING - I.E MODERNA-UNIVERSIDAD ICESI

SELF-RECORDED VIDEOS PARA MEJORAR SPEAKING EN INGLÉS - I.E MODERNA-UNIVERSIDAD ICESI

Querido estudiante,

Yo Diego Fernando Paredes Acosta, en calidad de docente investigador te agradezco por participar en esta investigación de Maestría en Enseñanza del Inglés como Lengua Extranjera de la Universidad Icesi.

El objetivo de este cuestionario consiste en:

Describir la incidencia del uso de Self-recorded Videos en la mejora de las sub-habilidades de speaking en Inglés de estudiantes de grado noveno de la Institución Educativa Moderna de Tuluá.

CONFIDENCIALIDAD

Toda la información que suministres en este cuestionario será usada exclusivamente con fines académicos, además se mantendrá como confidencial y anónima durante todas las etapas de la realización de esta investigación. Si tienes inquietudes, no dudes en contactarme al correo diegofernandoparedes23@gmail.com o al número de Whatsapp 3155116622

Este cuestionario probablemente te tome alrededor de 20 minutos de tu tiempo.
¡Gracias por tu disposición!

Correo *

Tu dirección de correo electrónico

Por favor selecciona tu género. *

Masculino

Femenino

1. Antes de la implementación de Self-recorded Videos, ¿En qué nivel de desarrollo consideras que estaba tu fluidez? Ten en cuenta que 1 es el nivel más bajo y 10 el nivel más alto. *

1 2 3 4 5 6 7 8 9 10

Nivel más bajo de desarrollo Nivel más alto de desarrollo

2. Antes de la implementación de Self-recorded Videos, ¿En qué nivel de desarrollo consideras que estaba tu pronunciación? Ten en cuenta que 1 es el nivel más bajo y 10 el nivel más alto. *

1 2 3 4 5 6 7 8 9 10

Nivel más bajo de desarrollo Nivel más alto de desarrollo

3. Antes de la implementación de Self-recorded Videos, ¿En qué nivel de desarrollo consideras que estaba tu vocabulario? Ten en cuenta que 1 es el nivel más bajo y 10 el nivel más alto. *

1 2 3 4 5 6 7 8 9 10

Nivel más bajo de desarrollo Nivel más alto de desarrollo

4. Antes de la implementación de Self-recorded Videos, ¿En qué nivel de desarrollo consideras que estaba tu gramática? Ten en cuenta que 1 es el nivel más bajo y 10 el nivel más alto. *

1 2 3 4 5 6 7 8 9 10

Nivel más bajo de desarrollo Nivel más alto de desarrollo

5. Antes de implementar la herramienta tecnológica Self-recorded Videos para mejorar tu speaking, ¿Cuál sub-habilidad consideras era la que más habías desarrollado? *

- Fluidez (Fluency)
- Pronunciación (Pronunciation)
- Vocabulario (Vocabulary)
- Gramática (Grammar)

6. Antes de implementar la herramienta tecnológica Self-recorded Videos para mejorar tu speaking, ¿Cuál sub-habilidad consideras era la que menos habías desarrollado? *

- Fluidez (Fluency)
- Pronunciación (Pronunciation)
- Vocabulario (Vocabulary)
- Gramática (Grammar)

Tu opinión acerca del uso de Self-recorded Videos es importante para nosotros. Selecciona el nivel de acuerdo o desacuerdo en relación a los enunciados de abajo. *

	Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
7. La implementación de Self-recorded Videos me ayudó a mejorar mis habilidades de speaking en Inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Considero difícil hablar en inglés a través de Self-Recorded Videos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Me siento motivado cuando hablo por Self-recorded Videos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Encuentro fácil usar mi teléfono para autograbar videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Todavía me siento nervioso cuando hablo en inglés a través de Self-recorded Videos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Después de implementar la herramienta tecnológica de Self-recorded Videos para mejorar tus habilidades de speaking, ¿Cuál sub-habilidad consideras fue la que más desarrollaste? *

- Fluidez (Fluency)
- Pronunciación (Pronunciation)
- Vocabulario (Vocabulary)
- Gramática (Grammar)

13. Después de implementar la herramienta tecnológica Self-recorded Videos para mejorar tu speaking, ¿Cuál sub-habilidad consideras fue la que menos desarrollaste? *

- Fluidez (Fluency)
- Pronunciación (Pronunciation)
- Vocabulario (Vocabulary)
- Gramática (Grammar)

14. Después de la implementación de Self-recorded Videos, ¿En qué nivel de desarrollo consideras que está tu fluidez? Ten en cuenta que 1 es el nivel más bajo y 10 el nivel más alto. *

1 2 3 4 5 6 7 8 9 10

Nivel más bajo de desarrollo Nivel más alto de desarrollo

15. Después de la implementación de Self-recorded Videos, ¿En qué nivel de desarrollo consideras que está tu pronunciación? Ten en cuenta que 1 es el nivel más bajo y 10 el nivel más alto. *

1 2 3 4 5 6 7 8 9 10

Nivel más bajo de desarrollo Nivel más alto de desarrollo

16. Después de la implementación de Self-recorded Videos, ¿En qué nivel de desarrollo consideras que está tu vocabulario? Ten en cuenta que 1 es el nivel más bajo y 10 el nivel más alto. *

1 2 3 4 5 6 7 8 9 10

Nivel más bajo de desarrollo Nivel más alto de desarrollo

17. Después de la implementación de Self-recorded Videos, ¿En qué nivel de desarrollo consideras que está tu gramática? Ten en cuenta que 1 es el nivel más bajo y 10 el nivel más alto. *

1 2 3 4 5 6 7 8 9 10

Nivel más bajo de desarrollo Nivel más alto de desarrollo



18. Describe lo positivo y lo negativo de tu proceso en la implementación de Self-recorded Videos para mejorar el habla el Inglés. *

Tu respuesta


Enviar

9.3 Didactic Sequence

9.3.1 Self-Recorded Video Orientation Meeting for the Speaking Pre-Test

Institución Educativa Moderna de Tuluá		Teacher Diego Fernando Paredes Acosta	9th Graders
Language Function Assessed Through the Speaking Pre-Test	To give basic personal information.		May 4th
Language Objectives	To provide basic personal information such as your name, age, where you are from, school where you study, favorite food, sport and movie, etc		Week
Objectives of the Orientation Meeting:	To explain what self-recorded videos research project consists of.		Class No.
	To encourage students to be responsible and enthusiastic with the project.		
Teacher's steps		Resources	Time
Teacher explains what Self-recorded videos mean.		Google Meet	10 minutes
Teacher tell students why to record the virtual classes; to guide them if one day they have bad internet connection, cannot connect or forget something.			5 min
Teacher uses some slides to highlight what speaking actually is; certain fillers, hesitations and pauses are allowed to some extent. Teacher explains that speaking comprises several sub-skills but for the purpose of the project, only pronunciation, grammar, fluency, and vocabulary will be assessed.		https://es.slideshare.net/nehakaurav1/speaking-skills-70082257	20 min
Teacher explains how to use cellphones to self-record themselves; with no edition, pauses or reading.		 	10 min
Teacher illustrates the objective of the pre-test self-recorded video by providing a couple of examples.		No material needed	10 min
Finally, teacher reminds that when starting a learning process and working with a complex skill as speaking, is normal to make mistakes, this is in order to reduce students' anxiety.		No material needed	5 min

9.3.2 Self-Recorded Video Didactic Sequence for Class 1

Self-Recorded Video Didactic Sequence				
Institución Educativa Moderna de Tuluá		Teacher Diego Fernando Paredes Acosta		9th Graders
Language Function	To give and ask for personal information			May 10 th
Objectives	To identify words and phrases related to personal information. To exchange personal information in a role play activity.			Week: 1
				Class No. 1
Pre				
Teacher's Steps	Students' Steps	Resources	Skills Worked	Minutes
Teacher greets and gives to know the objectives of the class. Then, he explains the difference among exposition, introduction and presentation in order to break ice and students to understand the type of speech they will do for SRV.	Students may ask questions or make suggestions.	Google Meet	Vocabulary	5
Teacher plays twice a video about asking and giving personal information. Asks students to identify the question: How old are you? where are you from? Where do you live? Where do you study? What do you do?	Students watch the video, they identify questions, answers or words at least.	Google Meet https://youtu.be/d4xHaGUx3c0	Vocabulary, Gramar, Pronunciation	20 min
Teacher Asks what people usually ask when meeting new people.	Students come up with some questions or matters that people ask when meeting new people.		Grammar	10 min
Teacher raises awareness on the importance of power relations and registers depending on the audience to do so, the teacher asks as follows while showing some images: Does the speaking change when meeting people with different age, social strata, culture, religion, etc?	Students discuss situations based on the questions and images, while discussing, they may provide some examples.		Fluency, Vocabulary	10 min

During					
Teacher's Steps	Students' Steps	Resources	Skills worked	Minutes	
Teacher asks what students know about the Present simple purpose. Asks: do you know about auxiliaries, what's their function? What auxiliaries do you know?	Students answer teacher's questions, they give their tries.	Google Meet.		10 min	
Teacher uses some slides to explain present simple, teacher asks questions constantly	Students pay attention, ask and answer questions.	https://busyteacher.org/5916-present-simple-tense-powerpoint-presentation.html	Grammar	15 min	
Teacher has students watch a video that consists of describing physical appearance.	Students watch the video and discuss the possible answers, and with teacher's help solve the exercise.	https://eslvideo.com/quiz.php?id=36884	Vocabulary	10 min	
Teacher raises awareness on sounds we do not have in Spanish, /tʃ/ /ʃ/ Teacher emphasizes on the different sounds by using some minimal pairs.	Students by turns pronounce some minimal pairs to practice pronunciation.	https://youtube.com/yzJrZ9PYecA	Pronunciation	15 min	
Post					
Teacher's Steps	Students' Steps	Resources	Skills worked	Minutes	
Teacher explains to students that they have 5 minutes to prepare a short role-play on asking and giving personal information by working in Breakout rooms.	Students work in two or three, try to come up with something short and common when first meeting,	Google Meet	Grammar, pronunciation, vocabulary, fluency	20 min	
Autonomous Learning	Teacher repeats instructions for the activity on WhatsApp and shares a link for practicing some vocabulary and pronunciation for the role play.	Students revise the webpage and come up with some ideas to present the role play on Google Meet.	Whatsapp group. http://www.saberingles.com.ar/lists/personal.html	Grammar, vocabulary, pronunciation	5 min

9.3.3 Self-Recorded Video Didactic Sequence for class 2

Self-Recorded Video Didactic Sequence				
Institución Educativa Moderna de Tuluá		Teacher Diego Fernando Paredes Acosta		9th Graders
Language Function	To Express tastes and interests.			May 11th
Objectives	To produce simple utterances about personal information, tastes, and interests in a simple conversation.			Week: 1
				Class No. 2
Pre				
Teacher's Steps	Students' Steps	Resources	Skills worked	Minutes
Teacher asks some question words on personal information to revise what was looked at during the first class.	Students manage to reply to the questions, they sometimes help each other.	Google Meet	Fluency, vocabulary	15 min
Teacher and students play the wheel of names that comprises interests, tastes, routines, and personal information as categories. Teacher provides some examples first.	Students spin the wheel and tell the rest of the class about the category that comes out.	https://wheelofnames.com/q8x-5qb	Fluency, vocabulary	20 min
T has students spin the wheel and ask them to talk about the category that comes out.	Students help each other to complement the utterances.			
Teacher provides feedback when necessary.				
During				
Teacher's Steps	Students' Steps	Resources	Skills worked	Minutes
Teacher raises awareness on sounds we do not have in Spanish; the flap t and d. Teacher asks why he underlined T and D? The teacher explains why this happens and models the pronunciation.	Students listen and repeat some words that have Flap T and D.	Google Meet and Word by sharing screen.	Pronunciation	20 min
Teacher explains that for fill in the blanks exercises, the importance is taking the risk, guessing the possible answer.	Students as a group fill in the blanks orally. They read aloud and discuss the possible answers.	New People Conv.html">https://english-the-easy-way.com/Speaking/Meeting/New People Conv.html	Grammar and vocabulary	15 min

Post					
Teacher's Steps		Students' Steps	Resources	Skills worked	Minutes
Teacher explains and models what the first self-recorded video consists of, introducing themselves, their family by talking about their personal information, tastes and interests. Teacher uses breakout rooms to have students work in groups of two or three.		Students get together to work in groups, prepare and present the role play, this is a more elaborated conversation than first class one. Here, students have to talk about their personal information, tastes and interests.	Google Meet	Grammar, pronunciation, vocabulary, fluency	30 min
Autonomous learning	Teachers repeats instructions for the first video on WhatsApp and shares a link for practicing some vocabulary and pronunciation.	Students revise the recording of the classes and webpage on their own before doing the video.	Google drive WhatsApp tp://www.saberingles.com.ar/lists/personal.html	Vocabulary, pronunciation, grammar.	10 min

9.3.4 Self-Recorded Video Didactic Sequence for Class 3

Self-Recorded Video Didactic Sequence				
Institución Educativa Moderna de Tuluá		Teacher Diego Fernando Paredes Acosta		9th Graders
Language Function	To describe occupations and professions.			May 18th
Objectives	To tell about family members' occupations and professions. To raise awareness on vowel sounds and the diphthong /ju/.			Week: 2
				Class No. 3
Pre				
Teacher's Steps	Students' Steps	Resources	Skills worked	Minutes
Teacher asks students about their future expectations or dreams.	Students answer an occupation or profession they want to be or at least something they are good at.	Google Meet	Fluency, vocabulary	15 min
What do you want to be in the future?				
During				
Teacher's Steps	Students' Steps	Resources	Skills worked	Minutes
Teacher has students watch the video to introduce some vocabulary. Additionally, the teacher asks students to explain the functions or features of every occupation or profession.	Students discuss about the difference between occupations and professions.	Google Meet https://youtu.be/x8tF2aQoukY	Pronunciation, Fluency, vocabulary	15 min
	Students interact with the teacher discussing about occupations and professions, and their functions.			
Based on the examples of the video just played, teacher asks the students if they recognize the tense of the utterances (present simple) and why.	Students discuss and provide reasons of the possible tenses in the utterances.	Ibidem	Grammar, Fluency	5 min
Teacher asks students if they have heard anything about morphology at least in Spanish. After questioning them, teacher explains the derivational morphology when adding er and or to form verbs.	Students discuss about morphology; they give their tries about what morphology means.	Google Meet Whiteboard.	Grammar, Fluency	15 min
	Students are allowed to ask questions if needed.		Grammar	
Then teacher also plays another video to interact with students about occupations and professions.	Students watch the video and in turns discuss about the possible answers based on the video which deals with reinforcing occupations and professions.	https://www.youtube.com/watch?v=so	Fluency, grammar	15 min

Teacher raises awareness on Vowel sounds. By explaining the indefinite articles, a/an telling the students that they go when talking about occupations and professions.	Students answers questions related vowel sounds in English and Spanish. Students discuss the different vowel sounds in English.	2QHzbU E g			
Teacher raises students' awareness on the diverse sounds that English vowels can have, in contrast to Spanish vowels. For example, the vowel a may sound as /ɑ:m/, /lænd/, /keɪk/. the vowel u as /ˌju:nə'vɜ:səti/, /'ʌŋkəl. Teacher makes emphasis on when using "a or an" according to vowel sounds.	Students analyze English and Spanish vowel sounds to contrast them.	Word or any whiteboard that allows using the IPA	Grammar	15 min	
	Students select multiple choice, the articles "a" or "an" as options.	Ibidem.	Vocabulary and pronunciation.	15 min	
Teacher asks and models the pronunciation of vowels sounds as well as the diphthong /ju/.	Students read some sentences containing /ju/ and /ʌ/	Ibidem	Grammar, pronunciation	10 min	
Post					
Teacher's Steps	Students' Steps	Resources	Skills worked	Minutes	
Teachers provides examples of what students could say when talking about occupations and professions. Teacher models by using a template: My brother's / My sister's / My father's / My mother's name is Gladis	Students try to follow the template and create one utterance at least, by turns, they share it.	Word or any whiteboard .	Grammar, vocabulary , fluency,	10 min	
He/She is a/an housewife, He/She ... (what he/she does) She cleans the house.			pronunciation		
Autonomous learning	Teachers instructs students to do the same last activity with 3 people more around them. Teacher shares the recording of the class for students to get ready at home.	Students revise the recording of the class if necessary. Students prepare at home and share their utterances to the class.	Google Drive	Fluency, grammar, pronunciation, vocabulary	5

9.3.5 Self-Recorded Video Didactic Sequence for Class 4

Self-Recorded Video Didactic Sequence				
Institución Educativa Moderna de Tuluá		Teacher: Diego Fernando Paredes Acosta		9th Graders
Language Function	To describe routines and the frequency of them.			May 20th
Objectives	To describe family members' occupations and professions (review). To produce present simple utterances with the frequency of the activities.			Week: 2
	To practice pronunciation of /tʃ/ and /ʃ/.			Class No. 4
Pre				
Teacher's Steps	Students' Steps	Resources	Skills worked	Minutes
Teacher: explains how to use the translator to practice pronunciation. Using periods decreases the speed of the translator voice to make it more understandable.	Students listen to the teacher and ask questions if necessary.	Google Meet. Google Translator.	Grammar, pronunciation	10 min
Teacher asks students to present what they prepared about occupations and professions. Teacher emphasizes on risk-taking when speaking.	Students take turns to convey their utterances about occupations and professions, describing their functions as in the third session. Students write what they said when their message is confusing or unintelligible.	Google Meet.		20 min
During				
Teacher's Steps	Students' Steps	Resources	Skills worked	Minutes
Teacher recalls the phonetics symbols looked at the class before /tʃ/ and /ʃ/. Then immediately, presents the minimal pairs between /s/ and /θ/ teacher explains how to produce the sounds and then model. Then, teacher allows students to pronounce the minimal pairs as in the following webpage.	Students drills the pronunciation of words containing /tʃ/ and /ʃ/. Then, by turns observe carefully /s/ and /θ/, they have to pronounce some minimal pairs from the webpage.	Word or any whiteboard that allows using IPA. https://www.englishclub.com/pronunciation/minimal-pairs-s-th.htm	Pronunciation	15

<p>Teacher works on students' pronunciation. He first, presents the importance on using vocabulary related to routines. Teacher reads loudly the text three times, five minutes after the second one, he reads it aloud again in order to help students to get the pronunciation with no problems while acquiring vocabulary.</p>	<p>Students follow teacher's pronunciation of the text called "Exercise". Then, they practice and ask for teacher's clarification if needed. Finally, they read aloud a piece of the text assigned by the teacher.</p>	<p>https://www.trainyouaccent.com/readings/exercise</p>	<p>Pronunciation and vocabulary</p>	<p>2 min</p>
<p>Teacher works on students' pronunciation. He first, presents the importance on using vocabulary related to routines. Teacher reads loudly the text three times, five minutes after the second one, he reads it aloud again in order to help students to get the pronunciation with no problems while acquiring vocabulary.</p>	<p>Students discuss about some of their routines. Then, they watch the video.</p>	<p>https://www.youtube.com/watch?v=L31ExXwlsVc</p>	<p>Grammar, fluency, vocabulary</p>	<p>30 min</p>
<p>Teacher uses a video from YouTube called "My Daily Routine". Before playing it, he has students discuss about their routines. Based on the video, teacher asks some questions with how often. Teacher gets students think of what adverbs of frequency are. Then, he presents some of the adverbs. He uses Word to provide some examples using daily routines vocabulary adjusted to students living conditions.</p>	<p>Students answer the how often questions after having watched the video three times. Based on teacher's examples, students figure out the position of adverbs of frequency in the sentences.</p>	<p>https://www.youtube.com/watch?v=L31ExXwlsVc</p>	<p>Grammar, fluency, vocabulary</p>	<p>30 min</p>
Post				
Teacher's Steps	Students' Steps	Resources	Skills worked	Minutes
<p>Teacher explains to students the second self-recorded video consists of talking about weekly routines, trying to mention the frequency of them, he provides some examples.</p>	<p>Students observe teacher's example about his routines and have the chance to ask him if they have doubts.</p>		<p>Vocabulary and grammar</p>	<p>10 min</p>

Autonomous learning	Teacher shares some daily routines vocabulary and the recording of the class on the WhatsApp group of the research project.	Students revise the recording and vocabulary on their own to Self-record themselves.	http://www.saberingles.com.ar/lists/daily.html	Fluency, grammar, pronunciation, vocabulary	5 min
		Students check teacher's feedback of second self-recorded video on WhatsApp.	Google Drive. WhatsApp		

9.3.6 Self-Recorded Video Didactic Sequence for Class 5

SRV Didactic Sequence				
Institución Educativa Moderna de Tuluá		Teacher: Diego Fernando Paredes Acosta		9th Graders
Language Function	To talking about possible situations.			May 24th
Objectives	To tell about possible activities To practice IPA sounds as /r/.			Week: 3
				Class No. 5
Pre				
Teacher's Steps	Students' Steps	Resources	Skills worked	Minutes
Teacher goes to the link and then uses this song to engage students on predicting the story behind it. Then, he has students listen to the song once. After that, teacher asks students about their emotional perceptions on the song. Later on, the teacher plays it again and asks each student tells at least one word they believe to hear.	Students predict what the song is about. Then, they watch and listen to the song to tell the class their emotional perceptions of the song and then say the words they believe to listen. Students and teacher discuss about how the protagonist of the song developed their relationship.	https://www.esolcourses.com/content/topics/songs/whitney-houston/i-will-always-love-you.html	Fluency and vocabulary	20 min
During				
Teacher's Steps	Students' Steps	Resources	Skills worked	Minutes
Implementing the same webpage, the teacher has students work on a present and future simple fill in the blanks exercise by watching the song. Teacher has students focus on form and meaning; he asks for the repetitive syntactic forms as: will, don't, I'll, represent. Teacher also helps students to understand the meaning of that extract of the song.	Students watch and listen to the song; they fill in the blanks while the teacher pauses the song. Students try to figure out what will, I'll, and don't represent. Students and teacher discuss about the meaning of that piece of the lyrics.	https://www.esolcourses.com/content/topics/songs/whitney-houston/i-will-always-love-you.html	Fluency, grammar, vocabulary	15 min
Teacher plays the following video to expose students to Future simple functions, the idea is to give them a general idea about it. Teacher does	Students watch and listen to the song and voluntarily tell the class what they got.	https://www.youtube.com/watch?v=h4-LkCEHCU	Grammar and fluency	10 min

not explain fully, he only guides students to understand the video.				
Teacher implements another two videos making the clarification that it is in order to look at the first conditional.	Students watch the videos and ask questions if necessary.	https://www.youtube.com/watch?v=zZfx5oM3BQU	Grammar and pronunciation	20 min
Teacher gives some orientations while pausing the video. The second video is played from 2:33 to 3:25.		https://www.youtube.com/watch?v=9ifCM8kJFKI&t=2s		
Teacher goes to the link, provides some examples of the possible future situations while using first conditional. Then, he assigns one sentence to each student.	Students analyze teacher's examples and complete the sentence assigned by the teacher.	https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/First_conditional/First_conditional_pk180qg	Fluency and grammar	20 min
Teacher provides immediate general and individual feedback.				
Teacher presents the importance of pronouncing /r/ in English, since it is different that of the Spanish. Teacher plays the following video and then models the pronunciation of such a phoneme.	Students watch the video and listen to the teacher. Then, they repeat the statements of the video to practice the pronunciation of /r/.	https://www.youtube.com/watch?v=EDrqqYX2k38	Pronunciation	15 min
Post				
Teacher's Steps	Students' Steps	Resources	Skills worked	Minutes
Teacher asks student to come up with one spoken utterance referring to possible activities that students will do during the day/week. They are given a couple of minutes to do so.	Students individually come up with telling at least one possible activity they will do during the day/week.	Google Meet	Fluency, grammar, vocabulary	15 min
Teacher types on a Word from what students say in order to make sure or correct their message.				
Autonomous learning	On WhatsApp teacher shares the recording of the class.	Google Drive	Fluency, grammar, pronunciation, vocabulary	5
	Teacher recommends to practice pronunciation in front of a mirror.	WhatsApp		


9.3.7 Self-Recorded Video Didactic Sequence for Class 6

Self-Recorded Video Didactic Sequence				
Institución Educativa Moderna de Tuluá		Teacher Diego Fernando Paredes Acosta		9th Graders
Language Function	To talk about possible activities			May 25th
Objectives	To tell possible activities you will do soon.			Week: 3
	To practice IPA pronunciation of /tʃ/ and /ʃ/, /θ/ and /ð/.			Class No. 6
Pre				
Teacher's Steps	Students Steps	Resources	Skills worked	Minutes
Teacher starts the class by having students play a Kahoot contest on possible situations. Teacher have students discuss why they chose such answers.	Students enter Kahoot and participate in the contest.	https://kahoot.it/challenge/?quiz-id=6e474f59-96ac-40c0-84cd-65790a4530b0&single-player=true	Grammar, vocabulary	25 min
Teacher provides feedback after the result of each question.	Students provide their reason of their choices and ask for clarification if necessary.			
During				
Teacher's Steps	Students' Steps	Resources	Skills worked	Minutes
Teacher goes to the “Wheel of Names”, a webpage that in this occasion contains a wheel of incomplete statements. Teacher gives some examples and then has students answer the questions in two rounds.	Students individually play two rounds of the wheel. They have no more than a minute to get ready and complete the first conditional statements.	https://wheelofnames.com/5q8-wb6	Fluency, vocabulary, grammar	30 min
Teacher gets students practice the phonetic symbols looked at in previous classes. /tʃ/ and /ʃ/.	By turns students read some minimal pairs.	https://www.englishclub.com/pronunciation/minimal-pairs-ch-sh.php	Pronunciation.	15 min


<p>Teacher also models the pronunciation of /θ/ and /ð/</p>	<p>Students by turns read two or three minimal pairs.</p> <p>to practice the pronunciation of some words containing the sounds /θ/ and /ð/.</p>	<p>https://www.really-learn-english.com/english-pronunciation-lesson-30-th-consonant-sounds.html</p>	<p>Pronunciation</p>	<p>15 min</p>	
Post					
Teacher's Steps	Students' Steps	Resources	Skills worked	Minutes	
<p>Teacher explains students have a little time to prepare a short conversation talking about the possible activities they will do during the present week, the following weekend or month. Teacher sets breakout rooms. He divides students in groups of two or three. Teacher occasionally enters the breakout rooms to monitor or advise students' work.</p>	<p>Students receive the instructions and start working in groups to prepare and present possible activities they will do during the present/following week/month. Students may ask for help if needed. Students work cooperatively.</p>	<p>Breakout rooms on Google Meet.</p>	<p>Fluency, vocabulary, grammar, pronunciation.</p>	<p>30 min</p>	
Autonomous learning	<p>Finally, teacher explains that last video consists of talking about possible activities that the students will do next week, next weekend or next month. Teacher shares the recording of the class.</p>	<p>On the WhatsApp group, students ask for clarifications if necessary. Students prepare the last self-recorded Video.</p>	<p>WhatsApp.</p> <p>Google Drive</p>	<p>Fluency, grammar, pronunciation, vocabulary</p>	<p>5 min</p>

9.4 Rubric

9.4.1 Speaking Pre-Test Rubric

<p>Institución Educativa Moderna de Tuluá</p> <p>The Influence of the Implementation of Self-Recorded Videos on the Improvement of Ninth Graders' English-Speaking Sub-Skills at Institución Educativa Moderna.</p> <p>Teacher Diego Fernando Paredes Acosta</p> <p>Ninth Graders</p> <p>Student</p>							
Speaking Pre-Test Rubric							
<p>Instructions: Prepare and send a self-recorded video without editing, pausing or reading, you should speak at least one minute about your basic personal information such as your name, age, place you are from, school where you study, favorite food, sport and movie, etc.</p>							
Self-Recorded Video Evaluation Criteria							
Category	Need Improvement (1 point)	Fair (2 points)	Good (3 points)	Very Good (4 points)	Score	Comment	
Pronunciation	Most student's utterances contain errors. Many utterances are incomprehensible.	The student makes frequent errors that confuse the listener and require guessing at meaning.	Student's speech is comprehensible but makes occasional mistakes. Some utterances present a strong accent.	The student's utterances are phonetically correct and completely comprehensible.			
Vocabulary	Lack of vocabulary to add more ideas or expand them. Wrong word choice.	The student uses vocabulary concerning the task but repeating same words that does not let to add or expand ideas.	The student uses some vocabulary and concerning the task to express complete ideas.	The student uses a wide variety of vocabulary and accuracy concerning the task.			
Grammar	Student has difficulties to express ideas caused by grammatical errors or inaccurate tenses.	Student is able to express ideas but with inconsistent structure and inaccurate tenses.	Student is able to express ideas well but often makes errors in the tenses, tends to be able to correct them, though.	The student uses grammar structures correctly and accurately all the time.			
Fluency	The student is constantly searching for vocabulary, does not complete utterances and pauses after each word.	Slow speech and often unsure. Some utterances are not complete, but able to continue talking.	The student hesitates occasionally and stops for searching words but the ideas and utterances tend to be still connected.	The student's speech is fluent with natural pauses.			
Final Score							

9.4.2 Rubric of the First Self-Recorded Video

<p>Institución Educativa Moderna de Tuluá The Influence of the Implementation of Self-Recorded Videos on the Improvement of Ninth Graders' English-Speaking Sub-Skills at Institución Educativa Moderna. Teacher Diego Fernando Paredes Acosta Ninth Graders Student</p>						
Rubric of the First Self-Recorded Video						
Instructions: prepare and send a self-recorded video without editing, pausing or reading, you should speak at least one minute introducing yourself, your family by talking about their personal information, tastes and interests.						
Self-Recorded Video Evaluation Criteria						
Category	Need Improvement (1 point)	Fair (2 points)	Good (3 points)	Very Good (4 points)	Score	Comment
Pronunciation	Most student's utterances contain errors. Many utterances are incomprehensible.	The student makes frequent errors that confuse the listener and require guessing at meaning.	Student's speech is comprehensible but makes occasional mistakes. Some utterances present a strong accent.	The student's utterances are phonetically correct and completely comprehensible.		
Vocabulary	Lack of vocabulary to add more ideas or expand them. Wrong word choice.	The student uses vocabulary looked at in class and concerning the task but repeating same words that does not let to add or expand ideas.	The student uses some vocabulary looked at in class and concerning the task to express complete ideas.	The student uses a wide variety of vocabulary and accuracy concerning the classes looked at and the task.		
Grammar	Student has difficulties to express ideas caused by grammatical errors or inaccurate tenses.	Student is able to express ideas but with inconsistent structure and inaccurate tenses.	Student is able to express ideas well but often makes errors in the tenses, tends to be able to correct them, though.	The student uses grammar structures correctly and accurately all the time.		
Fluency	The student is constantly searching for vocabulary, does not complete utterances and pauses after each word.	Slow speech and often unsure. Some utterances are not complete, but able to continue talking.	The student hesitates occasionally and stops for searching words but the ideas and utterances tend to be still connected.	The student's speech is fluent with natural pauses.		
Final Score						

9.4.3 Rubric of Second Self-Recorded Video

The Influence of the Implementation of Self-Recorded Videos on the Improvement of Ninth Graders' English-Speaking Sub-Skills at Institución Educativa Moderna.

Teacher Diego Fernando Paredes Acosta

Ninth Graders

Student




Rubric of Second Self-Recorded Video

Instructions: prepare and send a self-recorded video without editing, pausing or reading, you should speak at least one minute about day or weekly routines and the frequency of them.

Self-Recorded Video Evaluation Criteria

Category	Need Improvement (1 point)	Fair (2 points)	Good (3 points)	Very Good (4 points)	Score	Comment
Pronunciation	Most student's utterances contain errors. Many utterances are incomprehensible.	The student makes frequent errors that confuse the listener and require guessing at meaning.	Student's speech is comprehensible but makes occasional mistakes. Some utterances present a strong accent.	The student's utterances are phonetically correct and completely comprehensible.		
Vocabulary	Lack of vocabulary to add more ideas or expand them. Wrong word choice.	The student uses vocabulary looked at in class and concerning the task but repeating same words that does not let to add or expand ideas.	The student uses some vocabulary looked at in class and concerning the task to express complete ideas.	The student uses a wide variety of vocabulary and accuracy concerning the classes looked at and the task.		
Grammar	Student has difficulties to express ideas caused by grammatical errors or inaccurate tenses.	Student is able to express ideas but with inconsistent structure and inaccurate tenses.	Student is able to express ideas well but often makes errors in the tenses, tends to be able to correct them, though.	The student uses grammar structures correctly and accurately all the time.		
Fluency	The student is constantly searching for vocabulary, does not complete utterances and pauses after each word.	Slow speech and often unsure. Some utterances are not complete, but able to continue talking.	The student hesitates occasionally and stops for searching words but the ideas and utterances tend to be still connected.	The student's speech is fluent with natural pauses.		
Final Score						

9.4.4 Speaking Post-Test Rubric

<p>Institución Educativa Moderna de Tuluá</p> <p>The Influence of the Implementation of Self-Recorded Videos on the Improvement of Ninth Graders' English-Speaking Sub-Skills at Institución Educativa Moderna.</p> <p>Teacher Diego Fernando Paredes Acosta</p> <p>Ninth Graders</p> <p>Student</p>						
						
Speaking Post-Test Rubric						
<p>Instructions: Prepare and send a self-recorded video without editing, pausing or reading, you should speak at least one minute about about possible activities that you will do next week or weekend or month</p>						
Self-Recorded Video Evaluation Criteria						
Category	Need Improvement (1point)	Fair (2 points)	Good (3 points)	Very Good (4 points)	Score	Comment
Pronunciation	Most student's utterances contain errors. Many utterances are incomprehensible.	The student makes frequent errors that confuse the listener and require guessing at meaning.	Student's speech is comprehensible but makes occasional mistakes. Some utterances present a strong accent.	The student's utterances are phonetically correct and completely comprehensible.		
Vocabulary	Lack of vocabulary to add more ideas or expand them. Wrong word choice.	The student uses vocabulary looked at in class and concerning the task but repeating same words that does not let to add or expand ideas.	The student uses some vocabulary looked at in class and concerning the task to express complete ideas.	The student uses a wide variety of vocabulary and accuracy concerning the classes looked at and the task.		
Grammar	Student has difficulties to express ideas caused by grammatical errors or inaccurate tenses.	Student is able to express ideas but with inconsistent structure and inaccurate tenses.	Student is able to express ideas well but often makes errors in the tenses, tends to be able to correct them, though.	The student uses grammar structures correctly and accurately all the time.		
Fluency	The student is constantly searching for vocabulary, does not complete utterances and pauses after each word.	Slow speech and often unsure. Some utterances are not complete, but able to continue talking.	The student hesitates occasionally and stops for searching words but the ideas and utterances tend to be still connected.	The student's speech is fluent with natural pauses.		
Final Score						