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**Developing speaking skills among English as a Foreign Language
learners through the self-analysis of student-produced video
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Developing speaking skills among EFL learners through the self-analysis of student-produced video recordings

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DEDICATION

This study is wholeheartedly dedicated to my beloved husband, Santiago Rafael, who has always been my support, motivator, and guide during this process. To my children, Ricardo and Esteban for always giving me their endless love and patience. To my in-laws, Beatriz, Juan, Pilar, Adriana, Diego, and Marx for always helping me. To my mother, Jesusita, my brothers, Leonardo and Victor Manuel, and my sister Anabel for believing in me. Last but not least, I dedicate this work to the Almighty God and Virgin Mary for their infinite mercy, protection, and care.

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RESUMEN

El propósito de este estudio es analizar las percepciones de cinco estudiantes de inglés como idioma extranjero acerca de su habilidad de hablar el idioma considerando cuatro aspectos: precisión del uso gramatical y pronunciación, fluidez, vocabulario, y manejo del discurso.

En esta investigación de estudio de caso, los participantes presentaron sus opiniones y argumentos acerca de cuatro temáticas diferentes en cuatro grabaciones de video. Luego de la producción de cada video, cada estudiante auto evaluó su desempeño oral con la ayuda de un instrumento (Ver anexo A). El período de recolección de datos duró cuatro semanas.

Los resultados de este trabajo investigativo muestran que el autoanálisis de las grabaciones de video ayudó a los participantes a percibir un avance en su precisión gramatical, pronunciación, fluidez y vocabulario. Por otro lado, los resultados también revelan que los desafíos que enfrentaron la mayoría de los participantes durante el autoanálisis están relacionados con el entendimiento y la utilización de elementos propios del manejo del discurso, así como el abordaje de temáticas más complejas.

Con el fin de aseverar que el auto análisis de grabaciones de video coadyuva al mejoramiento de las habilidades de hablar el idioma inglés, se recomienda realizar más estudios de investigación.

Palabras clave: L2: Lengua de estudio, estudiante de inglés como idioma extranjero, precisión, fluidez, vocabulario, manejo del discurso, autoevaluación, percepción.

ABSTRACT

The purpose of this study is to analyze the perceptions of five students of English as a foreign language about their ability to speak the language considering four aspects accuracy in grammatical use and pronunciation, fluency, vocabulary, and discourse management.

In this case study research, participants presented their opinions and arguments about four different topics in four video recordings. After the production of each video, students self-assessed their oral performance with the help of an instrument (See Appendix A). The data collection stage lasted four weeks.

The results of this study show that the self-analysis of the video recordings helped the participants perceive an improvement in their grammatical accuracy, pronunciation, fluency, and vocabulary. The results also revealed that the challenges faced by most of the participants during the self-analysis are related to the understanding and use of certain elements such as discourse markers, as well as the complexity in the assigned topics.

In order to assert that the self-analysis of video recordings contributes to the improvement of English speaking skills, it is recommended to carry out more studies related to this field.

Key words: L2: target language, EFL learner, accuracy, fluency, vocabulary, discourse management, self-evaluation, perception.

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INTRODUCTION

Background

According to Abrar et al. (2018), nowadays, being able to use English as a medium to interact with people from different cultural, ethnic, and social backgrounds seems to be imperative not only because it breaks down communication barriers but also it permits to build new and effective bridges of communication.

However, in order to be considered a proficient user of the language, some factors should be kept in mind. According to Renandya, Hamied, and Nurkamto (2018, p. 618) “language proficiency refers to one’s ability to use language for a variety of communicative purposes”; five performance indicators are normally used to gauge speaking proficiency: accuracy, fluency, complexity, appropriacy, and capacity (Richards, 2012, 0:49’’- 0:57’’).

As attested by Richards (2012, 1’00’-1’07’’), accuracy refers to the users’ “capacity to use language in ways that are grammatically and phonological appropriate” in other words, the correct use of grammar, syntax and pronunciation. Fluency is “the ability to keep the flow of communication going, to use the language resources effectively, and to avoid communication breakdowns” (Richards, 2012, 1’17’’-1’24’’). Complexity refers to how developed vocabulary or the structures a person uses are (Richards, 2012). “Appropriacy refers to the ability to be able to vary your language reflecting differences in the situation in which you are using it” (Richards, 2012, 1’58’’-2’06’’) Finally, communicative capacity relates to the idea of how much a user knows of the language, the range of topics that person can talk about, and the depth he or she can reflect on those topics (Richards, 2012, 2’10’’-2’30’’).

After presenting the strands to be considered when developing speaking proficiency, it is time to discuss why some users of the language find it difficult to develop their speaking skills. According to Hanifa (2018, p.230), “becoming communicatively competent is difficult for EFL learners as it is influenced by a number of factors”. Among these, affective factors, specifically anxiety seems to be the one that causes major distressing effects on the oral performance of students. In order to overcome this problem, Rafada and Madini (2017) suggest that the role of the teacher in eradicating language anxiety among learners is essential; they also recommend to implement some strategies such as the creation of English speaking clubs, or choosing topics of students’ interest to mitigate the anxiety issue students have to face when fulfilling their speaking tasks.

According to the results presented by Education First – English Proficiency Index (2020), Ecuador was placed 93rd out of a total of 100 countries in terms of mastery of reading and listening skills, the results obtained through the application of the EF Standard English Test (EF SET) indicated that Ecuador has reached a score of 411, which is equivalent to a very low level or the starter A1 level of English according to the Common European Framework of Reference (CEFR). Among nineteen Latin-American countries, Ecuador has been ranked last in relation to reading and listening comprehension. Considering the importance of being a proficient EFL user, these results are telling us, EFL teachers and the Ecuadorian government, there is a need for an urgent change.

As an EFL teacher, I have witnessed how hard students try to reach the level of English that meets the expectations of The National English Curriculum Guidelines, however, no matter how hard they work, the results are not always encouraging due to some factors such as ineffective classroom methodologies, lack of resources, limited

access to technology, little or no exposure to the target language, large classrooms, and lack of EFL skilled teachers. I think it is time to start seeking innovative ways to teach and construct English speaking skills and leave outdated practices behind. Thus, in order to help EFL learners improve their English speaking skills, the research proposal “*Developing speaking skills among English as a Foreign Language learners through the self-analysis of student-produced video recordings, Quito-Ecuador, 2021*” has been set.

This study aims to provide insightful conclusions and recommendations on the effectiveness of the self-analysis of student-produced video recordings in the development of speaking skills among EFL learners.

Objectives

To conduct the current research, the following general and specific objectives were established.

General objective

Analyze the perceptions of five English as a Foreign Language learners about the development of their English speaking skills in terms of accuracy, vocabulary, fluency, and discourse management.

Specific objectives

1. Implement a set of procedures for the self-analysis of student-produced video recordings.
2. Analyze the effectiveness of the self-analysis of student-produced video recordings in developing speaking skills among English as a Foreign Language learners.

Research question

- Does the self-analysis of student-produced video recordings help English as a Foreign Language learners perceive a development on their English speaking skills in

terms of vocabulary, fluency, accuracy, pronunciation, and discourse management?

This research question led the construction of the study around students' perceptions towards the improvement of their speaking skills in terms of vocabulary, pronunciation, fluency, accuracy, and discourse management development.

The results obtained from this study show that the perceptions of the participants towards their vocabulary, pronunciation, fluency, accuracy, and discourse management improved after the self-analysis of their video recordings took place. Therefore, EFL teachers, school administrators, and perhaps the personnel of the English Language Enhancement Department of the Ministry of Education will have another alternative to reach English proficiency within the Ecuadorian context.

Context and theoretical framework

To understand deeply and precisely what is involved in the process of developing speaking competence in EFL contexts, some concepts and theories will be analyzed.

Current speaking concepts, what is speaking? fluency vs accuracy, anxiety in EFL contexts, challenges that EFL students face when learning English in a non-English speaking country, self-regulated learning for developing speaking, the importance of speaking self-assessment in EFL classrooms, and the use of technology such as recording as a way of enhancing speaking skills will be the focus of this study, and will be thoroughly explained in the literature review section.

LITERATURE REVIEW

1. What is speaking?

Bailey (2005) states that speaking is a productive, oral skill which “consists of producing systematic verbal utterances to convey meaning” (p. 2). Florez (1999) in Bailey (2005) defines speaking as “an interactive process of constructing meaning that involves producing, and receiving, and processing information” (p. 2). Florez (1999) in Bailey (2005) also mentions that the form and meaning of speaking are reliant on the context in which the speech acts occur, including other important elements such as the participants involved, and their experiences and interests as a group.

From a pedagogical view, “speaking is considered by many to be the fundamental skill in second language (L2) learning” (Lazaraton, 2014:106) Another consideration pointed out by Lazaraton (2014) is that several factors such as input, interaction, and corrective feedback play an important role when L2 learners are trying to acquire a second language.

2. Fluency and Accuracy

Fluency and accuracy are two important concepts involved in the development of the communicative competence of L2 users. Both concepts are commonly used when teaching English as a Second Language (ESL) or English as a Foreign Language (EFL) learners.

Fluency seems to play an important role in differentiating ESL and EFL contexts (Herder & Scholdt, 2014). On the one hand, in ESL classrooms fluency is not a primary focus because it can be broadly practiced in the surrounding community. On the other hand, in EFL settings, fluency is perceived as an important linguist component in proficient users of English, why? Because they do not have any or very little exposure to the target language, so they need to practice this in the classroom. Due to the

characteristics of the surroundings, oftentimes there is a lack of opportunities to be developed outside formal academic settings. (Herder & Scholdt, 2014)

Renandya, Hamied, & Nurkamto (2018) define fluency as “the ability to express ideas smoothly and to use language resources to sustain the flow of our communication and avoid communication breakdowns” (p. 618). Similarly, Nation (2014) describes fluency as “the ability to process language receptively and productively at a reasonable speed” (p. 11). For Kirk (2014), “fluency is a central concept in applied linguistics and language learning” (p. 101); hence, its teaching within the classroom should be essential when developing speaking skills. Unfortunately, Herder & Scholdt (2014) explain that “fluency rarely gets the time and focus it requires for efficient learning” (p. 26) This fact affects notoriously EFL learners.

According to Segalowitz (2016), L2 fluency is divided into three types from a cognitive viewpoint: cognitive fluency, utterance fluency, and perceived fluency. L2 cognitive fluency is the proficiency that L2 users demonstrate throughout the essential processes of speech production (Segalowitz, 2016). Regarding the L2 utterance fluency Segalowitz (2016) explains that it refers to the features of the utterances that can be observed and measured; some of these features are syllable rate, duration and rate of hesitations, filled and silent pauses, etc. Ultimately, the L2 perceived fluency relates to the perceptions listeners can show toward the fluent proficiency of an L2 speaker.

Once fluency has been explained, it is time to address accuracy in speaking. Ellis (2005) in Pishkar, Moeinzadeh, & Dabaghi (2016) states that “accuracy can be defined as the ability to avoid errors in performance”. Edge and Garton (2009) in Lazaraton (2014) also refer to accuracy as a way through which L2 users show their correct use of the language system; in other words, EFL learners display accuracy in speaking when they are able to communicate avoiding errors in terms of vocabulary,

pronunciation, and grammar structures that may interfere with the comprehension of the messages they want to transmit.

Even though, fluency and accuracy seem to be intertwined, scholars such as Lazaraton (2014) indicates that teachers of L2 speaking oftentimes struggle when deciding which should be addressed first or which should be deepened. About this issue, Ur (2012) in Lazaraton (2014) indicates that in most cases, teachers have to prioritize the enhancement of students' fluency in informal conversational interaction. Nevertheless, Lazaraton (2014) reflects on the idea that in ESL settings in which students have more opportunities to practice English outside the classroom, "more time in class could be devoted to accuracy-based speaking activities" (p.107). In contrast, in EFL settings in which students have few or no possibilities to speak the target language outside school, "fluency-based tasks merit more attention" (p. 107).

3. Speaking anxiety in EFL classrooms

Young (1992) in Rafada & Madini (2017) points out that several studies have shown that speaking is the skill that provokes the highest levels of anxiety among the four English language skills. In this sense, Ahmed (2016) presumes that speaking anxiety may trigger negative effects in EFL learners since... "it may cause them to have negative self-assessment, mental block, and poor performance" (p. 99).

Ghorbandordinejad & Ahmadabad (2015) in Ahmed (2016) also indicates that EFL learners who experience English speaking anxiety are more likely not to achieve appropriate learning outcomes. Gregerson & Horwitz (2002) in Ahmed (2016) explain that passiveness in the classroom, not collaboration in activities that increase their participation in language skills, and unwillingness to attend classes are some indicators of EFL students experiencing speaking anxiety.

Among the most speaking-provoking activities in second language acquisition, Zheng (2008) as well as Ohata (2005) and Woodrow (2006) in Atas (2015) explain that completing an oral task, giving oral presentations, and performing in front of other students ranked as the top ones. Additionally, Ohata (2005) & Ay (2010) in Atas (2015) also mention that not being prepared was another cause in learners' speaking anxiety.

In order to mitigate learners' speaking anxiety Ahmed (2016) highlights that "it is the teachers' responsibility to use useful strategies and materials to create a safe and supportive learning environment for students to decrease their unwillingness to communicate" (p. 99) Building rapport with students, generating a safe learning environment, addressing learners' language mistakes as a natural part of their learning process, switching from a traditional teaching style to a more student-centered one, focusing more on fluency rather than accuracy, and encouraging students to actively participate in speaking activities are some ways proposed by Ahmed (2006) on how teachers may alleviate students' speaking anxiety issues.

Besides Ahmed (2016), Lazaraton (2014) also suggests that the conditions under speech is produced depend on three categories: cognitive, affective, and performance.

Thornbury (2005) in Lazaraton (2014) provides a useful summary of these categories.

Cognitive factors: 1. Familiarity with the topic: learners find it easier to talk about topics that are familiar to them such as their family, friends, school or work. 2. Familiarity with the genre: "Giving a speech or participating in a debate, will be easier if students are already familiar with the speech genres" (p.124). 3. Familiarity with the interlocutors: "In general, the more familiar speakers are with the people they are talking to, the easier the conversation will be" (p. 124). 4. Processing demands: The more complex the topic is, the more difficult it will be for students to talk about it, so the idea is that students are given supporting materials such as diagrams or visuals to

help them describe or talk more easily.

Affective factors: 1. Feelings toward the topic or participants: According to Thornbury (2005) in Lazaraton (2014) “if the speaker has a positive feeling or attitude toward the topic or other people involved, speaking will be generally easier” (p. 124). 2. Self-consciousness: some students, who lack confidence to speak in front of others, should be put in smaller groups to help them perform better.

Performance factors: 1. Mode: Thornbury (2005) in Lazaraton (2014) claims that some speakers may find it easier to talk to others face to face since they can rely on their body language or gestures to get their message across. 2. Degree of collaboration: “Peer support can often make things easier. For many, presenting on a topic with others is easier than doing it on their own” Thornbury (2004) in Lazaraton (2014:124) 3. Planning time: The more time students have to prepare their speaking task, the easier it will be. 4. Time pressure: As Thornbury (2005) in Lazaraton (2014) states “the more urgent the task, the more pressure there will be. This can increase the difficulty for the speaker” (p. 124). 5. Environmental conditions: Thornbury (2005) in Lazaraton (2014) suggests that students are more likely to perform their speaking tasks better in tranquil and noise-free classrooms.

4. Challenges that EFL students face when learning English in a non-English speaking country

According to Hibatullah (2019) learning a language involves a series of processes that sometimes do not always work well. In fact, the English Language Learner (ELL) is likely to face various challenges when trying to learn a second tongue. Nonetheless, those challenges seem to be bigger in non-English speaking countries. As Hibatullah (2019) highlights, the difficulties that EFL students have to tackle when learning English are as follows:

Problems in exposure: Akbari (2015) in Hibatullah (2019) indicates that EFL learners lack opportunities to speak English outside school. Due to this lack of exposure, learners see worthless to learn a language which will not be used in their daily lives. Additionally, the lack of confidence to use English in society is also another problem for the EFL learners to increase their willingness to use English in their surroundings.

Problems in speaking skills: Hibatullah (2019) suggests that “each of language brings different problems for the EFL students” (p. 91). Ur (2000) in Hibatullah (2019) mentions that EFL learners find problematic “... doing verbal communication due to lack of motivation to convey their thoughts, lack of participation of students because of the mixture of ability groups in the classroom, and the inability to use English correctly in communication due to lack of vocabulary mastery” (p. 91). Regarding pronunciation, Uwambayinema (2016) in Hibatullah (2019) states that the effect of mother tongue in students learning pronunciation affects the development of it, especially if both languages (L1 and L2) have different vowels system.

Problems in vocabulary: (Al-Jamal & Al-Jamal, 2014) in Hibatullah (2019) point out that “for most EFL students, mastering vocabulary knowledge is a common problem in learning English” (p.92). For example, choosing appropriate words or phrases to express their ideas on any topic using English seems to be a demanding task for EFL learners.

Problems of motivation: Akbari (2015) in Hibatullah (2019) indicates that not knowing what they are talking about or how classroom’s tasks have to be done highly demotivates EFL learners; as a result, students show themselves reluctant to participate in classroom activities. Abrar (2016) in Hibatullah (2019) believes that shyness, uninterested feeling to study, and fear of making mistakes are also factors that may

increase students' demotivation.

Problems in teachers' resources: Kurniawan & Radia (2017) in Hibatullah (2019) affirm that the lack of English teachers' competence seems to be a factor that causes major impacts on EFL students in learning English in the classroom. Not having access to authentic materials and digital learning resources, lack of knowledge of colloquial expressions and language variants can also be considered as limitations in the EFL context.

5. Self-regulated learning for developing speaking proficiency

Zimmerman (2002) in El-Sakka (2016) defines self-regulation as "...a selective use of strategies by which learners transform their mental processes into academic skills adapted to individual learning tasks" (pp. 23- 24). Zumbrunn, Tadlock, & Roberts (2011) in El-Sakka (2016) indicate that the process of self-regulation encourages learners to plan, monitor, and evaluate their learning in an independent manner. "Therefore, the regulation of learning is considered one of the fundamental pillars of pedagogy, and one whose importance has increasingly been appreciated during the current century" Priego, Munoz, & Ciesielkiewicz (2015:24) in El-Sakka (2016).

Scholars such as Wolters (2011) in El-Sakka (2016) affirms that self-regulation turns learners into independent ones since it allows them to employ more effective procedures to learn, and enhance their study skills. Harris, Friedlander, Sadler, Frizzelle, & Graham (2005) in El-Sakka (2016) highlight that self-regulation permits learners to employ efficient learning strategies to improve their academic results. Harris et al (2005) and De Bruin, Thiede & Camp in El-Sakka (2016) state that when students self-regulate their learning, they can both monitor their school performance and assess their academic development.

El-Sakka (2016) claims that teachers should promote self-regulated strategies

within their classrooms to facilitate the learning process. According to El-Sakka (2016) “many researchers and theoreticians such as Dignath, Büttner, & Langfeldt 2008; Mayer, 2008; Pressley, 2002; Boekaerts, 1997; Weinstein & Mayer, 1986 have introduced four categories of self-regulated strategies” (p. 25). These are: cognitive, metacognitive, management, and motivational strategies.

Cognitive strategies categorized into repetition, elaboration, organizational, and problem-solving strategies are necessary to store information, merge new and already known material, consolidate information to be processed and stored more efficiently, and break a problem into smaller bits for easier solution El-Sakka (2016).

Metacognitive strategies help students plan a learning task, monitor its comprehension, and evaluate the progress towards the completion of it, El-Sakka (2016). Management strategies play an essential role in the creation of optimal conditions in the academic environment for the learning to take place, El-Sakka (2016). Finally, motivational strategies such as setting learning objectives, valuing the task, and showing positive feelings towards the task help learners maintain their motivation throughout the learning process. El-Sakka (2016).

Besides the self-regulated strategies explained above, Pintrich and Zusho (2002) and Zimmerman (2000) in El-Sakka (2016) “introduce three phases of self-regulated learning cyclical model, the forethought phase, the performance monitoring phase, and the reflection on performance phase” (p. 24). In the forethought phase, also known as the planning phase, students set goals, and identify strategies to attain those goals, El-Sakka (2016). In the performance monitoring phase, learners use several strategies to perform the task and monitor the effectiveness of them, El-Sakka (2016). Finally, in the reflection on performance phase, students participate in self-evaluation of tasks accomplished, reflect on their levels of satisfaction, and determine whether they need to

repeat the task or whether they are ready to move on to a new task, El-Sakka (2016).

Considering the phases above described, there is an evident interconnection between these phases and the process of speaking. Carter and Nunan (2002) in El-Sakka (2016) “introduce four main stages for speaking: conceptualization, formulation, articulation, and self-monitoring” (p. 25). The conceptualization stage, which relates to the forethought phase, refers to the connection that the speaker makes between his/her background knowledge about the topic and the conditions in which the speech will be executed, El-Sakka (2016). In the formulation stage, the speaker seeks for appropriate linguistic forms to convey his/her message. In the articulation stage, the speaker produces his/her speech by making use of his/her articulatory organs. Both the formulation and the articulation stages are closely related to the performance monitoring phase of self-regulation, El-Sakka (2016). Ultimately, in the self-monitoring stage, the speaker monitors his/her speech production, reflects on his /her mistakes, and correct them. The reflection on performance phase is related to this final step of the process of speaking, El-Sakka (2016).

6. The importance of speaking self-assessment in EFL classrooms

Merriam-Webster’s collegiate dictionary defines self-assessment as “the act or process of analyzing and evaluating oneself or one’s actions: assessment of oneself”. Başak (2019) states that “in the self-assessment process, students make judgements about the degree of success of their work” (p. 11). Brown, Andrade, & Chen (2015) in Başak (2019) highlight that “students use self-assessment to assess their own performance and to determine their language skills and competencies” (p. 11). Montgomery (2001) in Başak (2019) defines self-assessment as the evaluation learners carry out on their own learning experiences.

As stated by Başak (2019), the application of self-assessment in the classroom

represents and advantageous activity not only for educators but also for students because through this ongoing process students are able to continuously assess their language performance and skills development in everyday situations. In other words, as attested by Cameron (2004) in Başak (2019) students who are able to assess their own performance change from “other-regulated” to autonomous; and as Chalkia (2012) in Başak (2019) points out that “they (learners) also gain the ability to control their own progress, assess their competence, manage their learning and determine how to make use of the tools and facilities provided within and outside the classroom” (p. 12). As a result, self-assessment turns students into active participants in their own learning processes. Joyce, Weil, & Calhoun (2009)

According to de Saint Léger (2009) “In a foreign language context, the development of learners’ speaking skill may be particularly challenging at advanced levels. Learners in the class often have very different speaking abilities because exposure to and interaction in the second language (L2) outside the classroom tend to vary greatly” (p. 158). Horwitz, Horwitz, & Cope (1986) in de Saint Léger (2006) state that “speaking is the one skill that involves a public display of abilities in the classroom, and anxiety has been shown to be more related to speaking than any other skill” (p. 158). To solve this difficulty, de Saint Léger (2006) claims that self-assessment may represent a suitable solution. de Saint Léger (2006) suggests that self-assessment (SA) oftentimes demands students to grade their classmates or their own performance. She also points out that the sorts of SA are diverse, they vary from standardized questionnaires to open-ended and informal activities such as reflective diaries and portfolios.

Even though self-assessment has been appraised by several scholars as a subjective tool to gauge students’ performance, nowadays this perception has changed.

In fact, as stated by de Saint Léger (2006), in the Second Language Acquisition (SLA) field, self-assessment is used as an alternative means to measure students' abilities.

Noels and et al (1999) in de Saint Léger (2006) suggest that “in an autonomy supportive environment, students were less likely to feel anxious in the learning process and less likely to give up L2 learning” (p. 159).

The efficacy of self-assessment is unquestionable since it is “a tool well-suited not only to helping learners to develop appropriate goals and self-regulate or monitor their efforts accordingly” (de Saint Léger, 2006:160). From this perspective, de Saint Léger (2006) thinks that self-reflective activities should not be perceived as the concluding part of the learning process, but as an ongoing, dynamic tool for reflecting simultaneously on past and learning experiences.

7. Use of technology in developing speaking in EFL learners

The use of technological tools in developing speaking skills in EFL learners is more and more frequent. According to Lazaraton (2014) “one reason that digital technologies are important for teaching L2 speaking is that they give students the opportunity not only to practice in real time but also to reflect on what they produce at some later time” (p. 117). Lazaraton (2014) also explains that apart from these benefits, technologies also allow teachers to provide feedback to students.

Bahadorfar & Omidvar (2014) highlight that “technology can stimulate the playfulness of learners and immerse them in a variety of scenarios” (p. 11). The scholars also point out that technology provides learners with an opportunity “... to engage in self-directed actions, chances for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given” (p. 11). Bahadorfar & Omidvar (2014) suggest that modern technologies available in teaching speaking skills are: communication labs, speech recognition software, internet,

Technology Enhanced Language Learning (TELL), podcasting, Quick Link Pen, Quicktionary, among others. Lazaraton (2014) also indicates that videoconferencing tools, and voice-video recordings may be useful for teaching L2 speaking. Carney and Foss (2008) also state that student-produced video has been an exciting option in EFL and ESL classes to promote speaking enhancement in L2 learners.

As stated by Carney and Foss (2008) student-produced video is a student-centered project-based activity that involves the participation of learners in video productions. The academics agree that “this in turn stimulates interest in the language and requires students to interact in activities that involve problem solving and higher-order thinking in the second language” (p.2). Carney and Foss (2008) also affirm that the improvements that the film project activity may foster are: fluency, pronunciation, non-verbal communication, cultural awareness, group cooperation, and student motivation (p.2).

RESEARCH METHODOLOGY

The method used to conduct the study is the qualitative observational case study. To understand this method, it is important to know what the case study is, and what qualitative observation refers to.

According to Nisbet and Watt (1982: 72) in Cohen, Manion, & Morrison, (2007) “a case study is a specific instance that is frequently designed to illustrate a more general principle, it is the study of an instance in action” (p. 253). As Robson (2002:183) in Cohen, Manion, & Morrison, (2007) remarks, “case studies opt for analytic rather than statistical generalization, that is they develop a theory which can help researchers to understand other similar cases, phenomena or situations” (p.253). Last, Hitchcock and Hughes (1995: 322) in Cohen, Manion, & Morrison, (2007) consider that a case study has some hallmarks:

- It has to do with detailed and vivid description of events relevant to the case.
- It provides a chronological narrative of events relevant to the case.
- It blends a description of events with the analysis of them.
- It focuses on individual actors or groups of actors, and seeks to understand their perceptions of events.
- It highlights specific events that are relevant to the case.
- The researcher is integrally involved in the case.
- An attempt is made to portray the richness of the case in writing up the report.

The other fundamental part of the qualitative observational case study is the qualitative observation. Cohen, Manion, & Morrison, (2007) state that unlike other types of research methods, “the case study researcher typically observes the characteristics of an individual unit – a child, a class, a school or a community- to analyze the diverse phenomena of the unit with a view to establishing generalizations

about the wider population to which that unit belongs” (p. 258). One important factor that needs consideration is that in the case study the researcher can employ a range of techniques such as observations and/or interviews to collect and analyze qualitative and quantitative data.

Research question

The research questions that led this study is:

- Does the self-analysis of student-produced video recordings help English as a Foreign Language learners perceive a development on their English speaking skills in terms of vocabulary, fluency, accuracy, pronunciation, and discourse management?

Universe

To conduct this study, students from first year of high school of English as Foreign language were considered.

Sample size

Convenient sampling of 5 students of English as a foreign language.

Inclusion and exclusion criteria

Inclusion criteria

Subjects who met the following criteria were considered as eligible participants in the research.

1. To speak Spanish as their mother tongue, and to be studying English as a foreign language.
2. To be in the first year of high school in which the researcher is currently teaching English as a foreign language.
3. To have an age from 15 to 16 years old.
4. To have a B1 level of English according to the student's profile of 1st year of high school.

5. To have from 95 % to 100% attendance throughout the current school year (2020-2021)

Exclusion criteria

Subjects who did not meet the criteria described in the inclusion criteria section were not considered as eligible participants. Additionally, students whose first language is English were not considered as eligible participants either.

Variables to be analyzed

The variables to be analyzed during the research are as follows:

1. ***Vocabulary:*** use of words during students' video productions.
2. ***Fluency:*** keep the flow of the conversation or speech.
3. ***Accuracy:*** correct use of grammar structures and pronunciation.
4. ***Discourse management:*** ability to produce extended written and/or spoken texts.

Data collection tools

Video recordings

Participants produced four video-recordings in four weeks, a video per week. In each video recording, students talked from 1 to 2 minutes about an assigned topic presented in four different units of the textbook Close-up student textbook B1+.

Self-analysis of student-produced video recordings

After the completion of each video recording, participants were asked to self-analyze their speaking performance in terms of vocabulary, fluency, accuracy, and discourse management. For the self-analysis, students used an instrument, see Appendix A.

Instrument

The instrument used by the participants embraces four sections labeled as accuracy, vocabulary, fluency, and discourse management. Each section includes

questions that measure frequency, level of difficulty, scale rating, multiple-choice selection, and open-ended response.

Accompanying and feedback

Once participants recorded each video and self-analyzed their English speaking performance, the researcher reviewed the videos and journaled with the students, correcting, giving feedback, and commenting as necessary. This stage aimed to help students self-evaluate their oral performance more objectively.

Tabulation and data analysis

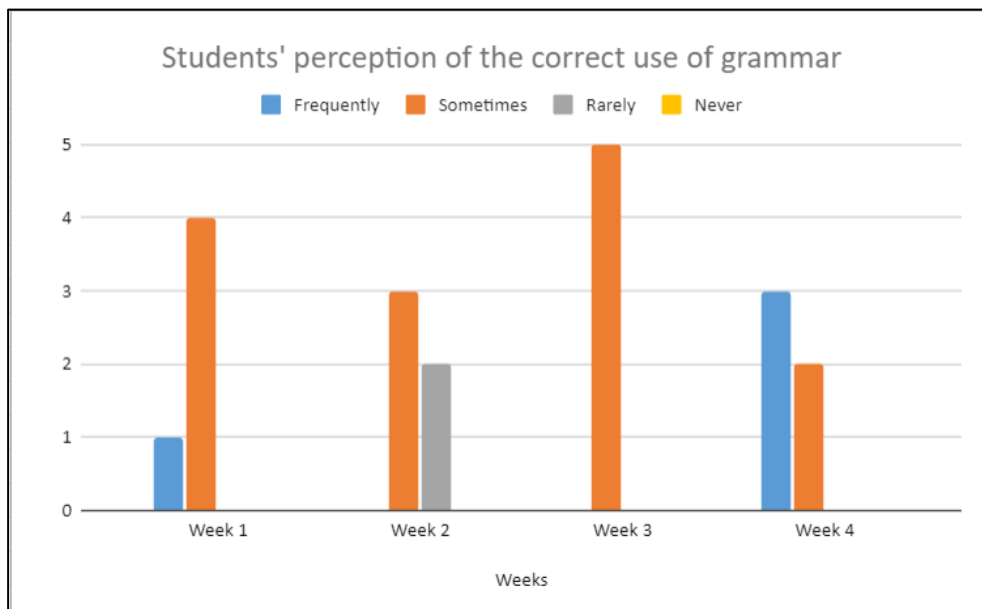
After gathering the data, it was tabulated and arranged into Excel tables within four sections accuracy, vocabulary, fluency, and discourse management; participants coded as student 1, student 2, student 3, student 4, and student 5, and the length of the study (four weeks).

DATA ANALYSIS

The data presented was collected from five participants. Each participant produced four video recordings within a period of four weeks; in other words, one each week. After the production of each video, participants used an instrument (See Appendix A) to carry out the self-analysis of their speaking performance in terms of accuracy, vocabulary, fluency, and discourse management.

Section 1: Accuracy

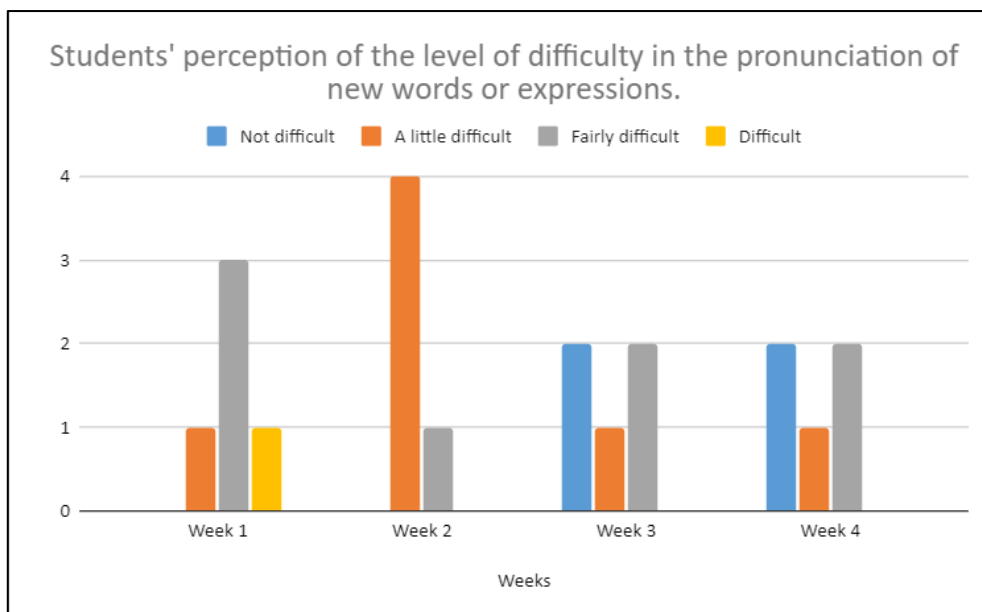
Figure 1: Students' perception of the correct use of grammar



Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 1 shows the students' perception regarding the correct use of grammar. In week 1, only one student perceived a frequent use of correct grammatical structures compared to four students who perceived that they sometimes used grammatical structures correctly. In week 4 of the study, there was an increase of one to three students who perceived a more frequent use of grammatical structures and two students who perceived that they sometimes used these structures correctly. Figure 1 also determines that the students never perceived an incorrect use of their grammatical structures during the study.

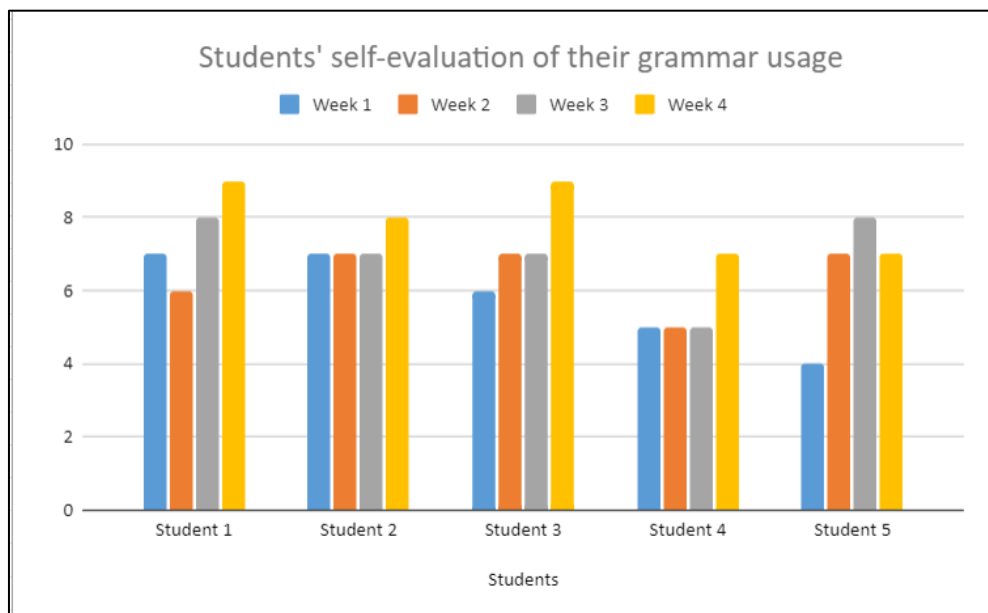
Figure 2: Students' perception of the level of difficulty in the pronunciation of new words or expressions



Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 2 shows the degree of difficulty students perceived concerning the pronunciation of new words or expressions. In week 1, it is observed that all students had some degree of difficulty in pronouncing new words or expressions. On the other hand, upon reaching week 4, two of the students perceived that pronouncing new words or expressions was not difficult any longer; however, three of the students still perceived that they continued to have problems when uttering new words or expressions.

Figure 3: Students' self-evaluation of their grammar usage

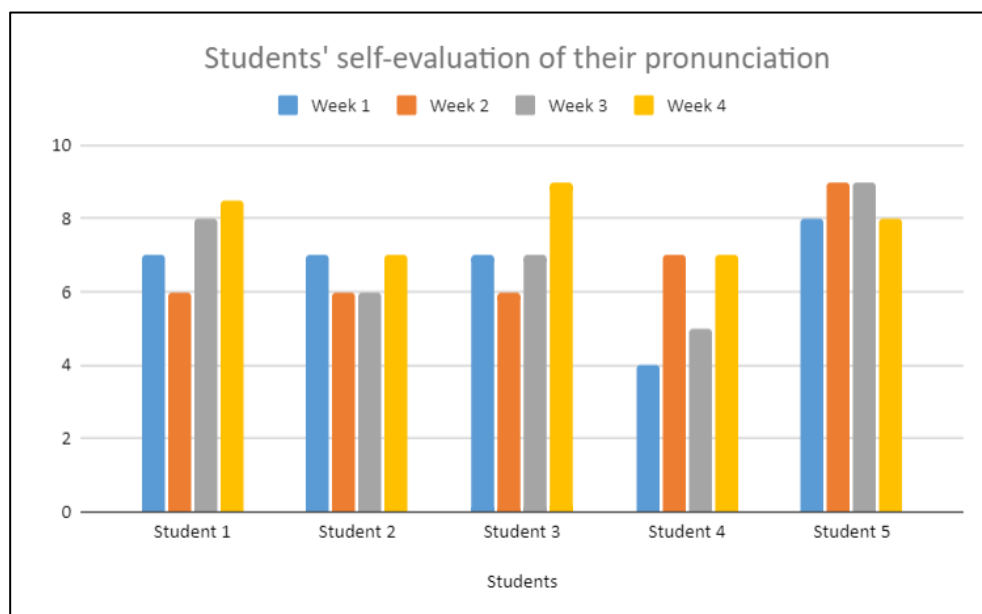


Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 3 shows students' self-evaluation regarding their grammatical use in their videos in the four weeks of the study. Four of the five students increased their self-assessment scores between weeks 1 and 4. On the other hand, in a range of 0 to 10 points, the students generally self-assessed with scores between 4 and 9 points; highlighting that students 1, 2, and 3 self-assessed with 8 and 9 points upon reaching week 4; on the contrary, students 4 and 5 self-assessed with 7 points upon reaching this week.

When comparing the self-evaluation scores between weeks 1 and 4, figure 3 shows that in week 1, the students self-evaluated with scores between 4 and 7 points but upon reaching week 4, these grades increased from 7 to 9 points.

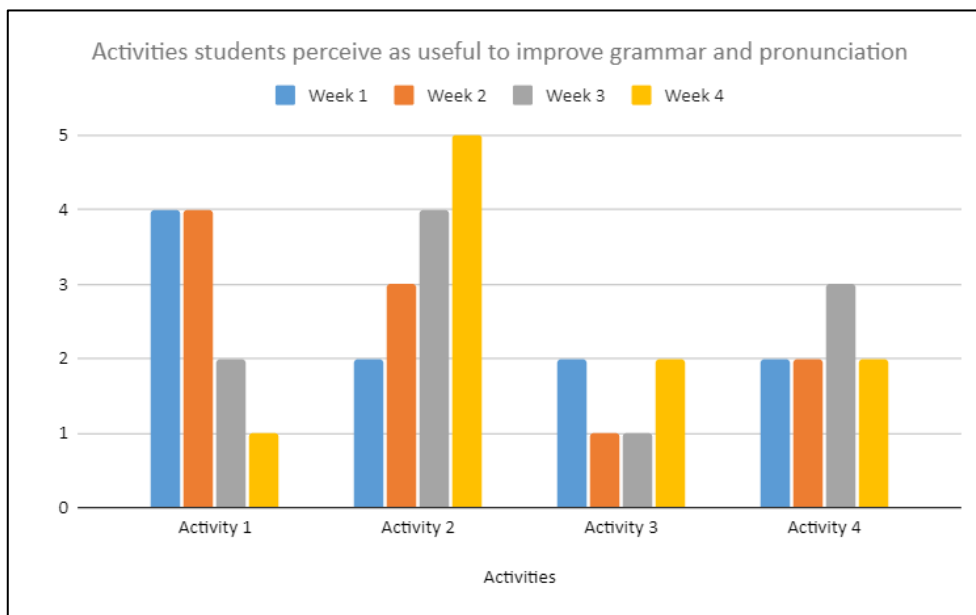
Figure 4: Students' self-evaluation of their pronunciation



Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 4 shows the students' self-evaluation regarding their pronunciation in their videos during the four weeks of the study. Four of the five students self-graded their pronunciation with better scores between weeks 1 and 4. In week 1, the students self-evaluated their pronunciation with scores between 4 and 7 points, while in week 4, this varied between 7 and 9 points. Although student 5 self-rated with scores that decreased between weeks 3 and 4, this student self-assessed with the highest scores in each of the four weeks.

Figure 5: Activities students perceive as useful to improve grammar and pronunciation



Activity 1: Review grammar structures.

Activity 2: Practice the pronunciation of new words.

Activity 3: Use an online dictionary to hear the pronunciation of new words.

Activity 4: Ask your teacher the correct pronunciation of new words.

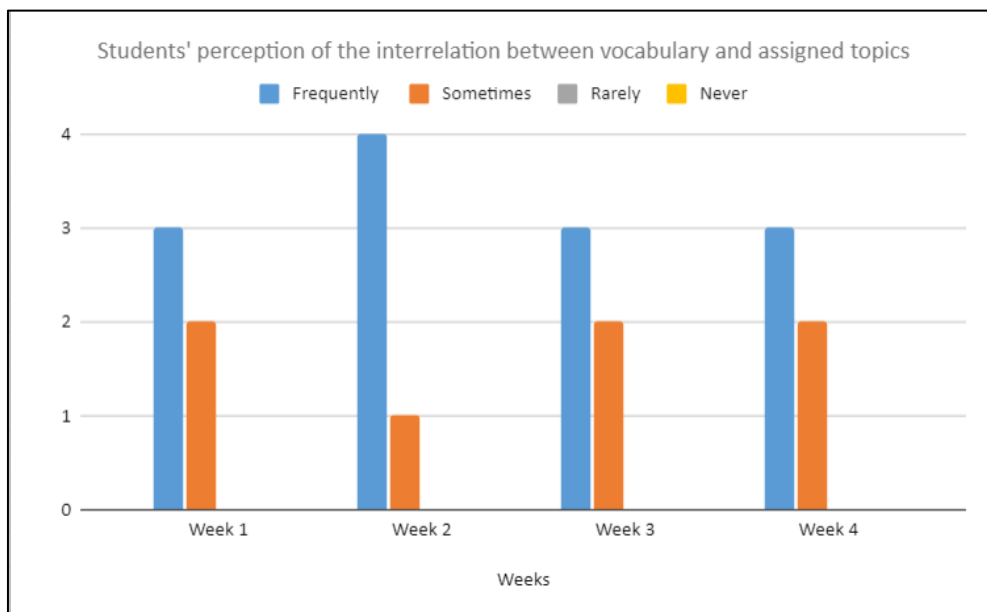
Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 5 shows the activities that the students perceived as useful to improve grammar and pronunciation. Activity 1 is predominant in weeks 1 and 2; activity 2 began to prevail in week 3, turning into the most attractive among students in week 4. Activities 3 and 4 had the lowest preference among students in the four weeks of study.

The question "What can you improve in terms of grammar and pronunciation during the production of your next video recording?" included the option "others" to obtain some ideas from the students about what other activities they perceived as useful to improve their grammar and pronunciation; the most common activities drawn from the students were talking with native speakers, and watching videos and movies in English.

Section 2: Vocabulary

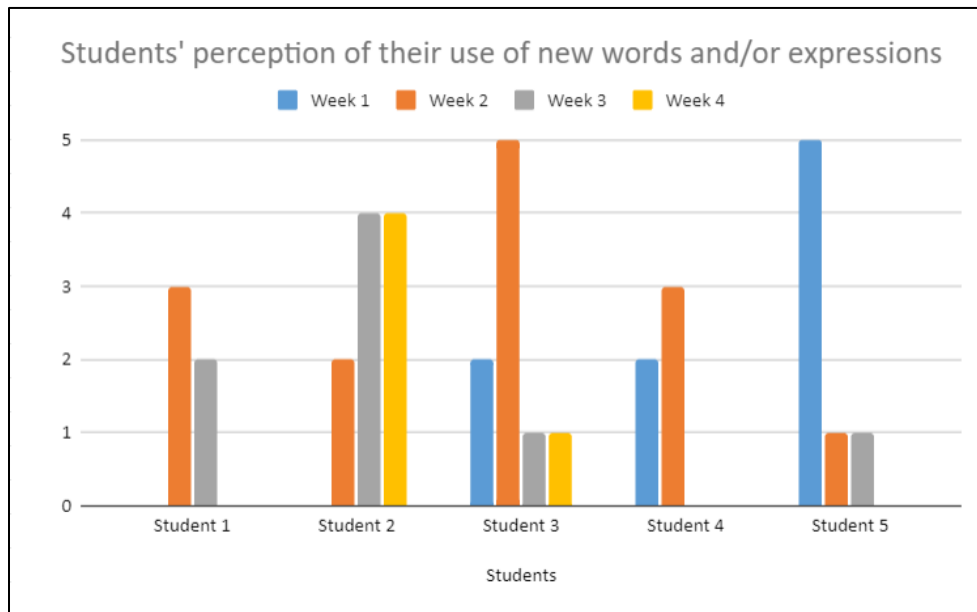
Figure 6: Students' perceptions of the interrelation between vocabulary and assigned topics



Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 6 shows the students' perception of the interrelation between the vocabulary used in the videos and the assigned topics. In general, the students perceived that this interrelation frequently existed in the four weeks of the study. "Rarely" and "never" were not considered by the students as an answer to determine their perception of this question.

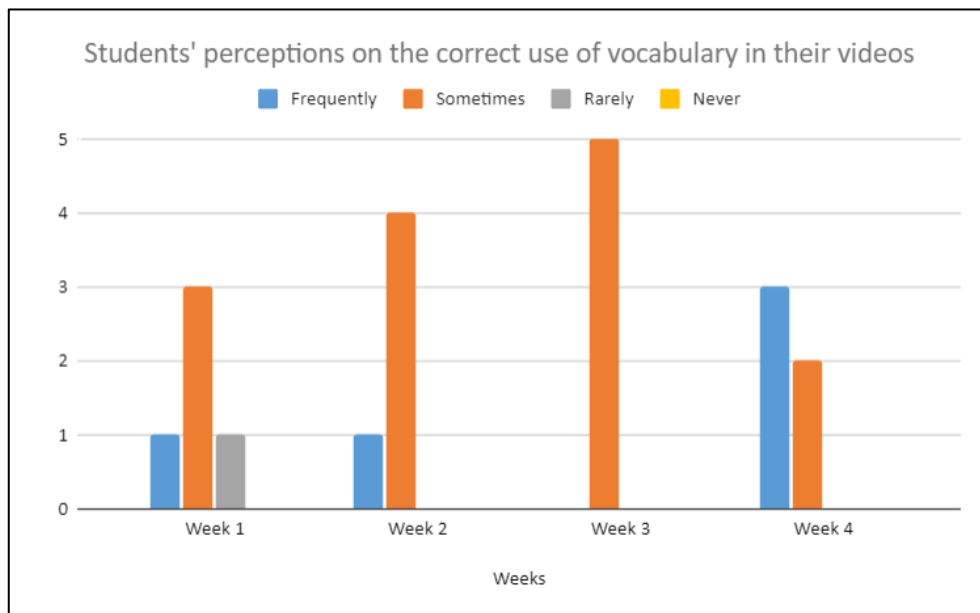
Figure 7: Students' perceptions of their use of new words and/or expressions



Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 7 shows students' perceptions regarding the use of new words and/or expressions; it also represents how many words the students could use during the study. The maximum number of new words that the students affirmed to use was 5. The analysis of this figure shows the following perceptions: student 1 did not use any new word in weeks 1 and 4 but used a maximum of three terms in week 2; student 2 did not use any new word in week 1 but was able to use a maximum of 4 words in weeks 3 and 4; student 3 used new words in all 4 weeks of the study with a maximum of 5 new words in week 2; student 4 did not use any new term in weeks 3 and 4 but was able to use 5 new words in week 2; student 5 used 5 new words in week 1 but could not use any new term in the last week of the study.

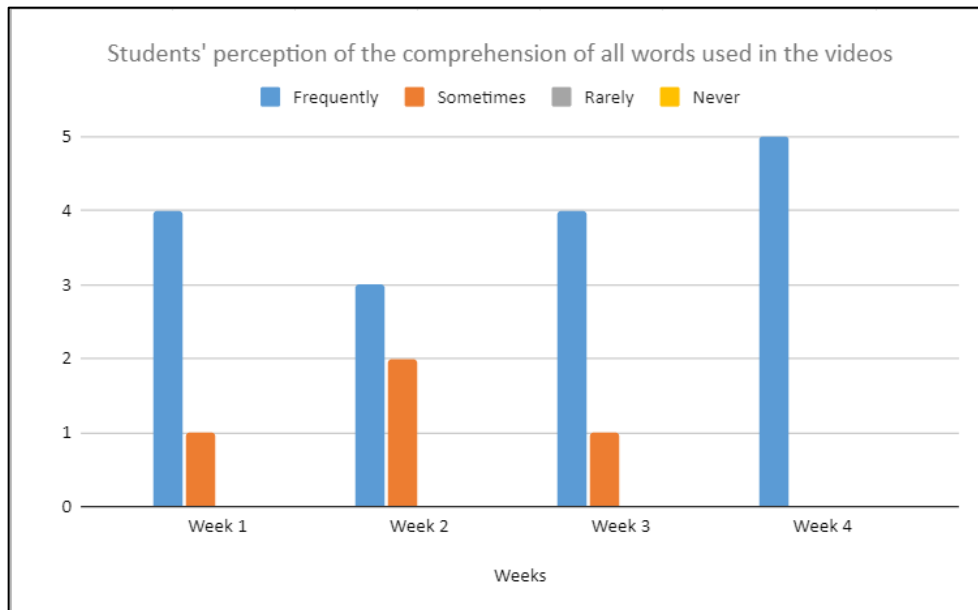
Figure 8: Students' perceptions on the correct use of vocabulary in their videos



Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 8 shows the students' perception of using vocabulary correctly in their videos. The students generally indicated that they frequently and sometimes used the vocabulary correctly when presenting their assigned topics in the videos. On the other hand, the students never perceived an incorrect use of their vocabulary in any week of the study.

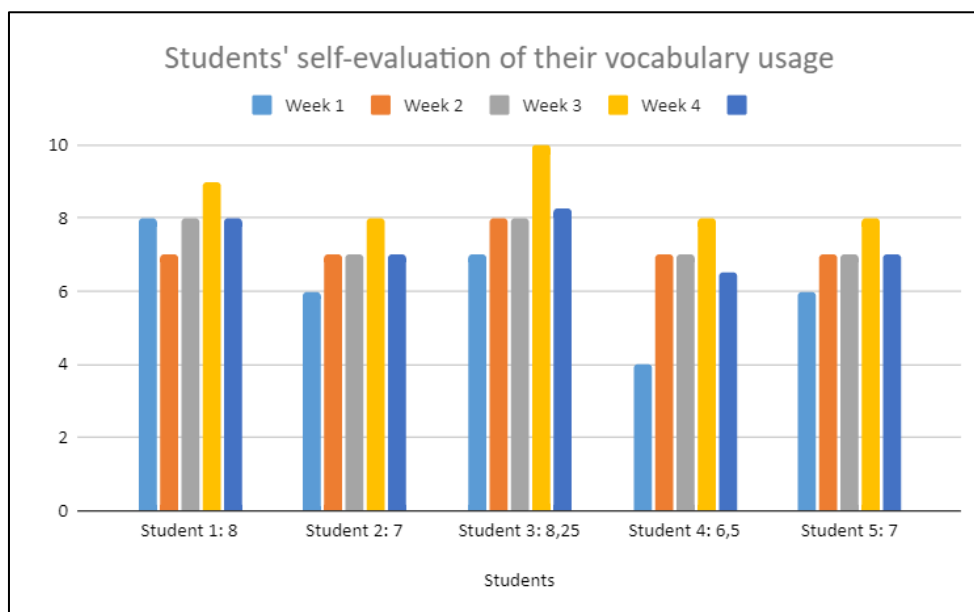
Figure 9: Students' perceptions of the comprehension of all words used in the videos



Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 9 shows the students' perception regarding the understanding of all words used in the videos during the four weeks of the study. The students stated that they frequently understood all words used when presenting the assigned topics. Figure 9 also displays that the students never perceived the words they used as incomprehensible.

Figure 10: Students' self-evaluation of their vocabulary usage

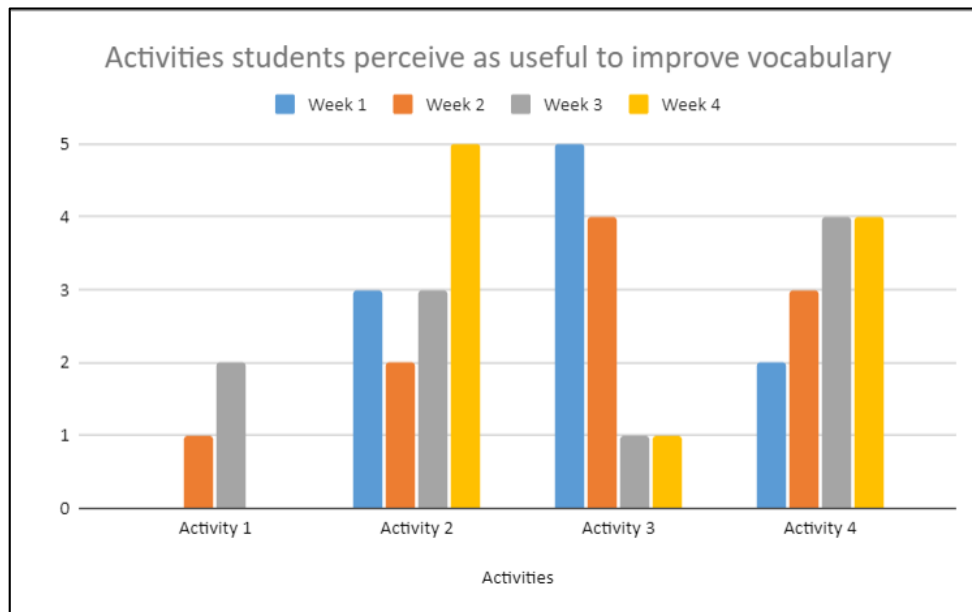


Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 10 shows students' self-evaluation regarding their use of vocabulary, in the self-evaluation grades between 0 and 10 were considered. Concerning the average score obtained in the four weeks of the study, figure 10 shows that student 1 self-rated with an average of 8 points; student 2 self-graded with an average of 7 points; student 3 self-evaluated with an average of 8.25 points; student 4 self-rated with an average of 6.5 points; and student 5 self-graded with an average of 7 points. The student who self-rated with the highest score was number 3; on the contrary, the student who self-evaluated with the lowest score was number 4.

In the figure, it is also observed that the self-evaluation of students 1, 2, 3, and 5 fluctuated between 6 and 10 points in the four weeks of the study but in the case of student 4, the scores varied from 4 to 8 points.

Figure 11: Activities students perceive as useful to improve their vocabulary



Activity 1: Reread words from the unit.

Activity 2: Write down words from the unit.

Activity 3: Use an online dictionary to look up the meanings of words.

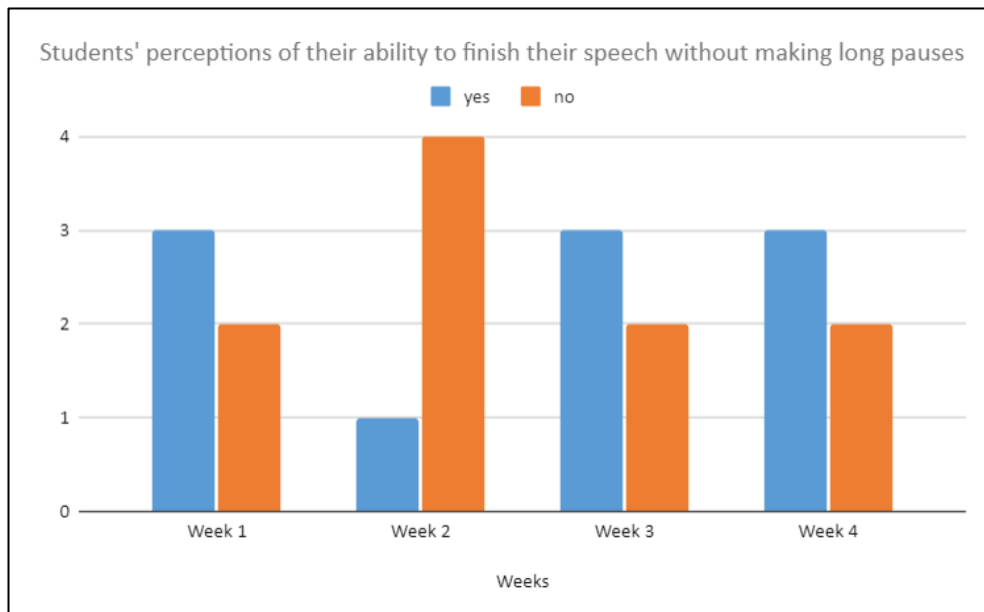
Activity 4: Use flashcards

Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 11 shows the activities students perceived as useful to improve their vocabulary. Activities 2, 3 and 4 were accepted by all students during the four weeks of the study. The category “others” that this question included identified the activities of reading more, watching videos in English, and asking the teacher the meanings of unknown words as additional ones mentioned by several of the students to improve their vocabulary.

Section 3: Fluency

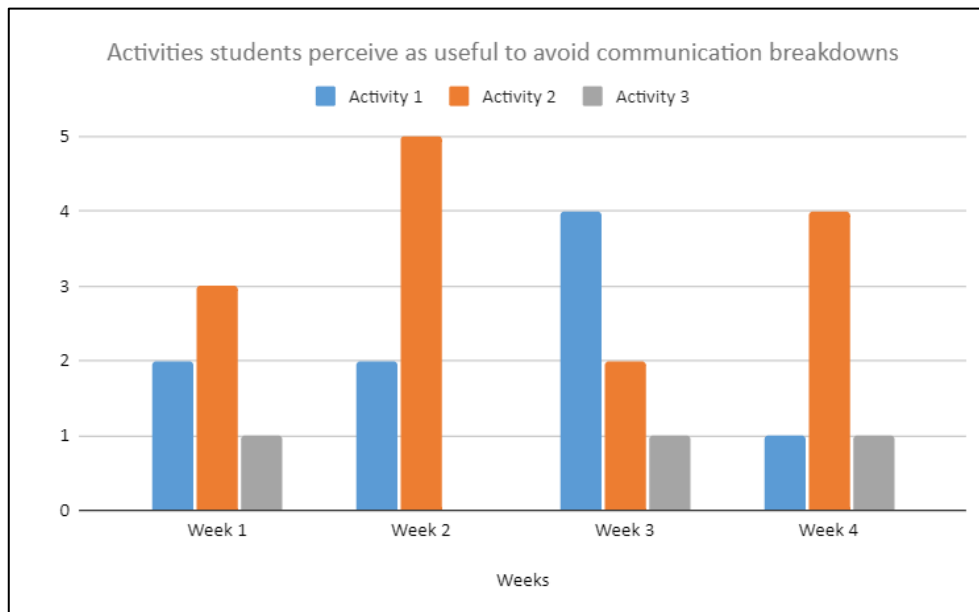
Figure 12: Students' perceptions of their ability to finish their speech without making long pauses



Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 12 shows students' perception of their ability to finish their speech without taking long pauses. Three of the five students perceived that they could finish their speech without taking long breaks in 3 of the 4 weeks of the study. On the other hand, in week 2, four of the five students perceived that they could not do so, which might be associated with the complexity of the topic addressed during this week of the study.

Figure 13: Activities students perceive as useful to avoid communication breakdowns

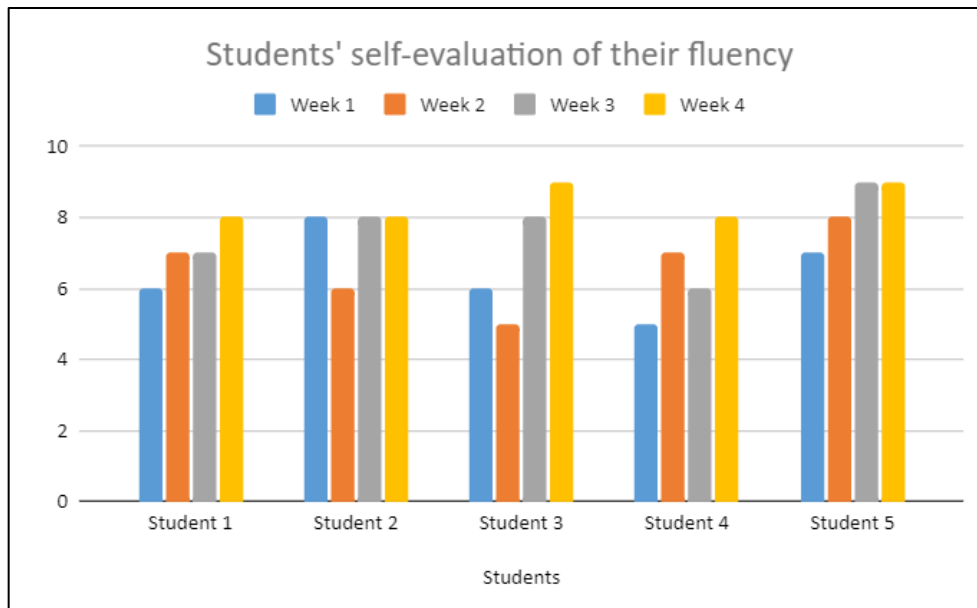


Activity 1: Think of words to continue speaking.
Activity 2: Try to say ideas using other words / Paraphrasing
Activity 3: Use expressions to buy time.

Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 13 shows the activities that the students perceived as useful to avoid communication breakdowns in their speech. It is observed that the order of preference was activities 2, 1, and 3.

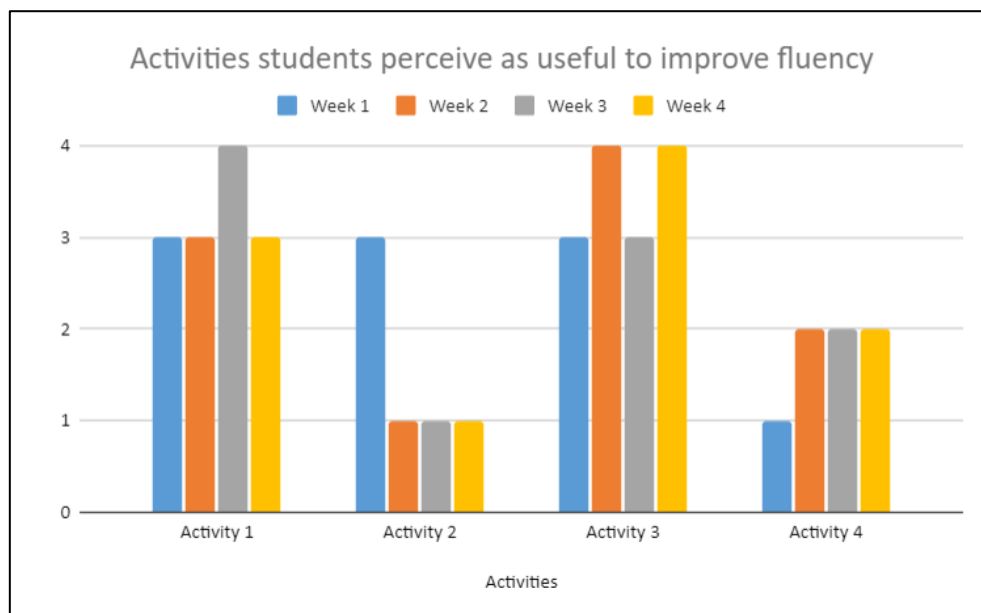
Figure 14: Students' self-evaluation of their fluency



Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 14 shows the students' self-evaluation regarding their fluency, it considered scores between 0 and 10 points. Four of the five students self-rated their fluency with scores between 8 and 9 points during the four weeks of the study. On the other hand, student 2 self-graded with 6 points in week 2 and an invariable score of 8 points in the three remaining weeks.

Figure 15: Activities students perceive as useful to improve their fluency



Activity 1: Learn phrases rather than single words

Activity 2: Practice the speech/exposition alone

Activity 3: Practice the speech/exposition in front of others

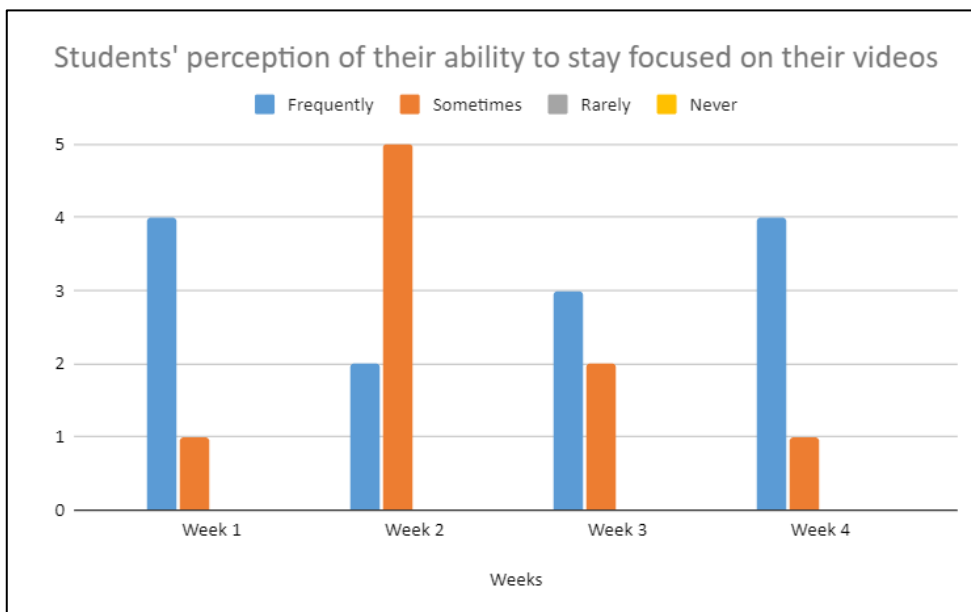
Activity 4: Prepare a cheat sheet

Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 15 shows the activities students perceived as helpful to improve their fluency. The activities selected as the most useful were activities 1 and 3. On the other hand, the category "others" included in this question identified the activities of rehearse in front of a mirror or with others, watch tutorials on how to improve fluency, and record themselves and watch the videos again, as additional ones mentioned by several of the students to improve their fluency.

Section 4: Discourse management

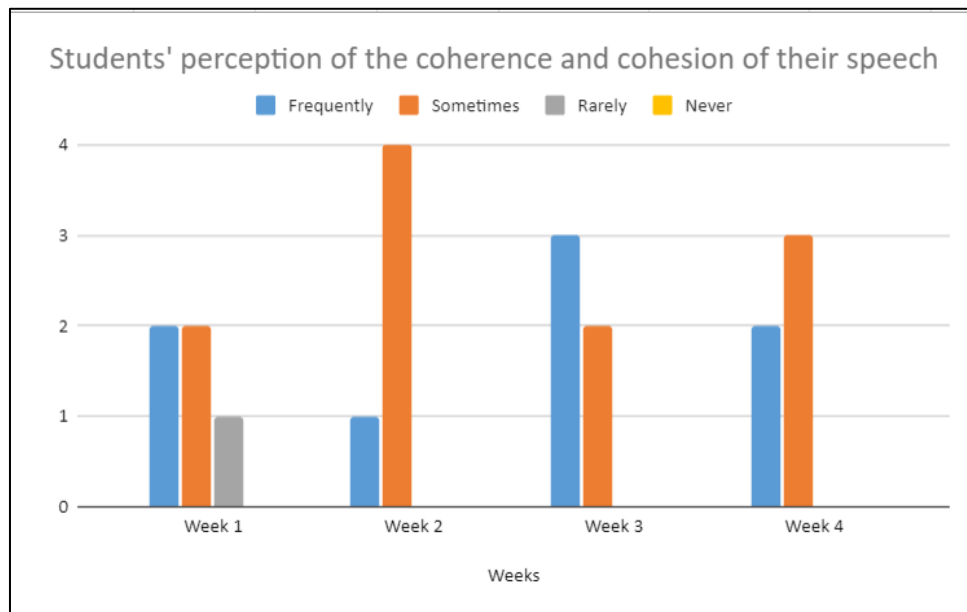
Figure 16: Students' perception of their ability to stay focused on the videos



Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 16 shows the perception of students regarding their ability to stay focused on their videos. In general, the students affirmed that they frequently kept focused on the video subject during three of the four weeks of the study. In week 2, they stated that they could sometimes stay focused on the topic; this can be attributed to the complexity of the theme covered during that week. On the other hand, all students perceived that they never lost focus in the four weeks of the study.

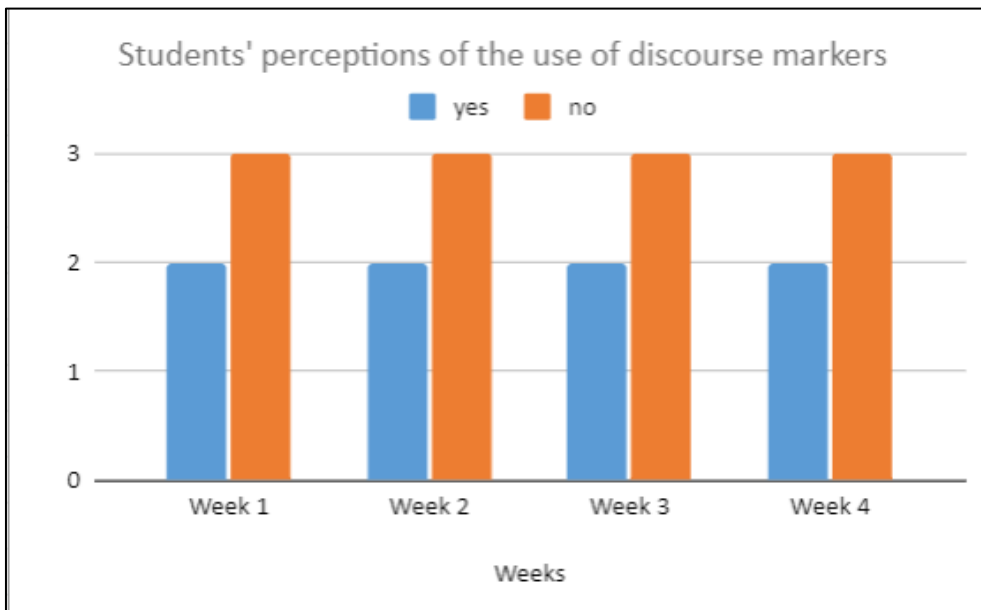
Figure 17: Students' perception of the coherence and cohesion of their speech



Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 17 shows the students' perception regarding the coherence and cohesion of their discourse. In the four weeks of the study, the students frequently and sometimes perceived that their speech was coherent and cohesive. The option "rarely" was considered by only one student in week 1, and "never" was not considered in any week of the study; this allows concluding that the students kept coherence and cohesion in the topics addressed.

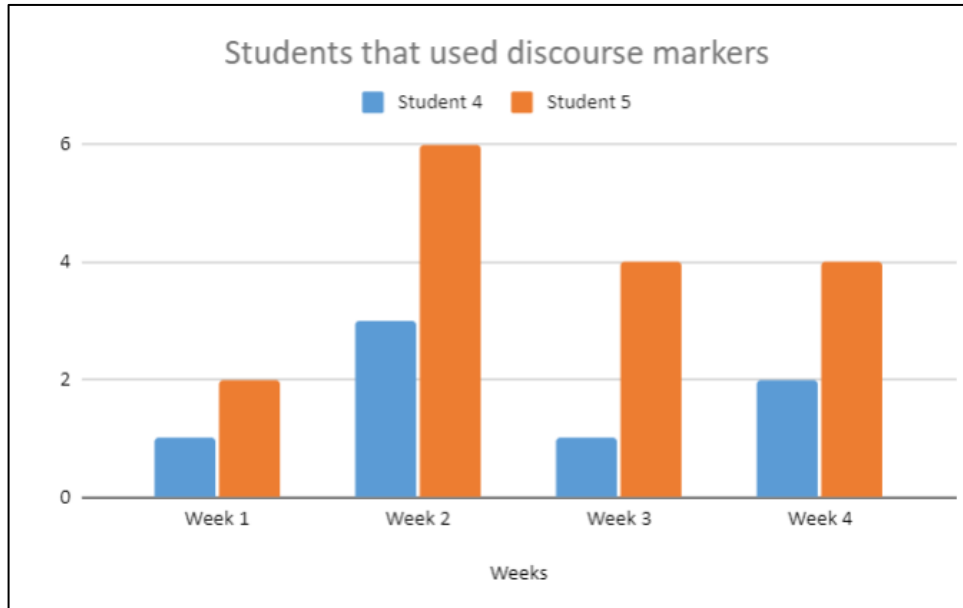
Figure 18: Students' perceptions of the use of discourse markers



Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 18 shows whether or not the students perceived the use of discourse markers in their videos. Only two of the five students perceived the use of these words in their speech. Figure 19 shows the number of discourse markers used by students 4 and 5 in the four weeks of the study.

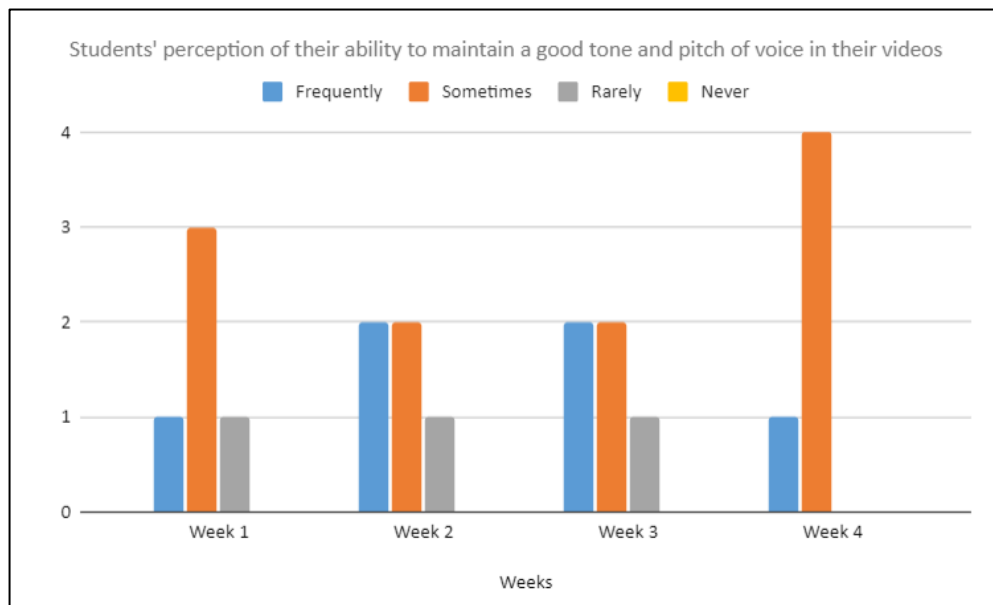
Figure 19: Students that used discourse markers in their videos



Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 19 shows that students 5 and 4 used discourse markers in the four weeks of the study. Student 5 used 16 discourse markers; while, student 4 used 7 discourse markers.

Figure 20: Students' perception of their ability to maintain a good tone and pitch of voice in their videos

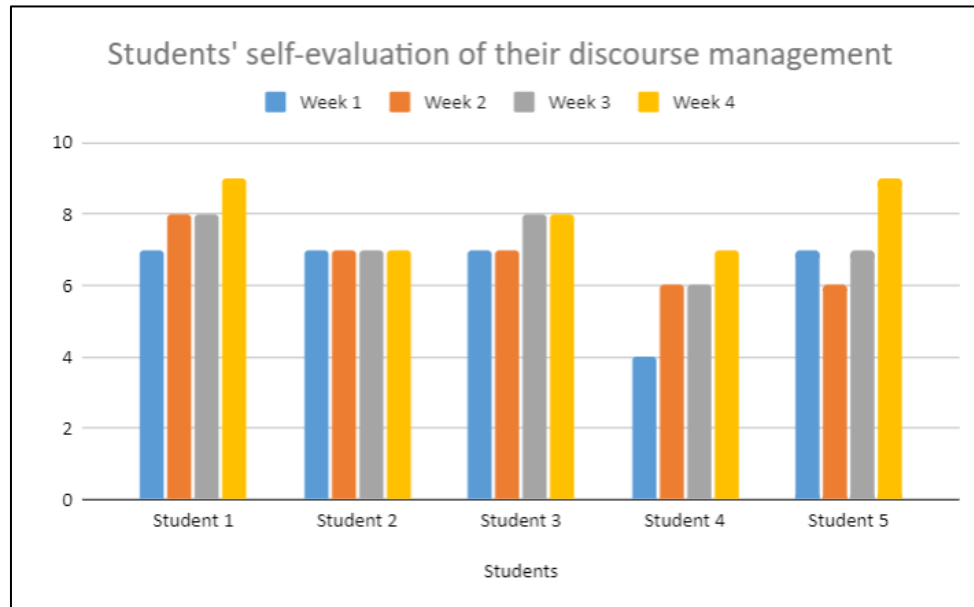


Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 20 shows students' perceptions regarding their ability to maintain a good tone and pitch of voice in their videos during the four weeks of the study. In general, all

students could sometimes maintain a good tone and pitch of voice in their videos. All students never perceived poor maintenance of their tone and pitch of voice in the four weeks of the study.

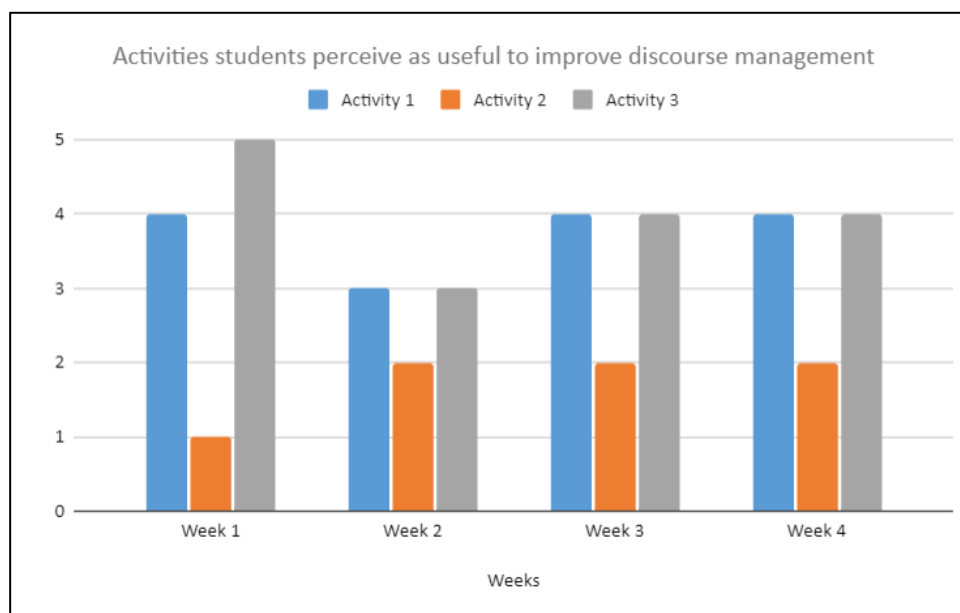
Figure 21: Students' self-evaluation of their discourse management



Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 21 shows students' self-evaluation regarding their discourse management, the self-evaluation included grades that vary between 0 and 10 points. Four of the five students self-graded their discourse management with scores that fluctuated between 4 and 9 points during the four weeks of the study, highlighting an evident improvement. On the other hand, student 2 self-assessed with a constant score of 7 points during the four weeks of the study.

Figure 22: Activities perceive as useful to improve discourse management



Activity 1: Review discourse markers
Activity 2: Write down cohesive devices
Activity 3: Prepare some notes

Elaboration: Jehny Espinoza, USFQ MA in TESOL student

Figure 22 shows the activities students perceived as useful to improve their discourse management in the four weeks of the study. The activities students perceived as the most useful were 3 and 1. Activity 2 was chosen during the four weeks but on a smaller scale. On the other hand, the "others" category included in this question identified the activities: practicing before speaking, talking more with natives, and using more discourse markers as additional activities mentioned by several students to improve their discourse management.

CONCLUSIONS

Findings and results

Regarding accuracy, most students perceived an improvement in their correct grammar usage and the pronunciation of new words and/or expressions in week four which marked the end of the data collection phase. When participants were asked to self-evaluate their grammar usage and pronunciation, the majority indicated satisfactory grades at the end of the study. Among some of the activities that students perceived as useful to enhance their grammar and pronunciation, several participants agreed that reviewing grammar structures, practicing the pronunciation of new words, talking to natives, and watching videos and movies in English represented the most helpful ones.

About vocabulary, all participants throughout the study perceived that the words they used were mostly interrelated to the assigned topics. Concerning the use of new words and expressions, some participants perceived that even though in the beginning it was difficult to produce new words or expressions, they felt they were able to do it at the end of the study. Regarding the self-evaluation of their vocabulary use, all participants self-assessed with satisfactory grades during the last week of the study. Rereading and writing down words about the topic, using flashcards, reading more, watching videos in English, and asking the teacher the meanings of unknown words were the activities that students perceived as useful to improve vocabulary.

Concerning fluency, some students perceived they were able to finish their videos without making long pauses. Among participants, paraphrasing was the activity selected by the majority to avoid communication breakdowns; and learning phrases rather than single words and practicing their speech in front of others were the activities that students selected as the most helpful to improve their fluency. Finally, about students' fluency self-evaluation, all assigned themselves grades equivalent to 8 or higher that can be considered as satisfactory.

Regarding discourse management, most participants were able to stay focused on the videos' subjects; they also perceived their speech as coherent and cohesive. In general, they self-evaluated their discourse management with satisfactory grades in the last week of the study. On the other hand, a challenge most students had to deal with was the use of discourse markers, to the majority of them, it represented a drawback since they did not understand how and when to use them.

Pintrich and Zusho (2002) and Zimmerman (2000) in El-Sakka (2016) state that three phases of self-regulated learning are paramount during the learning process, the planning, the performance, and the reflection phases. However, the one that has to do with the reflection seems to play a very important role in the learning process due to the fact that students are allowed to participate in self-evaluation of tasks accomplished, reflect on their levels of satisfaction, and determine whether they need to repeat the task or whether they are ready to move on to a new one. Besides Pintrich, Zusho, and Zimmerman, El-Sakka (2016) also mentions that when students are involved in self-monitoring processes, learners have the chance to monitor their speech production, reflect on their mistakes, and correct them.

Based on the claims provided by the scholars above mentioned and the findings and results obtained from this study, it may indicate that the self-analysis of student-produced video recordings might help EFL students perceive some development of their English speaking skills in terms of accuracy, vocabulary, fluency, and discourse management.

Limitations

Limited research or out-of-date information about the benefits of using self-analysis in learning English as a foreign language, and lack of information about using student-produced video recordings to promote self-evaluation among EFL learners represented two barriers that forced the researcher to employ data and studies from international academic contexts to be used as sources to construct the literature review and support the research. Time frame was another limitation that this study had to deal with.

Recommendations

Although the results of this study seem to be encouraging and applicable to the EFL sector in the Ecuadorian context, further studies need to be conducted to obtain more evidence in this field.

For further studies, a larger group of participants from different backgrounds and ages, and more variables can be considered to obtain varied and ample data.

The conduction of a pre- and a post- examination may be taken into consideration to verify whether or not students' self-analysis helps to develop EFL students' English speaking skills.

Working with a control and an experimental group to verify if the self-analysis of student-produced video recordings is helpful to develop English speaking skills among EFL learners.

Teacher's formal evaluation of students' video recordings needs consideration to compare and contrast whether or not the perceptions given by the participants are related to the factual information presented in the video recordings.

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APPENDIX A: RESEARCH APPROVAL



UNIVERSIDAD SAN FRANCISCO DE QUITO USFQ



Oficio N°062.2021-CA.P21.060TPG-CEISH-USFQ
Quito, 26 de abril de 2021

Señorita
Jehny María Espinoza Montaña
Investigadora Principal
Universidad San Francisco de Quito USFQ
Presente

Asunto: Aprobación del estudio
Referencia: Protocolo 2021-060TPG

De nuestra consideración:

El Comité de Ética de Investigación en Seres Humanos de la Universidad San Francisco de Quito "CEISH-USFQ", notifica a usted que con el informe de evaluación IE01-EX082-2021-CEISH-USFQ se analizaron los aspectos éticos, metodológicos y jurídicos de la investigación.; acordando aprobar el estudio registrado con los siguientes datos:

A. DATOS DE LA INVESTIGACIÓN			
Códigos USFQ	CEISH: 2021-060TPG		
Título de la Investigación	Desarrollando habilidades de comunicación de estudiantes de Inglés como lengua extranjera, por medio del autoanálisis y autoproducción de audiovideos. <i>Developing speaking skills among English as a Foreign Language learners through the self-analysis of student-produced video recordings.</i>		
Tipo de estudio	Caso de estudio con metodología cuantitativa		
Investigadores + afiliación institucional	Investigador	Institución	Rol en la investigación
	1_Jehny María Espinoza Montaña	Universidad San Francisco de Quito	Investigador principal
	2_María Gabriela Cueva Andrade	USFQ	Director de tesis
Lugar de implementación	Zona	Provincia	Ciudad
	09	Pichincha	DMQ
	Centro de investigación Colegio internacional SEK de los valles		
Duración del estudio	2.5 meses desde aprobación		
Breve resumen del estudio	<p>OG: Desarrollar habilidades de comunicación en el Inglés como lengua extranjera, através de la autoevaluación y autoproducción de audiovideos.</p> <p>Universo: Estudiantes de primero de bachillerato de colegio privado de Quito, en su clase de Inglés como lengua extranjera, nivel B1; 15-16 años</p> <p>Muestra: cinco estudiantes de primero de bachillerato A</p> <p>Metodología:</p> <p>1_Autograbación de 4 audiovideos hablando 1-2 minutos.</p> <p>2_Autoanálisis de videos</p> <p>3_Retroalimentación de IP de videos luego de autoanálisis.</p>		



Documentos aprobados para esta investigación:

Documentos que sustentan y que se utilizarán en la investigación	Versión	Fecha	# pgs
1 Protocolo de investigación	E02	05 abr 2021	07
2 Formulario de asentimiento (FA) para menores de edad: FA para participar (menores 15-16 años)	E02	26 abr 2021	02
3 Instrumentos a ser utilizados en la investigación: <i>Student-Produced Video Recording Self-Analysis Handout</i>	I02	05 abr 2021	03

Para la aprobación de esta investigación, se ha tomado en consideración la pertinencia y/o relevancia científica de la investigación, la idoneidad del equipo de investigación, la factibilidad de la investigación y la idoneidad de los recursos de la investigación.

La vigencia de esta aprobación es de dos meses, desde el 26 de abril 2021 hasta el 15 de julio de 2021, tomando en cuenta la fecha de inicio y el periodo de duración del estudio especificado en el Protocolo de investigación presentado (versión E02).

Esta aprobación aplica solo para las actividades descritas en los documentos revisados según el informe de evaluación No. IE01-EX082-2021-CEISH-USFQ. Cualquier modificación a los documentos antes aprobados debe ser notificada a este Comité, para un nuevo análisis y determinación del nivel de riesgo.

El CEISH-USFQ deslinda cualquier responsabilidad en cuanto a la veracidad de la información presentada.

Atentamente,

Iván F. Sisa Caiza, MD, MPH, MS
Presidente CEISH-USFQ
comitebioetica@usfq.edu.ec



Adjunto: Informe de evaluación del estudio

cc. Archivos digitales del estudio
IS/ammt

APPENDIX B: STUDENT-PRODUCED VIDEO RECORDING SELF-ANALYSIS HANDOUT

Once you have produced your video recording, please think and reflect about your speaking performance considering the following aspects.

- 1. Accuracy:** correct use of grammar structures and pronunciation
 - a.** Were you able to use grammar structures correctly in your video?

Frequently

Sometimes

Rarely

Never
 - b.** Was it difficult to pronounce new words or expressions?

Not difficult

A little difficult

Fairly difficult

Difficult
 - c.** On a scale of 1-10 how would you rate your grammar use throughout your video, with 1 being the worst and 10 being the best?
 - d.** On a scale of 1-10 how would you rate your pronunciation use throughout your video, with 1 being the worst and 10 being the best?
 - e.** What can you improve in terms of grammar and pronunciation during the production of your next video recording? Check 2 ideas and write 1 on your own.
 1. _____ Review grammar structures.

2. _____ Practice words' pronunciation.
3. _____ Use an online dictionary to hear the pronunciation of new words.
4. _____ Ask your teacher the correct pronunciation of new words.
5. Your idea _____

2. Vocabulary: use of words during your video production. (vocabulary depth: how well and breadth: how many)

- a.** Do you think the words you used to respond the question were related to the assigned topic?

Frequently

Sometimes

Rarely

Never

- b.** How many new words and expressions did you use in this video?

Please specify, _____

- c.** Do you think you used the words correctly in your video?

Frequently

Sometimes

Rarely

Never

- d.** Do you understand every word you used in your video?

Frequently

Sometimes

Rarely

Never

e. On a scale of 1-10 how would you rate your vocabulary usage in your video, with 1 being the worst and 10 being the best?

f. What can you improve in terms of vocabulary during the production of your next video recording? Check 2 ideas and write 1 on your own.

1. _____ Reread the words from the unit.

2. _____ Write down the words from the unit.

3. _____ Use the dictionary to look up the meaning of the words.

4. _____ Use flashcards.

5. Your idea _____

3. Fluency: Keeping the flow of the conversation or speech

a. Were you able to finish your video without long pauses?

Yes

No

b. What did you do when you found yourself stuck in your speech?

Think of words to continue speaking.

Try to say my ideas using other words.

Use expressions to buy time.

Other, specify which one? _____

c. On a scale of 1-10 how would you rate your fluency throughout your video, with 1 being the worst and 10 being the best?

d. What can you improve in terms of fluency during the production of your next video recording? Check 2 ideas and write 1 on your own.

1. _____ Learn phrases rather than single words.

2. _____ Practice your speech alone

3. _____ Practice your speech in front of others

4. _____ Prepare a cheat sheet

5. Your idea _____

4. **Discourse management:** ability to produce extended written and spoken texts, for example conversations.

a. Were you able to keep focused when talking about the topic in your video?

Frequently

Sometimes

Rarely

Never

b. Do you think your speech was coherent and cohesive?

Frequently

Sometimes

Rarely

Never

c. Did you use any discourse marker when producing your video?

If so, which one? _____

No

- d.** Were you able to maintain a good tone and pitch of voice during the production of your video?

Frequently

Sometimes

Rarely

Never

- e.** On a scale of 1-10 how would you rate your discourse management in your video, with 1 being the worst and 10 being the best?

- f.** What can you improve in terms of discourse management during the production of your next video recording? Check 2 ideas and write 1 on your own.

1. _____ Review discourse markers

2. _____ Write down cohesive devices

3. _____ Prepare some notes

4. Your idea _____