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**The Use of Self-Produced Videos to Improve Speaking Skills: A Complete Protocol**

**Proyecto de Investigación y Desarrollo**

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## DEDICATION

To all those who have supported me along this academic path, whether through words of encouragement, acts of kindness, or moments of understanding. In heartfelt dedication, I offer this work to my husband, Pablo, whose steadfast support has been my steady anchor through the highs and lows of my personal and professional path. To my beloved children—Pablo, Daniel, Amanda, and Arianna—whose abundant affection and encouragement propel me forward, inspiring me to strive for greatness each day. Furthermore, I wish to extend this dedication to my cherished parents, the celestial guides whose unwavering support and boundless encouragement have been the cornerstone of my achievements. In profound gratitude, I also pay homage to those who have departed from this earthly realm, particularly Manuquito, whose prayers and blessings continue to inspire and guide me every day.

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To my husband, I offer my heartfelt thanks for his unwavering support from the moment I expressed my desire to study at this esteemed university. His willingness to shoulder household responsibilities and care for our children has afforded me the time and space to focus on completing this project.

Finally, I want to express my deepest gratitude to my parents. Despite the physical distance that separates us, they made the selfless decision to stand by my side during my greatest moments of need. Their unconditional support has been my anchor through life's challenges, guiding me with love and wisdom. Their sacrifices and endless encouragement are gifts I will forever treasure and hold in my heart.

## RESUMEN

Este proyecto de investigación explora la integración de videos autoproducidos para mejorar las habilidades de expresión oral en el aula de Inglés como Lengua Extranjera (ILE). Al vincular principios teóricos con aplicaciones prácticas, el estudio tiene como objetivo proporcionar un protocolo estructurado que aborde desafíos comunes enfrentados por los educadores de ILE, como las limitadas oportunidades para practicar la expresión oral. El protocolo enfatiza fomentar la conciencia metacognitiva, alentar la colaboración entre pares y promover el refinamiento iterativo de habilidades.

El proyecto destaca los beneficios multifacéticos de utilizar videos autoproducidos como herramienta educativa, incluida la mayor participación estudiantil, la autoeficacia y el evidente desarrollo de habilidades. Este método se alinea con las tendencias pedagógicas modernas que priorizan el aprendizaje activo y los enfoques centrados en el estudiante, potencialmente inculcando un sentido de propiedad y empoderamiento en los estudiantes mientras navegan por su viaje de aprendizaje de idiomas.

La estructura flexible y adaptable del protocolo lo convierte en una metodología versátil para educadores a nivel mundial, independientemente de su nivel de familiaridad tecnológica y accesibilidad a recursos. Si bien se reconoce las limitaciones, como la necesidad de actividades interactivas complementarias y recursos adicionales para capacitación y soporte técnico, el estudio enfatiza el potencial significativo del protocolo para mejorar las habilidades de expresión oral y transformar las prácticas de enseñanza.

Se recomienda realizar más investigaciones para explorar los efectos a largo plazo de este enfoque y su integración con otras metodologías. Los estudios longitudinales podrían evaluar el impacto sostenido en la competencia lingüística, y las investigaciones adicionales podrían examinar la influencia de la producción de video en otras habilidades lingüísticas, como la comprensión auditiva, habilidades de escritura, adquisición de vocabulario y

comprensión cultural. A pesar de sus limitaciones, este protocolo representa una herramienta prometedora para mejorar las habilidades de expresión oral en estudiantes de ILE en todo el mundo.

**Palabras clave:** ILE, videos autoproducidos, habilidades de expresión oral, conciencia metacognitiva, colaboración entre pares, participación estudiantil, aprendizaje activo, tecnología educativa.



## ABSTRACT

This research project explores the integration of self-produced videos to enhance speaking skills in the English as a Foreign Language (EFL) classroom. By bridging theoretical principles with practical applications, the study aims to provide a structured protocol that addresses common challenges faced by EFL educators, such as limited opportunities for speaking practice. The protocol emphasizes fostering metacognitive awareness, encouraging peer collaboration, and promoting iterative skill refinement.

The project highlights the multifaceted benefits of utilizing self-produced videos as an educational tool, including increased student engagement, self-efficacy, and evident skill development. This method aligns with modern pedagogical trends that prioritize active learning and student-centered approaches, potentially instilling a sense of ownership and empowerment in students as they navigate their language learning journey.

The flexible and adaptable structure of the protocol makes it a versatile methodology for educators globally, regardless of their level of technological familiarity and resource accessibility. While acknowledging the limitations—such as the need for supplementary interactive activities and the requirement of additional resources for training and technical support—the study emphasizes the protocol’s significant potential to enhance speaking abilities and transform teaching practices.

Further research is recommended to explore the long-term effects of this approach and its integration with other methodologies. Longitudinal studies could assess the sustained impact on language proficiency, and additional investigations could examine the influence of video production on other language skills, such as listening comprehension, writing abilities, vocabulary acquisition, and cultural understanding. Despite its limitations, this protocol represents a promising tool for improving speaking skills in EFL learners worldwide.

**Key words:** EFL, self-produced videos, speaking skills, metacognitive awareness, peer collaboration, student engagement, active learning, educational technology.

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## INTRODUCTION

English is taught in Ecuador as a Foreign Language (EFL) as an integral component of the Ecuadorian curriculum. In 2016, through Ministerial Agreement No. 04114, the Ministry of Education in Ecuador implemented a policy that requires all students from the eighth grade up to third year of high school to obtain the B1 level at the end of high school (Ministry of Education, 2016). The Ecuadorian curriculum has three important aims; first of all, to develop students' global awareness, cultural understanding, and communication skills in the foreign languages, to equip them with the personal and social abilities they need to success in the global interconnected world, and, to cultivate a passion for the language.

Although the TEFL process in Ecuador has undergone several reforms, the outcome remains mostly unchanged: Ecuadorian people still have a significant English as a Foreign Language deficiency, despite the development of new curricula (Muñoz & Rojas, 2018). Despite the absence of a standardized means of assessing English proficiency in the educational system of Ecuador to show whether students attain the B1 level by the time they graduate, other benchmarks, such as the Education First English Proficiency Index (EF EPI) consistently ranks Ecuador low in English proficiency (EF, 2002). Ecuador is positioned in eighty-second place in the global ranking and it holds the eighteenth position out of twenty in Latin America. Although concerns about the reliability and objectivity of its results, sampling and methodological inconsistencies of the EF EPI were found, (De Angelis, 2022), the results nonetheless suggest that English proficiency is low not just among graduates but among Ecuadorians in general<sup>1</sup>.

One of the challenges of learning English as a foreign language is the limited opportunities to practice the language. Students lose opportunities to practice the target

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<sup>1</sup> Therefore, caution is advised when interpreting and utilizing the information provided by EF as it is essential to be aware that EF is a for-profit company with its primary objective being language instruction worldwide. To ensure a comprehensive understanding of language proficiency, it is recommended to consider multiple sources of assessment and verification.

language when the teacher overuses their first language (Sevy-Biloon, Recino, & Muñoz, 2020). Additionally, the previous researchers mentioned three more factors that affect the teaching-learning process: infrastructure, educational policies, and perception and status of EFL and pedagogy related factors.

Similarly, Aliakbari and Saeedi (2022) conducted a study to investigate challenges faced by Iranian EFL junior and high school teachers; results revealed that the most prominent challenge that students face when learning English as a Foreign Language is the lack of opportunities to use English outside the classroom. Another challenge is the excessive use of the native language within the classroom by both teachers and students. These challenges embody several problems for students to acquire the four basic language competencies: reading, writing, listening, and speaking. According to Broughton et al. (2002) when English is taught as a foreign language, it does not play an essential role in national or social life. Therefore, skills in speaking are especially challenging, because students do not have enough opportunities to produce the language in real contexts.

Another challenge that EFL teachers and learners face is large class sizes. Safari and Rashidi (2015) claimed that teachers face the dual challenge of managing overcrowded classrooms and designing instructional strategies that cater to the diverse language proficiency levels of all students. In classrooms with a large number of students, individual attention and interaction time with the teacher may be significantly reduced. As a result, students may have fewer chances to actively participate in discussions, practice speaking, and receive personalized feedback. Large classes can lead to limited speaking opportunities for each student, as well as less time for teachers to address individual language needs (Adamu, Tsiga, & Zuilkowski, 2022).

In the Ecuadorian context, the connecting issues of limited exposure and large class sizes pose significant pedagogical challenges for teachers. When students have limited

opportunities to practice English outside the classroom, the importance of classroom time increases. With overcrowded classes, teachers struggle to allocate sufficient speaking practice and personalized attention to each student. Consequently, the lack of exposure beyond the classroom intensifies the challenge, as students cannot compensate by engaging more with their peers during lessons. By considering these the pedagogical implications, attention can be drawn to how innovative teaching practices like video protocols offer a means to address these challenges within the constraints of the classroom environment and the influence of teacher's scope.

Likewise, in the context of university English instruction, a persistent challenge has been identified: despite years of language learning, some students struggle to attain proficiency (Fitria, Uswatunnisa, & Pattiasina, 2022). This observation echoes my own experiences as an English educator, where I have witnessed students facing difficulties in achieving fluency despite their exposure to extended language learning. This phenomenon poses a critical reflection on the effectiveness of language instruction and the obstacles students face in applying their learning outside the classroom.

Additionally, it is crucial to consider the possibility that students may not be progressing as expected from one level to the next due to the fact that they might be revisiting familiar content without advancing to more complex language skills. This raises questions about the effectiveness of language instruction and the need for a more comprehensive approach to language learning. Besides, as a teacher and researcher, I recognize the importance of creating several opportunities for students to practice and apply their language skills in meaningful contexts. This entails not only fostering oral communication spaces but also engaging students in tasks that require critical thinking and problem-solving skills.

By situating my observations within the immediate context of university-level English instruction, I aim to address the broader challenges of EFL proficiency while also considering

the specific dynamics at play within my teaching environment. In view of the above considerations, this project: “The Use of Self-Produced Videos to Improve Speaking Skills: A Complete Protocol” seeks to address the challenges that Ecuadorian students encounter when developing their speaking abilities. Through this project, I aim to design a protocol that outlines best practices and strategies for incorporating self-produced videos into language teaching methodologies.

The idea of integrating self-produced videos into the learning process draws on my experience as an English teacher. This strategy serves as a useful tool for enhancing students' speaking abilities, as evidenced on specific occasions in my teaching practice. For instance, in a lesson focusing on family with first-level students (A1 proficiency), students were asked to create videos showing pictures of their families and introducing them to the class. The process of scripting and producing these videos provided valuable learning opportunities for students. Furthermore, when they presented their videos to the class, they demonstrated a sense of pride of their work.

Moreover, self-produced videos can serve as spaces for interactive language practice in context, facilitating meaningful engagement with the target language and peer interaction. Another illustrative example involves a collaborative video project wherein students were asked to create dialogues on asking and giving directions; within this context, they were prompted to integrate vocabulary, grammar, and social language relevant to the lesson. Notably, students not only utilized content from the book but also sought additional phrases to enhance authenticity. Furthermore, through the process of scripting and performing these dialogues, students immersed themselves in real-world scenarios.

Additionally, it is worth to mention that teacher guidance plays a crucial role in supporting students through the video creation process. Some students encountered difficulties in scripting their videos and needed assistance; however, after guidance and



support, they constructed sentences to incorporate into their videos. Hence, offering constructive feedback and facilitating discussions on video content is crucial in addressing potential limitations in exposure outside the classroom.

Overall, the video protocol proposed in this project aims to create an interactive environment that fosters meaningful conversations and language exchanges addressing the previously mentioned challenges that students face when learning EFL. Integrating self-produced videos into the teaching approach not only serves as a bridge between classroom learning and real-world application but also offers strategies to effectively implement this approach in various educational settings. Furthermore, this initiative fosters a sense of ownership over their learning journey, motivating students to explore English beyond the classroom.

Moreover, by creating this protocol based on current research, this project aims to give valuable help to English teachers in the TESOL field by providing strategies to effectively make this approach work in different educational situations. Furthermore, it aims to find out the advantages and anticipate to possible difficulties of using this method. The main point is to give educators a useful tool that does not just bridge the gap in real-world practice but also encourages active involvement, language skill improvement, and practical use among students. This project can also show how using personalized video-based teaching methods can be transformative, offering a useful and meaningful way to improve language learning results.

Therefore, the purpose of this paper to design a protocol for video production that includes all the necessary steps for students to design and produce the videos as well as a guide for teachers to guide and monitor students in this process. This methodology will be useful for other EFL colleagues in the teaching field because it will provide targeted instruction for students to structure their videos. Besides, by providing a structured

framework, the protocol can assist teachers in monitoring student performance and progress over a period of time. This enables teachers to evaluate the videos and identify specific areas that require further instruction or improvement.

Furthermore, this protocol will be beneficial for students because it will facilitate the development of metalinguistic awareness, which pertains to an individual's capability to evaluate and dissect language as a system. As students create and assess their videos, they can gain a better understanding of the various components of the target language, such as grammar, pronunciation, and intonation. Moreover, through comparing their videos to those produced by native or skilled speakers of the target language, they can identify areas that require improvement. This self-reflection and analysis can expand their metalinguistic awareness and, in the long run, improve their abilities in oral communication (Jung, 2021).

In conclusion, this introduction has provided a comprehensive overview of the rationale behind the development of a protocol to incorporate self-produced videos into language teaching. As we read the subsequent chapters, we will explore the existing literature, the methodology employed, the components of the developed video protocol, conclusions based on findings. Through this structured approach, it is aimed to highlight the potential of self-produced videos as a tool for enhancing language learning and to contribute to the broader discourse on innovative language instruction. The followings chapters have been framed within the context established in this introduction, facilitating a deeper understanding of the research presented in this thesis.

## LITERATURE REVIEW

In the landscape of English as a Foreign Language (EFL) teaching, the incorporation of self-produced videos as a pedagogical tool has garnered increasing interest and exploration. While existing studies have highlighted the potential benefits of integrating self-produced videos in EFL teaching contexts, such as improvements in students' language skills, motivation, and engagement, there are significant gaps in understanding the impact, effective strategies, and potential challenges associated with their use in the classroom. Therefore, this literature review endeavors to consolidate relevant scholarly works on the utilization of self-produced videos for language learning, particularly focusing on their impact on speaking skills. Through an extensive search of electronic databases, academic journals, and peer-reviewed articles in the field of language education, this review aims to provide a comprehensive overview of the current scholarship, delineate key findings, and elucidate the existing gaps in knowledge.

The criteria for selecting literature were based on relevance to the research question, publication within the last five years, and a focus on self-produced videos' use for oral practice and language development. To ensure a comprehensive review, keyword combinations such as "self-produced videos in language learning," "speaking skills improvement," "language classroom interactions," and "pedagogical approaches with videos" were used to find peer-reviewed journals. The gathered literature was analyzed thematically to identify key findings, theoretical frameworks, successful practices, potential benefits, and challenges associated with incorporating self-produced videos in language classrooms.

### **The use of videos in the EFL context**

The use of videos in teaching English as a foreign language (EFL) has been a subject of interest in language teaching and learning. A review of studies conducted on the use of videos in the EFL context demonstrates several advantages for language learners.

To begin with, previous research studies emphasize the effectiveness of videos as an effective tool for teaching and providing input and authentic language exposure. For instance, Deng and Gao (2023) contend that video-based education refers to a method of learning that allows individuals to gain knowledge and expertise by utilizing video content. Additionally, Zheng's (2018) research found that using videos of native speakers in EFL classrooms; which increases students' exposure to genuine language use and contributes to enhanced listening and speaking abilities.

Likewise, videos have been used as an educational tool to increase students' engagement, promote active learning, and facilitate content in online or blended contexts, as contended by Atmojo (2022). In other words, videos have been mostly used as a means to provide input to EFL learners. This is a benefit for EFL learners since they do not have enough opportunities to receive authentic language input outside the classroom.

Likewise, as observed by Zhang (2016), using videos in EFL classrooms can increase students' comprehension of cultural norms and practices. These results are aligned to Yilmaz and Cagiltay's (2012) findings that revealed that videos combining visual and auditory elements can significantly increase students' motivation and involvement in language learning. Building on this, Wu and Marek's (2016) study highlighted that videos with captions can enhance students' reading comprehension. Through all these studies, it can be observed the diverse ways in which videos can positively impact language learning.

Furthermore, videos can play a crucial role in task-based language teaching (TBLT) within EFL classes. For example, research by Shintani, Li, and Ellis (2013) showed that when videos are used as the basis for language tasks, students tend to speak more and make fewer mistakes. This finding highlights the potential of videos to enhance language learning through engaging tasks.

While videos offer potential benefits in the EFL classroom, careful selection and implementation are vital, as highlighted by certain studies. For instance, Oz and Karacop's (2016) claim in their article that the impact of video materials in EFL learning varies based on factors such as students' language proficiency levels and the complexity and duration of the videos. These insights highlight the need to consider these variables to optimize the integration of videos for effective language learning.

Though previous studies on self-made videos in EFL teaching don't always directly talk about speaking skills as the main result, they do mention it in some way. Self-made videos can be a powerful tool to help EFL learners improve their speaking ability because they let students have real and meaningful conversations (Sari, Dardjito, and Azizah, 2020).

### **Speaking skill**

The importance of speaking abilities in EFL has been widely recognized in the field of language education. A review of the literature suggests that having strong speaking skills is imperative for EFL learners to effectively communicate and interact with others in English. The research consistently reveals the significance of speaking skills in fostering meaningful interaction and language acquisition. As Brown (2017) points out, speaking enables individuals to effectively express their thoughts, engage in conversations, and participate in tasks like debates and discussions. This active engagement contributes to the gradual development of language proficiency over time.

Moreover, Ellis (2003) emphasizes that interaction is pivotal for language learning as it mirrors real-life communication scenarios. Speaking empowers learners to negotiate meaning, share information, and attain communicative competence, enhancing their overall language acquisition journey. These insights illuminate the pivotal role of speaking skills in language education.

By mastering speaking, students not only facilitate effective communication but also actively contribute to their language development. As we delve into the implications of these findings, we gain a deeper understanding of how speaking practice forms a cornerstone in language instruction. This discussion sets the stage for further exploration into the ways in which instructional strategies can leverage the power of speaking skills to enhance language learning outcomes.

### **The use of videos to improve speaking skills**

The research discussed in this section highlights the use of self-produced videos as a valuable tool for enhancing speaking skills among EFL students. To begin with, Bobkina and Domínguez (2020) demonstrated the effectiveness of self-created videos as tools for enhancing oracy skills. However, an unexpected finding was the prevalence of camera-related intimidation, leading some students to lack confidence in their use. This problem highlights the need to prioritize the development of digital communication skills to equip students for the evolving landscape of communication (Bobkina & Domínguez, 2020) and it reveals the need of not only focusing on the technical aspects of video creation but also on building students' comfort and confidence in utilizing these tools to expand their speaking abilities.

Furthermore, Akdeniz (2017) explored self-produced videos within EFL classrooms, with emphasis on their use in preparatory classes at Kocaeli University, School of Foreign languages. The results that the researcher shared revealed that student-produced videos can enhance the quality of students' oral skills in many ways. One of the most significant benefits is the opportunity that students have to actively engage in self-assessment. Besides, through the process of creating videos, students gain the opportunity to meticulously review their own performances, critically evaluate their speaking prowess, and identify areas for improvement (Akdeniz, 2017). This reflective practice not only allows students to take charge of their

learning journey but also promotes a culture of continuous self-improvement, an invaluable skill that extends beyond language acquisition.

Similarly investigating the impact of innovative language learning methods, Azis, Rahman, and Al-Hammadi (2022) conducted a study to know the effect of video dubbing on Arabic students' and English-speaking fluency. For this quasi-experimental research, they used a pre-test and a post-test that focused on these criterion: pronunciation, intonation, fluency, vocabulary, and rhetoric, with the highest and lowest scores ranging from 1 to 4. The results of this study showed that the implementation of video dubbing on participants has a significant effect on their speaking fluency making them speak more fluently. Besides, the researchers found that the students were able to speak confidently and they acquire more vocabulary. This study's outcomes contribute to the repertoire of effective language learning strategies and accentuate the potential of technology-driven methodologies in fostering language skills.

Highlighting an alternative approach, the study conducted by Maldin and Rezeki (2017), sheds light on the effective utilization of Vlogs, a combination of videos and blogs, for enhancing English as a Foreign Language (EFL) teaching and learning within classroom settings. This paper intended to discuss how teachers and students can very easily use Vlog by integrating smartphone, camera and computer mechanism. The research was a qualitative study where the data obtained from case analysis on strategies implemented by researcher to integrate Vlog in teaching and learning process. The results showed that Vlog made respondents to enjoy learning English, and the instant feedback from teacher helped them to improve their speaking competency gradually. Thus, it was concluded that this strategy is suitable to be implemented in the classroom.

Further expanding this exploration, Espinoza (2021) conducted a study with the purpose of analyzing 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. Participants had to express 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 a rubric. Results showed self-analysis of video production caused improvement in their grammatical accuracy, pronunciation, fluency, and vocabulary. The results also demonstrated that participants found challenging the understanding and use of certain elements such as discourse markers.

On the other hand, Hung and Huang (2015), conducted a research study to find out the usefulness of video blogs in improving EFL students' performance in giving oral presentation; they also wanted to investigate students' perceptions towards video blogging as a learning tool. The results demonstrated that students' overall presentation performance improved significantly. However, results also showed something interesting. The students recognized that video blogs helped them learn better, but they also said that they felt more nervous because of using this technology (Hung & Huang, 2015). These results match with the wider discussion about how technology, teaching methods, and emotions in learning.

In addition, Koyak and Üstünel (2019), conducted a study to investigate the perceptions of adult learners about the effects of the recorded motivational videos. The results demonstrated that recorded motivational videos have favorable impacts on the adult learners to enhance their speaking skills in the target language. Moreover, it was concluded that the recorded motivational videos contributed to learners to increase their self-confidence, awareness of pronunciation, vocabulary, and motivation in the classroom. These results align with the educational idea of fostering not only linguistic competence but also personal growth and empowerment.



Likewise, Tailab and Marsh (2020), conducted a study to investigate the effects of using video recordings to raise students' awareness of the development of their oral presentation skills by reviewing video recordings of their presentations. The results indicated that the students' attitude towards recording the presentations was highly positive. It was demonstrated that this activity increased students' awareness of the importance of presentation skills without provoking anxiety. The importance of these discoveries relates to today's education. Using video recordings as a way to think about learning doesn't just help students learn better skills, but also makes them feel like they own their learning and can assess themselves.

Besides, Menggo, Suastra, and Padmadewi (2019) conducted a study to explore the use of self-recording videos as a means to enhance students' academic English-speaking skills. They applied a pre-test and post-test to analyze the effects of self-recording videos on students' English-speaking competence and their affective factors in the learning process. The findings indicated that self-recording videos have a significant positive impact on various aspects of students' English-speaking abilities since they not only provide comprehensive linguistic resources but also promote students' self-esteem and motivation, reduces inhibition and anxiety in academic English-speaking, and encourages ICT literacy among both teachers and students.

Moreover, the implementation of self-produced videos in the classroom can be a convenient strategy that teachers can apply not only to help them improve their speaking proficiency but also to help them develop their metacognitive skills and metalinguistic awareness (Jung, 2021). Besides, self-produced videos can help students increase their confidence; Gromik (2012) conducted a study in which it was reported that students claimed that their fluency and confidence in articulating their thoughts improved significantly after dedicating time and effort to produce videos in the target language.

This finding is particularly relevant considering that the new generation we are currently teaching has grown up in the Information and Communication Technology (ICT) era. As a result, it becomes imperative for us, as teachers, to adapt to the new nature of education and fully immerse ourselves in modern teaching methods to meet the needs of our tech-savvy students (Puangpunsi, 2021). Embracing innovative approaches, like encouraging video creation, not only fosters a more engaging learning environment but also equips our students with the essential skills to excel in the digital age.

### **Benefits of self-produced videos**

Some studies revealed that the regular practice of creating cell phone videos enabled some students to increase their word production. For instance, Gromik, (2012) found out that consistent creation of 30-second videos aids participants in developing awareness of the skills and techniques necessary to articulate more words within the given time frame. When scrutinizing the average difference between pre and post cell phone performance, a notable 46% improvement in word production and a 37% increase in words spoken per second are evident. Likewise, students reported spending time and effort to produce videos in the target language that they believe truly represented their abilities. The word count and the feedback provided by students led them to believe that they were becoming more fluent and confident with explaining themselves (Gromik, 2012) (Jung, 2021).

Moreover, throughout the video project creation process, the participants displayed clear indications of a positive chain reaction in terms of their motivation. The integration of TBLT and technology results in reduced learning fears, improved fluency, increased language output, enhanced self-efficacy, and higher motivation levels among students (Jung, 2021). In the same way, in both the initial and final stages of the project, participants expressed a profound desire to continue enhancing their English proficiency in the future, indicating heightened metacognitive awareness.

Furthermore, Abdulrahman and Basalama reported that collaborative video project has had a positive impact on the creativity of EFL students in the context of language learning. They stated that video project elaboration holds significant value for students as it facilitates improved vocabulary acquisition and nurtures creativity. By enabling students to share their learning experiences and fostering a sense of belonging, the project allows for the free transformation of learning values.

Finally, in Puspa's (2016) study on student-made video projects, it was revealed that specific students experienced notable enhancements in their writing skills by engaging in iterative script writing and revision. During this process, they made occasional word changes to facilitate easier memorization, leading to a deeper familiarity with a diverse range of English words. This practice proved beneficial in promoting language acquisition and expression.

### **Procedure to produce self-produced videos**

In regards to the procedure followed to create self-made videos, Abdulrahman and Basdalama (2019) described three phases. To begin with, in preparation for the collaborative video project, students were provided with a worksheet that guided them in brainstorming central ideas, selecting video features (e.g., animation, drawings, songs), and structuring their videos. This worksheet was submitted to the teacher after a week.

Second, during the production phase, student groups consisting of three or five members created five to seven-minute videos on various English vocabulary topics, encompassing descriptions of people, household items, and social media language. The process involved two stages: filming and editing, with practical measures like time management and a checklist of essential filming equipment being offered to ensure smooth organization. The teacher provided valuable support and guidance both during and after classes, significantly benefiting the students' efforts.

Last, following the production phase, the researchers initiated a research phase to examine students' perceptions of collaborative video projects for vocabulary learning. The research involved three components: a survey, in which 25 students shared their opinions and attitudes towards the use of collaborative video projects in the English vocabulary classroom; the survey data was analyzed descriptively, including direct responses and answers to open-ended questions that were quoted verbatim.

In like fashion, Puspa (2016) claimed that it is crucial to conduct interviews with students to gain insight into their views on collaborative video projects, particularly focusing on learning motivation and participation in vocabulary learning. Additionally, to ensure a comprehensive collection of student perspectives, a combination of data-gathering methods was utilized, including direct observation during the video project and conducting interviews after its completion. The authors also stated that his cross-validation approach added robustness to the findings and enriched the overall research analysis.

### **Challenges of creating self-produced videos**

Sari, Dardjito, and Azizah (2020) The study investigated how students' beliefs aligned with their reflections on YouTube video project making. Findings revealed that students acknowledged the difficulty of the task and the need for preparation. They recognized the value of humor and fun in creating a relaxed learning environment that supported the video-making process. Besides, the authors stated that the guidelines for the video production lacked a clear focus on speaking skills, leaving the students unaware that the primary teaching goal was to enhance their speaking abilities. They recommend that teachers provide students with the assessment rubric beforehand, offering additional guidance on the project's learning criteria.

**Digital literacy**

In today's world, being literate involves more than just knowing basic skills; it involves mastering practical abilities that greatly improve how we think. With new technologies and online tools, learning has become more complicated, requiring updated skills and knowledge, especially for modern workplaces. This has led to the development of new literacies that focus on lifelong learning. Technological advancements have changed education, highlighting the importance of digital literacy in today's society (Reddy, Sharma, & Chaudhary, 2020).

## **METHODOLOGY**

The methodology employed for this project "The Use of Self-Produced Videos to Improve Speaking Skills: A Complete Protocol" encompasses a systematic literature review and a protocol development approach. To comprehensively address teaching challenges highlighted in the introduction of this project, a structured process was followed. The initial step involved conducting a systematic literature review to explore and understand the diverse applications of video-based strategies in resolving the identified teaching issues. Through this process, existing research was analyzed to extract valuable insights, best practices, and innovative approaches in leveraging self-produced videos to enhance speaking skills.

Furthermore, the researcher's experiential knowledge and insights gained on previous experiences self-produced videos were considered to develop this protocol. Drawing from personal expertise in education, the researcher contributed valuable perspectives that complemented the scholarly foundations. This fusion of scholarship and experience facilitated the development of a comprehensive video protocol aimed at mitigating the identified pedagogical concerns.

### **Qualitative data analysis**

The qualitative data analysis involved a systematic and in-depth exploration of the reviewed literature. Thematic analysis was conducted manually and it was employed to identify and synthesize recurring concepts emerging from the literature. Relevant data, including authors' insights, participants' experiences, and pedagogical suggestions, were considered. The first step was to familiarize with the literature, extracting key concepts and ideas from the texts. These initial ideas were then organized into potential themes. Themes were then selected based on their relevance to the research question and their recurrence across the literature, ensuring that they captured the essential insights of the data.

The decision to conduct manual thematic analysis was influenced by the objective of the research and the researchers' preference for hands-on methods. Manual analysis allowed for a deeper understanding and identification of key points to consider in the development of the protocol. Furthermore, this approach offered flexibility and depth, ensuring a comprehensive exploration of the literature and providing valuable insights into using self-produced videos in the English language classroom. Finally, the thematic analysis contributed to the selection of essential information related to the research question, including the theoretical guidelines, best practices, and potential implications for teachers using self-produced videos in the English language classroom to enhance students' speaking skills.

### **The video protocol**

The video creation process begins with the teacher offering students a range of relevant topics which were both relevant to their English proficiency level and aligned with their personal interests. Additionally, to ensure relevance in the content provided to students; these topics have to be connected to the current Unit Topic which refers to the central theme or subject being studied in the English language classroom at that particular time. It serves as a framework for organizing lessons, activities, and assignments, ensuring that learning remains focused and coherent. Students can use the same topic for their video assignments or propose their own. Although this would depend on the instructor's guidelines and the specific requirements of the assignment. If students were allowed to choose their own topics, they might have selected them based on personal interest, relevance to the unit topic, or alignment with their language learning goals.

During the Planning and Preparation stage, students take an active role in the creative process by writing the script for their videos. The criteria for assessing students' script writing during this stage were likely established based on several factors. These may include the proper use of grammar, vocabulary, and social language relevant to the unit being studied.

Additionally, critical thinking and creativity play significant roles in the assessment criteria. The teacher's role in this phase is also crucial, as they provide valuable feedback and guidance on the correct elaboration of the script. Furthermore, students will use a checklist to self-assess their script before going to the next step, rehearsing.

The checklist serves as a comprehensive guide for students to assess various aspects of their scripts, such as grammar and syntax, vocabulary, social language, clarity and organization, clarity and organization, creativity and originality, and relevance to unit content. By systematically reviewing their scripts with the checklist, students can identify areas for improvement and make necessary changes to improve the quality of their script. This self-assessment process fosters metacognitive skills as students reflect on their writing and take ownership of their learning journey. Additionally, it empowers students to become more self-reliant learners, as they actively engage in the iterative process of refining their work to meet desired standards. The next step is the rehearsing stage in which students practice the script to enhance pronunciation and intonation.

Once the scripts are ready, students proceed to video recording, utilizing accessible tools like smartphones, webcams, or other recording devices. The emphasis here is on hands-on experience, allowing students to explore multimedia skills and digital literacy while producing their videos. The subsequent step involves Peer Review and Feedback, where students watch and assess each other's videos with a rubric (see appendix 2). The rubric works as a tool for assessment rather than as a grading system. It consists of predefined criteria and questions designed to guide students (evaluators) as they assess their peers' video productions. These questions prompt students to critically analyze various aspects of the videos, such as content, presentation, creativity, pronunciation and intonation, spontaneity, and preparation. By engaging with these criteria and questions, students are empowered to



provide constructive feedback and offer valuable suggestions for improvement. Students have the opportunity to record the video again before submitting it to the teacher.

As the process progresses, it becomes imperative for teachers to intervene by checking the students' videos, assigning grades, and giving feedback. To facilitate this, teachers use a rubric similar to the one utilized during the peer review stage (appendix 3). This rubric encompasses the same aspects, but including grading criteria and designated grades to assign. Additionally, the rubric becomes a comprehensive guideline that allows teachers to assess each video systematically across various dimensions, such as content quality and presentation skills.

Next, students engage in Reflection and Analysis by reviewing their own videos. The teacher provides self-reflection prompts (appendix 4) to guide this process, helping students identify strengths and weaknesses in their productive skill. Additionally, this stage encourages students to set specific goals for improvement, taking ownership of their language learning journey. The final step, Practice and Improvement, emphasizes the importance of continuous learning. Students are encouraged to apply the feedback they received and practice their oral skills in various contexts. Continuing to record more videos and periodically assessing their progress enables students to track their development and focus on areas that need further attention.

### **Complete protocol for EFL teachers**

In order for students to communicate effectively in English, practice and feedback are essential. Integrating self-produced videos in the EFL classroom provides students with accessible resources to improve their speaking skills. This protocol aims to guide teachers in implementing a self-produced-video-based approach to enhance learners' speaking proficiency.

Traditional speaking activities may not provide sufficient opportunities for practice and self-reflection. Besides, class sizes in Ecuadorian schools do not allow teachers to assess students' speaking skill and provide feedback individually. Additionally, certain students may face challenges due to limited access to technology or specific learning needs. Therefore, this protocol addresses these concerns by offering adaptations and accommodations to ensure inclusivity and effectiveness.

**Protocol aims.**

1. To help students to improve their speaking skills through the creation of self-produced videos.
2. To provide adaptations and accommodations for students with diverse learning needs, limited ICT skills, or no access to a recording device.
3. To foster self-reflection, peer feedback, and practice for constant improvement.

**Practical implementation.**

1. Introduce the Project: Self-produced videos.
  - 1.1. Teacher must explain to students the purpose and benefits of self-produced videos for speaking skills improvement.
  - 1.2. Teacher has to establish guidelines, expectations, and assessment criteria so that students understand this process.
  - 1.3. Teacher has to address concerns related to technology and accessibility.
2. Topic Selection:
  - 2.1. Teacher has to provide range of topics that are relevant to students' English proficiency level. This topic has to be connected to the Unit topics students are currently learning.
  - 2.2. Teacher has to offer guidance to ensure appropriate language use and content.
3. Preparation:

- 3.1. Writing the script: Teacher must emphasize the importance of incorporating appropriate language structures and relevant vocabulary into the scripts. In order to accomplish this, the teacher must explain to students that they need to use grammar, vocabulary or social language learnt in the Unit. Teachers can aid students by providing prompts and vocabulary lists to guide them.
  - 3.2. Self-assessment: Students self-assess the script with the help of a checklist. This process is essential to ensure the quality of the video.
  - 3.3. Practice: Teacher has to emphasize the importance of practicing the content before recording. Teacher can recommend students to practice with their peers or by themselves in front of the mirror. This will help them to polish their pronunciation, intonation, and general production. Students need to be aware that by practicing beforehand, they can gain confidence, minimize mistakes, and develop a more fluent speech.
4. Recording:
    - 4.1. Teacher can offer students a variety of device options for recording their videos. For example, cellphone, computer, and video camera.
    - 4.2. Teacher can give students demonstrations on how to edit the video with different user-friendly tools; both mobile and computer apps that are accessible for them. For example, “Flip”, “CapCut”, and “Movie maker”.
    - 4.3. If students do not have access to these tools and/or recording devices, the teacher can allow the students to record with their peers at home or in class with the help and supervision of the teacher. This flexibility will ensure accommodation to students’ diverse needs.

- 4.4. If this is not possible the teacher can be more flexible and allow students to use other alternatives such as voice recordings or a class presentation using flipcharts or slides.  
In this case, the teacher can record the student in the class with his/her device.
5. Accommodations and Adaptations for students with Special Educational Needs (SEN)
  - 5.1. To ensure inclusivity in the development of this implementation it is important that teachers are aware of students' capabilities and needs. By doing so, teachers can provide support to students and scaffold the process if necessary. For instance, some students may need additional time or more aid when writing the script.
  - 5.2. Students can also work collaboratively with a more knowledgeable peer that can give them support. To accomplish this, the teacher has to set groups strategically so that students can benefit from each other's abilities.
6. Peer feedback:
  - 6.1. The teacher has to explain to students the importance of peer revision and feedback. It is important to clarify that feedback should be given respectfully and in a supportive environment following the rubric for assessment.
  - 6.2. In order to accomplish this, the teacher has to use a rubric that contains clear descriptors for students to assess their classmates' videos; in other words, as well as questions that students will use as a guide to provide feedback.
  - 6.3. The teacher has to assign all the students a video to ensure that everyone receives feedback from their peers.
  - 6.4. The teacher needs to allocate enough time for students to submit their feedback.
  - 6.5. The teacher has to review the provided feedback to make sure it is given according to the rubric and guidelines.
7. Evaluation and Teacher's feedback:

- 7.1. The teacher has to check the videos using a rubric. From this evaluation, the teacher not only has to assign a grade to students' video but also to pinpoint the strengths and areas of improvement for future video production.
- 7.2. The teacher has to consider that feedback needs to be provided in a supportive manner by using positive comments and a respectful tone.
8. Self-reflection:
  - 8.1. Students reflect on their own performance in the self-recorded videos. Based on the feedback they received from both their teacher and peers, they identify the strengths and set goals for improvement.
  - 8.2. To help students engage in this process, the teacher will provide reflective questions that encourage metacognition (Self-reflection prompt). For instance,
    - 8.2.1. What are the strengths that you identified in your video?
    - 8.2.2. What are the areas of improvement that you identified in your video?
    - 8.2.3. What strategies could you implement to improve these areas?
    - 8.2.4. What goals could you set to improve your performance? Mention at least two.
9. Further practice:
  - 9.1. It is important that the teacher highlights the importance of constant practice based on the feedback students received and the reflection they made. Students need to be aware of the fact that they can have an active role in the development of their speaking skills by practicing deliberately. Besides, they need to recognize that this is an iterative process that should be done on a regular basis to evidence improvement in fluency, accuracy, and confidence.

## ANALYSIS

The protocol developed for the application of self-produced videos as a pedagogical tool for improving speaking skills in English as a Foreign Language (EFL) classrooms derives its foundation from an extensive literature review analysis and consideration of effective teaching methodologies. Besides, my personal insights as an educator were considered. This analysis aims to provide a comprehensive justification for the protocol's development, drawing upon key understandings from the literature review analysis.

To begin with, the literature review highlights the increasing interest in utilizing self-produced videos to enhance language learning in EFL classrooms. By implementing this methodology into the EFL classroom, students will benefit in different aspects. For instance, Deng and Gao (2023) emphasizes the potential of video-based education in promoting knowledge acquisition and expertise. That is to say, when students watch their classmates' videos, they will reinforce the contents that have been covered in class.

Similarly, Atmojo (2022) indicates the value of videos in promoting engagement and active learning. Teachers can benefit from this implementation since videos have a unique ability to capture students' attention by presenting information in a way that uses both visuals and sound. This makes learning more interesting and helps students remember the information better. Atmojo's research highlights that this increased engagement is important because it helps students remember what they learn, encourages them to participate actively, and helps them remember new information for a long time.

On the other hand, the development of a protocol for creating self-produced videos emerges as a response to the need of improving EFL students' speaking abilities through an innovative and engaging methodology. Several research highlights the efficacy of self-produced videos in improving speaking skills. Considering the findings of Bobkina and Domínguez (2020), it becomes clear that creating self-produced videos can significantly

boost student's ability to speak confidently, although we should also address the issue of feeling nervous in front of the camera. Drawing from Akdeniz's (2017) study, it can be observed that student-generated videos have a transformative impact, offering benefits beyond skill enhancement, such as the opportunity for self-assessment and critical analysis of students' own performance.

Furthermore, Azis, Rahman, and Al-Hammadi's (2022) research emphasizes the crucial role of video dubbing in not only improving fluency but also expanding our vocabulary. My own experiences closely align with Maldin and Rezeki's (2017) exploration of using Vlogs as an effective teaching tool. What resonates even more with me is the concept of self-analysis discussed by Espinoza (2021), as I have personally witnessed how it can refine various aspects of speaking, including grammatical accuracy, pronunciation, fluency, and vocabulary. This synthesis of research and my own experiences forms a strong justification for the protocol I have developed.

Furthermore, the designed protocol takes into account the varying levels of technological familiarity among students, which is a concept discussed in the literature review by Sari, Dardjito, and Azizah (2020). This research emphasizes the importance of making self-produced videos accessible to all students, regardless of their technological resources. The authors also highlighted the need to provide clear guidelines for video production that accommodate different levels of technical expertise.

Incorporating insights from the literature, the protocol is designed in such a way that students use available tools such as smartphones and computers for video creation. This approach ensures that all students have an equal opportunity to engage in the learning process, regardless of their access to advanced technology. The protocol's approach of using widely accessible devices echoes the principles of differentiated instruction, which is a teaching strategy that takes into account the unique needs and abilities of each student.

In essence, the protocol not only draws on previous research but also aligns with the practical observations of how technology can be used to create an inclusive and equitable learning environment. By catering to diverse technological capabilities, the protocol promotes equal participation and meaningful learning experiences for all students. In this protocol, it is suggested for teachers to provide students with various recording device options such as cellphones, computers, or video cameras. Additionally, they can offer demonstrations on editing using accessible tools and if students lack resources, they can record with peers or use alternatives like voice recordings or presentations, ensuring flexibility to accommodate diverse needs.

In the preparation phase, careful consideration is given to topic selection and script writing, ensuring alignment with students' proficiency levels and language learning objectives, a process supported by Abdulrahman and Basdalama's study (2019) outlining three phases for video creation. Initially, students are provided with a structured worksheet to guide their brainstorming of central ideas, selection of video features (e.g., animation, drawings, songs), and structuring of their videos, ultimately facilitating an integrated approach to language learning and video production. This collaborative preparation phase not only reinforces the importance of aligning content with students' linguistic capabilities but also emphasizes the significance of incorporating diverse elements to the script of the video. Besides, this preparation is as a foundational step towards the successful execution of the self-produced video project, allowing students to create a meaningful language learning resource.

Moreover, the emphasis on pre-recording practice reflects insights from research highlighting the benefits of rehearsal and oral practice in enhancing fluency and accuracy in speaking. These principles inform the protocol's emphasis on structured preparation to optimize students' speaking performance. This is aligned to (Scott & Gaunt, 2019) who



claimed that preparing to communicate effectively involves several key elements in the preparation stage. These include understanding the audience, delivering valuable content, organizing the message clearly, utilizing visual aids effectively, and dressing appropriately. Additionally, linguistic factors such as vocabulary choice, language style, and the use of rhetorical devices like metaphor or humor are essential considerations. Likewise, Palmer (2015) highlights that performance skills such as poise (appearing calm and confident), voice (making every word heard), life (putting passion into the voice), eye contact (visually connecting with each listener), gestures (making motions match the word), and speed are (the power of pacing) can be developed through practice.

On the other hand, the protocol places a significant emphasis on fostering students' self-awareness and improvement by encouraging them to reflect on their own learning experiences and receive feedback from their peers. This concept is rooted in both the research findings and my own observations. For instance, Panadero et al. (2017) concluded that feedback plays a crucial role in enhancing the relationship between self-assessment and learning; combining rubrics with self-assessment or other metacognitive activities can support student learning.

As students watch their self-produced videos and carefully assess their own performances, they engage in a form of self-examination that enables their understanding of their strengths and areas of improvement. Similarly, the practice of receiving feedback from classmates has great importance since they can highlight areas of weakness and offer practical suggestions for enhancing fluency, pronunciation, and vocabulary usage. By integrating these principles, the protocol establishes a supportive and collaborative learning environment where students can learn from each other and progress collectively. This approach not only draws from the insights of previous research but also aligns with my personal observations within actual classroom settings. Finally, it presents an effective

method for students to enhance their speaking skills through positive interaction and mutual growth.

In the context of this protocol, the role of teachers in providing feedback is also crucial, as it offers valuable insights for students to enhance their skills. Akdeniz (2017) investigated the impact of feedback provided between speaking tasks within a sequence. Utilizing written and audio-visual feedback methods, Akdeniz found that feedback significantly contributed to the improvement of learners' oral skills. Both teachers and students acknowledged the beneficial role of feedback in enhancing speaking skills within the course.

The protocol's effectiveness is also based on its cyclical structure, which promotes ongoing improvement. Through the stages of script creation, recording, self-evaluation, and review, learners can continuously practice and boost their speaking abilities. In this reiterative process feedback is internalized and applied to future video projects. The cyclical nature of the protocol echoes principles of skill development presented in the reviewed literature. For instance, Gromik's (2012) research emphasized how deliberate practice through repeated video creation led to enhanced fluency and confidence among students. Similarly, Jung's (2021) study highlighted that dedicated time and effort in producing videos led to improvements in fluency and articulation.

This aligns with the iterative process of the protocol, where learners refine their speaking skills through repeated cycles of practice and feedback. The idea of gradual improvement over time is also consistent with Brown's (2017) assertion that speaking skills evolve through continuous engagement and interaction. Thus, the protocol's cyclic approach finds resonance in established theories and studies, emphasizing its potential to foster incremental language development.

## CONCLUSIONS

This project has been an enriching journey that has shed light on the potential of integrating self-produced videos to enhance speaking skills in the English as a Foreign Language (EFL) classroom. Along the way, I have gained a deeper understanding of the connection between theoretical principles and their practical application in educational contexts.

Through the design of the protocol and a thorough examination of existing literature, I have come to appreciate the multifaceted benefits of utilizing self-produced videos as an educational tool. This protocol emphasizes fostering metacognitive awareness, peer collaboration, and iterative skill refinement with the purpose of improving speaking skills in an EFL classroom.

Personally, I am hopeful that this project will bring a tangible transformation to my teaching practice. By integrating the protocol into my instruction, I aspire to hold student engagement, increased self-efficacy, and more evident skill development among my EFL learners. The incorporation of self-produced videos as a means of fostering oral proficiency aligns with modern pedagogical trends that prioritize active learning and student-centered approaches. I am particularly excited about the potential for instilling a sense of ownership and empowerment within my students as they navigate their language learning journey.

Drawing from the research presented, the video protocol holds promise not only for my own teaching but also for educators both locally and globally who face with similar pedagogical challenges such as limited speaking opportunities in the EFL classroom.

Furthermore, the protocol's flexible and adaptable structure, can meet different levels of technological familiarity and resource accessibility. This makes it a versatile methodology for educators facing similar circumstances, whether in Ecuador or in other parts of the world. By making language learning accessible to everyone and improving speaking abilities using

this efficient method, this protocol has the potential to significant impact global language education.

### **Limitations**

Drawing from the research presented, the video protocol holds promise not only for my own teaching but also for educators both locally and globally who face similar pedagogical challenges such as limited speaking opportunities in the EFL classroom. However, it is essential to acknowledge the limitations of this project. To begin with, self-produced videos may not fully replicate real-world speaking situations, and it cannot be taken for granted that they can adequately replace interactive language practice. Therefore, while the protocol offers valuable benefits, it is important to supplement it with other activities and exercises that provide opportunities for spontaneous speaking production and interaction.

Furthermore, the protocol's flexible and adaptable structure can meet different levels of technological familiarity and resource accessibility. However, it is important to recognize that implementing this protocol may require additional resources such as time for training students and providing technical support. Additionally, the effectiveness of the protocol may vary depending on factors such as student motivation, engagement, and individual learning styles. These limitations should be considered when implementing the protocol in the corresponding educational context. Despite the challenges mentioned, the protocol constitutes a significant tool in providing language learning opportunities and improving speaking abilities among EFL learners.

Having discussed the possible benefits of integrating self-produced videos into language education and highlighted the limitations of this approach, it is evident that further research is needed to expand our comprehension and enhance its implementation. This research could focus on the analysis of the integration of the video protocol with other methodologies to find out the long-term effects on language proficiency development. For

instance, researchers could investigate how combining the protocol with communicative language teaching approaches, task-based learning, or content-based instruction influences language acquisition.

Additionally, there is a need to explore the long-term effects of incorporating self-produced videos into language learning. Longitudinal studies could track students' language proficiency development over extended periods, assessing not only immediate but also sustained progress over time. Researchers could investigate whether the regular practice of producing videos contributes to deeper language acquisition, retention, and transfer of developed skills to real-world communication contexts.

Finally, researchers can explore how factors such as frequency of video production, feedback, and self-assessment influence language proficiency over time. This exploration can also provide insightful data on how video production enhances listening comprehension, writing abilities, vocabulary acquisition, and cultural understanding to have a more comprehensive understanding of the potential benefits of this approach.

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## APPENDICES

### Appendix A: Script creation checklist

Dear students,

After developing your script, please ensure to thoroughly review and assess it using the provided checklist.

Title of the Video: \_\_\_\_\_

Date: \_\_\_\_\_

Participants: \_\_\_\_\_

| <b>Grammar and Syntax</b>   |            |           |
|---|------------|-----------|
| <b>Item</b>   | <b>Yes</b> | <b>No</b> |
| I used correct verb tenses, sentence structure, and word order.                         |            |           |
| Limited errors in grammar and syntax.   |            |           |
| <b>Vocabulary</b>   |            |           |
| <b>Item</b>   | <b>Yes</b> | <b>No</b> |
| I incorporated vocabulary from the unit effectively.                                    |            |           |
| I demonstrated creativity in using vocabulary in context.                               |            |           |
| <b>Social Language</b>  |            |           |
| <b>Item</b>   | <b>Yes</b> | <b>No</b> |
| I used social language (greetings, expressions, etc.) from the unit appropriately.      |            |           |
| My script engages in realistic dialogue and interaction suitable for the given context. |            |           |
| <b>Clarity and Organization</b>   |            |           |
| <b>Item</b>   | <b>Yes</b> | <b>No</b> |
| There is clear and coherent organization of ideas or events.                            |            |           |
| There are smooth transitions between scenes or topics.                                  |            |           |
| <b>Creativity and Originality</b>   |            |           |
| <b>Item</b>   | <b>Yes</b> | <b>No</b> |
| The script demonstrates originality in ideas and presentation.                          |            |           |
| It incorporates creative elements that engage the audience and enhance learning.        |            |           |

### Appendix B: Rubric for peer-review

| Criteria                          | Descriptors  | Yes | No | Uncertain | Write a suggestion to help your classmates improve their work. |
|-----------------------------------|--|-----|----|-----------|--|
| <b>Grammar and Syntax</b>         | 1. Do you classmates demonstrate exceptional mastery of unit-specific grammar structures?<br>2. Are there any errors in verb tenses, sentence structure, or word order? Which? |     |    |           |  |
| <b>Vocabulary</b>                 | 3. Is there appropriate incorporation of vocabulary from the unit?   |     |    |           |  |
| <b>Social Language</b>            | 4. Do peers effectively use social language from the unit?   |     |    |           |  |
| <b>Clarity and Organization</b>   | 5. Is the video exceptionally well-structured and organized?<br>6. Do ideas flow logically and cohesively, enhancing clarity and understanding of the video?                   |     |    |           |  |
| <b>Creativity and Originality</b> | 7. Does the video exhibit exceptional creativity and originality?  |     |    |           |  |
| <b>Fluency</b>                    | 8. Is speech exceptionally fluent, with smooth transitions between ideas?  |     |    |           |  |
| <b>Pronunciation</b>              | 9. Is pronunciation impeccable, enhancing the clarity and effectiveness of communication?  |     |    |           |  |
| <b>Spontaneity</b>                | 10. Is performance highly spontaneous, with authentic and dynamic interaction that captivates the audience?  |     |    |           |  |

**Appendix C: Rubric for grading (8 points)**

| <b>Criteria</b>                   | <b>Needs Improvement<br/>0,25 points</b>  | <b>Fair<br/>0,5 points</b>  | <b>Good<br/>0,75 points</b>   | <b>Excellent<br/>1 point</b>   |
|-----------------------------------|---|---|---|--|
| <b>Grammar and Syntax</b>         | Limited mastery of unit-specific grammar structures.<br>Numerous errors in verb tenses, sentence structure, and word order.   | Some mastery of unit-specific grammar structures.<br>Some errors in verb tenses, sentence structure, and word order.                      | Demonstrates mastery of unit-specific grammar structures.<br>Few errors in verb tenses, sentence structure, and word order.               | Demonstrates exceptional mastery of unit-specific grammar structures.<br>No errors in verb tenses, sentence structure, and word order. |
| <b>Vocabulary</b>                 | Limited incorporation of vocabulary from the unit.  | Some incorporation of vocabulary from the unit.   | Effective incorporation of vocabulary from the unit.  | Skillful incorporation of vocabulary from the unit.  |
| <b>Social Language</b>            | Limited and inappropriate use of social language from the unit.   | Some use of social language from the unit.  | Appropriately uses social language from the unit.   | Effectively uses social language from the unit.  |
| <b>Clarity and Organization</b>   | Video lacks clear structure and organization, making it difficult to follow.<br>Ideas are presented in a disorganized manner. | Video has some structure and organization but may lack coherence in presenting ideas.<br>Some elements of disorganization may be present. | Video is well-structured and organized, with clear progression of ideas.<br>Ideas are presented coherently, with minimal disorganization. | Video is exceptionally well-structured and organized.<br>Ideas flow logically and cohesively, enhancing clarity and understanding.     |
| <b>Creativity and Originality</b> | Video lacks creativity and originality, relying on conventional approaches and ideas.   | Video demonstrates some creativity and originality but may lack innovation or uniqueness.   | Video shows creativity and originality in presenting ideas, with innovative approaches and unique perspectives.                           | Video exhibits exceptional creativity and originality.   |
| <b>Fluency</b>                    | Speech is hesitant and lacks fluency, with frequent pauses and hesitations.   | Speech is somewhat fluent, with occasional pauses and hesitations.  | Speech flows smoothly with minimal pauses and hesitations.  | Speech is exceptionally fluent, with smooth transitions between ideas.   |
| <b>Pronunciation</b>              | Pronunciation is unclear, making it difficult to understand the speaker.  | Pronunciation is somewhat clear, with occasional difficulties in understanding the speaker.   | Pronunciation is clear and understandable most of the time.   | Pronunciation is impeccable, enhancing the clarity and effectiveness of communication.   |
| <b>Spontaneity</b>                | Performance lacks spontaneity, with scripted or rehearsed delivery evident.   | Performance demonstrates some spontaneity, with occasional moments of improvisation.  | Performance is spontaneous and natural, reflecting genuine interaction and engagement.  | Performance is highly spontaneous, with authentic and dynamic interaction that captivates the audience.                                |

**Appendix D: Self-reflection prompts**

Dear students,

After completing the video production process, thoroughly read the provided questions and answer them reflectively. Identify strengths and weaknesses, set goals for improvement, and plan strategies accordingly.

1. Reflecting on your video, what strengths do you recognize within it?

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2. Consider areas where you see areas for improvement within your video. What aspects could be enhanced?

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3. What strategies can you apply to improve the areas identified?

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4. Thinking about your performance, what specific goal could you set to enhance your future video productions? Explain.

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5. Were there any technical challenges during the video production process? How can you overcome these challenges in the future?

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6. How did you integrate feedback from peers into your video? Reflect on the impact this feedback had on your final product.

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