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**STUDENTS AND TEACHERS' PERCEPTIONS ABOUT USING "SELF-RECORDING VIDEO" TO IMPROVE SPEAKING SKILL IN ENGLISH**

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## **ABSTRACT**

This research project is structured as a case study under the qualitative and quantitative paradigms of research. The present study has two aims. On one hand, identify students' perceptions using Self Recording Video (SVR) for developing speaking skills in English. On the other hand, identify teachers' perceptions towards the use of SRV for the development of speaking skills in English.

The sample consisted of 11 pre-service teachers of English and 5 in-service teachers from a university located in Concepcion, Chile. The instruments used for collecting data were a semi structured interview and a Likert scale with open ended questions.

The results showed that students identified more advantages than disadvantages when using SRV to practice speaking. Similarly, English teachers consider that the use of SVR for speaking development has many benefits. Thus, they think it should be more frequently used in the classroom.

**KEY WORDS:** SELF-RECORDING VIDEO, PERCEPTIONS, SPEAKING SKILL.

## **RESUMEN**

Este proyecto de investigación se estructura como un estudio de caso bajo los paradigmas cualitativo y cuantitativo de investigación. El presente estudio tiene dos objetivos. Por una parte, identificar, las percepciones de los estudiantes acerca del video de auto grabación (SVR) para desarrollar su competencia oral en inglés. Por otro lado, el estudio también busca conocer las percepciones de los docentes que utilizan esta herramienta para el desarrollo de la competencia oral en inglés.

La muestra estuvo conformada por 11 estudiantes de pedagogía en inglés y 5 docentes de una universidad ubicada en Concepción, Chile. Los instrumentos utilizados para la recolección de datos fueron una entrevista semiestructurada y una escala tipo Likert con preguntas abiertas.

Los resultados mostraron que los estudiantes identificaron más ventajas que desventajas al usar SRV para la práctica de la competencia oral. Del mismo modo, los profesores de inglés consideran que el uso de SVR para el desarrollo de la competencia oral tiene muchos beneficios. Por lo tanto, ellos consideran que debería usarse con más frecuencia en el aula.

**PALABRAS CLAVE:** AUTO GRABACIÓN DE VIDEO, PERCEPCIONES, HABILIDAD ORAL.

## **INTRODUCTION**

According to Ur (1996, 120) "of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important" (p. 120). Mastering speaking involves producing sounds correctly, good fluency and intonation, appropriate volume and pitch and many other aspects. This means, it requires a lot of practice and the use of different techniques.

Nowadays, technological devices play a crucial role for language development, especially for the development of speaking skill. There are a variety of tools to practice speaking: platforms like zoom, speech recognition softwares, podcasts, etc. Those tools allow the practice of intonation, pronunciation, stress, vocabulary. Some of them even provide instant feedback. Among those tools, Self-recording Video (SVR) seems to have several advantages for speaking development. According to Fitriyani et al. (2020) SVR allows students to watch themselves, to replay the video in order to identify their mistakes and to work at their own pace. In this context, SVR can be considered an effective tool for students in order to know their strengths and weaknesses in speaking.

The purpose of the present research is to examine how pre-service teachers and in-service teachers perceive the use of self-recording video, the focus of this study, for speaking practice.

This study begins with the presentation of the problem statement and justification of the study. In the same chapter the research questions, the objectives as well as the assumptions are described. In the next chapter, the theoretical framework is introduced and described. The third chapter explains the methodological procedure in detail. The last chapter presents the results, the discussion and conclusion, followed by the limitations of the study, further research and a list of references.

## **CHAPTER I: PROBLEM STATEMENT**

### **1.1 Justification**

The reason to focus on speaking ability was that, as far as it is concerned, this skill seems to be a real challenge for language learners, especially in an EFL context. Students do not have the chance to practice the language outside the classroom. Ur (1996) states that the oral skill appears to be the most important one and its practice involves the mastery of different elements in order to achieve a good level of performance. According to Castañeda & Rodríguez-González (2011) “speaking requires the learner to construct meaning by producing information while employing effective linguistic, non-linguistic, and contextual parameters such as language control, body language, and interlocutor-receptor relationship.” (p. 483). Thus, as second language learners do not completely master the English production, it is more frequent to observe that second language learners are usually not confident enough to deal with speaking during the class-time. This could be the case of a group of pre-service teachers of English, the participants of the present study.

According to Nabila & Dwi (2019), “the purpose of learning to speak is not clear because some students live in environments where English is not needed.” (p. 114). In this respect, it can be declared that it is difficult for Chilean students to develop speaking since L2 learners are not compelled to use the language outside the classroom. On the other hand, the authors also claimed about some students’ fear of interacting with people face to face, known as communication apprehension, which is also related to students’ self-confidence, especially in a real context.

In the light of the above, it can be mentioned that nowadays technology provides different tools to practice speaking, one of them is self-recording video. This tool allows students to listen to themselves, repeat their ideas and work at their own pace. Besides, self-recording video promotes independent learning, due to the fact that students can practice the language on their own (Fitriyani et al. ,2018). In other words, it can be inferred that this tool can benefit students’ performance in speaking in many different ways.

For the previously mentioned reasons, it is considered important to study the perception of a group of pre-service teachers of English and in-service teachers of English towards the use of self-recording video for speaking practice.

## **1.2 Research questions**

1. What are pre-service teachers' perceptions toward the use of self-video recording to improve English speaking skill ?
2. What are in-service teachers' perceptions about the use of self-video recording to improve English speaking skill?

## **1.3 Objectives**

### **1.3.1 General objective**

The general objective of this study is to analyze the perceptions of pre-service teachers of English and in-service teachers about the use of self-recording video to improve English speaking skill.

### **1.3.2 Specific objectives**

- I. To identify students' perceptions about the use of SRV to improve English speaking skill.
- II. To identify teachers' perceptions about the use of SRV to improve English speaking skill.

## **1.4 Assumptions**

This research is based on the following assumptions:

- a) The students have a positive perception towards SRV.
- b) Students think that the use of SRV can improve their pronunciation and fluency in English.
- c) Teachers find more advantages than disadvantages when referring to SRV as a tool for improving speaking skill in English.

## **CHAPTER II: FRAMEWORK**

### **2.1 Speaking skill**

In terms of speaking skills, Bailey (2003, as cited in Nunan, 2003) provided the following definition "speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning." (p. 48). In other words, speaking is a productive ability that

allows people to communicate meaning, in order to be understood. Regarding the importance of speaking skill, Leong & Ahmadi (2017) pointed out that before learning to read and write, humans are meant to speak, because it is one of the skills required to carry on a discussion. To put it differently, speaking in English requires speakers to have a thorough understanding of many critical elements for carrying out a conversation. Therefore, speaking seems to be the most difficult ability since speakers must form complete sentences using different components, including pronunciation, intonation, fluency, comprehension, among others.

### **2.1.1 Pronunciation**

According to Richards & Renandya (2002) “pronunciation (also known as phonology) includes the role of individual sounds and sounds segments, that is, features at the segment level, as well as suprasegmental features such as stress, rhythm, and intonation.” (p. 175). The following definition is intended to explain that pronunciation is related to the production of individual sounds of the language (phonemes). This involves paying attention to a language's specific sounds such as stress, rhythm, and intonation. Along similar lines, Fitriani & Apriliawati (2015) argues that learning a foreign language, pronunciation is just as crucial as studying vocabulary or syntax. For that reason, a proper pronunciation is necessary to improve one's speaking abilities.

Regarding the issues of pronunciation, Harmer (2001) argues that there are two categories of problems on pronunciation teaching and learning which are: what students can hear and what students can say. To begin with, what students can hear, it alludes to the situation when some learners have significant difficulties. For instance, hearing the pronunciation, particularly Spanish speakers, who have some distinctive phonological differences from English. They must deal with the challenge of producing English phonemes and are unable to discriminate sounds. Nevertheless, the author points out two ways of dealing with this issue. Initially, teachers must demonstrate, illustrate, and explain to students how sounds are produced. Moreover, whenever the sounds appear in a discussion or on a recording, teachers should draw the sound. In this way, the students train their ears to be able to speak with the correct pronunciation.

The other challenge is what students can say; all infants have the capacity to produce a whole range of sounds. However, as children grow up, they put more emphasis on one language; on account of this, they lose the habit of producing certain sounds which are present in the second

language. To solve this issue, the teacher should be able to demonstrate and describe the precise location of sound production; for example, where is the tongue in relation to the teeth? and what is the shape of the lips when making a certain vowel?

Therefore, by suitably articulating phonemes and sounds, the speaker will clearly express basic ideas and doubtless the purpose of the speaker, to be heard and understood, will be fulfilled. However, the second language proficiency of a speaker cannot be measured by only expressing ideas. If the speaker wants to be suitably interpreted, the intonation component is crucial to know what the intention of the message is.

### **2.1.2 Intonation**

According to Wells (2006) intonation is “the melody of speech. In studying intonation, we study how the pitch of the voice rises and falls, and how speakers use this pitch variation to convey linguistic and pragmatic meaning.” (p. 1). In other words, intonation is the study of speech variation and how the pitch of the voice changes under the speaker's intention, which will give meaning to the utterance.

Referring to the intonation problem, Harmer (2001) points out that the hardest part of pronunciation for students is finding patterns of rising or falling tones, making intonation the most problematic aspect of pronunciation. In other words, the patterns of tones are not dominated by students, which implies that SLS need to study them more and at the same time to pay attention and concentrate their listening on intonation patterns. Nonetheless, teachers should provide students the chance to replicate such intentions and moods through recorded examples or modeling. The diverse intonation patterns used by professors can then be imitated by students. That being the case, students can mimic teachers' use of varied intonation patterns.

Current research appears to validate the view that there are two difficulties in learning intonation. According to Kubashi, et al. (2021) the study found two types of difficulties; external, which includes confusion between first and second language intonation, condition difficulties, and learning conditions; and internal, which involves confusing use of intonation and personal issues. To be more specific, the study found that the problems with intonation in SLL are narrowly related to the lack of training and the interactions and processes derived by it. The authors propose some recommendations to address these difficulties. Initially, the use of different teaching styles; to illustrate it, teachers can use strategies that include pair-work,

group-work, and imitation. Additionally, learners can replicate the intonation of native speakers through listening to them.

According to both authors, it is inferred that the intonation problems are mainly related to the lack of practice. Both authors notice this deficiency affects the development of this component. In that way, as SLL do not train in this area, they are driven to not domain it. Correspondingly, if intonation is not suitably achieved, the function of the utterances cannot be deciphered.

### **2.1.3 Fluency**

Hedge (2001) defines fluency as the capacity to connect speech segments, also named words, without hesitancy or excessive slowness, which demonstrates what the learner already knows about the language and the confidence the learner shows to do it at the moment of speaking. To illustrate this, when a second language learner fluently speaks, the person uses all the resources they learned during their training, which were mainly focused on vocabulary and connectors, in order to clearly create ideas. In addition, as Nation and Newton J. (2009) refer, “fluency is typically measured by speed of access or production and by the number of hesitations.” (p. 152). In other words, when fluency is assessed, the learner’s output must be characterized by quickness and a lack of pause and delay as much as possible. Regarding what Nation and Newton (2009) determine, “there must be presence of known vocabulary, some pressure or encouragement to perform at a faster than usual speed, and a considerable amount of input or output” (p.9). That means, if fluency is what a speaker wants to achieve, the SLL has to domain vocabulary related to the topic to have enough motivation and an external factor to press the speaker to do it. Given these considerations, it can be concluded that a successful fluent speech cannot interfere with the flow of the conversation.

Nation and Newton (2009) identify some techniques in order to develop fluency in Speaking skill: 4/3/2 technique, the ask and answer technique, the rehearsed talks technique, and the best recording technique. The 4/3/2 technique is characterized by focusing on the quantity of production, in which the speaker must talk for 9 minutes in total. Learners must have dominance over the vocabulary and language used and time pressure in order to accomplish a high rate of production and decrease the time of each output. The second technique involves a set of questions between two people in which they must provide a synopsis of a reading before reading. The purpose is to practice as much as possible to reach a high level of fluency. Rehearsed talks technique is split into 4 stages: first, individual speaking practice, second,

rehearsing in pairs, third, talking in a small group and, finally, presenting their speaking in front of the class. In addition, it is crucial to mention the last technique, which is called “best recording”. The “best recording” technique is carried out by using a digital recorder in which the learner describes past experiences or pictures. The idea is that after recording, the learner listens to her/himself and tries to notice the areas that need improvement. In this way, the learner can re-record and practice one more time until he or she feels comfortable with the output.

In terms of the problems related to this component, a research carried out by Wang (2014) considers three factors that influence fluency and accuracy in speaking ability for EFL learners: Cognitive, linguistic, and affective factors. Based on the present study, the problems identified by the learners suggest that they fail in fluency because vocabulary is forgotten in their speaking performance. As a result, when second language learners try to recall words from memory, this consequently disrupts the flow of the discussion and fluency is not achieved. In other words, the pauses due to the lack of vocabulary cause interlocutors to be detached and unconcerned about the conversation. Related to the findings in this research, Wang (2014) points out some assumptions separated into moments as solutions. Before speaking, it is important that learners know enough vocabulary and techniques to reduce their stress. The role of vocabulary is vital, and it is a requirement in order to speak fluently. To put it in another way, there may be a wide range of vocabulary, but without knowledge of how to accurately join words; however, this will noticeably hinder fluency and, as a result, the understanding of what is meant. Here is where another linguistic component comes into play, this component is accuracy, which helps to create sentences that are correctly structured and understandable.

#### **2.1.4 Accuracy**

Fauziati (2015) defines accuracy as what teachers refer to when students are able to use the language correctly and demonstrate a comprehensive understanding of its grammar and rules. This includes sentence structure, vocabulary, and pronunciation. This definition considers that accuracy is strongly connected with the use of grammar since it influences the message that is going to be communicated. Along similar lines, Nation & Newton (2009) argue that “fluency is typically measured by speed of access or production and by the number of hesitations; accuracy by the amount of error; and complexity by the presence of more complicated constructions, such as subordinate clauses.” (p. 152). To rephrase this, accuracy is determined

by the amount of error, the use of complex structures; whereas fluency is determined by the speed of production and hesitation.

Current research suggests the effect of task repetition on the accuracy of the speaking skill of ELF learners. In agreement with Bozorgian & Kanani (2017) students' speaking skills improved when they repeated the stories, and also improved their pronunciation and fluency when they repeated the tasks. The significance of task repetition and its potential to help students learn to speak more accurately and fluently have been underlined by this study. Following this, the findings indicated that task repetition through storytelling has an impact on speaking ability and enhances learners' accuracy and fluency in this area.

Harmer (2001) added another significant aspect of accuracy,

*Reformulation:* a correction technique which is widely used both for accuracy and fluency work is for the teacher to repeat back a corrected version of what the student has said, reformulating the sentence, but without making a big issue of it. For example:

*Student: She said me I was late.*

*Teacher: Oh, so she told you you were late, did she?*

*Student: Oh yes, I mean she told me. So I was very unhappy and ... (p. 145)*

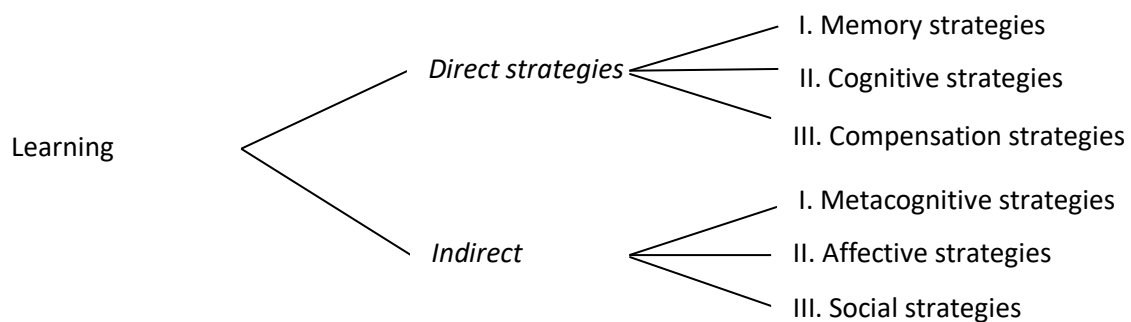
Based on Harmer's view, reformulation is an immediate reminder of how language should sound, which allows the teacher to correct students without putting them under pressure. In this line, accuracy is directly corrected to avoid the fossilization of mistakes. In the same way both authors suggest the use of correctness through repetition for the improvement of a proper accuracy.

As it was manifested above, speaking skill involves diverse components which are required to convey a message and achieve a successful oral communication. However, when we place speaking skill in the context of EFL learning, whether the components already mentioned are developed or not, there are still opportunities to improve speaking skill, here is where strategies come into play.

## 2.2 Strategies to develop speaking skill

Following the idea of the development of speaking ability, it is important to understand the role of strategies in the learning process of L2 learners. From that perspective, Oxford's view (1990) rest on the assumption that it is helpful to state that learning strategies are actions used by the student to make the learning process simpler, quicker, more pleasurable, more self-directed, more effective and more adaptable to new conditions through a specific plan and step-by-step work. Therefore, the main goal of learning language strategies is to develop communicative competence by using specific techniques to master the target language and its components. The work of Oxford (1990) falls under two types of learning strategies, into direct strategies and indirect strategies, which are divided into six groups.

**Figure 1:** Diagram of the Strategy System: Overview. (*Source:* Original.)



To start with, direct strategies need the language to be processed mentally. Direct strategies include memory, putting information from basic knowledge into practice through grouping or employing imagery, storing and accessing fresh information, and changing information; cognitive, students comprehend and manipulate the knowledge to produce the target language by employing cognitive processes such as summarizing or deductive reasoning; and compensation, guessing intelligently, using synonyms, and using the language despite the gap in knowledge.

Following this, Oxford's classification considers the indirect strategies. These indirect strategies encourage and control language acquisition even when the target language is not used frequently. Indirect strategies include metacognitive, students manage their own cognition through metacognition, they regulate the learning process while also being conscious of and evaluating it. Affective, regulate emotions, anxiety, motivation and attitude (centering,

arranging, planning). Finally, social, learn through interaction, cooperating and empathizing with others.

Regarding the benefits, strategies make students more independent; that is to say, teacher is not constantly there because they are autonomous learners. Dickinson (1994) points out that “an autonomous learner is one who has undertaken the responsibility for his own learning.” (p. 4). In other words, students take control of their own learning process, which boosts their confidence.

Additionally, teachers are the key element for students to become independent learners. Oxford (1990) defines the teacher’s role as “others, however, welcome their new functions as facilitator, helper, consultant, adviser, coordinator, idea person, diagnostician, and co-communicator. New teaching capacities also include identifying students’ learning strategies, conducting training on learning strategies, and helping learners become more independent.” (p. 10). To put it another way, the role of the educator is not teacher-centered; therefore, they focus on students’ abilities and direct them toward the strategies required to foster independence. As a result, knowing language strategies and techniques helps teachers and students succeed.

### **2.3 Techniques to develop speaking skill**

To start developing speaking skills, it is necessary to employ certain techniques that can be performed in the classroom. According to Celce Murcia (2001),

A technique is a classroom device or activity and thus represents the narrowest term of the three concepts ("approach", "method," and "technique"). Some techniques are widely used and found in many methods (e.g., imitation and repetition); however, some techniques are specific to, or characteristic of a given method (e.g., using cuisenaire rods = the Silent Way). (p. 3).

In other words, techniques increase productivity and efficiency in a specific competence to achieve a certain goal. Therefore, the use of a technique could help students to perform a task correctly in order to be proficient in the target language. In the same manner, Brown (2000) puts forward the view that techniques refer to any of the numerous tasks, activities, or exercises performed in language classes to accomplish lesson objectives. In line with both authors, techniques are specific devices, activities, or tasks used to strengthen the development of the second language. Following this, one of the devices for developing speaking skill is the

integration of ICT in a real-world linguistic context, due to its availability and closeness to encourage the student's autonomy.

#### **2.4 The use of ICT for language learning**

As explained by Ratheeswari (1018), information and communication technology (ICT) includes all forms of technology that allow for remote communication and access to information. In other words, they are gadgets which provide their users information. ICT has evolved over time into many diverse forms, some of which include (1) computers, (2) digital television, (3) email, (4) robotics, and more. (Gokhe, 2019).

According to Tinio (2003), the use of ICTs in education has grown in popularity over the past several years, with the internet and computers in particular being two instruments that have been included into the educational system. The advantages that Information and Communication Technologies can provide for both students and teachers have led to this integration of technology. It is possible to highlight motivation as one of these advantages. According to a study by Rahmani and Salehi (2019), ICT use had a good effect on teachers' and students' motivation, and this was because ICTs symbolize innovation in both language learning and teaching. That is to say, the novel teaching strategies brought about by ICTs help to motivate students.

As indicated by Henderson (2020), other advantages that have been explored include: (1) support while learning, (2) becoming an active learner, (3) creating self-awareness, and (4) creating self-motivation. There are several areas where ICTs have proven to be advantageous for both students and teachers. In a study by Izquierdo, et al. (2017), it was noted that there is a rising integration of ICTs in education for language learning and that information and communication technologies have supplanted more traditional techniques. It was determined in the same study's line of research that the use of ICTs as a methodological resource in classrooms has become normalized and incorporated. Indeed, one way to develop a language is through the use of cellphones.

#### **2.5 Cellphones and language development**

Cellphones are part of the Information and Communication Technologies. These devices are technological equipment which allows the user to perform simple actions such as calling or texting, and more complex ones such as taking photos, editing documents, etc. (Kin Yeung

Wong, 2010). It is needed to highlight that new features have been added to cellphones as technology and science progress. Such are the benefits of having access to a cellphone, that many people have decided to buy one. According to Turner (2022) 7.26 billion people are mobile phone users, which represents 91% of the world population. In the case of Chile, it is estimated that 19,8 million people have a mobile connection (SUBTEL, 2021). Consequently, it has been observed that as the technology progresses more people become mobile phone users.

The usage of cellphones can represent some advantages and challenges depending on the context. According to Singh (2018) some of the benefits that can be mentioned when talking about cellphones are; (1) easiness for communication, (2) access to internet, (3) it can be used as a virtual tool for writing information or taking notes, (4) commodity for various tasks, and (5) access to applications which are only available for mobile phones. Moreover, some authors Hashemi & Ghasemi (2011) Muhammed (2014) and Nalliveettil & Alenazi (2016) have stated that the use of mobile phones has been a positive aspect and a helping factor when developing a language either in first or second language.

The most important impact was during the pandemic (COVID 19). It was a difficult time, where each person had to keep social distance, under no circumstances be physically close to other people. Therefore, technology was vital, especially cellphones. Not only do they provide information related to this virus, but also, they help to maintain contact with family and friends in different ways.

The use of social networks and different cellphone apps made the pandemic more bearable, such as, WhatsApp, Instagram, FaceTime, Zoom, among others. Moreover, the employment of cameras was the most important. Children and adolescents were educated by teachers in video calls and did their evaluations by self-video recordings, which facilitated the learning process in one of the worst times. It should be noticed that the use of MALL has been a great opportunity for students who want to learn a language through a mobile device.

## **2.6 Mobile assisted language learning**

Mobile phones can be used in classrooms for assisting language learning. Mobile assisted language learning (MALL) is the process of learning or supporting the learning process using mobile devices; this can be in a formal or informal context of learning (Hashim, et al., 2017). According to Nuraeni, et al., (2020) MALL is one of the latest methodologies in teaching and

learning a second language; moreover, it has been integrated by different language learning institutions as well as students who advocate for independent learning.

The impacts and perceptions of mobile assisted language learning have been studied in order to determine the effectiveness and features of this style of learning. Aratusa (2022) carried out an investigation to determine the perceptions of MALL in students. In this research, it was found that students perceived great benefits from MALL in terms of improving their pronunciation. In this study, students stated that they felt capable of controlling their own learning; moreover, for them, it was easier to access sources of learning. In terms of the impacts that MALL has in education, Habibie (2021) noted in his investigation that students felt positive impacts when learning a second language and being able to use their mobile phones, specifically when they had to; (1) read a text, (2) listen to an audio, (3) look up for the definition of a word, (4) write a text, (5) use platforms for learning, and (6) perform an speaking activity. Therefore, mobile assisted language learning contributes to a positive impact in the process of learning a second language; in addition, students tend to have a positive perspective of the use of cellphones for acquiring a second language.

## **2.7 The use of self-video recording to develop speaking skill**

Self-video recording is proposed to improve the development of speaking ability. In accordance with Fitriyani et al. (2018), speaking skill can be improved through a variety of methods, one of which is self-video recording. The performance of the students can be assessed through the usage of this tool, due to students' need to gain fluency and confidence in their oral language through a variety of experiences.

It should be mentioned that Self-video recording has advantages that can make students more aware of their oral speech. Fitriyani et al. (2018) pointed out that:

Some advantages of using a Self-Recording Video of student speaking in language learning: they can watch themselves doing speaking and so can their friends. They will learn their mistakes from the video and people's comments. By doing this, they will evaluate each other. (p. 1226)

Following this, using self-video recording enables students to evaluate themselves by identifying strengths and weaknesses in their oral skill. As well as that, they can watch, pause, rewind, replay, and speed up the video providing precise feedback to the learners. Thereby,

students will be able to analyze their performance critically; in that way, they will learn from themselves. Plainly, the process of this equipment will be operated by students, providing a self-assessment placed in different scenarios in which they have to produce in oral language.

## **2.8 Students' perceptions and Teachers' perceptions towards SRV**

A clear definition of perception is given by Efron who described (1969) "perception is man's primary form of cognitive contact with the world around him. As all conceptual knowledge is based upon or derived from this primary form of awareness." (p. 137). Thus, the learners will acquire new knowledge through this learning and experience. The students will know about the mastery of the skill, self-confidence, the way they have improved, the feelings that they have had, paralinguistic features, among others. As a consequence, they will be aware if this technique was useful for them to increase their learning.

With reference to an investigation by Encalada & Sarmiento (2019), the authors analyzed the perceptions of EFL students on the use of SVR to develop speaking skills. The findings of the study revealed that the majority of students agreed with the five items presented, which were: (1) SRVs have helped me to develop my speaking abilities, (2) I consider difficult to speak in the SRVs, (3) I am motivated when I am speaking in the SRVs, (4) speaking in the videos help me for my professional future, (5) SRVs are a good option to practice the English speaking ability. In other words, it was found students' viewpoints are in favor of SRV and its use for practicing conversational skill in English.

As well as that, Guo (2013) revealed that the employment of video recordings improved graduate students' presentation competencies in the areas of organization, audience engagement, and verbal and non-verbal communication. In the same way, this study proved the effectiveness of using video recording as a guide for effective teacher training, learning, and assessment.

Sudarmawan (2022) implemented a study in SMKN 1 Bangli. An online questionnaire was employed by the researchers. The study's findings demonstrated that students' perceptions of how self-recording videos affect their English proficiency are favorable. The results showed that speaking ability, specifically presentation, fluency, pronunciation, and improvisation, are the aspects of English proficiency that improved the most by using SRV.

As reported by Putri & Rahmani (2019) the use of video recording during speaking exercises is well received by students. The research was conducted by an interview, pre-test and post-test. The results showed a good perception of the use of video recording, the utilization of this technique, according to the students, is beneficial. Also, the students asserted that recording video aided in their abilities to assess themselves to talk more clearly and confidently. The errors they made in the video could be discovered and fixed. With all of this in mind, the authors concluded that using video recording in speaking classes is an effective way to help students become more fluent and accurate.

## **CHAPTER III: METHODOLOGICAL FRAMEWORK**

### **3.1 Research approach**

This research study collects quantitative and qualitative data. From a quantitative perspective, the study intends to collect and analyze numerical data (Fernández et al.,2010). From a qualitative perspective, it involves the description, interpretation, and reflection of the results to picture reality (Bisquerra, 2009). The observation of a phenomena will examine the perceptions of people who are involved in the study, in this case, the students who are learning English as a second language and want to improve their speaking skills autonomously.

### **3.2 Study Type**

#### **3.2.1 Case study**

According to Hernandez-Sampieri & Mendoza (2008), the case study is used in quantitative, qualitative, or mixed studies to examine an integrated unit in order to address the issue at hand, validate hypotheses, and develop theories. Apart from that definition, Hartley (2004) points out that case study research entails an exhaustive analysis of the event within its context, and its purpose is to understand how their behavior or processes are influenced by it.

### **3.3 Design**

The design of this research corresponds to a non-experimental one. This type of design is defined by Hernandez, Fernandez & Baptista (2014) as one that is carried out without intentionally modifying the variables. This means that there is no command in the variables.

Furthermore, the non-experimental investigation will allow us to “observe the phenomenon as it occurs in its natural context” (Hernandez, Fernandez & Baptista, 2010, p. 149), which is complemented by the type of paradigm that frames this study, the observation of an experience. The present study aimed at collecting and analyzing information around the participants' perceptions without interfering in the process or their environment. Therefore, it contributes to deeply observing and examining the subjects' social reality and their learning through their point of view.

### **3.4 Participants**

The sample was made up of 11 third year pre-service teachers of English (5 females and 6 males) from a non-state university located in Concepción. Their level of English varied between B1 and B2.

In parallel, 5 in-service English teachers were also part of the study. All of them work at a non-state university. They all have a master's degree and have more than 10 years of work experience.

### **3.5 Instruments**

#### **3.5.1 The Likert scale**

A Likert scale, described by Likert (1932), is simple and helpful to disclose general differences and measure points of view in a social group. In this respect, this instrument helped to find students' feelings and opinions about the use of SRV. A Likert scale, as it is described by Hernández, Fernández, & Baptista, (2014) involves a series of statements that describe perceptions or ideas with respect to a topic, also called attitudes about something. This instrument looks for subject's appreciations scored by 5 points or categories, scoring them from the lowest level to the highest. In this study, the statements were mainly focused on 2 dimensions: the affective and linguistic/communicative dimensions. The first one asked about how students felt at the moment of using SRV and after practicing with it. On the other hand, the linguistic/communicative dimension asked for skill development after employing SRV and the components derived from practicing the speaking skill: hesitation, pronunciation, fluency, etc. The instrument also included some open ended questions. A Google form was used to collect the information.

### **3.5.2 Semi-structured interview**

According to Bisquerra (2009):

Semi-structured interviews are based on a script that determines in advance what relevant information needs to be obtained. Therefore, there is a limitation in the information and the interviewee must refer to it. The questions, in this format, are elaborated in an open way, which allows obtaining information that is richer in nuances. It is a modality that allows intertwining themes and building a holistic and comprehensive knowledge of reality. At the same time, it forces the researcher to be very attentive to the answers in order to establish these connections. The researcher only integrates the pre-established information and is not in an attitude of active listening. (p. 337)

This instrument was used to gather information related to teachers' perception towards the use of SVR in the classroom. The instrument consisted of five open-ended questions.

### **3.6 Data gathering and analysis**

LeCompte and Schensul (1999) define analysis of data as a process that researchers employ to reduce information or evidence in order to give rise to an interpretation and easily tell a story to readers about the study. In other words, data analysis consists of a procedure for summarizing accumulated data in a way that is understandable and practical for readers. According to Patton (1987) "there are three ways to collect data: through open-ended interview, direct observation, and written documents." (p.7). In this context, two instruments were used in this study to collect data: a Likert scale with open ended questions and a semi-structured interview.

The quantitative data from the Likert scale was taken to an Excel file. A graph was used to display numerical data. It was divided between affective and linguistic/communicative dimensions. On the other hand, the qualitative data was analysed through the Content Analysis Technique. According to Downe-Wamboldt (1992) "content analysis is a research method that provides a systematic and objective means to make valid inferences from verbal, visual, or written data in order to describe and quantify specific phenomena" (p. 314). In other words, it is useful for interpreting the qualitative data, drawing objective conclusions, and classifying the information in relation to the characteristics of the language. According to Downe-

Wamboldt (1992) there is no single set of guidelines; however, the following steps are typically included in the content analysis research technique:

- (1) choosing the unit of analysis;
- (2) determining and defining the categories;
- (3) testing the category definitions and rules beforehand;
- (4) evaluating reliability and validity;
- (5) checking the coding guidelines;
- (6) pretesting the updated category scheme;
- (7) coding all the data;
- (8) reevaluating validity and reliability.

Thus, the first stage was to register each interview in audio format, with the purpose of verifying the accuracy of the teachers' opinions. Afterwards, the data was transcribed into a Word document.

The second stage involved identifying units of analysis, reading and underlining the most frequent and similar ideas provided by the students and teachers' answers. The most repeated answers, derived from open-ended questions, were selected and highlighted in order to group them into advantages and disadvantages of using self-video recording for practicing speaking. As a result, some categories emerged. The third stage involved the identification of sub-categories.

### **3.7 Procedure**

The study went through different phases. After setting the objectives and selecting the participants, the instruments were designed and validated. Then, the intervention was carried out in the classroom, which lasted two modules. During the intervention, the participants had to select 4 questions about "environmental issues". After that, each student had to video record himself/herself to give his/her opinion about this topic. The recording lasted between 3 and 5 minutes. Learners had 10 minutes in total for reading and selecting the questions and for creating the self-video recording with their cellphones. After the activity, in order to know the students' perceptions towards the use of SRV, students had to complete a "Likert scale" with "open-ended questions", in Google Form. On the other hand, the 5 English teachers were

interviewed by the researchers in order to know their perception towards SVR for speaking development.

The quantitative data was taken to Excel and turned into a graph. On the other hand, the qualitative data was analyzed using the Content Analysis Technique. In this context, first, the data was transcribed, second, units of analysis were identified and coded and, finally, some categories and subcategories emerged.

### **3.7.1 Instrument validation**

**The instrument was validated by six in-service teachers.**

- Subject 1: Bachelor of education, Master's degree in teaching, Learning and Assessment of English.
- Subject 2: Bachelor of Education, Master's degree in English Teaching as a Foreign Language.
- Subject 3: Master's degree in Linguistics.
- Subject 4: Bachelor of Education, Master's degree in Drama.
- Subject 5: Bachelor of Education, Master's degree in Applied Linguistics.
- Subject 6: Bachelor of Education, English teacher.

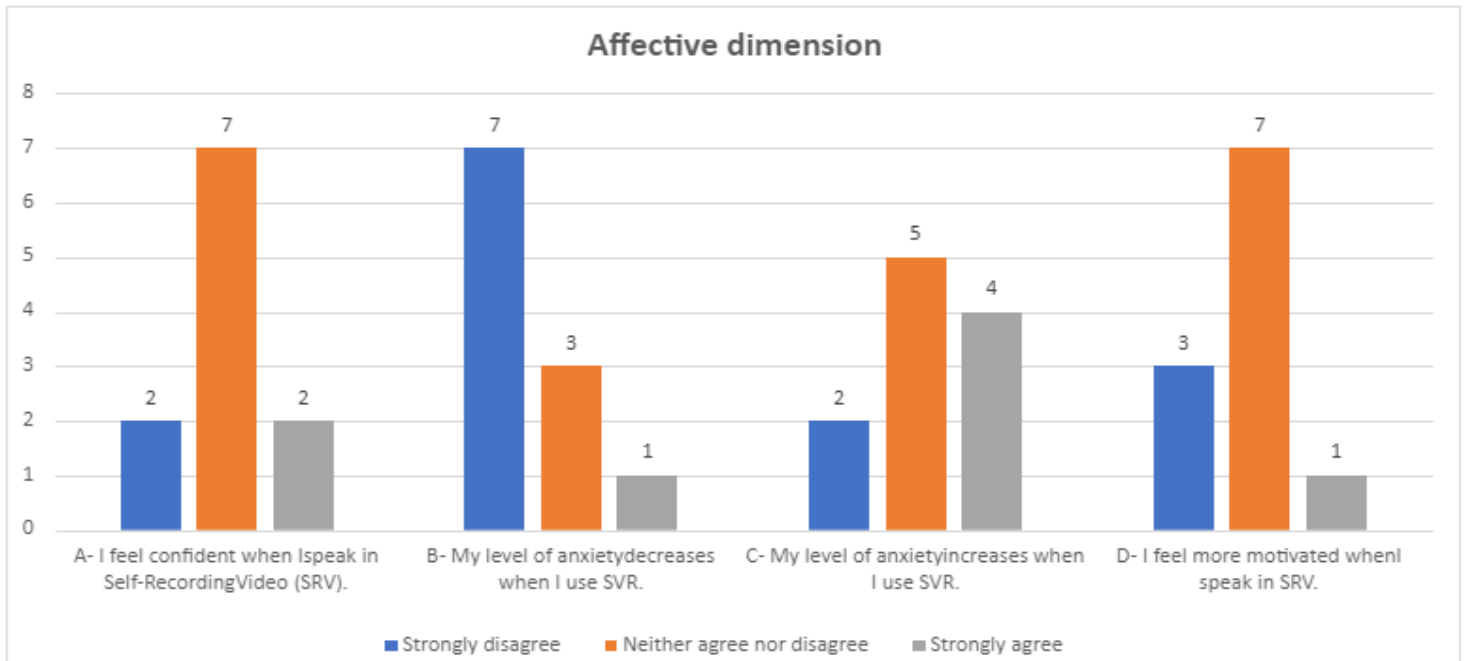
## **CHAPTER IV: RESULTS**

### **4.1 Quantitative data**

#### **4.1.1 Results of the students' questionnaire**

The Likert scale was divided into two aspects: affective and linguistic/communicative dimensions, and it was designed to know the perceptions of 11 learners about the use of self-recording video to improve English speaking skill. The following illustration is related to the affective dimension:

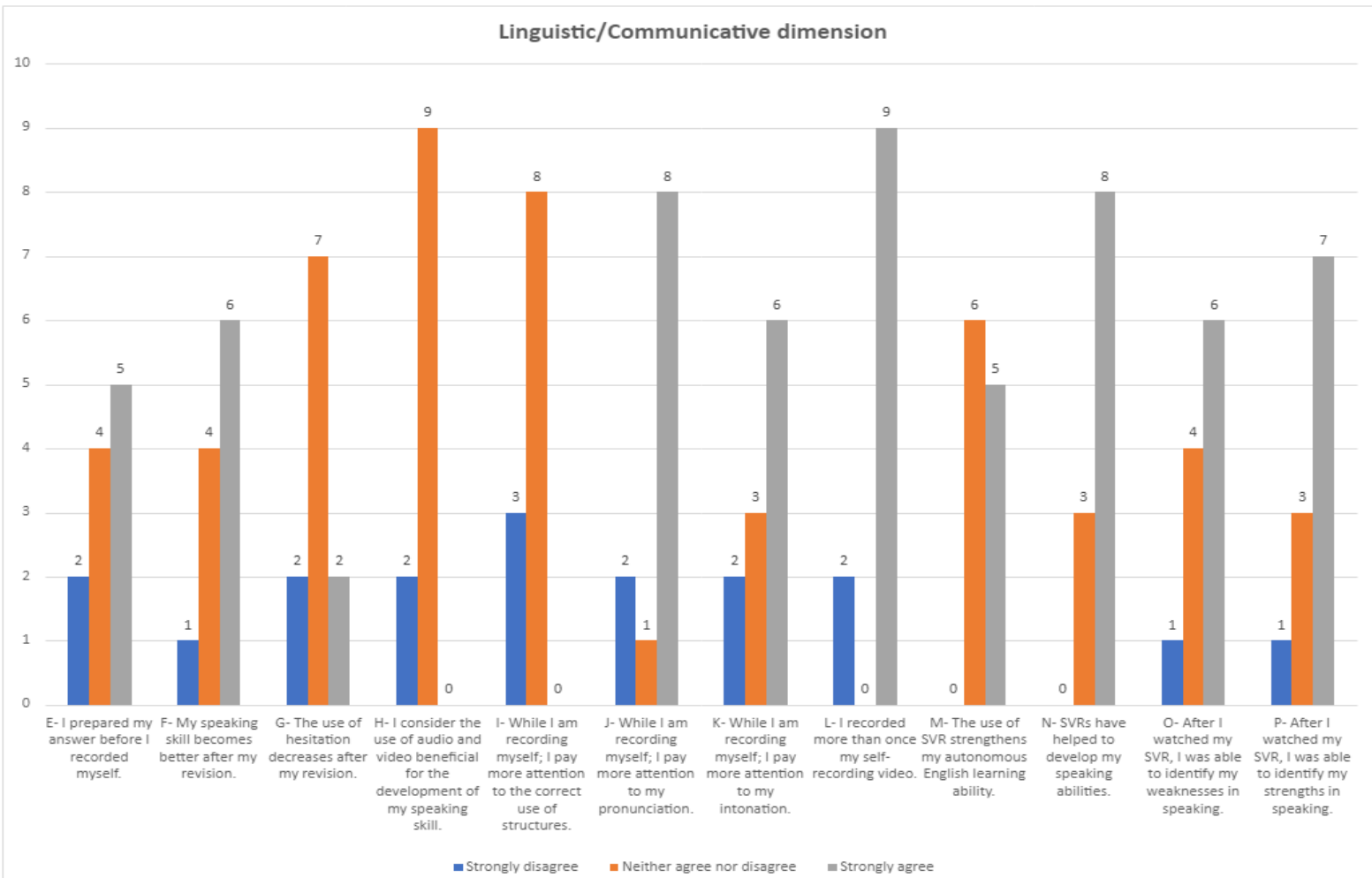
**Graphic 1:** Likert scale, “Affective dimension”.



In graph 1, it can be observed that in the statement (A) that mentions if the student feels confident using SRV, 2 out of 11 students interviewed “strongly disagreed”, 7 out of 11 “neither agreed nor disagreed”, and 2 out of 11 “strongly agreed”. In the statement (B) “my level of anxiety decreases when I use SRV”, 7 out of 11 learners “strongly disagreed”, 3 out of 11 “neither agreed nor disagreed”, and 1 student “strongly agreed”. In the statement (C) that makes reference to the increase of the anxiety employing SRV, 2 out of 11 interviewees “strongly disagreed”, 5 out of 11 “neither agreed nor disagreed” and 4 out of 11d “strongly agreed”. Finally, in the statement (D) related to having more motivation using SRV, 3 out of 11 students “strongly disagreed”, 7 out of 11 “neither agreed nor disagreed”, and 1 student “strongly agreed”.

The following graph shows students’ opinions in relation to the linguistic/communicative dimension of their views:

**Graphic 2:** Likert scale, “Linguistic/communicative dimension”.



The figure above shows that in the statement (E), which refers to the preparation of the responses before the video, out of 11 interviewees “strongly disagreed”, 4 out of 11 “neither agreed nor disagreed” and 5 out of 11 “strongly agreed”. In the statement (F) that mentions if their speaking improved after their revision, 1 student “strongly disagreed”, 4 out of 11 selected “neither agreed nor disagreed”, and 6 out of 11 “strongly agreed”. In the statement (G) related to less hesitation after their revision, 2 out of 11 students “strongly disagreed”, 7 out of 11 “neither agreed nor disagreed”, and 2 out of 11 “strongly agreed”. In the statement (H) that talks about speaking skill improvement benefits from the combination of audio and video, 2 out of 11 students “strongly disagreed” and 9 out of 11 “neither agreed nor disagreed”. In the statement (I) that mentions if students focus on the structure correction during the recording, 3 out of 11 interviewees “strongly disagreed” and 8 out of 11 “neither agreed nor disagreed”. In the statement (J) that refers to paying more attention to the pronunciation using SRV, 2 out of 11 students interviewed “strongly disagreed”, 1 “neither

*agreed nor disagreed*”, and 8 out of 11 “*strongly agreed*”. In the statement (K) associated with centering the attention on the intonation in the recording, 2 out of 11 learners “*strongly disagreed*”, 3 out of 11 “*neither agreed nor disagreed*”, and 6 students “*strongly agreed*”. In the statement (L), which refers to having recorded the self-video many times, 2 out of 11 students “*strongly disagreed*”, and 9 students “*strongly agreed*”. In the statement (M) that talks about whether the use of SRV improved their ability to learn English on their own, 6 out of 11 “*neither agreed nor disagreed*”, and 5 students “*strongly agreed*”. The statement (N) mentions if the speaking abilities have been enhanced, 3 out of 11 “*neither agreed nor disagreed*”, and 8 out of 11 “*strongly agreed*”. In the statement (O) related to recognizing the weaknesses in the recording, 1 learner “*strongly disagreed*”, 4 out of 11 “*neither agreed nor disagreed*”, and 6 students “*strongly agreed*”. In the last statement (P) that makes reference to determining the strengths in speaking, 1 student “*strongly disagreed*”, 3 out of 11 “*neither agreed nor disagreed*”, and 7 students “*strongly agreed*”.

## 4.2 Qualitative data

### 4.2.1 Answers of students’ and teachers’ open-ended questions.

#### 4.2.1.1 Objective I. To identify students' perceptions using SRV for developing speaking skills in L2.

The table below illustrates the categories and subcategories resulting from the study of the interviews conducted with students regarding their perceptions of the self-recording video:

**Table 1:** Advantages and disadvantages of SRV from students’ perceptions.

CATEGORY	SUBCATEGORY	FRAGMENT
ADVANTAGES OF SELF-RECORDING VIDEO	SELF-ASSESSMENT	<p><b>Student 1:</b> Self-assessment and speaking development.</p> <p><b>Student 2:</b> Self-judgment.</p> <p><b>Student 3:</b> Watch yourself and identify your flaws.</p>

	<p>AWARENESS OF PRONUNCIATION, FLUENCY, AND INTONATION</p>	<p><b>Student 4:</b> I can see my mistakes in pronunciation.</p> <p><b>Student 8:</b> We can recognize our weaknesses; Such as, our pronunciation or fluency, and practice our vocabulary.</p> <p><b>Student 10:</b> You can locate your mistakes intonation, pronunciation and sentence construction (morphosyntax).</p>
	<p>AWARENESS OF PARALINGUISTIC FEATURES</p>	<p><b>Student 6:</b> It helps us to improve our body expression when talking.</p> <p><b>Student 9:</b> I can see my facial expressions while I am talking.</p>
	<p>PROMOTES CONFIDENCE</p>	<p><b>Student 5:</b> It gives you more confidence if you do it someday in the future.</p> <p><b>Student 11:</b> I can make the video again if I get wrong. I feel comfortable in order to give my statements in a SRV.</p>
	<p>INCREASES INTRINSIC MOTIVATION</p>	<p><b>Student 2:</b> I was nervous while recording myself, but I just need practice.</p>

		<p><b>Student 4:</b> I think if I continue with the use of SVR I will stop the hesitation.</p> <p>2. I realize that if I record myself, I will be allowed to see my mistakes and that creates a motivation in me.</p> <p><b>Student 6:</b> It helps with my security when I'm talking.</p>
	<p>PROMOTES SELF-REFLECTION</p>	<p><b>Student 1:</b> It satisfies the capacity to reflect on our own capacities.</p> <p><b>Student 5:</b> It helped me to hear my intonation and my pronunciation. Now it is much better than before, and I feel confident with it.</p> <p><b>Student 8:</b> We can recognize in detail some details of our speaking.</p>
<p>DISADVANTAGES OF SELF-RECORDING VIDEO</p>	<p>LACK OF IMMEDIATE FEEDBACK</p>	<p><b>Student 1:</b> No feedback. SVR contributes a lot but I would appreciate feedback.</p> <p><b>Student 2:</b> Not instant feedback.</p> <p><b>Student 7:</b> Sometimes, to receive feedbacks it's good.</p>

	ACCESS TO A MOBILE DEVICE	<p><b>Student 7:</b> Some people don't have cellphones, cameras or the skills to use these devices (like grandparents).</p> <p><b>Student 8:</b> Some students do not have a cellphone to do the activity.</p>
	DISTRACTIONS AND REPETITION	<p><b>Student 4:</b> I can't focus on watching myself and that we have to record the video a lot of times.</p> <p><b>Student 10:</b> External interruptions that distract you or affect the video's quality.</p> <p><b>Student 11:</b> Making the video many times could affect the students in terms of giving a speech in live if they get wrong many times.</p>

As the table shows, from the analysis of the interview carried out by the students, two categories can be identified: advantages and disadvantages of SRV. From the first category, six subcategories emerged: self-assessment; awareness of pronunciation, fluency, and intonation; awareness of paralinguistic features; promoting confidence; increasing intrinsic motivation; and promoting self-reflection. From the second category, four subcategories arose: lack of feedback, lack of confidence, access to a mobile device, distraction, and repetition. It can be observed that there are more benefits than drawbacks regarding the students' perceptions of the use of SVR.

The table also shows some fragments from the interviews applied to the students. They represent examples of each subcategory.

**4.2.1.2 Objective II. To identify teachers’ perceptions using SRV for developing speaking skills in L2.**

The table below shows the categories and subcategories resulting from the study of the interviews conducted with educators regarding their perceptions of the self- recording video:

**Table 2:** Advantages and disadvantages of the use of SRV from teachers’ perceptions.

CATEGORY	SUBCATEGORY	FRAGMENT
ADVANTAGES OF SELF-RECORDING VIDEO	BUILD CONFIDENCE	<p><b>Interviewee 1:</b> “It takes a lot of the anxiety away, I think it’s a good tool, because the students have the confidence to do it not only once, you can do it two, three, four times, until you feel comfortable with the result.”</p> <p><b>Interviewee 2:</b> 1. “I feel they would really feel more confident.”            2. “If apart from listening by themselves, I can give them feedback, they feel even better, because it’s like individual attention and correcting every single mistake or things, so they feel more confident for the next time.”</p>

		<p><b>Interviewee 3:</b> 1. “I would say the results, motivation will result from confidence.”</p> <p>2. “You might feel disappointed if you are conscious of your mistakes, or motivated if you feel comfortable with the answers. So, motivation is affected as a result of your mistakes, or as a result of confidence.”</p> <p><b>Interviewee 4:</b> “The more metacognition they make in relation to their learning process, the more involved they feel with the subject that they are studying.”</p>
	<p>PROMOTES ATTENTION TO PRONUNCIATION, FLUENCY, INTONATION</p>	<p><b>Interviewee 1:</b> “If the students do it consciously and it can really improve them, not only the pronunciation, not only the grammar.”</p> <p><b>Interviewee 2:</b> “They listen again to the recording, so they see they were right with the correct pronunciation.”</p> <p>2. “Fluency, yes, that helps a</p>

		<p>lot because they see that they have pauses and they are not very fluent, so it is easy for them to see that they have pet words.”</p> <p>3. “Pronunciation, yes, intonation is something they have problems with, it's something, it's not difficult, but it's easy for them to identify when I tell them to pay attention to the intonation.”</p> <p><b>Interviewee 4:</b> “Also, they became aware, not only in pronunciation, but also fluency, later when they listen to themselves, they tell me “<i>Miss! I have too many fillers, too many spaces</i>”, so they notice that their fluency is not adequate.”</p> <p><b>Interviewee 5:</b> “Not only listening to your grammar or pronunciation problems but also you are looking at your body language, facial expressions, gestures.”</p>
	<p>PROMOTES STUDENT’S AUTONOMY</p>	<p><b>Interviewee 1:</b> “If the student takes it seriously, I</p>

		<p>think it's a very good tool for students to improve their own capacity of self-monitoring and self-correcting.”</p> <p>2. “I think it's a good idea to use it as a learning tool and I say ok record a video, watch yourself, assess yourself and then do it again and include those aspects.”</p> <p>3. “As a self- learning tool, which I think it's easy, everybody has access and we, teachers need to take more advantages from the technology that we have in our hands, I mean if you think this kind of things it was impossible and now everybody has a camera, a good quality camera eeh at home so you can record a video and you can watch it and improve it.”</p> <p><b>Interviewee 2:</b> “I think it's autonomous in the sense that you can recall yourself, you listen to yourself and you check yourself, so in that way it could be autonomous and in the sense it is not</p>
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		<p>necessarily the teacher's feedback, it's your own feedback."</p> <p>2." I would recommend it; I think it emphasizes autonomous work."</p>
	<p>PROMOTES SELF-AWARENESS</p>	<p><b>Interviewee 1:</b> "Not only you can listen to yourself, but also you can watch yourself. Like your face, your gestures, particularly because we are training teachers."</p> <p>2. "Kinetics and proxemics are the physical part of teaching, how do we move, how do we express, how do we use the space, that kind of thing."</p> <p><b>Interviewee 2:</b> "So when you listen to yourself, you are <i>-ohhh I use this word a lot-</i> and you become aware of that."</p> <p><b>Interviewee 3:</b> "When you realize your mistakes, when you realize where you are failing, where you realize how you're doing."</p> <p>2. "In a way of promoting</p>

		<p>noticing the language or becoming aware of your mistakes.”</p> <p><b>Interviewee 4:</b> “by raising awareness on their own weaknesses and strengths too and using them, using their strengths to improve their weaknesses.”</p> <p><b>Interviewee 5:</b> “They will be testing what they know at that time, so if they don’t have anything to say then will be ok, I will have to pay more attention, maybe I have to work on more words, maybe I have to come more frequently to classes.”</p> <p>2. “When you realize and you start to do it more frequently they realize “<i>oh you made this mistake</i> ” or “<i>you were ok.</i>”</p>
<p>DISADVANTAGES OF SELF-RECORDING VIDEO</p>	<p>LACK OF TEACHER’S FEEDBACK</p>	<p><b>Interviewee 3:</b> “It might be useful for a teacher or for a peer who corrects me in this case, but in the end it is as a process it is useful, but it needs the second part, the other part.”</p>

		<p>2. “I normally make the mistake consciously, I don't say that it is wrong, I try to give them positive feedback, so when they acknowledge the mistake, they become aware of the mistake. That is called noticing the language, so my job as a teacher is to help students to notice the language, notice or become aware of their mistakes in writing, speaking, etc. noticing about what they are doing, saying, writing, etc.”</p> <p><b>Interviewee 5:</b> “I would not say completely autonomous because you need the rest to give you the feedback, maybe you could become autonomous or in the way that they can use this technique in their own practice and listen to each other and use it as a way to study, and giving feedback and getting better but I don't know if they would do it, you know, you know what I mean.”</p>
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The table shows that from the results, 2 categories emerged. The first one is related to the benefits of SRV. From this category, four subcategories could be identified: building confidence; promoting attention to pronunciation, fluency, and intonation; promoting students' autonomy; and promoting self-awareness. From the second category, related to the disadvantages of using SVR, one subcategory emerged: lack of teacher's feedback.

## **CHAPTER V: DISCUSSION, CONCLUSIONS AND LIMITATIONS**

### **5.1 Discussion**

In this chapter, the results obtained in relation to the objectives set out in this research will be discussed. These results allow us to know and evaluate the students' and teachers' perceptions about the effectiveness of working with self-recording video to improve speaking skills in English. From a theoretical perspective and considering the opinions of the interviewees, various points can be discussed.

First of all, the findings related to the affective dimension show that most students neither agree nor disagree with the statements related to their confidence, level of anxiety, and motivation when using SVR. From the results, it can be inferred that students might not be familiar with the use of cameras for practicing speaking skills since some of them mentioned that they have only used voice recording before. In this respect, one student declared the following: "When I record myself, I always try to look at some point, but if it is a video, I have to look at the camera, and that distracts me". This could be interpreted as follows: for some students, recording themselves through a camera is not considered the most comfortable experience. That could have had an impact on their opinion related to their confidence, anxiety, and motivation. On the other hand, comparing the results with the study carried out by Encalada & Sarmiento (2019), where most of the students showed a positive perception towards SVR in terms of motivation, it can be inferred that the time of exposure to the activity using SVR may have an impact on the students' perception. In the case of Encalada & Sarmiento's research (2019), the students were exposed to a 10-week treatment. On the contrary, in the present study, the students were exposed to the activity on one occasion. It can be deduced then, that if the students had been exposed to SVR for a longer period of time, their perceptions could have probably been different. In this respect, prolonged exposure to SVR might have allowed students to reflect more on the advantages of using SVR for speaking development.

The findings related to the linguistic/communicative dimension show that most students consider the use of video and audio beneficial for the development of the speaking skill, especially in terms of intonation, pronunciation, and the appropriate use of grammar structures. Students declared that they were more aware of these aspects when recording themselves. As students considered SRV useful to face up the pronunciation and intonation issues, it can be concluded that students' perception is concordant with the Encalada & Sarmiento study (2019). In this respect, the participants' comments showed that they believe their pronunciation improves with the use of SRV. Furthermore, it gives them the chance to put into practice what they have learnt in class. Additionally, they feel they can communicate more freely and without fear when speaking English. Therefore, it can be inferred that this exercise forces students to pay more attention to their pronunciation and to say a message correctly. This is due to the fact that the use of SRV allows the students to observe their facial expressions and mouth movements while speaking.

As to the use of SVR for avoiding hesitation, students mostly neither agree nor disagree. As the students were exposed to the video recording activity on one occasion, it may be assumed that they were unable to identify this aspect. In accordance with Nation & Newton (2009), repetition is the primary factor in fluency development. For that reason, it is necessary to use gradual practice and repetition to decrease hesitation. Thus, as the students' answers did not show a clear preference, it could be deduced that more practice and exposure to the activity with video recording might be required to achieve fluency and have an influence on the students' perceptions.

Regarding the impact of awareness of weaknesses and strengths using SRV, the answers were clearly noticeable as positive. In this respect, the participants were able to identify their mistakes and aspects in which they were successful throughout the video. It can be deduced that SRV facilitates self-learning and helps students practice speaking skills. Compared to what is stated, pre-service teachers recognize the influence SRV has on their self-consciousness in their future speaking productions. This result agrees with Henderson (2020), who considers the use of any technological tool as a benefit for the learner because it creates self-awareness.

In relation to the qualitative data, from the students' perceptions, it can be observed that they identified the benefits and disadvantages of the use of SVR. With reference to benefits, students identified six aspects: self-assessment and self-reflection; increasing intrinsic motivation;

awareness of pronunciation, fluency, intonation, and paralinguistic features; and promoting confidence. In relation to self-assessment, one student declared “Watch yourself and identify your lacks.”, This is possible because the students could identify their own errors using SRV, which is not feasible when speaking; hence, it is viable to perceive it when the video is replayed, rewinded, and paused. Concerning self-reflection, one student stated, “It satisfies the capacity to reflect on our own capacities”. This means that students can judge and reflect on their own performances. In other words, they are able to identify their weaknesses and strengths. Furthermore, they not only identify their errors, but they also work to correct them. With respect to intrinsic motivation, students perceived that the use of SVR could enhance their autonomy, allowing them to reach specific goals. In this matter, one student stated, “I think if I continue with the use of SVR, I will stop the hesitation. Respecting awareness of pronunciation, fluency, and intonation, one student declared “you can identify your mistakes intonation, pronunciation and sentence construction (morphosyntax).”. It is presumed that students are more likely to be aware of their weaknesses in the speaking ability components as a result of SRV. As evidence, according to Sudarmawan (2022) students’ fluency and pronunciation may become better using SRV.

Following the discussion, students noticed that the utilization of SRV helped them to become more aware of their paralinguistic features. In this respect, one student declared; “it helps us to improve our body expression when talking.” In line with this statement, body language, gestures, facial expressions, and hand movements play a crucial role when communicating ideas, especially in a foreign language. Thus, it is very important to take this into account when speaking to an audience, debating, or doing an interview. In regard to the promotion of confidence, one student expressed: “I can make the video again if I get wrong. I feel comfortable in order to give my statements in a SRV.”. In connection with this, Putri & Rahmani (2019) evidenced that students speak more clearly and confidently after seeing themselves on camera. Moreover, learners can make mistakes without worrying that they will be judged. They also could repeat the process without being observed.

On the other hand, students could identify three main disadvantages when using SRV: lack of immediate feedback from the teacher, access to a mobile device, distractions, and repetition. With respect to the lack of instant feedback from teachers, students affirmed that they needed the teachers’ feedback after the recording. According to one student: “SVR contributes a lot but I would appreciate teacher’s feedback.” It can be deduced that students are not accustomed

to independent learning, in which the teacher most of the time gives the content, suggests the activities, is in charge of evaluating, and provides feedback to improve the production. As Vattoy & Smith (2019) concluded in their research, students who are aware of the learning objectives believe that teachers' use of feedback is more beneficial for improving their performances. To put it differently, students appreciate the constructive comments from teachers, who provide them with a detailed direction for future improvement.

Secondly, another drawback is related to accessing a mobile device, from which it might be concluded that there are some contradictions. Two of the preservice students pointed out that “some students do not have a cellphone to do the activity”. However, considering that 91% of the world’s population are mobile phone users (Turner, 2022) and 19.8 million people in Chile have a mobile connection (SUBTEL, 2021), the students' perception of access to a mobile device is not consistent with the realities of modern life. Moreover, when students answered the questionnaire and carried out the activity, all of them responded using their cellphones. In other words, it can be assumed that those two pre-service teachers' opinions were not deeply thought through and analyzed at the moment of answering.

The last disadvantage of employing SRV includes distractions and repetition during recording. In agreement with this, a student expressed the following: "I can't concentrate looking at myself and we have to record the video many times." This indicates that the students believe that having the video re-recorded is a disadvantage. By this, it may be assumed that they have a negative perception of the process of recording again. Nevertheless, Harmer (2001) pointed out that the more exposure someone has to something, the more likely it is that they will remember it and be able to use it. Therefore, students might unconsciously improve by observing their performance and re-recording if they are not satisfied with their first attempt. This is related to improving during the process until you are satisfied with the result. Thus, it is fundamental to change students' perceptions about repetition and re-recording, so that they can understand the benefits of them.

As to teachers' perceptions towards SRV, some advantages and disadvantages can be mentioned. In relation to the advantages, educators consider that SRV builds students' confidence; promotes attention to pronunciation, fluency, and intonation; promotes students' autonomy and self-awareness. In the first place, in regard to teachers' perceptions about students' confidence, a teacher manifested, “I think it's a good tool, because the students have the confidence to do it not only once, you can do it two, three, four times, until you feel

comfortable with the result.” In other words, the educator appreciates this technique because students can record as many times as they need, which would result in the development of their confidence. This is concordant with Kirkgoz (2011), in which students’ perceptions were positive over video-recording for speaking tasks. They showed their appreciation about watching and checking their recordings because they were able to identify their mistakes and achievements. In other words, this study proves that while preservice teachers can practice and record their performance as many times as possible, they are able to identify their progress. Consequently, it can be inferred that this technique could directly influence students’ confidence as a result of the repeated recordings. In addition, Soto, et al. (2017) found that recording videos to explain the content in English for Specific Purposes lessons improved students’ learning experiences and helped them to improve their confidence when speaking in English. This research was carried out by recording one video per week for over ten weeks, which implies that the more practice, the better in terms of English-speaking skills and confidence development. In the same manner, Sudarmawan (2022) revealed the items positively scored by students, “I can make better video in future” and “I feel so confident in the process of making SRV” (p. 4). These statements valued by students show a favorable perception, which implies a sense of positive will to record and try to practice. Concluding, considering the benefit that SRV gives students the opportunity to record and check their video, the use of this technique has a very optimistic effect on enthusiasm, confidence, and the desire to learn English.

Concerning the second advantage, which is that SRV promotes attention to pronunciation, fluency, and intonation, it is inferred that students can listen to themselves and pay more attention to different features of speaking to improve their performance. The repetition of a specific speaking activity by students is an important element of the learning process since this technique makes them more aware of errors. In this context, one teacher declared: “Also, they became aware, not only in pronunciation, also fluency. Later on, when they listen to themselves, they tell me “Miss! I have too many fillers, too many spaces”, so they notice that their fluency is not adequate.” Aratusa (2022) found that the use of mobiles has a positive impact on students’ ability to pronounce words correctly. Along with this line, it can be assumed that students are able to pay more attention to their pronunciation, intonation, and fluency as a result of the use of this kind of tool. Students are capable of controlling their own learning in order to improve.

The two last advantages that were identified by teachers imply that SRV promotes students' autonomy and self-awareness. The use of SRV encourages the independence of students to correct and provide themselves with instant feedback, making them aware of their learning process. In connection with the students' autonomy, a teacher declared the following: "I think it's autonomous in the sense that you can recall yourself, you listen to yourself and you check yourself, so in that way it could be autonomous(...)". In this respect, according to Pham, & Le (2023), the development of students' autonomy has been categorized as a non-linguistic related benefit with the use of self-recording video. Students' perceptions revealed that they appreciate the freedom they have when they record by themselves. Therefore, it is inferred that this occurs since SRV is a tool that can help them practice speaking on their own, without interaction with other L2 learners. In regard to the students' self-awareness, this feature is strengthened due to the use of SRV. Following this, a teacher affirmed that "So when you listen to yourself, you are -ohhh I use this word a lot- and you become aware of that.". As a result, learners can use their strengths to work on improving their weaknesses by becoming more aware of their learning process.

On the flip side, as to the disadvantages observed by educators, it can be mentioned the lack of teachers' feedback. Some educators emphasize the necessity of teacher's feedback due to the students' lack of autonomy during the learning process. In this sense, one teacher declared: "I would not say completely autonomous because you need the rest to give you the feedback, maybe you could become autonomous or in the way that they can use this technique in their own practice and listen to each other and use it as a way to study, and giving feedback and getting better but I don't know if they would do it". Hence, it can be deduced that as teachers know their students, they consider that a lack of teachers' feedback prevents students from developing their speaking skills. They tend to think that their students are not going to check their errors due to their lack of autonomy. This is in agreement with Encalada & Sarmiento (2019). The authors argue that students require the teacher's opinion on their tasks. They need to corroborate their ideas with a more knowledgeable person.

The last but not least important aspect to mention from teachers' perceptions is related to the opportunities that SRV provides to practice speaking. While educators were interviewed, some of them declared that they should give a more frequent use to this digital tool. This idea was reflected in the following opinion: : "I usually use SRV once in the semester to introduce themselves, but maybe I should use it like, I don't know, once a month, probably, so students

can develop different task self-recording themselves.” According to Kirkgoz (2011), giving students the opportunity to constantly use this tool implies that they will practice their speaking components, make and see their mistakes (Kirkgoz, 2011); in other words, learning from them until they are able to self-correct themselves.

## **5.2 Conclusions**

Regarding the students’ perceptions about employing SRV to make their speaking skills better in English, the qualitative data indicated that most of the learners have a positive thought about this technique. Nevertheless, the quantitative data showed another perspective. In the graphs, there was a preference for the strongly agreed option in the communicative/linguistic dimension. In other words, students demonstrated an optimistic attitude in some aspects, such as, improving their speaking skill after their revision, paying more attention to their pronunciation and intonation, strengthening the autonomous English learning ability, and the awareness of weaknesses and strengths in their performance. However, in others some contradictions were observed because students claimed that SRV is useful to develop the speaking skill, but at the same time, in another statement learners affirmed that the audio and video are not beneficial for improving the ability. For this incongruity, the results were not close to the assumptions. Although the participants expressed a favorable opinion regarding the use of the SRV in the questionnaire, the graphs or quantitative data showed contradictory points of view.

On the other hand, in the qualitative data, the number of benefits doubles the number of disadvantages. The results of this study are partially in agreement with others (Encalada & Sarmiento, 2019), which shows that the use of SVR can have a positive impact on the students’ performance in speaking.

As to the teacher’s perceptions about the use of SRV to improve speaking skills in English, the results showed that they could identify more benefits than drawbacks. In relation to the experiences of teachers using SRV, they claimed that this kind of tool should be used more in the classroom. According to them, the use of SVR gives learners the chance to practice on their own, identify and correct their mistakes. As Guo (2013) declared, the use of video recording in the classroom can constitute an important tool to practice, learn and self-assess.

Concluding, the result of this study are partially in agreement with others (Encalada & Sarmiento, 2019), which shows that the use of SVR can have a positive impact on the students' performance in speaking.

### **5.3 Study limitations**

As for limitations, it can be stated that SVR activity was carried out only on one occasion, thus, this may have affected the students' perception towards SVR. Furthermore, the sample was made up of 11 students; a larger sample would allow a more in depth analysis. Lastly, the instrument was applied through Google Form platform, which probably limited the students' answers. Therefore, there was no chance for students to provide a deeper reflection.

### **5.4 Further research**

Concerning the projections of this research, some proposals arise:

More studies are needed in different educational systems to compare the results and have a larger sample of students.

A quasi-experimental study, with an experimental group and a control group, might be conducted to assess the impact of SVR on a student's performance. In the same way, other types of instruments could be included, such as a placement test, a sociodemographic questionnaire and a semi-structured interview for students.

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## APPENDIX

### Appendix 1



### Validez de los instrumentos

#### Estimada/o docente:

Agradecemos su disposición de colaborar en la revisión del instrumento de medición que se adjunta, así como las recomendaciones, sugerencias y opiniones que me ofrezca para el mejoramiento del mismo.

El siguiente instrumento de medición forma parte del trabajo de investigación denominado:

*“Students and teachers’ perceptions using “self-video recording” as a technique for speaking skill development in L2”*

El instrumento que se presenta a continuación apunta al siguiente objetivo de esta investigación: **to analyse the perceptions of pre-service teachers of English and in-service teachers about the use of self-recording video as a technique for speaking skill development in L2.**

#### **INSTRUCCIONES**

**Agradeceremos a usted revisar el siguiente instrumento y responder las afirmaciones que vienen a continuación:**

**Utilizando “LA HOJA DE REGISTRO” califique cada criterio de 1 a 3 donde:**

- 1. Significa que el criterio debe ser eliminado del instrumento.**
- 2. Significa que el criterio puede ser mantenido en el instrumento pero debe ser mejorado.**
- 3. Significa que el criterio puede ser mantenido sin necesidad de modificación.**

**Marque con una X en la casilla que corresponda el valor que desea asignar a cada criterio**

## **INSTRUMENTO I (FOR STUDENTS)**

### Instructions

Dear student, using an X mark on the box below to rate each of the items from 1 to 3, considering that:

- (1) Strongly disagree
- (2) Neither agree nor disagree
- (3) Strongly agree

If your answer is (1) strongly disagree, justify your answer on the column of observation:

<b>Dimension</b>		<b>Item</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Observations</b>
Affective dimension	1	I feel confident when I speak in Self-Recording Video (SRV).				
	2	My level of anxiety decreases when I use SVR.				
	3	My level of anxiety increases when I use SVR.				

	4	I feel more motivated when I speak in SRV.				
Linguistic/ Communicative dimension	5	I prepared my answer before I recorded myself.				
	6	My speaking skill becomes better after my revision.				
	7	The use of hesitation decreases after my revision.				
	8	I consider the use of audio and video beneficial for the development of my speaking skill.				

9	While I am recording myself; I pay more attention to the correct use of structures.				
10	While I am recording myself; I pay more attention to my pronunciation.				
11	While I am recording myself; I pay more attention to my intonation.				
12	I recorded more than once my self-recording video.				
13	The use of SVR strengthens my autonomous English learning ability.				

	14	SVRs have helped to develop my speaking abilities.				
	15	After I watched my SVR, I was able to identify my weaknesses in speaking.				
	16	After I watched my SVR, I was able to identify my strengths in speaking.				

**OPEN-ENDED QUESTIONS**

	Questions	1	2	3	Observations
1	Name at least 2 advantages of the use of SVR.				
2	Name at least 2 disadvantages of the use of SRV.				

3	What components of speaking ability do you pay more attention when you assess SRV? Why? (Accuracy, fluency, intonation, pronunciation)				
4	In your opinion, did the SRV satisfy a necessity during the self-study sessions? If so, which one? In what ways?				
5	Will you continue using SRV for practising your speaking skill? Why?				

**Si desea expresar alguna otra sugerencia sobre el instrumento, que a su juicio sea importante señalar, puede hacerlo en las siguientes líneas.**

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**Adapted from:** “Perceptions about Self-recording Videos to Develop EFL Speaking Skills in Two Ecuadorian Universities”

Encalada, M. A. R., & Sarmiento, S. M. A. (2019). Perceptions about Self-recording Videos to Develop EFL Speaking Skills in Two Ecuadorian Universities. *Journal of Language Teaching & Research*, 10(1).

**¡GRACIAS POR SU COLABORACIÓN!**

## **INSTRUMENTO II (FOR TEACHERS)**

### **Estimada/o docente:**

Agradezco su disposición de colaborar en la revisión del instrumento de medición que se adjunta, así como las recomendaciones, sugerencias y opiniones que me ofrezca para el mejoramiento del mismo.

El siguiente instrumento de medición forma parte del trabajo de investigación denominado:

***“Students and teachers’ perceptions using “self-video recording” as a technique for speaking skill development in L2”***

El instrumento que se presenta a continuación apunta al siguiente objetivo específico de esta investigación:

- To identify students and teachers’ perceptions using SRV for developing speaking skills in L2.
- To demonstrate that using SRV helps students to practice the speaking skill in English.
- To demonstrate that using SRV helped to raise/increase awareness on communicative features.

## **INSTRUCCIONES**

**Agradeceré a usted revisar el siguiente instrumento y responder las afirmaciones que vienen a continuación:**

**Utilizando “LA HOJA DE REGISTRO” califique cada criterio de 1 a 3 donde:**

- 1. Significa que el criterio debe ser eliminado del instrumento.**
- 2. Significa que el criterio puede ser mantenido en el instrumento pero debe ser mejorado.**
- 3. Significa que el criterio puede ser mantenido sin necesidad de modificación.**

**Marque con una X en la casilla que corresponda el valor que desea asignar a cada criterio:**

## **INTERVIEW**

### Instructions

Dear teacher, answer the following question using an X mark to rate the implementation of SRV:

<b>Question</b>	<b>Always</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
How often do you implement SRV in your classes?				

Dear teacher, according to your experience with self-video recording. Answer the following questions, please:

## Questions

Do you consider SRV would help to promote students' intrinsic motivation for English learning? Would they feel more confident? Why?

Do you believe SRV should be incorporated more in speaking classes? Why?

In what way do you consider that SRV enables autonomous learning of speaking ability and contributes to enhancing students' oral skills?

From what you have observed:

Does the use of SRV help student pay more attention or improve the components of speaking skill: such as pronunciation, intonation, fluency, others? Why?

Would you recommend the use of SRV for practicing speaking skills? Why?

Si desea expresar alguna otra sugerencia sobre el instrumento, que a su juicio sea importante señalar, puede hacerlo en las siguientes líneas.

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**¡GRACIAS POR SU COLABORACIÓN!**



## ACTIVITY

TOPIC: Environmental issues

### Instructions:

Dear student, in the following task you have to select 4 questions and give your opinion, using self-recording video. Your recording should be between 3 to 5 minutes:

1. Why are environmental issues important?
2. What are the main causes and consequences of environmental problems?
3. Which are the main problems that affect the environment? Why? How can we prevent these issues?
4. Explain with your own words "Global Warming" and its main causes.
5. Which are the main impacts of Climate change in our planet? How do they affect our life?
6. Why would "recycling" and the use of "renewable energy" could help to take care and save our planet? Which other actions to help Earth do you know?



## PART 2 Open-ended questions

1) Name at least 2 advantages of the use of SVR.

	ANSWERS
<b>Student 1</b>	Self-assessment and speaking development.
<b>Student 2</b>	Self-judgment and practicing speaking.
<b>Student 3</b>	You can watch yourself and identify your flaws. You can use it as a tool to evaluate faster.
<b>Student 4</b>	The advantages of the use of SVR is that I can see my mistakes in pronunciation and that I can see if I'm using the right type of tenses.
<b>Student 5</b>	You know what words are being miss pronounced and it gives you more confidence if you do it someday in the future.
<b>Student 6</b>	It can help us to practice speaking and also to recognize our weaknesses. It helps us to improve our body expression when talking.
<b>Student 7</b>	You can be creative and if you have time you can correct your mistakes.
<b>Student 8</b>	We can recognize our weaknesses; Such as our pronunciation or fluency and practice our vocabulary.
<b>Student 9</b>	1. I can notice my weaknesses in speaking easily. 2. I can see my facial expressions while I am talking.
<b>Student 10</b>	- It helps you to know how you look while you are speaking about a topic. - you can locate your mistakes intonation, pronunciation and sentence construction (morphosyntax).

<b>Student 11</b>	I can make the video again if I get wrong. I feel comfortable in order to give my statements in a SRV.
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2) Name at least 2 disadvantages of the use of SRV.

	ANSWERS
<b>Student 1</b>	Nervousness and no feedback.
<b>Student 2</b>	Anxiety and not instant feedback.
<b>Student 3</b>	You have to improvise what you are going to say. If you're not prepared, you may stay stuck.
<b>Student 4</b>	The disadvantages of the use of SRV is that I can't focus on watching myself and that we have to record the video a lot of times.
<b>Student 5</b>	it makes people feel uncomfortable and for me, it distracts me (to look at me) and I lost the thread of what I was saying
<b>Student 6</b>	Some people can feel uncomfortable with the video.
<b>Student 7</b>	You need to have a device to record yourself and some people don't have cellphones, cameras or the skills to use these devices (like grandparents).
<b>Student 8</b>	The first one would be that some students get shy in this type of strategy and probably some students do not have a cellphone to do the activity.
<b>Student 9</b>	1. Maybe some people do not feel comfortable when they have to record themselves in a video. 2. Video tapes use more megabytes than audio tapes.

<b>Student 10</b>	- It takes time to make a well-made video - There exist external interruptions that distract you or affect the video's quality.
<b>Student 11</b>	The possibility of making the video many times could affect the students in terms of giving a speech in live if they get wrong many times.

3) What components of speaking ability do you pay more attention when you assess SRV? Why? (Accuracy, fluency, intonation, pronunciation)

	ANSWERS
<b>Student 1</b>	Accuracy, to apply as much vocabulary as possible.
<b>Student 2</b>	Intonation and pronunciation.
<b>Student 3</b>	Pronunciation and fluency.
<b>Student 4</b>	Pronunciation, because I usually have a lot of problems with my pronunciation when speaking.
<b>Student 5</b>	I think all of them, but fluency is complicated because for me it's hard to join a lot of words and speak quickly, and also when I speak of something, I don't know much about I freeze.
<b>Student 6</b>	Pronunciation, fluency and intonation. I always want people to hear me and understand me and one of the most important things for this is the pronunciation and the correct fluency.
<b>Student 7</b>	Accuracy, paying attention to what I'm saying, and pronunciation, paying attention to how I'm saying.

<b>Student 8</b>	In my case I'm more focused on fluency and pronunciation.
<b>Student 9</b>	Fluency, pronunciation and structure.
<b>Student 10</b>	I usually pay attention in fluency, intonation and pronunciation. English is a phonetic language, hence the right pronunciation of words it's fundamental for the expression of an idea.
<b>Student 11</b>	Accuracy, fluency, intonation, and pronunciation are important to me in terms of having a good SRV. Moreover, it is important vocabulary as well.

4) In your opinion, did the SRV satisfy a necessity during the self-study sessions? If so, which one? In what ways?

	ANSWERS
<b>Student 1</b>	It satisfies the capacity to reflect on our own capacities.
<b>Student 2</b>	It helped me to notice some mistakes I made.
<b>Student 3</b>	I don't know.
<b>Student 4</b>	Yes, the pronunciation skills because I realize that I have problems with the pronunciation of the letter "s".
<b>Student 5</b>	I think it did, for example it helped me to hear my intonation and my pronunciation, now it is much better than before and I feel confident with it, now I just have to practice fluency.
<b>Student 6</b>	no i don't think it can satisfy a necessity.
<b>Student 7</b>	Sometimes, to receive feedbacks it's good.

<b>Student 8</b>	Yes, because we can recognize in detail some details of our speaking.
<b>Student 9</b>	I think so, but in my case, I use voice recording or conversations with myself in order to pay attention to my speaking skill. Not self-video recording.
<b>Student 10</b>	I am not used to video recording myself to study, I prefer recording audios.
<b>Student 11</b>	I have never used this methodology, but I could be a good alternative to hear myself say what I say.

5) Will you continue using SRV for practicing your speaking skill? Why?

	ANSWERS
<b>Student 1</b>	I prefer voice recording but I think it is important to know about our body language as well.
<b>Student 2</b>	Yes, I found it entertaining and useful.
<b>Student 3</b>	Maybe, it's interesting.
<b>Student 4</b>	Yes, because in one practice it helps me a lot to identify the problems that I have in my pronunciation.
<b>Student 5</b>	I think I wouldn't record videos, but I say yes to audios.
<b>Student 6</b>	Yes, because I think it can help with my security when I'm talking.
<b>Student 7</b>	Yes, because when we are used in classes with our teachers, we receive good feedback and it helps us to practice our English and pronunciation.

<b>Student 8</b>	Yes, I will, because it helps me to challenge myself and to develop my skills or knowledge.
<b>Student 9</b>	I use voice recording more than self-video recording, it is more comfortable to me, so i think I will not continue using SRV.
<b>Student 10</b>	As I said before, I am used to recording audios instead of videos because I don't like how I look on videos.
<b>Student 11</b>	Yes, it would be a good idea in order to give feedback to myself in many aspects.

Appendix 4

**Teachers' interview transcription**

1) How often do you implement SRV in your classes?

	Always	Sometimes	Rarely	Never
<b>Interviewee n° 1</b>		X		
<b>Interviewee n° 2</b>		X		
<b>Interviewee n° 3</b>		X		
<b>Interviewee n° 4</b>				X
<b>Interviewee n° 5</b>		X		

2) Do you consider SRV would help to promote students' intrinsic motivation for English learning? Would they feel more confident? Why?

	ANSWERS
<b>Interviewee n° 1</b>	Motivation will result from confidence, you might feel disappointed if you are conscious of your mistakes, or motivated if you feel comfortable with the answers, so motivation is affected as a result of your mistakes, or as a result of confidence.

<b>Interviewee n° 2</b>	I feel they would really feel more confident. Apart from listening by themselves, I can give them feedback, they feel even better, because it is like individual attention and correcting every single mistake or things, so they feel more confident for the next time.
<b>Interviewee n° 3</b>	Definitely, yes. it allows to express in a real exercise because they will know what they are doing they will use, they have been learning and this it helps their motivation because they will be testing what they know at that time at that moment, so if they don't have anything to say then will be ok, I will have to pay more attention, maybe I have to work on more words, maybe I have to come more frequently to classes.
<b>Interviewee n° 4</b>	I think that for some students it takes a lot of the anxiety away, I think it's a good tool, because the students have the confidence to do it not only once, but you can do it two, three, four times, until you feel comfortable with the result. If the student takes it seriously, I think it is a very good tool for students to improve their own capacity of self-monitoring and self-correcting.
<b>Interviewee n° 5</b>	Definitely, I think that the more metacognition they make in relation to their learning process, the more involved they feel with the subject that they are studying.

3) Do you believe SRV should be incorporated more in speaking classes? Why?

	ANSWERS
<b>Interviewee n° 1</b>	Yes, in a way of promoting noticing the language or becoming aware of your mistakes.

<b>Interviewee n° 2</b>	Yes, it should and sometimes it is a matter of time to check that maybe we don't use it often.
<b>Interviewee n° 3</b>	Definitely, we need to use and combine what you are doing in classes with technology.
<b>Interviewee n° 4</b>	Yeah I do believe that we can, it's a tool nowadays is an easy tool, we don't need a camera or special equipment, you just need a good telephone and everybody's got one and i think should take more advantage, I try to use it but sometimes students don't like very much but I usually use it in different subjects I have at least 1 task that they have to send me on their own.
<b>Interviewee n° 5</b>	Definitely, yes because as I said before. Because it makes the students aware of his or her own...strengths and weaknesses, because it is evident, recognizing what they do well and what they need improvement and not the teacher telling them what's wrong.

4) In what way do you consider that SRV enables autonomous learning of speaking ability and contributes to enhancing students' oral skills?

	ANSWERS
<b>Interviewee n° 1</b>	It helps I would say to become aware of what you say or what you speak the way you speak, probably your intonation, your grammar mistakes, only if you are conscious of your mistakes. It might be useful for a teacher or for a peer who corrects me in this case. but in the end, it is as a process it is useful, but it needs the second part, the other part.

<b>Interviewee n° 2</b>	You can recall yourself; you listen to yourself and you check yourself so in that way it could be autonomous and in the sense it is not necessarily the teachers feedback, it is your own feedback.
<b>Interviewee n° 3</b>	I would not say completely autonomous because you need the rest to give you the feedback, maybe you could become autonomous or in the way that they can use this technique in their own practice and listen to each other and use it as a way to study, and giving feedback and getting better but i don't know if they would do it, you know, you know what i mean. I think it is necessary the framework of the class, the framework of instructions of teachers, and how you structure these activities.
<b>Interviewee n° 4</b>	-----
<b>Interviewee n° 5</b>	By raising awareness on their own weaknesses and strengths too and using them, using their strengths to improve their weaknesses.

5) From what you have observed: Does the use of SRV help student pay more attention or improve the components of speaking skill: such as pronunciation, intonation, fluency, others? Why?

	ANSWERS
<b>Interviewee n° 1</b>	It definitely does, only if they are aware of the language.
<b>Interviewee n° 2</b>	Yes, I think it does. Pronunciation yes, intonations it is something they have problems with, it's something it's not difficult. Fluency yes, that helps a lot because they see they are mmm..., that they have pauses and they are not very fluent, so it easy for them to see that they have pet words

<b>Interviewee n° 3</b>	They listen to it and then they evaluate their own recording and say I didn't it very well, I have heard some of my students recording 3 times 4 times the same thing until they feel its ok, and that it's important, that is practice so they more they practice the same answer even though its writing or its on their heads its practice.
<b>Interviewee n° 4</b>	It all depends on the student. If the student really wants to improve their own language and does not expect the teacher to do all the work, I think it's an excellent tool, I mean you can watch yourself, not only you can listen to yourself, but also you can watch yourself. Like your face, your gestures, particularly because we are training teachers. If the students do it consciously and it can really improve them, not only the pronunciation, not only the grammar, but also the kinetics and proxemics the physical part of teaching, how do we move, how do we express, how do we use the space that kind of thing.
<b>Interviewee n° 5</b>	Definitely, the student is the one that becomes aware of the mistake, and he/she knows that it is what I need to change. They become aware not only in pronunciation, but also fluency. Later on when they listen to themselves, they tell me "miss I have too many fillers, too many spaces", so they notice that their fluency is not adequate.

6) Would you recommend the use of SRV for practising speaking skills? Why?

	<b>ANSWERS</b>
<b>Interviewee n° 1</b>	Yes, I mean you take time recording yourself but there must be a reason, and the reason it's become aware of your speaking skills.

<b>Interviewee n° 2</b>	For sure, yes, I would, I would recommend it, I think it emphasize autonomous work
<b>Interviewee n° 3</b>	Definitely specially what you mentioned to look at themselves speaking and answering because in that way you are not only listening to your grammar or pronunciation problems but also you are looking at your body language, facial expressions, gestures.
<b>Interviewee n° 4</b>	It all comes to how interested or aware the students are in using the tool as a learning tool. I think it's a good idea to use it as a learning tool and I say ok record a video watch yourself, assess yourself and then do it again and include those aspects, but also as a self-learning tool, which I think it's easy, everybody has access and we teachers need to take more advantage from the technology that we have in our hands, I mean if you think this kind of things I was impossible and now everybody has a camera, a good quality camera at home so you can record a video and you can watch it and improve it,
<b>Interviewee n° 5</b>	Definitely, yes and I use it, and I always say to the students and that's why I love so much "Padlet" because they can record themselves, they can listen to themselves and they can see... generally in "Padlet" I upload them the models, then I ask them to repeat the model and to check what they have to say, what they say and then comment, tell me how did you feel, what did you notice, how difficult is for you to repeat the model and follow the pronunciation, or follow the timing.

## PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	JUAN MOLINA FARFÁN
TÍTULO DEL SEMINARIO EVALUADO:	<b>“STUDENTS AND TEACHERS’ PERCEPTIONS ABOUT USING “SELFRECORDING VIDEO” TO IMPROVE SPEAKING SKILL IN ENGLISH”.</b>
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Kiyen Bulnes, Catalina Machuca, Javiera Panguinao, Javiera Sandoval
CARRERA	PEDAGOGÍA EN EDUCACIÓN MEDIA EN INGLÉS
PROFESOR GUÍA	Dra. Mabel Ortiz Navarrete

**Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.**

### A. De La Formulación del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	6.5
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	6.5
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	6.6

4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	6.4
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	6.5
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	6.5
<b>Promedio</b>	<b>6.5</b>

#### **B. DEL MARCO TEÓRICO REFERENCIAL (20%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	6.2
2. Uso del lenguaje técnico coherente con la temática estudiada.	6.3
3. Calidad y precisión del marco teórico/ Conceptual.	6.4
<b>Promedio</b>	<b>6.3</b>

### C. Del Diseño Metodológico del Problema (20%)

<b>INDICADORES</b>	<b>Nota</b>
1. Precisión del enfoque o modelo de investigación.	6.7
2. Presentación del método de investigación y su diseño.	6.4
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	6.5
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6.4
5. Precisión de las estrategias y técnicas de recogida de datos.	6.5
6 Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	6.5
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	6.3
8 Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	6.3
<b>Promedio</b>	<b>6.5</b>

#### D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

<b>INDICADORES</b>	<b>Nota</b>
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación.	6.7
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6.3
3. Discusión de los resultados de la investigación.	6.5
4. Conclusiones sustentadas en los resultados o hallazgos.	6.5
5. Explicitación de las proyecciones y de las limitaciones del estudio.	6.5

6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	6.5
<b>Promedio</b>	<b>6.5</b>

#### E. DE LOS ASPECTOS FORMALES (10%)

<b>INDICADORES</b>	<b>Nota</b>
1. Títulos pertinentes y sintéticos.	6.6

2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	6.7
3. Correcto uso de ortografía.	6.3
4. Coherencia en la redacción.	6.3
5. Sistematización en la formulación de citas y referencias bibliográficas.	4.0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	4.0
<b>Promedio</b>	<b>5.7</b>

## 2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	6.5	1.625
B. Del Marco Teórico referencial	20%	6.3	1.26
C. Del Diseño Metodológico de la investigación	20%	6.5	1.3
D. Del Contenido Temático y los Resultados	25%	6.5	1.625

E. De los aspectos formales	10%	5.7	0.57
<b>Nota promedio final</b>			<b>6.38</b>

### 3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

#### CONCLUSIONES

La temática abordada en el Seminario es relevante para los estudiantes de la carrera, en relación con la habilidad oral. Como estudio de percepciones tiene sus limitaciones propias. El trabajo cumple con los requerimientos y el formato un seminario de investigación planteado por la Facultad de Educación. Los anexos registran los aspectos relevantes del trabajo. El trabajo está bien planteado desde la perspectiva metodológica y corresponde a un estudio de caso con carácter mixto y con diseño no experimental. Los instrumentos seleccionados son adecuados al tipo de estudio realizado. También fueron debidamente procesados. El análisis de los datos es principalmente descriptivo y se profundiza en la discusión. LA discusión sugiere algunas respuestas, a la luz de los resultados. También se contrasta con otros estudios la relevancia o diferencia que ellos plantean en torno a los objetivos del estudio. El estudio presenta conclusiones fundamentadas en los datos recogidos y en estudios que son utilizados para contrastar los datos. También posee limitaciones y proyecciones. Algunos aspectos a corregir se plantean en análisis adjunto a estas conclusiones.

Aprobada en Consejo de Facultad / abril de 2011



**JUAN MOLINA FARFÁN**  
**FIRMA PROF.EVALUADOR**

**Fecha: 23 de octubre de 2023.**

## PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	CAMILA POLANCO OSPITAL
TÍTULO DEL SEMINARIO EVALUADO:	<b>STUDENTS AND TEACHERS' PERCEPTIONS ABOUT USING "SELFRECORDING VIDEO" TO IMPROVE SPEAKING SKILL IN ENGLISH</b>
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	KIYEN WAGLEN BULNES CARILAO CATALINA ALEJANDRA MACHUCA CARRILLO JAVIERA CONSTANZA PANGUINAO ALCAMÁN JAVIERA PILAR SANDOVAL LLANO
CARRERA	PEDAGOGÍA EN INGLÉS
PROFESOR GUÍA	DRA. MABEL ORTIZ NAVARRETE

**Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.**

### A. De La Formulación del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	7

2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	7
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	7
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7
<b>Promedio</b>	<b>7</b>

#### **B. DEL MARCO TEÓRICO REFERENCIAL (20%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7
2. Uso del lenguaje técnico coherente con la temática estudiada.	7
3. Calidad y precisión del marco teórico/ Conceptual.	7
<b>Promedio</b>	<b>7</b>

### C. Del Diseño Metodológico del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	7
2. Presentación del método de investigación y su diseño.	7
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	7
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	7
5. Precisión de las estrategias y técnicas de recogida de datos.	7
6 Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	7
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	6
8 Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	7
<b>Promedio</b>	<b>6,9</b>

### D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

INDICADORES	Nota
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1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	6
2. Presentación de los hallazgos o resultados de forma clara y sintética.	7
3. Discusión de los resultados de la investigación.	7
4. Conclusiones sustentadas en los resultados o hallazgos.	6
5. Explicitación de las proyecciones y de las limitaciones del estudio.	7
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	6
<b>Promedio</b>	<b>6,5</b>

#### **E. DE LOS ASPECTOS FORMALES (10%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Títulos pertinentes y sintéticos .	7
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7
3. Correcto uso de ortografía.	7
4. Coherencia en la redacción.	7

5. Sistematización en la formulación de citas y referencias bibliográficas.	7
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	7
<b>Promedio</b>	<b>7</b>

## 2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	7	17,5
B. Del Marco Teórico referencial	20%	6,9	13,8
C. Del Diseño Metodológico de la investigación	20%	7	14
D. Del Contenido Temático y los Resultados	25%	6,5	16,25
E. De los aspectos formales	10%	7	7
<b>Nota promedio final</b>			<b>6,9</b>

## 3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario

de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

#### CONCLUSIONES

Trabajo completo y con un marco teórico robusto y que responde a los temas tratados en el resto del trabajo en conjunto con los resultados. Quizás una mejora es haber mencionado con mayor énfasis el hecho que los resultados no estuvieron tan cerca de las presunciones explicitadas al principio. Lo anterior desde el análisis del grafico de las percepciones de los estudiantes ya que a pesar de que se explicita que los alumnos tienen una percepción positiva al SRV, los gráficos muestran algo un poco diferente.

**Aprobada en Consejo de Facultad / abril de 2011**

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FIRMA PROF. EVALUADOR

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