



**Self-Assessing Students' Videos to Improve Speaking Skills**

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Presented as Partial Fulfillment for the Degree of Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza de Inglés.  
CES: RPC-SE-19-N°.140-2020. Cohort 2018 - 2019. Guayaquil, February 11<sup>th</sup>, 2021.

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### Abstract

This study aimed at improving speaking skills by using self-assessed videos in students at a private university. Participants' weakness in trying to express themselves was the main reason of implementing this innovation. This study used quantitative and qualitative methods during the five weeks. Twenty students were part of this innovation, the study included the application of pretest and posttest. Participants were trained in and used a rubric to self-assess their videos. Students created dialogues and recorded themselves using their digital devices. After the innovation, quantitative results showed a large effect size, Cohen's  $d=0.79$ . On the other hand, qualitative results showed that students had a positive perception of the use of self-assessment since it helped them to notice their mistakes thus gaining more confidence. This study affirms that self-assessment videos improve the students' oral skills and help students to become more independent and active learners.

*Keywords:* self-assessment, speaking skills, feedback, mobile-assisted language learning.

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### Resumen

El objetivo de este estudio es mejorar las habilidades orales a través de videos de autoevaluación en alumnos de una universidad privada. La debilidad en el habla de los estudiantes fue la razón principal para implementar. Este estudio utilizó métodos cuantitativos y cualitativos durante cinco semanas. Veinte estudiantes participaron en esta innovación, el estudio incluyó la aplicación de una prueba previa y una posterior. Los participantes fueron entrenados y utilizaron una rúbrica para autoevaluar sus videos. Los estudiantes crearon diálogos y se grabaron utilizando sus dispositivos digitales. Luego de la innovación los resultados cuantitativos demostraron que después de la intervención fue altamente significativa con un valor de Cohen  $d = 0.79$ . Del otro lado, resultados cualitativos demostraron que los estudiantes tuvieron una perspectiva positiva del uso de autoevaluación ya que les ayuda a reconocer sus errores y así ganar más confianza. Este estudio confirma que la autoevaluación de videos mejora las habilidades orales y ayuda a los estudiantes convirtiéndose en aprendices independientes y activos.

Palabras claves: autoevaluación, habilidades orales, retroalimentación, aprendizaje de idiomas asistido por dispositivos móviles

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Nowadays, with globalization English has become the world's lingua franca, however most English speakers are not those who are considered as native speakers (Mauranen, 2011). The fact that over one billion people speak English as a Foreign Language (EFL) comes from the circumstance that it represents one of the three "working languages" followed by French and German. (Breene, 2016). The increasing worldwide communication demand of being able to communicate in English is a desire for most students and represents a challenge for teachers, too (Ahmad & Rao, 2013).

Therefore, the need of improving speaking skills in English is the request of people who want to be able to express themselves in a second language or to make sure that their descendants' generations achieve this goal at a certain point. The focused-on English started from the request to master the language to a high level of accuracy and fluency (Richards, 2006). According to Luoma (2004), speaking skills are considered as a relevant part of the curriculum in language teaching, which makes them an important object of assessment as well.

The growing necessity of being able to communicate ideas orally has been a constant concern for most students who want to be able to be understood by others. Assessing speaking requires a live oral performance for later evaluation, selecting the right methods, scales, and training students. Luoma (2004) expressed that self-assessment represents a huge challenge due to there are different aspects that influence the impression a tester might get from an examinee such as strongest or weakest features of performers, accuracy, and range of vocabulary. In Ecuador students' opportunities to self-assess and to practice their speaking skills are mostly limited to the confines of the classroom where they have few opportunities to practice with others outside it.

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Another difficulty Ecuadorian student faced is that most EFL classes are teacher-centered where facilitators focus more on content rather than on meaningful activities that could lead to more interaction among students. Ramirez and Briones (2018) found that EFL teachers used the traditional approach to teach English that is, using drills, translations, and monologues inside the classrooms. Moreover, Richards (2015) explained that authentic and meaningful tasks have a deep impact on the English learning process.

Additionally, students whose English-speaking levels are weak feel reluctant to participate; this, according to Krashen (2013), is due to the fear of being judged or criticized by other peers thus decreasing their motivation to participate. This is explained in one of the principles of Brown (2001) who suggested that “intrinsic motivation is one of the most powerful rewards motivated within the learner” (p. 59).

In 2012, the Ministry of Education aimed to make significant changes with the objective to improve EFL classes and stated through the English Language Learning (ELL) Standards the expected results students are likely to achieve by the end of a level. The ELL Standards are based on the Common European Framework of Reference for Languages (CEFR) especially contemplating the communicative language components and the language skills as the main core of the program. In this respect, speaking skills standards are classified in two features: speaking production and speaking interaction (p.10). Thus, the EFL learning-teaching process in Ecuadorian education has become more demanding due to these standards (Ramirez & Macías, 2018)

As stated by Ramirez and Macías (2018), EFL classrooms are in quest of new instructional designs to provide support to teachers on their practices and benefit students as well. Besides, the Ecuadorian Standards domain 4 (Ministerio de Educación, 2012) established that teachers need to look for different ways to apply different

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assessment criteria to improve students' skills. Nevertheless, the results of the research made by the author above focused on developing speaking skills through think-loud practice indicated, there was little improvement in students' speaking length and accurateness. Factors as time and spaces for practice in class turned into disadvantages throughout the execution of the research.

On the contrary, a study conducted by Panadero et al (2017) found that self-assessment had an impact on students' performance. This is in line with the findings of De Saint Léger and Storch (2009) whose findings revealed that self-assessment encouraged learners to feel more involved in their learning process thus improving their English skills. Moreover, self-assessment helps learners to explore the language and to notice their own mistakes (Brown & Harries, 2014). Also, self-assessment contributes to student learning in Information Communication Technology (ICT) environment (Ross & Starling, 2008).

Regarding the use of ICT in the classroom, many studies have pointed out the use of it to enrich learning. Bahadorfar and Omidvar (2014) expressed that teachers should encourage students to use technology since it helps them to develop their speaking skills. What is more, the Ecuadorian Ministry of Education (Ministerio de Educación, 2012) established through standard 3c.4 that "teachers should use technological resources to enhance language and content-area instruction for students." (p. 5). The use of technology inside the classroom is a powerful resource to promote interaction and motivation inside the classroom. According to Education First (2019), there is a consistent correlation between English improvement and technology adoption. The study reported that access to English-language media speeds up the learning process.

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Based on the previous research results, it emerges the necessity to continue making new research to find better opportunities for learners. A similar situation is currently taking place at a private institute in the city of Guayaquil. According to Consejo de Educación Superior (2016), the level required for students once they graduated should be B2. However, some participants present problems on oral production since it is difficult for them to express a statement without suffering a L1 interference.

Even though there are some studies about self-assessment to improve speaking, there are not enough studies on self-assessment through videos to achieve the same goal. Some research studies done in Ecuador have been conducted to find out about this limitation. The use and implementation of peer-feedback in the EFL through different media for improving speaking skills showed that learners improved their oral competences and that the process benefited both teachers and students (Espinoza, 2019; Yopez, 2019). Besides, the use of mobile devices to improve speaking has been proven to provide assessment practices that enriched the student's oral performances in particular terms of communication and interaction (Saltos, 2019). The present study aimed to improve the learner's speaking skills by using self-assessment videos. The innovation included the use of mobile devices to record spoken interaction among students for later self-assessment.

There is without a doubt a need to apply new strategies and methods to help students reach their desired level. The role of self-assessment and the use of technology play an important part in the ongoing learning process. Therefore, the purpose of the present study was to determine improvement in students' speaking skills by answering the following research questions:

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1. To what extent do students improve speaking skills through self-assessment of their recorded videos?
2. What are the students' perspectives about the use of self-assessment of their recorded videos?

### **Literature Review**

This action research proposes a study about self-assessing students' videos to improve their speaking skills. This study is supported by several theories to analyze different perspectives that might influence the implementation success. They refer to speaking, Self-assessment, Communicative Language Teaching (CLT) and Mobile Assisted Language Learning (MALL) which are described in this section.

#### **Speaking**

Tomlinson (2013) explained that speaking requires the combination of different cognitive skills such as a working memory of words, concepts as well as self-monitoring. Besides, Ginther (2012) expressed that speaking is one of the most difficult skills since it involves students' live oral performance that is expressing opinions, giving instructions, explaining, asking for information, and interacting with others. Richards (2006) stated that teachers need to make sure most activities are comprehensible and meaningful, so students can link what they are learning to real-life situations.

Additionally, the Common European Framework of Reference (CEFR) establishes criteria for learners from A1 to C2 and the expected outcomes for each of the levels. At level A2, students can communicate in a simple and direct way. They can also hold very short social exchanges, but they cannot understand enough to maintain a conversation.

According to Brown (2001), speaking criteria involves different components such as pronunciation, fluency, accuracy, and interaction, among others. Gilakjani (2016)



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affirmed that pronunciation refers to the production of words and it is used for making meaning. Moreover, Richards and Schmidt (2002) expressed that pronunciation is a method to produce certain sounds. Fluency involves students taking part in activities and do it with speed and ease without hesitation from the speaker (Nation & Newton, 2009). On the other hand, the number of errors learners make measures accuracy (Nation & Newton, 2009). Interaction involves person-to-person conversation and does not only include the process of receiving and producing information but also being able to produce on one's own (Burns et al, 1996).

### **Self-assessment**

Brown (2001) stated that self-assessment demands the learners to be independent in reaching success in their learning process. It is referred as a method where the teacher-centered method is left behind and changes into a student-centered one to improve learning. Andrade and Du (2007) expressed that self-assessment is a process where learners reflect and evaluate their work using determined criteria; they identify the weakness and strengths of their work and make the necessary adjustment to improve their skills. This in line with Brown and Harris (2014), who agree that self-assessment contributes to learning outcomes and increases students' autonomy.

Tholin (2008) defined self-assessment as a natural element of autonomous learning since it gives the learners a sense of consciousness of the learning. Self-assessment helps learner to reflect on their work, and it engages them in assessment tasks therefore it helps to maintain students' interest and attention (Ross, 2006). It provides students the opportunities to revise and improve the task or performance. Self-assessment helps learners to develop their own criteria to evaluate the quality of their work and to stop depending on external evaluation coming from the teacher. Jacobs and Farrell (2003) pointed out that with self-assessment the students take a more proactive

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role and even though teachers are, still generally the more knowledgeable and experienced person in the classroom.

However, in order to help learners to do their best, it is necessary to help students to assess their improvement by training them on self-evaluating their performance. Rolhesier and Ross (2001) manifested that self-evaluation is a powerful technique because it affects students' performance through enhanced self-efficacy. If teachers provide the necessary training for students on how to self-evaluate it helps to decrease emotional factors such as shyness and nervousness. In this regard, Crowell (2015) expressed that students who are trained on how to self-evaluate will be able to conquer difficult tasks and feel more confident and improve their attitude towards learning.

Furthermore, Sendziuk (2010) stated that feedback needs to be provided in a form that allows learners to judge their performance and ways students can improve. Besides, Eberlein et al (2005) confirmed that feedback influences learners' outcomes and improves self-assessment overall. Thus, feedback is a useful tool in students' self-assessment process since it helps to increase learner's motivation and make them realize the areas that need improvement. In this regard, Nicol and Macfarlane-Dick (2006) mentioned that an effective feedback could make a difference in students' achievement of their learning goals.

### **Communicative Language Teaching (CLT)**

Richards (2006) sustained that CLT is a set of principles about how EFL students learn a language, activities inside the classroom to facilitate learning, and the role of teachers and learners. Heng (2014) expressed that CLT is a learner-centered approach where teachers are no longer seen as knowledge giver, and that the prime goal of this approach is to develop learner's communicative competences through a variety of activities inside and outside the classroom such as group work, role-playing, and pair

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work. Richards (2006) expressed that the role of CLT activities is to develop communicative competence where students negotiate meaning by using their communication strategies.

Furthermore, Savignon (2007) said that “The essence of CLT is the engagement of learners in communication in order to allow them to develop their communicative competence” (p. 209). In this regard, Richards (2006) expressed that communicative competence includes aspects such as use formal and informal speech, use language according to the settings, produce and understand different types of text and interact despite limitations of the language.

### **Mobile Assisted Language Learning**

Living in a digital era where technological advances have taken enormous steps in people’s life, one of the greatest inventions along with the internet is the use of digital devices, which have contributed to language teaching and learning. In the educational field, MALL uses portable devices that help the learning process by offering new ways of interaction (Tarighat & Khodabakhsh, 2016). MALL is characterized for letting learning be spontaneous, informal, and ubiquitous (Miangah & Nezarat, 2012). It can be used to improve any skill, in this case speaking.

In education, MALL is a new tool to improve students’ oral skills. Sharples (2005) said that MALL enables learning to take place in different scenarios inside and outside the classrooms. Besides, the same author pointed out that MALL helps learners to construct their own understanding by customizing it. Furthermore, MALL allows accessibility, immediacy, and instructional activities (Ogata & Yano, 2005)

Moreover, MALL devices are flexible, low cost, small size, and user friendly (Huang et al, 2012). In addition, Wagner (2005) said that mobile phones are daily devices used by everyone including students from all over the world. It means that for

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students using this friendly device, it requires little training or support since they are already accustomed to it.

However, Viberg and Grönlund (2012) expressed that MALL relies on good networks that sometimes do not provide high transmission and may cause disturbance. Besides, Beatty (2003) confirmed that teachers must think very carefully before investing time and money in new (and unproven) technologies. Additionally, Luque-Agulló and Martos-Vallejo (2015) explained it takes some time to adapt the device to the content explained in an EFL classroom.

The goal of this action research is that participants benefit from this study by improving their oral skills by using self-assessment videos. Mobile technology was used to facilitate self-assessment, and this has not been in the University before.

### **Innovation**

This innovation aimed to improve students' speaking skills through self-assessment of videos. It took place at a private university in Guayaquil, Ecuador. The study was carried out for five weeks. The same content from the participants' course book was used as well as extra material to reinforce the innovation. During the weeks, the innovation was implemented, the participants were provided with the right amount of vocabulary, communicative activities and interaction aiming at improving speaking. For this innovation, the researcher developed a backward lesson plan (See Appendix A). Participants used mobile devices for recording the videos and for the purpose of self-assessment; students recorded four videos during the time the innovation took place.

For this innovation, the teacher considered the desired results she expected from the students. Then, the facilitator decided what activities should be used to assess learning and to reach the pre-established goals to support transfer and making sure all the activities turn into improvement of students' speaking skills. As Richards (2013)

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explained, backward design starts by establishing the desired outcomes, the results of learning come from the appropriate teaching activities and content.

During the period this innovation was carried out, some activities were done in pairs in class. At the beginning of the innovation students were trained on how to self-assess their video performance by using videos from the Cambridge English Language Assessment and validate the performance against a rubric (Appendix B). During the first week, the participants practiced on how to use the speaking rubric for this innovation.

The following weeks, after training, the participants were introduced to the course book. The content not only included speaking, but all the other skills as well. Participants used mobile devices to record their performance based on the unit topics of the textbook. For the purpose of self-assessment and getting feedback from the teacher, the participants recorded their videos on the website Flipgrid. The investigation length was 30 hours during 5 weeks with the group from the second semester of Business Administration.

### **Methodology**

This study is an action research because it does not only involve the participants, but the facilitator, too. Johnson (2012) explained that action research is a process in which teachers study a school situation to understand and improve the quality of the students' learning. It is a mixed method that includes analyzing both quantitative and qualitative data. The action research was carried out at a private university in Guayaquil.

### **Participants**

For this research, the sample studied was formed by a group of twenty students from a private university in Guayaquil, in which 13 participants were females and 7

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males. They are Ecuadorian and their ages ranged between nineteen and twenty-three years old. Based on the results from the survey conducted among the students (See Appendix G, Appendix H), it was possible to determine that 80% belonged to a middle class, 15% were low-class, and only 5% was high-class.

Regarding their English learning background results, the university was selected as the first place where they had learned the language. Since the research demanded the use of technological tools, such as computer or smartphone, approximately 90% of the students had access to one of these devices considering themselves 30% on a basic level and 55% on an intermediate level; only 15% of the participants answered they had advanced knowledge on this aspect. The participants for the sample were considered heterogeneous due to the differences on the results obtained from the placement test (See Appendix D); in which their proficiency percentage showed: 40% Pre-A1; 30%; 30% A2 (See Appendix E). The placement test was a mock Key English Test (KET) according to the Common European Framework (CEFR).

This study aimed at obtaining valid results for the research questions stated as the rationale of the study. Therefore, the expectation was to notice an improvement in students' speaking skills through self-assessment of their recorded videos as well as to find out the students' perspectives about the use of this technological strategy.

### **Instruments**

The instruments were designed to gather valuable information from the action research. They were used to answer two research questions a) To what extent do students improve speaking skills through self-assessment of their recorded videos? b) What are the students' perspectives about the use of self-assessment recorded videos?

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The research included quantitative and qualitative methods to answer both questions. For the implementation of this study the independent variable was self-assessment with the use of videos and the dependent variable, speaking.

### **Pretest/ posttest.**

Focused on the objective of checking improvement in oral skills, students recorded 4 videos, the first and the last one, both were used as pre and posttest. The first video was recorded on week two after the participants were familiar with the rubric. Students recorded the first video that lasted about three minutes maximum and one-and-a-half-minute minimum. They talked about two countries making comparisons and including the vocabulary related to the topic. The last video took place in week five, it was about providing advice when traveling abroad including comparisons and the wordlist of the units. They used a rubric to grade themselves and so did the teacher with the same instrument. After gathering both results, they were compared to determine improvement.

### **Rubrics.**

In order to gather quantitative data from the pre and posttest, a speaking rubric was used by the participants and the researcher. The rubric was adapted from the Common European Framework (CEFR) established criteria for A2 level assessment scale. In this case, three descriptors were pondered: Grammar and Vocabulary, Pronunciation and Fluency. They were graded from six the lowest to ten the highest.

Participants used the rubric to self –assess and to measure improvement in self-assessment from pre and posttests. The results were compared to the researchers´. If the gathered results showed both students´ and teacher´s mean got closer as the innovation goes by, it meant that there was in fact an improvement.

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After collecting all the information from the pre and posttests, the results (raw data) were uploaded to Statistical Package for the Social Sciences (SPSS) program. The program was used to sort the data and obtain descriptive statistics data such as mean, standard deviation and reliability scores.

### **Survey**

All the participants had to complete a survey of a Likert scale survey to obtain data from this action research. The survey had five categories coming from strongly agreed to the highest and strongly disagree. Participants selected the choice they decided was the one that suited them. It was applied in week five and contained eight questions. Additionally, the last two questions were open. The survey was done online using Microsoft Forms.

This tool served to measure the utility of the innovation and helped to find out which components were beneficial to the most and to the least. It also helped to understand the impact this innovation had on the learner's development (See appendix C).

### **Ethical considerations**

According to Howe and Moses (1999), quantitative and qualitative research requires strict scrutiny, the researcher must understand that particular methods require certain ethical issues to be addressed. Also, Ross (2006) explained that objectivity takes an important place when conducting action research, since it creates a sense of both objectivity and privacy.

Regarding objectivity, Banegas and Villacañas (2015) manifested that the research needed to avoid bias when conducting the study and interpreting the data. Pillay (2014) expressed that ethics to research is an important value and that the protection of participants needs to be granted. In order to maintain students' anonymity,



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information given by them remained private. Therefore, for tabulating, and interpreting the data, students' names were to be replaced with a code to avoid any harmful situation. Finally, the main authority of the university signed a letter of consent for the development of this research.

### Results

To answer the first research question: 'To what extent do students improve speaking skills through self-assessment of their recorded videos?', descriptive statistics analysis was applied to determine the means, standard deviation, effect size, and *p* value.

Table 1

#### *Descriptive Statistics of Speaking Pre-Test and Post-Test*

	N	PRETEST		POSTTEST		MD	p value <0.05	d
		M	SD	M	SD			
Total	20	6.601	0.4281	8.25	0.7864	1.649	0.0000	0.79

N= Sample M= Mean SD= Standard Deviation MD= Mean difference d= effect size

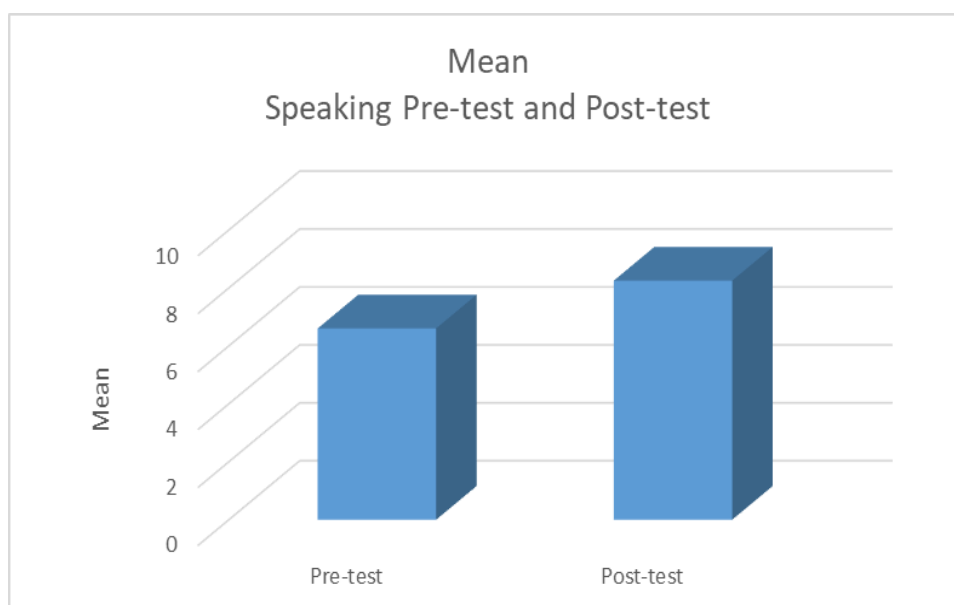
The results demonstrated in Table 1 correspond to the pretest and posttest where different descriptive statistics of speaking are calculated to reveal the subsequent results. From a sample of 20 participants, the mean difference is 1.649 determining the increase in the result of post-test scores. Moreover, the values obtained from the standard deviation in the pre-test as well as in the post-test show data are concentrated close to the mean. As the *p* value is less than 5%, which refers to a lower number than 0.05, it is evident that the innovation is statistically significant showing an improvement on the

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sample after implementing self-recording videos to improve speaking skills.

Additionally, the effect size of the intervention is 0.79 indicating a large effect size in the study. Evidence of the results carried out from the means in pre-test and post-test are displayed in Figure 1.

*Figure 1. Mean Results from Speaking Pre-test and Post-test*



The findings in the next section were derived from the speaking rubric (Appendix B) implemented in the pre-test and post-test. In Table 2, the similarity on the result of the means evidence that in all the aspects considered in the rubric were improvements reached by the participants (N=20), where fluency achieves the most remarkable score from 6.45 to 8.25. The  $p$  value with an alpha of 5%, with less than 0.05 for the three aspects of the theoretical framework, reflects that improvement in both variables are significant due to the implementation of the innovation. Also, the measure obtained from the standard deviation indicates that the variables scores tend to be close to the means. Based on these results, it is determined that the main objective of the

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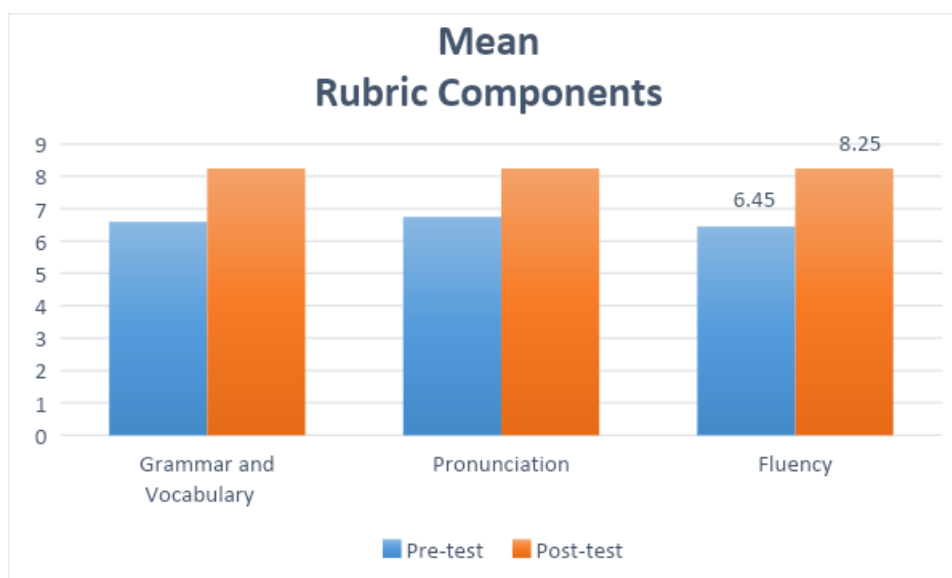
implementation to improve speaking skills was achieved considerably during the process of the innovation.

Table 2

Results by Component of the Rubric

	PRE-TEST			POST-TEST			p value <0.05	d
	N	M	SD	M	SD	MD		
Grammar and Vocabulary	20	6.6	0.50	8.25	0.79	1.65	0.00	0.79
Pronunciation	20	6.75	0.55	8.25	0.79	1.5	0.00	0.74
Fluency	20	6.45	0.65	8.25	0.79	1.8	0.00	0.79

Figure 2. Mean Results from the Rubric Components



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The second question was addressed to reveal the students' perspectives about the use of self-assessment recorded videos (Appendix C, Appendix F). Table 3 shows the results of this survey to identify the viewpoint of the participants.

Table 3

### *Results of Students' Perspective Survey*

(N=20)

QUESTIONS	SCALES				
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
<b>Have you used self-assessment in previous courses?</b>	5%		10%	40%	45%
<b>Do you consider self-assessment as a valuable part in the speaking process?</b>	60%	20%	20%		
<b>Was it difficult for you to self-assess?</b>	15%	55%	25%	5%	
<b>Did self-assessment help you to enhance your fluency?</b>	55%	30%	15%		
<b>Was the rubric easy to understand?</b>	35%	50%	10%	5%	
<b>Would you recommend instructors to use self-assessment to improve other skills?</b>	60%	35%	5%		
<b>Do you find it easy to use your mobile for recording videos?</b>	90%	10%			
<b>Do you still feel nervous when you speak in English?</b>	15%		20%	60%	5%

The results shown in the table above were extracted from the students' perspective survey after they watched their final video recorded by themselves. This document conveys there is not a constant implementation of a rubric for evaluating learning processes. It is shown with more than 80% of students who disagree or strongly disagree with the question where it is asked if they had used a rubric in previous courses. However, the participants consider self-assessment as a helpful part of their

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speaking process (60% agree). For that reason, 60% of students stated they would suggest to other instructors to use a speaking rubric to enhance oral skills. Likewise, students agree with a high percentage (90%: strongly agree and 10% agree) on using mobiles for recording videos which turned to be an easy way to manage the process. Additionally, many respondents (65%) assure they have diminished their nervousness when speaking English after understanding the rubric clearly.

Regarding open questions about self-assessment and speaking, the students answered the following. The first question about benefits and difficulties of using self-assessment, the students expressed: *“In my opinion self-assessment is very important and necessary to improve pronunciation”* (S3). *“I find it very entertaining and fun to be able to learn that way”* (S6). For the question about the benefits and difficulties of speaking English, the students answered that: *“In my opinion this brings many opportunities and benefits anywhere in the world since it is one of the most widely used languages to communicate”* (S2). *“Speaking in English is beneficial since it helps us to have a better vocalization when we can establish a conversation”* (S9).

### **Discussion**

The results examined from different aspects such as quantitative and qualitative evaluations made by the students, demonstrate that self-assessment does help students to improve speaking. In relation to research question one: To what extent do students improve speaking skills through self-assessment of their recorded videos. Students are now aware of the importance of being able to self-assess to develop their speaking skills. This is in line with Andrade and Du (2007) who manifested that by using self-assessment learners gather information about their performance and then see if it matches their goals. Furthermore, Brown and Harris (2014) explained that learners want to know if they are doing a good job self-assessing and expect teachers to provide

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the right feedback and instruction. Also, Sendziuk (2010) expressed that self-assessment encourage students to meaningful engage with the feedback they receive for further practices, the improvements were evident in their performance. In the same vein, participants considered the rubric as a useful assistance for oral assignments to enhance grammar, vocabulary, pronunciation, and fluency.

It is important to point out that the rubric became a relevant support at the time of recording the videos. It helped to find out the pre-test and post-test improvement. Brown and Harris (2014) expressed that self-assessment helps learner to find and choose the best methods to reach their personal objectives by using a rubric. The results demonstrated that the most satisfactory findings were fluency with a pre-test mean of 6,45 and a post-test mean of 8,25 (See Table 2). Eventually, there is also a noticeable increase in the grammar and vocabulary component with 1,65 points as well as the pronunciation with an improvement of 1,5 points. At the beginning, the students were rigorous on their grades, but as the weeks passed by, they started to see their improvement and it was shown on the way they graded at the end of the study. This may be a result of the students being trained in self-assessment. This in line with Joo (2016) who reported that self-assessment training can enhance L2 ability.

For the second research question related to the student's perspective about using self-assessment recorded videos to improve their speaking skills, the outcomes showed that working on and evaluating themselves before an oral presentation contributes to improve grammar and vocabulary, pronunciation, and fluency (see Table 2), as well as to reduce feelings of nervousness (See Table 3). Huang et al (2012) stated that including MALL tools offer flexible and friendly execution of the task. Therefore, during the process of self-assessment is necessary to provide the most suitable instruments to students with the purpose of accomplishing the objective and achieve

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their goals of improvement successfully. This aspect agrees with Miangah and Nezarat (2012) who stated that interaction in a non-traditional classroom tend to increase participants spontaneity and improve the students' achievement, by rehearsing, monitoring, and developing their videos assignments. However, it is relevant to denote there was a small number of participants (10%) who did not demonstrate a significant progress in all three aspects considered in the rubric (See Appendix C). According to these students, the lack of time they committed to practice was the factor that influenced on their limited improvement. It is ineluctable to admit that every student learns at a different pace.

Several studies back up the majority and optimistic results found in the rest of the participants. Thus, it is important to point out the benefits students got from this study with the aim of improving their oral skills by developing their own videos that were improved using self-assessment.

### **Conclusions**

The aim of this study was to find out if self- assessment recorded videos improve speaking skills. After comparing the results obtained from this study to others, it can be concluded that the participants increased their oral performance by using self-assessment. In contrast, the rest of participants manifested a positive perception of the research study. They expressed that overall, they improved their speaking skill, especially fluency. The rubric helped students to notice by using self-assessment they could identify the areas they need to work on more.

Furthermore, participants noticed the effects of self-assessing because it helped them to motivate effectiveness, practice, and monitoring for each video assignment. The participants said they felt more confident than before the implementation when carrying out an oral presentation due to the previous speaking self-assessment through videos of

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themselves. The main purpose was to encourage students to communicate orally as well as decreasing negative feelings such as apprehension or nervousness in speaking.

During this practice, which was repetitive and constant throughout these 5 weeks, helped them to overcome any trouble experienced about their own self-perspectives when speaking English. Even though, there was a 10% of the sample who found difficult to achieve a meaningful progress in the three criteria due to lack of time to keep on reinforcing pronunciation and fluency more than being focused only on grammar. Despite the results of this minority with this limitation and the rest of the group, the use of technology helped to increase their motivation. Participant felt they worked better by using technology and they were learning more than in a traditional classroom.

The findings from tests and surveys also reported a meaningful acceptance from students towards the implementation of a rubric as a reference to improve on their performance. The researcher also noticed the participants were eager to interact with their peers without being afraid of making mistakes. Since the participants could review their assigned videos it helped them to review it as many times as they considered necessary and after watching their videos of themselves, showed the path to follow to become better every time. In other words, by using self-assessment they have overcome the difficulties and fears and become better learners.

### **Limitations**

It is essential to point out the limitations found by applying the present study, which prevented the results from being more significant. First, research show that larger sizes samples contribute to less error variance. In this case, the sample was only made of 20 participants. In addition, there was an absence of a control group, which would improve reliability, thus, the results cannot be generalized due to the small sample.

However, this action research will benefit the specific group of participants, since they



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can now identify their opportunities for improve and make the necessary changes to become better speakers.

Second, the time the students took to upload the videos. All students had their own digital devices, but there were times the researcher needed to remind the participants the dateline of the video assignment. The participants expressed that not having a good internet connection made it difficult for them to upload the videos on time. Also, the participants struggled since they did not want people (classmates) to watch their faces on the videos, however, the researcher explained that it was a must and that they should do what was established at the beginning of the innovation.

### **Recommendations**

The aim of this study focused on speaking skills needs other research supporting the same purpose of improving speaking skills. Including a larger number of students in the implementation would provide more facts that need to be investigated and that influences in the speaking practice as well as how to give the support to increase it from a teacher-role.

Online classes as part of the learning process helped students to get acquainted with looking at themselves on a live video leading them to get used to see themselves speaking English in a digital screen. Therefore, it is important to see what students' reaction would be once this condition ends. It would be necessary to continue with future research to monitor the progress towards using technological resources to self-assess.

The application of recorded videos to self-assess turned to be the most accurate combination between a daily-use device and the parameters to follow to accomplish their purpose of improving speaking skills. Students witnessed the progress achieved by themselves when comparing their weaknesses on the first stage of the

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implementation and at the end of it. Self-assessment throughout recorded videos is a new subject in which other researchers can conduct their purpose of study to reveal many other facts that influence the improvement of this communicative skill.

Meanwhile, this researcher expects this study might be used as a meaningful reference for the upcoming investigations related to how to improve students' speaking skills.

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### **Appendix A**

#### **Lesson Plan**

Available upon request.

### **Appendix B**

#### **Speaking Rubric**

Available upon request.

### **Appendix C**

#### **Survey**

#### **Students' Perspectives**

Available upon request.

### **Appendix D**

#### **Placement Test**

Available upon request.

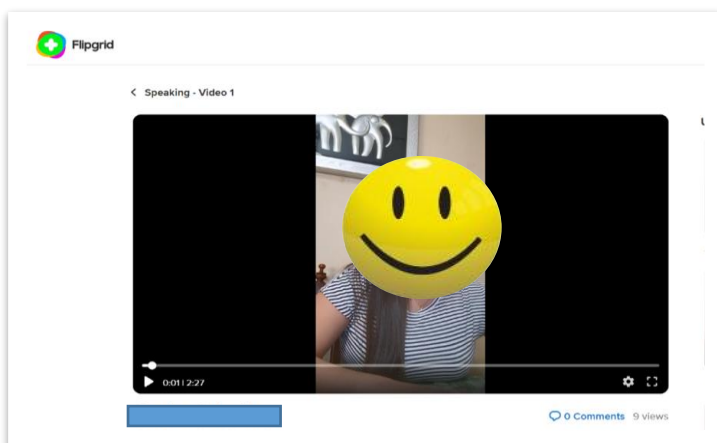
### **Appendix E**

#### **Placement Test Results**

Available upon request.

### **Appendix F**

#### **Posted Video Evidence**



## SELF-ASSESSMENT VIDEOS SPEAKING SKILLS

### **Appendix G**

#### **Demographic Survey**

Available upon request.

### **Appendix I**

#### **University authorization**

Available upon request.

### **Appendix J**

#### **Interview Protocol**

Available upon request.