



Self- Assessing Students' Recordings to Improve Interaction in Speaking skill

Vivian Nathalie Pabón Izurieta

Guide: María Rossana Ramírez Ávila, M Ed.

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vivian.pabon@casagrande.edu.ec Guayaquil, December 12th ,2022

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Self- Assessing Students' Recordings to Improve Interaction

“English is considered as the most commonly spoken language and official language of nearly 53 countries” (KParvathi, 2016, p.10). English is a lingua franca that allows learners to work in different fields; education, technology, medicine, and others. English covers all fields of study and helps to establish a better development in the society.

Education has changed since Covid-19 appeared. Nowadays, virtual classes are helpful in any career. Public schools are using synchronous sessions to maintain interaction with the students but there are few public schools that only use WhatsApp to send tasks or voice notes. Meanwhile, other public schools have virtual sessions.

In addition to this, output skills refer to speaking and writing. Those are principal skills that learners use to communicate. Brown and Yule (1983) said “Speaking is the skill that the students will be judged upon most in real life situations” (as cited in Bahadorfar & Omidvar, 2014, p.9). Speaking in virtual classes is demanding for some students that do not want to interact or do not know how to do it. Having a speaking participation allows students to feel more engaged, and the virtual sessions will be the best way to start using a digital application likes Vocaroo. The teacher knows that learners need to practice even if they do not have face-to-face classes.

This research study focused on self- assessment through recordings showing how students can improve their speaking. Pino (2021) mentioned that

Teachers often have to use new ICT tools or social networks. These apps have many benefits and teachers need to explore them for use in the classroom. Students can use an audio / video recording program to record student voices on any topic, analyze the oral skills of other

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students, and provide immediate self-assessment through the same medium (p.6).

This Public school suffers a lot of problems. Most of the cases they do not have English staff and some Spanish teachers try to teach them but it is not the same. In this study, the researcher observes that students do not receive English classes when they studied in primary school. In few words, learners do not have vocabulary. Therefore, the goal of this paper is to show how self- assessing students' recordings help to improve interaction in speaking skill.

Literature Review

This research study focuses on oral communication skills using self-assessment of students' recordings in real-life situations. Some theories and studies are introduced in this section; speaking, interaction, WhatsApp, Vocaroo, audio recording, self – assessment and rubric.

Speaking

According to Goh (2007), speaking is a skill that visualizes for thinking and learning. Currently, speaking has a significant role in the students' learning. Indeed, it facilitates language acquisition and development where learners should learn how to articulate and pronounce words. McCarthy (1998) stated that

Speaking is made of three important cognitive processes that teachers should be aware of: conceptualization (know content to select context for interaction), formulation (express the logical sequences of the content), and articulation (automate appropriate use of mouth, teeth and tongue to conceptualize and formulate). These processes need to be reflected on the lesson plans for achieving communicative spoken competence.

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Speaking is a skill that requires constant practice; in that way, learners might improve their oral skills and obtain good results. During the process, teachers can create conversation clubs where learners acquire new words or phrases that help to increase their English level. According to Nystrand, "Conversations offer practice in using these meaning "tools" to construct and express a wide variety of ideas" (As cited in Zwiers & Crawford, 2011, p. 12).

The study conducted by Jeyasala (2014) asserted that teachers should encourage students' communicative competence all the time besides their limitations to use language fluently and accurately, they should provide them with spaces to interact with others or to immerse them in speaking activities that enhance their ability to use the target language (as cited in Toro et al., 2019). Hence, they need time to think, build and synthesize their thoughts before they talk. Some students need prompts, dialogues and a good teacher that help them in this process.

Interaction

Allwright (1984) said it is important to keep learners active in the classroom, which means reducing the amount of teachers talk in classroom and increasing the learners talk time (as cited in Khadidja, 2010, p. 9). An important point is that students have the chance to interact and learn according to their English level.

Nunan (1991) said that learning to speak in a second or foreign language is facilitated when learners are actively engaged in attempting to communicate (as cited in Irona & Ratmanida, 218, p. 217). The interaction is important among students and facilitate the students' process.

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Whatsapp

Technology facilitates education, and makes teachers innovate and use applications that help students feel free to share their learning process and relevant information. Wang (2005) stated that

Technology has also created a great way to communicate with people in different cultures. For instance, the internet offers a worldwide learning environment that makes distance communication fast and affordable. By using the internet, cross-cultural cooperative groups can be built up (p.41).

Since the pandemic started, this high school is using WhatsApp as a digital tool to send information and have better interaction between teachers and learners. Han and Keskin (2016) highlighted “while using WhatsApp, students have the chance to individualize their learning, especially the language they have been working on” (p.32). It means students have the opportunity to learn at their pace and practice the language as much as they can.

Vocaroo

Vocaroo is a useful tool to record audios that motivates students to speak. The voice feedback in the online class is suitable during the scope of the course. This tool lets students share the link and upload it in different websites where they can learn from others. Albert and Mudure (2021) stated that

Vocaroo users have quick and engaging access when rendering different speaking tasks, since one does not need an account to use it and the automatically generated link to the end-product can be shared with the help of the “save&share” button via e-mail and other social and communication media; the voice recording has a QR code attached to it

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and the corresponding link can be embedded, copied or downloaded (p.6).

Audio Recording

Hudspeth mentioned that "The audio recording offers students a chance to listen to their voices through pauses and repetition" (as cited in Santika, 2021, p.103). It means students can repeat the audio many times and identify difficult sounds that they can not pronounce well. This is the opportunity to boost students' confidence.

Wijayani (2017) said that "Using digital audio recording in learning speaking, language learners can see and keep their conversation in language learning in a digital audio record" (p. 39). It means audio recording might help students to think and organize their ideas in which they do not feel nervous. Indeed, students have the opportunity to record the audio many times and send or share the link when they feel comfortable with the recording.

Self-Assessment

According to Gardner (2000), "self-assessment is the best way to help learners to monitor their progress and identify their language level" (p. 49). Self-assessment is part of the process where students can measure and observe their proficiency level. Also, it allows students to be in more control of their learning and be responsible for their learning objectives.

The author says that it is also practical to encourage learners' self-evaluation and autonomy. Thamarana and Kallepalli (2018) stated that recording device can be used to record what learners speak and this can be compared to the actual pronunciation (p. 3). Self-assessment is a key element in formative assessment because it involves students in thinking about the quality of their own work, rather than relying on their teacher as the sole source of evaluative judgments (Andrade & Valtcheva, 2009, p. 12).

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According to Chamot and O'Malley (1994), "self-assessment requires the student to exercise a variety of learning strategies and higher order thinking skills that not only provide feedback to the student but also provide direction for future learning" (as cited in Ariafar & Fatemipour, 2013, p. 119). Definitely, teachers should involve strategies that help learners to develop abilities to improve their speaking skill. The researcher has to train students to self-assess their process.

Formative and summative evaluation is an important element in determining course design quality (Stewart et al., 2004 p. 103). The teacher has to involve this kind of evaluations giving the opportunity to get a better grade or giving another alternative where they can feel more comfortable to perform the activities. During the performance students will work on different tasks where they can monitor their learning and evaluate their results using a checklist that help them to learn from their errors without teacher help.

Challenges of self-assessment

Gurbanov (2016) mentioned that self-assessment can give negative results. For example, when learners have a huge amount of independence and individual concern related to self-regulation, lack of engagement, supervising, and applying recommendations instead of the guidance of the teacher. One of the challenges of self-assessment is when students are not monitoring during their tasks. In some cases, learners might declare their tasks are not good. However, teacher knows that there are mistakes and need improvement.

Rubrics

Rubrics are convenient tools that help learners to reflect on their work. Huang and Gui mentioned "Rubrics are used to facilitate learning by directing students' attention to specific areas, guiding them to make dependable judgments about their

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work, and assisting them to revise their knowledge (2015, p. 126). In this process, students have to use their rubrics in online classes.

Innovation

This innovation was created to motivate student's participation during online classes. Participants of this innovation are teenagers. This innovation will be applied to 10 students of tenth grade who manage an English level proficiency from A1 to A2. A WhatsApp group will be created by the tutor in order to share the resources to be worked on and give feedback. This lesson plan consists of one week during 40 minutes per week via zoom. The researcher will explain the instruments used for the innovation to students during the first session. Learners must work on activities, in pairs and alone sharing their experience and knowledge.

The teacher will implement a detailed plan (Appendix 1) using strategies and activities. Then, a self-assessment checklist will lead to document students' speaking production to observe what think they can do (Appendix 2). A survey (Appendix 3) will be directed to learners in order to get data and know their perspectives they are producing the language. The teacher's role consists to train students to use the checklist so they can self-assess. Teachers should monitor students while they self-assess and provide feedback.

Students work with a topic that contains vocabulary related to traditions and holidays in Ecuador using vocabulary about food, clothes and extreme sports. The lesson plan included activities that allow oral production and give opportunities to self-assess. In each session students will have the opportunity to work in pairs and individually where the teacher can observe their process during the tasks. At the end of the project, students will create and record their own audio modelling teacher's audio and use the rubric (Appendix 4) to evaluate the following categories; vocabulary,

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pronunciation and interaction. All participants have to know how Vocaroo works and the advantages of this tool.

Methodology

The action research is based on qualitative analysis where the author investigate the process of self- assessment of students' recordings to improve interaction. "A practitioner identifies an issue to investigate through a cycle of planning, acting, observing, and reflecting" (Burns, 2013 as cited in Gay, 2022).

The specific research question is:

- What are the students' perspectives to use recordings to improve their interaction in speaking skill?

The main goal in this proposal is to inspire and notice their deficiency to speak, using a checklist and a survey to get data and support the students' results (Appendix 2 and 3). The qualitative analysis has been used to analyze and compare students' answers using (Appendix 4) in order to understand and draw conclusions.

Sample/Participants

This study, with 10 students of tenth grade (4 males and 6 females). They are between 13-15 years old. It will be conducted at a public school where the researcher works as an English teacher. The institution is located in Guayaquil, Ecuador. The teacher notices the low level that the group has.

Moreover, the author notices that the English curriculum requires involving all the skills but, in this school students' speaking skills are not excellent. For that reason, the researcher wants to help their students in their process. The investigator selected this grade because their speaking levels are lower than others.

Instruments

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The researcher will design a survey in which learners will answer questions towards self-assessment speaking interaction.

This survey will be at the end of the examination.

- Do you like speaking classes?
- How often do you practice speaking in English?
- How does recording your voice on Vocaroo impact your speaking skills?
- How does self- assessment help students to improve their speaking skill?
- What do you not like about recording yourself?

The data collection will be defined by the following instrument: Surveys.

Surveys. - According to Sapsford, "Surveys involve systematic observation or systematic interviewing" (2006). The examiner will use a google form and then share the link to the parents by WhatsApp. Participants use the students' email that the institution provides to complete the survey. They can only use the link once. Google form lets to observe the answers from the survey and get the result immediately. The time to perform or complete the survey should be 20 minutes. Then, the examiner verifies how many students complete the survey and compare the list of the participants that the teacher provided.

- What are students' perspectives to use recordings to improve their interaction?

Data Analysis

Data from the survey will be transcribed in a word document where the researcher will be interpreted and organized the answers. The results will be tabulate through bar graphs or pie charts to illustrate these answers and make them even clearer and more accessible.

Ethical Considerations

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Throughout the research, ethical standards will guide the study to ensure its integrity. A permission letter will be sent to the principal's academy. Considering that all learners are teenagers and need permission, the researcher will send a consent letter to their parents asking for their voluntary participation before developing the innovation. Inductive data analysis will be used to analyse the qualitative data. Surveys will be collected and shared through data visualization tools. Gaijar (2013) mentioned that

Researchers also need to meet their ethical obligations once their research is published: If authors learn of errors that change the interpretation of research findings, they are ethically obligated to promptly correct the errors in a correction, retraction, and erratum or by other means (p.11).

To conclude, the researcher will maintain anonymity by not revealing any results.

Limitations

Having an unstable internet connection could be a difficulty in the implementation of the study. Some of the students might have a limited internet connection or they do not have a computer, cellphone. Consequently, they may use their phones or tablets, which can be distracting and not suitable for comfortable online learning.

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Appendix 1

Lesson Plan

Available upon request.

Appendix 2.

Self-assessment checklist

Available upon request.

Appendix 3.

Survey

Available upon request.

Appendix 4.

Rubric for Speaking

Available upon request.