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Implementing Self- Assessment to Enhance Spoken Fluency through Audio-Video Recording
Activities of Sixth Graders in A1 and L2 English

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Research Report submitted

In partial fulfillment of the requirements for the degree of
Master in English Language Teaching – Autonomous Learning Environments

Directed by Albedro CADENA

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Chia, Colombia

March 6th, 2017

Declaration

I hereby declare that my research report entitled:

Implementing Self- Assessment to Enhance Spoken Fluency through Audio-Video Recording
Activities of Sixth Graders in A1 and L2 English

- is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
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- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;
- has been submitted by or on the required submission date.

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To God who showed me this delightful path: teaching;
To my beloved family who supports me in the sunlight as well as in the darkness;
To my professors and colleagues from whom I have enriched my mind and my soul.
To you, Julián Esteban for your patience and love; my little child, you are my everything.

Zahyd JESN

Abstract

Previous studies on technological devices have indicated that the use of audio and video tools can be very useful to develop pronunciation skills. However, little attention has been paid to the self-assessment process that students can do along with audio-video recording and its impact on fluency. This study shows how self-assessment of sixth graders at two state institutions strengthens their oral fluency by encouraging self-criticism and self-monitoring. The study followed a mixed methods (quantitative-qualitative) approach and collected data from a survey before and after the intervention, two students' video-recordings collected before and after the intervention, self-assessment checklists, and teachers' journals. After analyzing them, it was possible to find that self-assessment enhanced self-confidence and self-direction favoring students' motivation to speak in the EFL classroom. This situation is valuable in the teaching-learning process, as it contributes to making classes more student-centered classrooms, and fostering students' autonomy. As a result, learners may become more competitive to seek better economic, professional and social opportunities.

Key Words: Self-assessment, spoken fluency, audio-video recordings

Resumen

Estudios previos han encontrado que el uso de audio y video puede ser una herramienta muy útil para desarrollar habilidades de pronunciación. Sin embargo, se ha prestado poca atención al proceso de auto-evaluación que se puede hacer después del uso de estas actividades y su impacto en la fluidez oral. Este estudio muestra cómo la auto-evaluación implementada en estudiantes de grado sexto de dos instituciones del Estado refuerza su fluidez oral mediante el fomento de la autocrítica y el automonitoreo. Los datos de esta investigación-acción se recolectaron con un método mixto (cuantitativo-cualitativo) a través de una encuesta y dos video

grabaciones de los estudiantes antes y después de la intervención, unas listas de chequeo auto-evaluativas y diarios de campo de los docentes. Después de su análisis, se pudo encontrar que la autoevaluación mejoró su confianza y su autodirección lo que afectó positivamente la motivación de los estudiantes para hablar en la clase de inglés. Esta situación es valiosa en el proceso de enseñanza-aprendizaje, ya que contribuirá a que las clases sean más centradas en los estudiantes y aumentará su autonomía lo que les llevará a convertirse en seres más competitivos y con mejores oportunidades económicas, profesionales y sociales en su vida futura.

Palabras claves: Auto-evaluación, fluidez, grabaciones de audio-video

Table of Contents

Acknowledgements.....	ii
Abstract.....	iii
Resumen.....	iii
Table of Figures	ix
Table of Tables	ix
Chapter 1: Introduction.....	1
1.1 Introduction to the Study	1
1.2 Rationale of the Study.....	2
1.2.1 Needs analysis and problem statement	3
1.2.2 Justification of problem’s significance	4
1.2.3 Strategy selected to address problem	5
1.3 Research question and objectives	6
1.4 Conclusion	6
Chapter 2: Literature Review.....	8
2.1 Introduction.....	8
2.2 Theoretical framework.....	8
2.2.1 Self-assessment	8
2.2.2 Audio-video recordings.....	11
2.2.3 Spoken Fluency.....	12
2.3 State of the art	14
2.3.1 Previous research on self-assessment.....	15
2.3.2 Previous research on spoken fluency	16

2.3.3	Previous research on audio-video recording.....	16
2.3.4	Justification of research question/objectives.....	17
2.4	Conclusion	18
Chapter 3: Research Design.....		20
3.1	Introduction.....	20
3.2	Type of study	20
3.3	Context.....	21
3.3.1	Participants.....	22
3.3.2	Researcher's role.....	23
3.3.3	Ethical considerations	23
3.4	Data collection instruments.....	24
3.4.1	Descriptions and justifications	24
3.4.1.1	Pre-post tests	25
3.4.1.2	Surveys.....	26
3.4.1.3	Self-checklists.....	27
3.4.1.4	Teacher's Journals	28
3.4.2	Validation and piloting.....	28
3.5	Conclusion	29
Chapter 4: Pedagogical Intervention and Implementation.....		30
4.1	Introduction.....	30
4.2	Visions of language, learning, and curriculum	30
4.2.1	Vision of language	30
4.2.2	Vision of learning.....	31

4.2.3	Vision of curriculum	32
4.3	Instructional design.....	33
4.3.1	Lesson planning	34
4.3.2	Implementation	35
4.4	Conclusion	36
Chapter 5: Results and Data Analysis.....		37
5.1	Introduction.....	37
5.2	Data management procedures	37
5.2.1	Validation.....	39
5.2.2	Data analysis methodology	39
5.3	Categories	41
5.3.1	Overall category mapping.....	41
5.3.2	Discussion of categories.....	43
5.3.2.1	Anxiety reduction.....	44
5.3.2.2	Self-direction.....	48
5.3.2.3	Self-Confidence	52
5.3.3	Core category	59
5.4	Conclusion	60
Chapter 6: Conclusions and Pedagogical Implications.....		61
6.1	Introduction.....	61
6.2	Comparison of results with previous studies' results	62
6.3	Significance of the results.....	63
6.4	Pedagogical challenges and recommendations	64

6.5	Research limitations on the present study.....	65
6.6	Further research	66
6.7	Conclusion	67
	References.....	69
	Appendix A: Consent Letters.....	82
A.1	Principal’s consent letter.....	82
A.2	Students’ consent letter	83
A.3	Parents’ consent letter	84
	Appendix B: Instruments	85
B.1	Needs analysis speaking rubric.....	85
B.2	Survey:	87
B.2.1	Entrance survey.....	87
B.2.2	Final survey.....	94
B.3	Spoken fluency rubric (Pre-post test)	97
B.4	Teacher’s Journal	98
B.5	Self-assessment checklist.....	99
	Appendix C: Sessions plan	100
	Appendix D: Coding.....	101
D.1	Surveys coding.....	101
D.2	Pre-Post test coding.....	102
D.3	Self-assessment checklist coding.....	103
D.4	Teachers' journal coding (Excerpts).....	104
	Appendix E: Quantitative analysis (SPSS).....	105

Table of Figures

Figure 1. Code Mapping	43
Figure 2. Comfort to Speak- Survey analysis	46
Figure 3. Setting Clear Goals- Self-assessment checklist analysis	50
Figure 4. Monitoring Strategies- Self-assessment checklist analysis	52
Figure 5. Self-Confidence- Survey analysis.....	53
Figure 6. Self-Confidence- Self-assessment checklist analysis	54
Figure 7. Pre-post Test Saludcoop Norte	55
Figure 8. Pre-post Test Alfonso Reyes Echandía.....	56

Table of Tables

Table 1.....	14
Table 2.....	35
Table 3.....	40
Table 4.....	57
Table 5.....	58
Table 6.....	58

Chapter 1: Introduction

1.1 Introduction to the Study

With the growth of technology during the recent decades, the social interaction has suffered a representative change and communication around the world has increased. In particular, Johnson (2013) states that “the planet has become smaller, and the means for moving around it easier, so it has become more multicultural and multilingual” (p. 5). This situation has promoted the exchange of knowledge and so it has contributed to people’s desire to learn a second language. Hence, virtual worlds have provided the opportunity to use creativity and innovation to work in new learning areas enabling our learners to study with a particular preference for technology (Davis, Preston, & Sahin, 2009).

Despite the fact that technology has brought people to foreign languages, there is still a need to improve language teaching and learning inside schools. Although students have some abilities in translating, reading, and even writing in a foreign language, in most of the cases, their speaking ability is low compared with the standards and needs. This is a perturbing situation as nowadays employers are looking for bilingual workers who have a vast and fluent domain of the speaking skill. Richards (2005) highlights that “fluency in English is a prerequisite for success and advancement in many fields of employment in today’s world”(p. 1). However, becoming a fluent person is not an easy task, Hartmann and Stork (1972) in Davin (2013) stated that “a person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversation speed” (p. 86). Hence, to have more qualified learners appropriate strategies and devices are required.

Self-assessment is one of those strategies, and it is conceived as the best way to know how students feel about their progress by self-monitoring and assessing their activities (McDonald & Boud, 2003). Accordingly, the present study intended to promote the students' self-assessment as a strategy to help students recognize their strengths and weaknesses in order to enhance their spoken fluency. To achieve this objective, the researchers decided to use self-recording activities as they are an easily available tool for students to self-asses their performance. The present study is beneficial not only for English classes but also for the learners' academic and professional future.

1.2 Rationale of the Study

Spoken fluency is a key aspect for improving oral communication within the classroom. The ability to keep a conversation going naturally and confidently contributes to having a more learner-centered class and provides tools to make the learning process more efficient (Jones, 2007). The need to foster this speaking sub-skill emerged after observing, reflecting on, and discussing the results of a needs analysis that is explained in the subsequent section. Those results led the researchers to think about a strategy that could contribute to resolving this issue.

The use of self-assessment in audio video-recordings arose as a strategy intended to foster the students' fluency by engaging them to speak in a stress-free environment, making the students feel confident about their performance, and becoming responsible for their learning process. Several studies Wilches, 2014; Montgomerie, Little, and Akin-Little, 2014; Butler and Lee, 2010 and Boisvert and Rao, 2014 demonstrated that when learners observe, monitor, and assess their own work, they improve their reading and writing performance over time. Thus, this research study analyzed how the use of this strategy enhanced the students' spoken fluency.

1.2.1 Needs analysis and problem statement

This research project was carried out with sixth-grade students located in different neighborhoods in Bogota, Colombia (see Section 3.3). There, some difficulties in the English classroom were found by means of two observations collected through teachers' journals. During the needs analysis stage, the researchers determined on the one hand that the students' speaking skill was not promoted as it should have been, which is crucial in foreign language classes as this ability is the main cause of anxiety among students and led teacher-centered classes (Bailey, 1996). On the other hand, students did not do their assignments and class activities due to the lack of autonomy, which is also a big issue as autonomy is closely related to success. To support these concerns, the researchers decided to apply certain instruments.

The analysis of a speaking checklist ratified the first concern (see Appendix 6.7B.1). This instrument was implemented in both schools using a speaking activity in which students had to look for information about famous celebrities and speak about them during one minute. The criteria to assess the students' spoken performance emerged after observing and analyzing different checklists to assess speaking. The analysis revealed that some students did not take part in the activity because they did not look up the required information that demonstrates lack of responsibility and commitment (autonomy). Some felt embarrassed about their pronunciation, while others tried to speak, but they did not comply with the expected outcomes stated by the CEFR (Council of Europe, 2001) "can produce simple mainly isolated phrases about people and places". The main findings here were that most of them used their native language to answer, had a lack of vocabulary, and did not follow structures. Most students scored two on a scale from 1 to 5 in all the categories assessed (content, body language, pronunciation, comprehension, and fluency) based on the criteria established a priori (see Appendix 6.7B.1.)

The second concern was taken from an online survey implemented in both groups of participants (see Appendix 6.7B.2.1). The questions were focused on the students' free time activities, amount of time they spent on school assignments, strategies they used to monitor their progress, and whether or not they used technology at home. After the analysis, it was found that the students spent little time on their school activities. Additionally, they had neither monitored nor assessed their process in any manner (probably due to the lack of knowledge about those strategies). Further analysis evidenced that most of them used technology at home just for entertainment and they mentioned their desire to improve in speaking, but they did not know how to achieve it.

These findings gave an idea to create a strategy to improve both speaking and autonomy. However, as speaking consists of various sub- skills, the researchers decided to focus only on one due to the lack of time for the implementation. Thus, by analyzing the speaking checklist the researchers discovered that the learners had difficulties when speaking naturally as their score in fluency was the lowest. Hence, it was assumed that improving the students' spoken fluency would contribute to diminish their fear to speak by increasing the students' awareness of their strengths and weaknesses as well as their confidence and motivation to participate in class more actively.

1.2.2 Justification of problem's significance

As a result of the cross-cultural and multigenerational changes produced by globalization around the world (business, tourism, and international trade) people think about language not as ability, but as a tool for success. Hence, the mastery of communicative skills has become more important than ever before. Nowadays, oral communication has broken boundaries and opened new opportunities to get closer ethnically, linguistically and culturally. In this way, Roberts

(2010) claims that “Statistics show that 75 percent of our time is spent speaking and listening (the other 25 percent is divided between reading and writing)” (p. xi). For that reason, people are looking for strategies to achieve higher language proficiency that provides them with better opportunities to exchange their ideas, thoughts, and feelings.

In the needs analysis, it was found that although students had some vocabulary management, reading comprehension proficiency and knowledge of some grammatical structures they were not able to express their ideas spontaneously. For this reason, the present study intended to look for a strategy that could help students to enhance their spoken fluency by using language as naturally as possible taking into consideration aspects such as speed, pausing, rhythm, intonation, and stress as they are elements related to the specific sub-skill fluency (Thornbury, 2005). In the present study fluency refers to the ability of a speaker to communicate ideas in a language proficiently but not always exactly (Brown, 2007). However, it is necessary to highlight that developing this ability is not an easy work. It requires not only the commitment of the teacher but also of the student. Consequently, we decided to use a self-assessment strategy to allow individuals to participate in the process actively. Moreover, self-assessment makes students aware of their weaknesses and strengths by establishing responsibilities that help them to increase their autonomy (Harris, 1997).

1.2.3 Strategy selected to address problem

The purpose of the present research was to analyze how the use of self-assessment using audio-video recording affected students' spoken fluency. This study provided the students and teachers with tools that contributed to the optimization of foreign language learning and teaching processes in both schools through the use of audio-video recording activities conceived as a pedagogical tool. Thornbury (2005) claims that audio and video “offer enormous potential

regarding out-of-class speaking practice” (p. 109). They contributed to the construction of autonomous learning environments by increasing the students' awareness of their oral performance and enhancing their confidence through non-stressful speaking practices. Moreover, students were asked to apply a self-assessment checklist which was of great value for their academic performance because it helped them to become self-directed learners, as self-assessment checklist is a self- accessed, self-controlled and self-assessed learning strategy (Blin, 2010).

1.3 Research question and objectives

Based on the above findings, the research objective of the present study analyzed how self-assessment in audio-video recording activities could enhance spoken fluency. The corresponding research question was “How does self-assessment using audio-video recording activities enhance spoken fluency of sixth graders in A1level of L2 English?”

1.4 Conclusion

Fluency is essential because communicative competence is presented by the individual's ability to understand and use language effectively in an authentic environment (Ellis, 2003). In this manner, fluency is an important aspect of language that helps learners to express their ideas accurately, automatically, and naturally. Furthermore, to achieve a higher proficiency in fluency, it is fundamental that students' attitude and behavior correspond to academic, professional, and personal goals as the individuals' autonomy level highly influences the mastery of their learning process. This autonomous process allows the learners to be aware that they need to observe, monitor, and assess their performance to create tools and strategies to promote self-efficacy (Bandura, 1996). One of these tools is audio-video recording, which is an authentic tool that

allows students to self-assess their spoken fluency progress by collecting real samples demonstrating their performance (Thornbury, 2005).

In order to demonstrate the relevance of the present study, it was necessary to review the research done in the areas of interest in this study. In the following chapter, the reader will find the key constructs that are the basis of the present research as well as the state of the art related to the use of self-assessment and audio-video recordings to improve different areas of language learning.

Chapter 2: Literature Review

2.1 Introduction

The present study had as its main objective to enhance the students' spoken fluency using self-assessment in audio-video recording activities. Hence, the review of the main constructs (self-assessment, audio-video recordings, and fluency) and the state of the art presented in this chapter provided the study with a framework that helped the researchers focus the intervention by giving a clear idea on how the process should be carried out, taking advantage of other experiences, procedures, limitations and conclusions (Melnyk, B., & Morrison-Beedy, 2012) . Based on the literature and studies stated in the subsequent paragraphs the researchers expected that self-assessment could contribute to achieving the proposed objective (enhancing spoken fluency) because it provided students with opportunities to self-reflect, self-monitor and self-evaluate their learning process (Gardner, 2000). Moreover, the researchers expected that self-assessment could contribute to increasing students' confidence that benefitted their speaking performance in and out the classroom; so classes would become more student-centered, and students would have better professional and academic opportunities in their future life.

2.2 Theoretical framework

To provide support to the present research study, it was necessary to define briefly definition the key constructs: self-assessment, audio-video recordings and fluency.

2.2.1 Self-assessment

Teachers around the world want to provide their students with the best learning opportunities to make them more efficient learners (Burns & Joyce, 1997) However, little attention was paid to the students' responsibility in their learning process. Current studies related to the use of self-assessment in language learning (see 2.3.1) have indicated that students have to

become more aware of the role they play as active participants in this process. Thus, when students are able to set their goals, look for strategies to reach them, monitor their progress and assess their outcomes they increase their autonomy and become more efficient learners.

Self-assessment is a strategy derived from the principle of autonomy, and many researchers consider it as a fundamental concept of second language acquisition. Holec (1981) defined autonomy as the capacity to make decisions at every stage of the learning process: objectives, contents, methods to be used, procedures and evaluation. Additionally, he explains autonomy as “the capacity to exercise control over how and what the learner wanted to learn.” (p.3). That control or responsibility should be promoted during the students’ academic life as it is not an immediate or natural event (Blidi, 2016). It requires a list of characteristics that helps them to assume a critical ability, recognize, and assess their strengths and weaknesses. Moreover, they must determine a set of strategies and apply them in an independent way to get effective results. For that reason, it is fundamental to involve the learners actively in the activities or as Little (1991) states “Autonomy is a matter of the student’s psychological relation to the process and content of learning” (p.4). In fact, according to this author, learners have to be able to foster critical reflection, decision-making, and independent action. Thus, they have to recognize the role they play in their learning process, responsibility needed to accomplish the goals, and design strategies that lead them to increase their metacognitive level. Blin (2004) pointed out that "autonomy is a capacity for action without intervention from others” (p. 4). It means to be self- formative.

Self-assessment corresponds to formative assessment as its main goal is to "form" students' competencies to improve their learning process (Brown, 2003). This strategy helps

learners by making them reflect on their outcomes and look for strategies to improve their performance. According to Andrade & Du (2007) self-assessment is:

a process of formative assessment during which students reflect on and evaluate the quality of their work and learning, judge the degree to which they explicitly reflect the stated goals or criteria, identify strengths and weaknesses in their work, and revise them accordingly. (p.160)

Thus, self-assessment increases students' awareness among other skills. Harris and McCann (1994) state "the most significant benefits of self-assessment are related to its impact on learning" (p. 63). These benefits are related to the ability students acquire to set their learning outcomes, look for strategies to train themselves, monitor their performance, and become more responsible as well as independent.

To conceive self-assessment an efficient strategy, it is important to consider some characteristics. The first one is that it requires being criterion-referenced which means that the criteria must be clear enough for students and when possible agreed upon by the teacher and students (Brown & Hudson, 2002). The second characteristic is that self-assessment must promote learning. As learners can reflect on their process, this strategy provides them with feedback that is helpful for their improvement (Stallings & Tascoine, 1996). The third characteristic is that assessment is a scaffolded process which includes observing, reflecting, monitoring, and assessing the learner's performance. Thus, its effectiveness does not appear abruptly, but it is a process of an awareness enhancement in which students can improve their productivity (performance) by making the necessary adjustments throughout practice (H. Andrade & Du, 2007). Then, self-assessment is a cognitive- reflective process in which students develop their learning skills by valuing their learning (Boud, 2013).

2.2.2 Audio-video recordings

The use of technology in education has become popular since 1970 when CALL (Computer-Assisted Language Learning) emerged. This unstructured discipline consisted of using computer software to support language teaching (Beatty, 2013). Regarding this issue, several studies (Katchen, 1992; Cakir, 2006; Butler, Y. G., & Lee, 2010; Montgomerie et al., 2014 and Boisvert & Rao, 2014) demonstrated that the use of technology fosters metacognitive abilities and develops autonomous skills. Benson (2013) states “these applications encouraged a degree of control by offering a choice of materials and practice items ... They were also designed to give learners individual control over the pace of learning” (p. 146). Nowadays, CALL has included additional technological devices: the Internet, Web 2.0 tools, and mobile phones, for instance, are used inside and outside the classroom as technological learning support. Technology-based approaches enrich teaching practices and make students the center of the learning process by using an approach in which the learning process relies on the student (Keengwe, 2014).

The use of audio-video is part of technology-based approaches to language education and it is an efficient tool to introduce content, practice it, and assess students' performance. Pawar (2004) states that audio-video recordings “can capture the richness and subtleties of the speech and can provide a means of self-monitoring and improvement” (p. 37). This technological tool encourages students' learning while they entertain as it provides visual and audio support and exposes learners to authentic situations and language. Moreover, it helps students increase their awareness as they can monitor their performance, or as Thornbury (2012) states "recorded monologs are more practical because learners can pause and record them whenever they want." The use of this tool is related to student-centered project-based activities that according to

Bender (2012) is "one of the most efficient ways available to engage students with their learning content" (p. 7). Finally, the use of an audio-video recording is closely related to autonomy as it requires the learner to be more independent (Zhao, 2005).

2.2.3 Spoken Fluency

Nowadays, oral communication is one of the most relevant purposes in foreign language teaching since it is the means through which learners can interact with others, express their opinions, intentions and interact in the society. Hence, speaking is considered one of the most frequent language skill used to communicate ideas. Roberts (2010) argues "speaking is a cornerstone to your success in life. No one will notice you if you are quietly lurking in the shadows. Speak up!.... Statistics show that 75% is spent in speaking and listening..." (p. xi).

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information; its form and meaning depend on the context in which it occurs, audience, and purpose of speaking (Burns & Joyce, 1997). It is assumed that people who speak a language are its proficient users and language teachers are aware of that. Goh, C. C., and Burns (2012) state " all language teachers know that speaking is an important communication skill for their students" (p.15) and Torky (2006) claims the following:

Speaking is considered as the students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context. It serves both as transactional and interactional purpose using correct pronunciation, grammar and vocabulary as well as adopting the pragmatic and discourse rules of the spoken language. (p. 30)

Moreover, there are different competencies implied in this skill; these are known as sub-skills. A sub-skill refers to a particular competence required to achieve proficiency. Thus, speaking involves competencies in grammar, strategy, discourse, sociolinguistics and fluency. According to Torky (2006), fluency is "an essential component in speaking that can never be compensated

for by other skills” (p. 43). Consequently, the present study attempts to enhance fluency as it is the competence the participants scored the lowest on (perhaps because the classes were focused on enhancing other competencies), and because of the importance it has on oral efficient communication.

Fluency is the ability that a person has to use language proficiently by processing and producing information as naturally as possible while focusing on content rather than form (Hartmann & Stork, 1972). This naturalness relates to different aspects such as accuracy, speed, and pausing. Then, spoken fluency includes the abilities to fill time with talk, speak in coherent, and accurate sentences, be creative in using the language in order to keep the conversation going (Fillmore, Kempler, & Wang, 2014). For instance, spoken fluency depends on a person's awareness and ability to use facilitation skills (fillers, lexical phrases, or ellipsis) and compensation skills (self-correction, rephrasing, or repeating) to cope with an ongoing fast communication. Hence, Widdowson (1998) argued that fluency is related to "using all speaking sub-skills in the context of the time-bound nature of speaking" (as cited in Torkey, 2006, p. 50). Brown (2003) proposed a more integrated approach to be fluent by having a wider and restructured point of view of the components of language and concept of fluency. He suggested that “before students can ever have any chance of improving their fluency, teachers must expand their traditional boundaries of accuracy to offer rules of appropriacy” (p. 2). These rules are concerned with knowledge about language tools, strategies, and choices that make students able to communicate.

Table 1

An Expanded View of Language Fluency

Communicative language tools	Communicative Language Choices	Communicative Language Strategies
Paralinguistic features	Settings	Using speed to advantage
Kinetic language features	Social roles	Using pauses and hesitations
Pragmatics	Sexual roles	Using pauses and hesitations
Pronunciation (expanded)	Psychological roles register	Repairing competently
Grammar (expanded)		Clarifying effectively
Vocabulary (expanded)	Style	Negotiating for meaning

Thornbury (2005) determined some conditions that demonstrate that a person is fluent in speaking which were taken into consideration for the present study. The first one is speed, which is related to the ability of speaking fast. Pausing is the second and refers to the time a speaker needs to produce an utterance. Thus, if a speaker pronounces one word at a time, no matter if the utterance is accurate or not, s/he will not be considered a fluent speaker. The third aspect is the placement of pauses. They must be as natural as possible and cannot interfere with the normal flow of a message. The last condition is the length of time related to the number of syllables a person can say between pauses (p. 7). These conditions were taken into account in the present study.

2.3 State of the art

The main purpose of this study was to implement self-assessment to enhance English spoken fluency of sixth graders through the use of audio-video recording activities. For this reason, it was relevant to review similar local and international studies to discuss the main findings, conclusions and implications of this research not only to enhance spoken fluency but also their skills or other strategies using self-assessment in order to provide validity to the strategy and the tool implemented in the present study. At the same time, it was necessary to

check different studies in which the use of audio-video recordings have been useful to improve students' speaking and other skills.

2.3.1 Previous research on self-assessment

Self-assessment in language learning has been a very useful strategy used in national and international studies for a long time. For instance, Butler, Y. G., and Lee, 2010; Chen, 2008; De Saint Leger, 2009; Préfontaine, 2013; Duffey, 2014 and Li, 2015 investigated how the use of self-assessment could impact different language learning areas. The results proved that self-assessment was an efficient strategy for students because it contributed to the increase of their confidence and motivation when performing tasks. Moreover, it helped students to develop their perception of themselves, the work they do, and their performance with different skills. Nevertheless, these studies were related to oral reading fluency, speaking, placement tests and efficacy of the strategy itself but few of them dealt with spoken fluency or utterances. Chen, (2008) and De Saint Leger, (2009) demonstrated that self-assessment contributed to the students' speaking skills as they were able to realize their weaknesses and use different strategies for improvement (peer correction and repetition). However, they differ from our study as they were not applied with young learners and did not use video-recordings as a tool to make students self-assess their process.

At the national level, we found that several studies used self-assessment to promote different skills such as vocabulary, spontaneous spoken production, and listening (Micán, 2014; Gómez, 2014; & Vidal, 2014). The findings were that the use of self-assessment has been used to assess the students' development of autonomy, their vocabulary, how it influences their spoken fluency and development of listening with the use of authentic video materials, but there

is no indication of utilizing that strategy to enhance spoken fluency using audio-video recordings, which is the main purpose of the present study.

2.3.2 Previous research on spoken fluency

As the goal of our study is the promotion of spoken fluency the researchers found that few studies had been done in this field, especially in the Colombian setting. Lennon, 1990; Sun, 2009; Kasapoglu-Akyol, 2010; Gromik, 2012; Barragán Torres, C. A., and Corzo, 2013; Cobley, 2014; Gutiérrez and Corzo, 2014, and Buitrago and Corzo, 2014 supported the notion that using technology to enhance spoken fluency or oral production helped students save time, practice more, make learning more interesting, and contribute to strengthen their skills. The main finding related to our study was that the participants realized that recording themselves by using a media player device or cell phones helped them improve in pronunciation and speaking skills. This assertion was valuable to our study because it reinforced our idea that by using technology we could increase the students' active participation and lead to excellent results in the improvement of their spoken fluency. However, most of those studies differed from our research since their main aim was to provide the students with opportunities to practice and monitor their speaking by using a collaborative strategy, in which students evaluate their partners' speech samples and give or receive feedback. On the contrary, we intended to make students assess their process through the use of self-assessment in order to make them reflect on their performance, increase their awareness, and look for their own strategies to get better results.

2.3.3 Previous research on audio-video recording

Regarding this issue, Hsu, Hwang, Chang, and Chang (2013), for example, studied the effects of Video Caption Modes on English Listening Comprehension and Vocabulary Acquisition, but they did not examine effects on spoken fluency. Katchen, 1992; Cakir, 2006;

Butler and Lee, 2010; Sihem, 2013; Wilches, 2014; Montgomerie, Little, and Akin-Little, 2014; Mancera Arévalo, 2014 and Boisvert and Rao, 2014 proved that using audio-video recordings focused on a modeling intervention that allowed learners to observe, monitor, assess and improve their performance over time through the use of collaborative strategies such as the peer and teacher's feedback. They found that this technological tool motivated students to enhance their pronunciation, reading aloud and oral skills. Additionally, the use of recordings prompted the students' interest to monitor their learning process which meant that if we implemented self-assessment strategies to enhance English spoken fluency, the results in the learning process would be superior. This finding was valuable and relevant for the present study because it highlighted the importance of designing oral activities in which students could monitor their progress to enhance their fluency that is closely related to the proposal of this study. However, these studies did not provide any evidence regarding the effectiveness of using self-assessment in audio-video recordings that would enhance spoken fluency which give more validity to the present research.

2.3.4 Justification of research question/objectives

The results of the previous literature and the state of the art suggested that the use of self-assessment and audio-video recordings improved oral reading fluency, listening, vocabulary and pronunciation. However, there was no significant evidence related to the implementation of self-assessment by using audio-video recordings as a tool to enhance the students' spoken fluency. Hence, the objective of the present study was to analyze how self-assessment in audio-video recordings could affect the spoken fluency. The purpose of using self-assessment is to provide the students with opportunities to set their goals, monitor, and assess them by using audio-video recording as an available tool to record specific tasks and bring them the opportunity to reflect on

their performance at home by means of a self-assessment checklist provided a priori by the researchers (see Appendix 6.7B.5). McMillan and Hearn (2008) argued that the student's self-assessment used correctly can promote intrinsic motivation and self-direct their goals to achieve more meaningful learning. Montgomerie et al. (2014) stated that video self-modeling "allows individuals to observe exemplary instances of their behavior on video in order to increase the probability of that behavior occurring again" (p. 19).

2.4 Conclusion

The theoretical support presented above as well as the previous research related to the field of the present study revealed that technological tools promote students' learning process as they allow easier access to knowledge, provide opportunities for practice, and evaluate the students' performances. On the other hand, self-assessment contributes to strengthening students' learning process as it makes learners reflect and evaluate their progress, promotes autonomy, and increases their confidence and motivation. However, there was no specific evidence related to the stated research, since it integrated the use of audio-video recording and self-assessment to foster the students' spoken fluency of sixth-graders in state schools. The present research attempted to make students aware of their own progress by means of an easy-access technological device that guaranteed a safe environment (private and free-of-stress) to enhance their spoken fluency that would benefit not only the English classroom but also learning itself.

In Chapter 3, the reader will find a brief description of the context and participants of the study. Moreover, there is a clear explanation of the methodology and instruments that helped the researchers to collect both quantitative and qualitative information that guaranteed the reliability of the study. Thus, a mixed method using pre-post test, self-assessment checklists, teachers'

journals, and surveys as our main instruments contributed to determining how self-assessment using video recording activities enhances spoken fluency of sixth graders in A1 of L2 English.

Chapter 3: Research Design

3.1 Introduction

This study observed the influence of self-assessment in audio-video recordings to enhance the sixth grade students' spoken fluency at two state schools. This project arose after the researchers realized that students spend their free time on social networks and playing with videogames, but they did not do their assignments and class activities due to their lack of autonomy, which could be an advantage to enhance their work at home as they could use technology as a tool to self-assess their performance. The existing research on this topic has demonstrated how the use of technological devices and online resources can help students to foster their English language skills. To analyze the effect of the strategy implemented, the present study has collected data from four primary sources: pre-post speaking tests, self-assessment checklist, pre-post survey, and teachers' journals. These instruments were planned and piloted before the pedagogical intervention to guarantee efficient and reliable results.

3.2 Type of study

The present study is based on an action research approach with a mixed methodology, which, according to R. B. Johnson, Onwuegbuzie, and Turner (2007) "is the type of research in which a researcher combines elements of qualitative and quantitative research approaches for purposes of breadth and depth of understanding and corroboration" (p.123). Researchers are using this type of study to provide legitimacy to social and human sciences as it allows the triangulation and validation of information from different sources such as scores of the instruments, random purposeful sampling, and stratified purposeful sampling to expand the scope and improve the analytic power (Margarete, 2000). This study had as its primary aim to focus on the use of self-assessment in audio-video recording activities to affect the spoken

fluency. Evidence collected from action research studies allow teachers to reflect on their teaching practice and consequently improve it (A. D. Cohen, 1994). Thus, the evidence collected for the purpose of the present study was useful, so it allowed us to analyze the effect of self-assessment in audio-video recordings to enhance fluency.

3.3 Context

This action research project was carried out at Institución Educativa Distrital (from now on IED) Alfonso Reyes Echandía and Colegio Saludcoop Norte Institución Educativa Distrital, which are state schools located in different zones of Bogota, Colombia. IED Alfonso Reyes Echandía is located in the south of the city. Its philosophy is to build knowledge to transform lives, and it works under a constructivist approach. There, teachers have scarce resources to give classes. There are three one-hour English lessons per week, and there is no access to a language lab nor technological devices. Moreover, the students there do not have English textbooks.

Saludcoop Norte IED has very different conditions. It is in the north of the city and its students belong to higher socioeconomic level. As the objective of the institution is to become bilingual, there are five hours per week for English lessons. In addition, the students have access to some technological equipment such as smart TVs, laptop lab, and Blu-Ray, for example. The students receive extra material to reinforce the program and some extracurricular activities such as immersion sessions during which they have an opportunity to use the language in different environments and situations.

In spite of the differences both schools have, it is worth noting that the students of both institutions were interested in improving their spoken fluency and learning about self-assessment strategies.

3.3.1 Participants

The participants of the present study were 80 sixth grade students (boys and girls) whose ages were between 10 to 14. However, the researchers decided to take a sample of 20 students using a convenience non probability sampling (Creswell, 2012) from both schools for the current study. Thompson (1994) states that sampling "consists of selecting some part of the population to observe that one may estimate something about the whole population" (p. 1). Moreover, regarding simple random sampling, "the sample may be obtained through n selections in which at each step every unit of the population has an equal chance of selection," he argues (p. 11).

The students' English level was A1 according to The Common European Framework. That means they were able to understand and use some everyday expressions and very basic phrases according to their needs. They could provide some information about their ages, telephone numbers, nationalities, some family members, occupations and professions (Council of Europe, 2001). However, the needs analysis revealed that they had some difficulties when they had to interact with other people due to the lack of vocabulary, fluency, pronunciation and other abilities that did not differ in spite both groups belonged to different socioeconomic characteristics.

With regard to their emotional needs, the students of this group were facing the transition from primary school to high school. They sometimes felt embarrassed when they had to talk in front of their partners, and they were afraid of expressing their point of view or giving opinions. Therefore, they did not have much experience expressing solutions to a problem or supporting their ideas. Finally, most of them had a lack of self-confidence in stating their opinions because they felt their partners would make fun of them, which generated tension in the group and a low self-esteem. This assertion was confirmed by the results of the needs analysis in which most of

the learners did not talk or felt uncomfortable when carrying out the task in front of their classmates.

Regarding the participants' cognitive needs, the learners at this age are still dependent on adult supervision to accomplish their tasks. However, most of them were alone in their house after school, and sometimes they did not do their assignments because they had no time due to other responsibilities such as being in charge of their younger siblings or just because they preferred doing other activities such as playing, sleeping or surfing the internet. In other words, these participants needed to recognize the role they play in their education. Self-assessing their work at home they could be more autonomous not only in language learning but they could become more responsible for getting better results. They could use technology to improve their pronunciation and their spoken fluency doing video recordings and accessing resources on the internet.

3.3.2 Researcher's role

In the present study, the researchers' role was as participants-as-observers. This role implied that the researcher took part in the participants' educational environment. According to Biggam (2011), "the researcher is involved in the research not just as a (research) observer, but as a participant... he is part of his research, and his participation can influence his findings" (p. 84). During the pedagogical intervention, the researchers were immersed in implementing the strategy, observing, collecting and analyzing the data to see if the proposed strategy was effective or not.

3.3.3 Ethical considerations

According to the characteristics of this study, the researchers were required to inform all the participants (principals, students, and parents) about the pedagogical research intervention,

activities, process and methodology used to collect data (A. D. Cohen, 1994). For this reason, the researchers took several requirements into consideration.

First, the students were informed about the purposes of this study as well as the strict confidentiality of their collected information. Immediately, they accepted to participate. We informed the principals of both schools about the project and asked for the corresponding permission via an appropriate consent letter (see Appendix 6.7A.1). Second, the participants, who agreed to take part in the project, signed a consent letter (see Appendix 6.7A.2), in which they accepted to participate. They understood that the results would not affect their final grades positively or negatively and their anonymity would be assured because of moral and responsible parameters this kind of studies require (Burns & Joyce, 1997).

Finally, once the students were informed about the details of the research, it was necessary to tell their parents, and they signed a consent letter as well (see Appendix 6.7A.3).

3.4 Data collection instruments

The instruments used in the present study provided qualitative and quantitative information to answer how self-assessment in audio-video recording affects spoken fluency of sixth graders in A1 English. The researchers gathered this information through a mixed method study that allows the combination of words, pictures, narratives and numerical data in order to provide more reliable information (Hesse-Biber, 2010). The instruments were pre and post tests, surveys at the beginning and at the end of the implementation, self-assessment checklists, and teacher's journals.

3.4.1 Descriptions and justifications

The instruments designed and implemented in this study were intended to collect and process information about two main items. The first one was related to the enhancement of the

learners' spoken fluency and the second was about the self-assessment of the students' performance. The instruments chosen were a pre- and post-test, self-assessment checklists, surveys at the beginning and the end of the implementation, and teachers' journals throughout the process. These instruments provided us with qualitative and quantitative information about the students' performance, thoughts and feelings before, during, and after the intervention.

3.4.1.1 Pre-post tests

To assess the students' spoken fluency, the researchers carried out a diagnostic test to identify levels of accuracy, use of L1, hesitations, speed, pausing and pronunciation before the implementation of the strategy. According to Brown (2004) “a diagnostic test is designed to diagnose specified aspects of a language” (p. 47). This kind of test is usually carried out at the beginning of a course to identify an individual’s level of performance to determine specific features and identify the aims of the course. This test provided the researchers with evidence about how the students use the language in oral communicative situations. The students recorded a one minute video and the researchers took a twenty second sample in which the number of words, pronunciation, repetitions, pauses, and L1 words were analyzed. Then, after the implementation, the students faced an achievement test to establish how successful the implementation was. Brown also states “Achievement tests play an important formative role as it offers a washback about the quality of a learner’s performance in subsets of the unit or course.” In the present study, these instruments have served to contrast the quantitative information about the students’ spoken fluency before and after the implementation of the strategy. Thus, the achievement test contained the same characteristics as the diagnostic test.

The pre-post test was collected by means of video recordings which allowed the researchers to test the students' speaking as they had to talk about their favorite characters

(physical description, likes and dislikes, and routines). These tests were analyzed based on a rubric that took into consideration aspects such as the number of words, hesitations, repetitions and contractions the students pronounced in twenty seconds of speech (Götz, 2013) (see Appendix 6.7B.3). Rubrics serve the purposes of learning as well as of evaluation and accountability (H. G. Andrade, 2000). This data collection instrument was useful to compare the number of pauses, hesitations, L1 words, pronunciation mistakes and repetitions that students did during the pre and post tests. In them, the researchers could compare the results and comment on the findings.

3.4.1.2 Surveys

Fowler (2013) states that surveys "are designed to produce statistics about the target population. The process by which this is done rests on inferring characteristics of the target population" (p. 8). Based on this assertion, the implementation of an online survey at the beginning of the pedagogical intervention provided researchers with data about the students' preferences, habits, feelings and perceptions about the language, their free time activities and strategies they used to enrich their learning process. Fowler (2013) also argues "to meet analysis needs, a special-purpose survey may be the only way to ensure that all the data needed for a given analysis are available and can be related" (p. 3).

This data contributed to identifying the main problem (see Appendix 6.7B.2.1) and served as primary data that the researchers compared at the end of implementation with the information gathered during a post-survey (see Appendix 6.7B.2.2). The comparison between the data gave quantitative information about the use of the strategy and the implemented tool as well as the students' feelings about their performance and language improvement which was beneficial to the research by providing a broad range of data related to all aspects of the

implementation. The researchers classified the results of each item of the surveys through graphics in Excel. Regarding this issue, Converse (2011) claims that "Ultimately, survey research would be omnivorous, taking everything it could get of an individual record - attitudes, opinions, facts, information, behaviors, beliefs, experiences, personality measures, and even physiological measures"(p. 55).

The online survey implemented in the present research included multiple choice questions related to the students' interests, habits, preferences, and perceptions which were designed by the researchers and validated by means of a peer reviewer and a pilot implementation with a similar group (J. W. Creswell, 2003). Then, participants were invited to answer the questions accessing a Google Doc inside the classroom in order to lead the process and avoid misunderstandings. In the data analysis stage, the information and graphs stored in an excel matrix were contrasted among the related questions of the survey.

3.4.1.3 Self-checklists

Self-checklist is a subject-completed instrument that allows the researchers to collect data from a specific performance. Blankenship (2010) states that a self-checklist "is used to gather factual information about behaviors, attitudes, and preferences" (p.114). Hence, the present study collected data from seven self-assessment checklists that students filled after recording a video task. Regarding this issue, Brown (2007) considers "the evaluation takes place immediately or soon after the performance. Thus, having made an oral presentation, the student fills out a checklist that rates performance on a defined scale" (p. 271), which was exactly the way this instrument worked (see Appendix B.5). Self-assessment checklists allowed the students to monitor and assess their progress in spoken fluency after each activity, which also served as a mechanism for the students to observe, reflect, and monitor their progress (Underhill, 1987). The

checklist was designed by using a Likert scale of agreement (Gay, L. R., Mills, G. E., & Airasian, 2011), validated by means of an external reviser, applied after each video-task and stored in an excel matrix. In the data analysis, the answers were compared and contrasted with the results collected from the other instruments.

3.4.1.4 *Teacher's Journals*

A journal is a log of thoughts, feelings, reactions, assessment, and ideas or progress toward goals (H. D. Brown, 2004). This instrument was necessary because the teacher could self-reflect about the students' process, attitudes, and behaviors that helped to draw conclusions. In the present study, the teacher's journals provided data from the observation of different activities before, during, and after each session (see Appendix 6.7D.4). This instrument was used to monitor the process during eight weeks using a self-designed format (see Appendix 6.7B.4). Richards (2005) states that a journal "is a teacher written response to teaching events where the ideas are recorded for the purpose of later reflection, a journal helps trigger insights about teaching" (p. 7). Thus, data collected in the teacher's journals allowed the researchers to monitor and assess the students' progress after each activity, which served as a mechanism for the teachers to reflect on the students' changes along the process. This instrument was useful to identify the students' perceptions of the process they were developing. The data collected from this instrument was stored in an excel matrix, analyzed by mean of color coding and validated by triangulating each result with the ones obtained from the other instruments.

3.4.2 Validation and piloting

Seliger et al. (1989) stated that "through the process of item analysis it is possible to ensure that issues provide meaningful information" (p. 189). The results from this stage contributed the researchers to check, revise and modify the design of instruments so they could

comply with the information required to answer the research questions and objectives. Guion (2002) states that “Different sorts of validity arguments may be needed, to justify the use of a test to predict some outcome or event compared to those needed to justify the use of a scale for scientific information” (p. 58). For this reason, to provide validity to the instruments, the researchers made use of different strategies that included asking colleagues for peer revision, examination of the instruments and piloting them with other populations having similar characteristics in both institutions. Then a selected group was asked for permission too, and it signed the corresponding consent letter (see Appendices 6.7A.2 and 6.7A.3). Hence, these procedures allowed the researchers to improve the instruments and increase the validity of information. The researchers ensured that the design and use of the instruments in the present study guaranteed the corresponding legal and ethical considerations.

3.5 Conclusion

Previous research reported in Chapter 2 gave us essential elements to carry out the present research which aimed at analyzing how self-assessment using audio-video recording activities affected spoken fluency of sixth graders in A1 of L2 English. To accomplish the aim of the study, the present research worked under an action research approach with a mixed method procedure (qualitative and quantitative results). Moreover, the role of the researchers was as participants and observers and the data was collected using a pre-post test, surveys, students' self-assessment checklists, and teachers' journals. It also had in consideration the participants' permissions, backgrounds, and needs which guaranteed ethical considerations.

In the next chapter, the reader will find the pedagogical intervention in which there is information about the description of an instructional design, objectives, and methodology the researchers used for achieving the stated goals.

Chapter 4: Pedagogical Intervention and Implementation

4.1 Introduction

This chapter shows the timeline, a sample of the lessons, and describes the materials used and how the researchers designed the units to solve the research question.

This study enhanced spoken fluency that is related to the usage of the language by focusing on meaning rather than on form. To achieve this, the researchers decided to implement a task-based approach that is drawn on principles developing meaningful tasks involving real communication, which are essential to support the learning process (Jack C Richards & Rodgers, 2000). Within this definition, the learners in this study played a major role in the sense that they had to carry out authentic communicative activities to become more efficient language users in real life situations. Nunan (1989) states “in carrying out activities, learners are required to practice skills which will be useful in the real world (p. 60). These assumptions were closely related to the present study because the learners were motivated to participate in communicative activities in which they had to narrate and describe people's lives fluently as the main goal.

The purpose of the following section is to provide a clear picture of the pedagogical procedures the present research took into account in order to ensure the quality of the implementation. Thus, an explanation of the vision of language, learning, and curriculum that the researchers had in mind are described below.

4.2 Visions of language, learning, and curriculum

4.2.1 Vision of language

Task-based learning considers language as “primary means of making meaning” (Richards & Rodgers, 2000). Hence, learners need to develop communicative competencies in order to express their ideas, thoughts, and feelings in daily communicative activities instead of

forming correct grammatical structures. Saville-Troike (2003) states that “any speaker has a variety of codes and styles from which to choose” (p. 41). The Task-based approach points out that grammatical structures cannot be the focus of a language (although it is important) since what students need is to develop social skills that enable them to participate in daily situations in which they can exchange information about their likes and dislikes, family, school, and friends.

This vision of language supported our research because it was focused on promoting the students’ output by providing them with opportunities to practice at home in order to develop self-confidence in speaking, that encouraged them to use the language to express their thoughts, feelings and preferences.

4.2.2 Vision of learning

Bearing in mind that task-based approach recognizes learning as a process in which a student is the center of teaching, the vision of language learning in this study was focused on the students’ self-assessment tasks so the activities were designed based on the students’ interests and preferences. Willis states that the process of learning is “a logical development of Communicative Language teaching” (as cited in Richards & Rodgers, 2000, p. 223) since it draws on several principles where the activities that involve real communication are essential for language learning. He also argues that activities in which language is used to carry out meaningful tasks promote learning. Hence, if students perform meaningful activities in which they have the opportunity to participate actively in their learning process, they will be able to use language. For this reason, self-assessment can be a useful strategy to enhance students to make decisions about what they want to learn. Regarding this issue, Brown (2007) states "Once learners can become aware of their predispositions, their styles, and their strengths and weaknesses, they can then take appropriate action in the form of a plethora of strategies that are

available to them" (p.131). This study made the participants to reflect on their learning process and look for strategies to monitor and improve their spoken performance. By implementing tasks to improve their spoken fluency within a virtual environment, it was expected that they would improve their performance and learn to self-assess their activities allowing them to discover their strengths and motivating them to continue participating in their learning process.

4.2.3 Vision of curriculum

The researchers of this study considered that the implementation of new teaching strategies to develop the students' abilities must agree with the mission or vision of the institutions where the project was implemented in order to improve the development of the curriculum. According to Johnson (1989), curriculum development "would consist of a process of continuous adjustments or *'fine tuning'*" (p. 1) what means that the teacher can use different methodologies, strategies, and materials to improve teaching. On one hand, the curriculum at Alfonso Reyes Echandía school states in its school project that it aims to form leaders and individuals able to make decisions, be independent and with a socio-political consciousness of community service, able to understand and transform their reality. On the other hand, Saludcoop Norte school in its school project pursue to train autonomous beings capable of recognizing and respecting individual differences highlighting the communication of ideas and respect for diversity and leadership. This information converges with the vision of the curriculum of this study that encouraged students to share their preferences, interests, and opinions about people through autonomous work to improve their spoken fluency which will be useful for them in their future.

The vision of the curriculum in this study was based on communicative tasks that reflected a real situation with clear objectives through an achievement of tasks. Furthermore,

teaching units based on tasks were focused on the choice of a topic of interest and the communicative objectives were defined at the beginning of the unit. The lessons based on tasks were focused on a learning-centered curriculum in which activities were shared between the teacher and the learner using technology. The tasks designed for this study were based on videos that the students had to record. Then, the students had to self-assess their performance and follow instructions to improve the quality of their product.

The evaluation of the process was based on the self-assessment of different activities carried out during the implementation through the use of checklists aligned with the purpose of this vision of the curriculum.

4.3 Instructional design

The pedagogical intervention was established by using a blended learning methodology that according to Kim (2007) is “a combination of two or more of all possible learning types... At least one of the learning types must be a physical class-based type... and at least one other learning type must be e-learning type” (p. 4). This methodology promotes learning as it reduces stress, and provides opportunities to practice knowledge in and outside the classroom. Besides, Thomas (2013) conceives blended learning as “particularly appealing to foreign language educators as a result of its stress on constructivist principles and the emphasis on interactivity as a means of producing enhanced language output... blended learning can enhance opportunities for a content rich learning environment” (p. 17). Thus, the present study mixed formal, class-scheduled learning, and virtual class-based learning in order to provide students with tools and strategies that enhance their spoken fluency by using self-assessment in audio-video recordings.

To implement this blended learning course, the teachers designed eight face-to-face sessions of 2 hours per week and eight virtual sessions of one hour per week. These lessons were planned to cope with the three stages which were: pre-, while, and post-implementation (see 6.7 Appendix C:). During the intervention, the students received training on the use of self-assessment, software and Web 2.0 tools to record videos by means of modeling exercises inside the classroom. The face-to-face sessions provided students with the input required to accomplish the tasks proposed for the virtual sessions which mainly consisted of recording a video related to the task proposed. After each session, the students were asked to complete a self-assessment checklist to monitor their process.

4.3.1 Lesson planning

Lesson planning was designed for both face-to-face and virtual sessions. Eight lesson plans were created with the purpose of giving a sequenced set of tasks that provided the students with opportunities to assess their work inside and outside the classrooms. The lessons took into consideration two types of tasks: linguistic and communicative. The first one was related to the input that the students required to accomplish the goals of the lesson and the second one referred to the activities that encouraged the students to make use of the input they received and transformed it into output.

The format used in the lesson planning was adapted from the ICALT format and included an aim per session, stages of the sessions, procedures and activities and information about virtual sessions. In table 2, below, shows that the input students received included an aim and activities, as well as the information in the virtual sessions.

Table 2.

Lesson Plan Sample

Institution	IED Alfonso Reyes Echandía- Saludcoop Norte		
Class/grade	601-601	Number of students	38-39
Length of class	110 minutes face to face		60 minutes virtual
Session	1	Date	September 21st -25th
Task	Describing People		
Aim	To talk about physical characteristics of their favorite characters (Celebrities).		

Stage	Aim	Procedure: Teacher and student activity
<u>Warm up</u>	To engage students and practice vocabulary.	The students are going to play a game where they will match pairs of words and pictures with adjectives to describe people.
<u>Input</u>	To introduce possessive adjectives.	The teachers will use the vocabulary from the previous stage to describe different people by showing some photographs in a Power Point Presentation, making emphasis on the utilization of the possessive adjectives <i>his</i> and <i>her</i> , the verbs <i>to be</i> and <i>have</i> in the simple present tense.
<u>Pre-practice</u>	To reinforce the concepts presented	Students are going to read descriptions of some people and match with the corresponding picture.
<u>Output</u>	To describe people using adjectives and possessives	The students are going to <u>be divided</u> into pairs, and they will have ten minutes to describe a person based on a card given by the teacher. The teacher is going to model the activity with an example.
<u>Virtual session</u>	To describe their favorite celebrity	Students are going to make a video describing their favorite celebrity using the concepts learnt.

4.3.2 Implementation

The implementation of this study took eight sessions with a total of 24 hours (two hours face-to-face and one virtual hour per session). In the face-to-face sessions, students were exposed to linguistic input, technological training, and self-assessment in a communicative atmosphere. In the virtual sessions, students were asked to record videos that accomplished the proposed tasks. The pedagogical objectives were:

- To provide students with meaningful opportunities to communicate.
- To train students in self-assessment strategies.
- To provide students with technological and non-technological strategies to improve fluency (use of technological software, modeling, practicing before recording, recording several times).
- To provide students a non-stressful environment to perform spoken tasks.

4.4 Conclusion

The intervention described above contributed to the students' spoken fluency by providing them with communicative situations, input and technological as well as non-technological strategies (practicing several times before recording the videos, asking someone for support, taking notes, mind mapping, among others) that encouraged them to self-assess their performance to improve it. In order to achieve these aims, the researchers used the task-based approach when designing the implementation. Lesson planning took into consideration different tasks that promoted the students' active participation and led them to use language as much as possible focusing on the improvement of their spoken fluency. The results of this pedagogical implementation presented several challenges for the participants because they led them to reflect on and monitor their work at home using self-assessment checklists and that was evidenced in the data collection.

In the next chapter, the analysis and results of the implementation are presented. There, it was evidenced that the strategy and activities implemented enhanced the students' motivation and confidence to speak, which was valuable for the present research.

Chapter 5: Results and Data Analysis

5.1 Introduction

In the present chapter, the researchers will describe the procedure, analysis of the data collected and findings of our study which analyzed how self-assessment in audio-video recordings affects spoken fluency of sixth graders in A1 English of two state schools. The data emerged from a pre and a post audio-video recordings tests, seven self-assessment checklists, two surveys and eight teachers' journals which were analyzed through a mixed-method (qualitative and quantitative results) with a concurrent triangulation strategy.

The audio video recording tests were analyzed using a rubric that took into consideration aspects such as pauses, hesitations, number of words, pronunciation mistakes, repetitions and L1 words in a 20-second sample speech. The results obtained were quantitative and demonstrated that the participants improved their performance. The checklists helped the students attain awareness and feelings about their performance through the self-reflection based on the items analyzed. The surveys brought data related to the participants' beliefs about the effectiveness of the strategy implemented. The teachers' journals provided a qualitative description of the process. The results from these sources contributed to creating the categories as will be explained in the corresponding section.

5.2 Data management procedures

The data that emerged in the present study was collected and stored separately in folders using a technological tool. After that, for a better understanding, coding, and analysis of the data, the information was organized in a matrix using an Excel document (see 6.7Appendix D:). Corbin & Strauss (2014) state that matrixes “enrich analysis by helping the analyst sort through the range of conditions in which events are located and responded to” (p. 91). In this matrix, both

quantitative and qualitative information was carefully treated based on a mixed method approach. Timseena (2007) states that “quantitative and qualitative results achieved under different conditions can be combined to give an appropriate general picture” (p. 176). Then, both types of data helped us to have a better understanding of the findings. It is important to clarify that we took data from a random sample of twenty participants at random. Cohen, Manion, and Morrison (2013) argue that “in simple random sampling, each member of the population under study has an equal chance of being selected” (p. 153). To maintain the parameters of confidentiality stated in Chapter 3, the names of participants were replaced by a specific code “student#” (see 6.7Appendix C:)

The findings emerged after analyzing, comparing and contrasting information from the four sources of data. According to Corbin and Strauss (2014) the constant comparison is “essential to all analysis because it allows the researcher to differentiate one category from another and to identify properties and dimensions specific to that category” (p. 73). Each instrument was analyzed before the triangulation. For instance, surveys were contrasted between the questions and answers obtained before and after the implementation. Audio-video recordings were analyzed quantitatively. Firstly, using a rubric that took into consideration aspects such as pauses, hesitations, repetitions, and the number of words the students produced in 20 seconds. Then, the information gathered in this rubric was analyzed by using statistical software (SPSS) that came up with a media sample chart test and corresponding paired correlations (see 6.7Appendix E:). The self-assessment checklist was analyzed quantitatively using the statements themselves as codes for measurement of progress. The information in the teachers’ journals was compared and contrasted qualitatively between the two researchers by using an open color coding strategy that helped to highlight common patterns. Finally, a validation process was

carried out in order to find the categories and the researchers the researchers obtained the core category comparing the results.

5.2.1 Validation

In order to demonstrate that the instruments above mentioned were valid and to confirm the effectiveness of the implemented strategy, the researchers adopted a concurrent triangulation strategy. Creswell (2013) explains that the triangulation is "the cross-validation among data sources, data collection strategies, time periods, and theoretical schemes " (p. 379). The data are concurrently collected and then compared to get categories and results (L. Cohen et al., 2013). Furthermore, comparisons between teachers' journals, students' videos, checklists, and surveys, provided us with evidence to corroborate that self-assessment is an effective strategy to enhance students' spoken fluency. Regarding the reliability of the study, it was the result of analysis and interpretation of two combined forms of data (quantitative-qualitative) to seek convergence among the results. Teddlie, C., and Tashakkori (2009) state that a mixed method study involves "a type of research design in which qualitative and quantitative approaches are used in types of research questions, research methods, data collection and analysis procedures, and/or inferences" (p. 7).

5.2.2 Data analysis methodology

The present research was based on the Grounded Theory methodology. Glaser and Holton (2004) state that "a good Grounded Theory analysis starts right off with regular daily data collecting, coding, and analysis " (p. 11). The data under this methodology were carefully organized into concepts that attempted to provide a core category (Glaser, B. G., & Holton, 2007). The study followed a set of strategies for collecting and analyzing data in order to obtain

the analytical categories, dimensions between them, and the relation they have inside data (Charmaz, K., & Belgrave, 2002).

Thus, to generate those categories, the codes gave the researchers perspectives and scopes to relate the data and gave them levels that were generated from a constant comparison. Additionally, all categories were organized to set the evidence and establish commonalities among them or as Glaser and Holton (2007) state “incidents articulated in the data are analyzed and coded, using the constant comparative method, to generate initially substantive, and later theoretical, categories” (p. 58). Those categories were carefully organized around a core category that showed us that the use of self-assessment in video recording activities enhanced students’ spoken fluency. In this process, the researchers followed the six steps proposed by Creswell (2013) to analyze and interpret the data: organizing and preparing, exploring, coding, reporting, interpreting and validating. Table 3 below explains the type of data and the type of analysis that data had:

Table 3.

Data type of analysis

Data Type	Type of analysis
Self-checklists	Quantitative
Pre- post tests	Qualitative and quantitative
Survey	Quantitative
Journals	Qualitative

5.3 Categories

During the different stages of the implementation, the information gathered was organized using open, axial and selective coding techniques to illustrate the process of interpreting the collected information (Corbin & Strauss, 2014). Moreover, the quantitative data were treated with the use of the statistical software SPSS, which provided enough data to do an analysis that was done in the matrix (see 6.7Appendix E:. According to Peers (2006), "This is the process whereby statistical information obtained from a sample is used to draw conclusions" (p. 1). Based on this, although it appears that there are differences between the sample means of each of the analyzed factors to verify if the latter can be considered as significant, a test of comparison of means for related samples was carried out, this was done after verification of the assumption of normality by tests of goodness of adjustment.

5.3.1 Overall category mapping

The process of data analysis requires the identification, naming, categorization and explanation of the information collected during the research process (Corbin & Strauss, 2014). That is why, during the present study, the identification of patterns, similarities, strengths, and weaknesses have been performed to observe the results of the application of self-assessment to improve the student's spoken fluency. This process was essential and took place based on an open, axial and selective coding (Corbin & Strauss, 2014).

Firstly, the information was selected and processed in a digital document in which the data was classified and highlighted using a color-coding technique where the students' responses were related to the research question and compared with the goals proposed. Bogdan and Biklen (1992) state that analysis involves "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be

learned and deciding what you will tell others" (p. 145). Secondly, the information was coded into pieces examining them closely and identifying similarities and dissimilarities. According to Khandkar (2009) "Different parts of the data are marked with appropriate labels or 'codes' to identify them for further analysis" (p. 2). Based on this, relevant data was classified into categories. Finally, after reflecting and comparing, the core category, which is the key aspect of the research, emerged. In the following diagram, it is evidenced how the process took place. The mapping started in the left margin with the research question and the objective which helped to maintain the focus of the study throughout the analysis. Then the instruments and the commonalities found in each one were placed. After that, the information was compared among the instruments and similarities brought into categories comprised of grouped codes representing the meaning of similarly coded data that can be used more than once (Khandkar, 2009; Li, 2015). Within a reflection and peer discussion, the categories allowed to discover the main pattern of the implementation which evidenced that self-assessment enhanced the students' motivation to speak fluently in and outside the classroom.

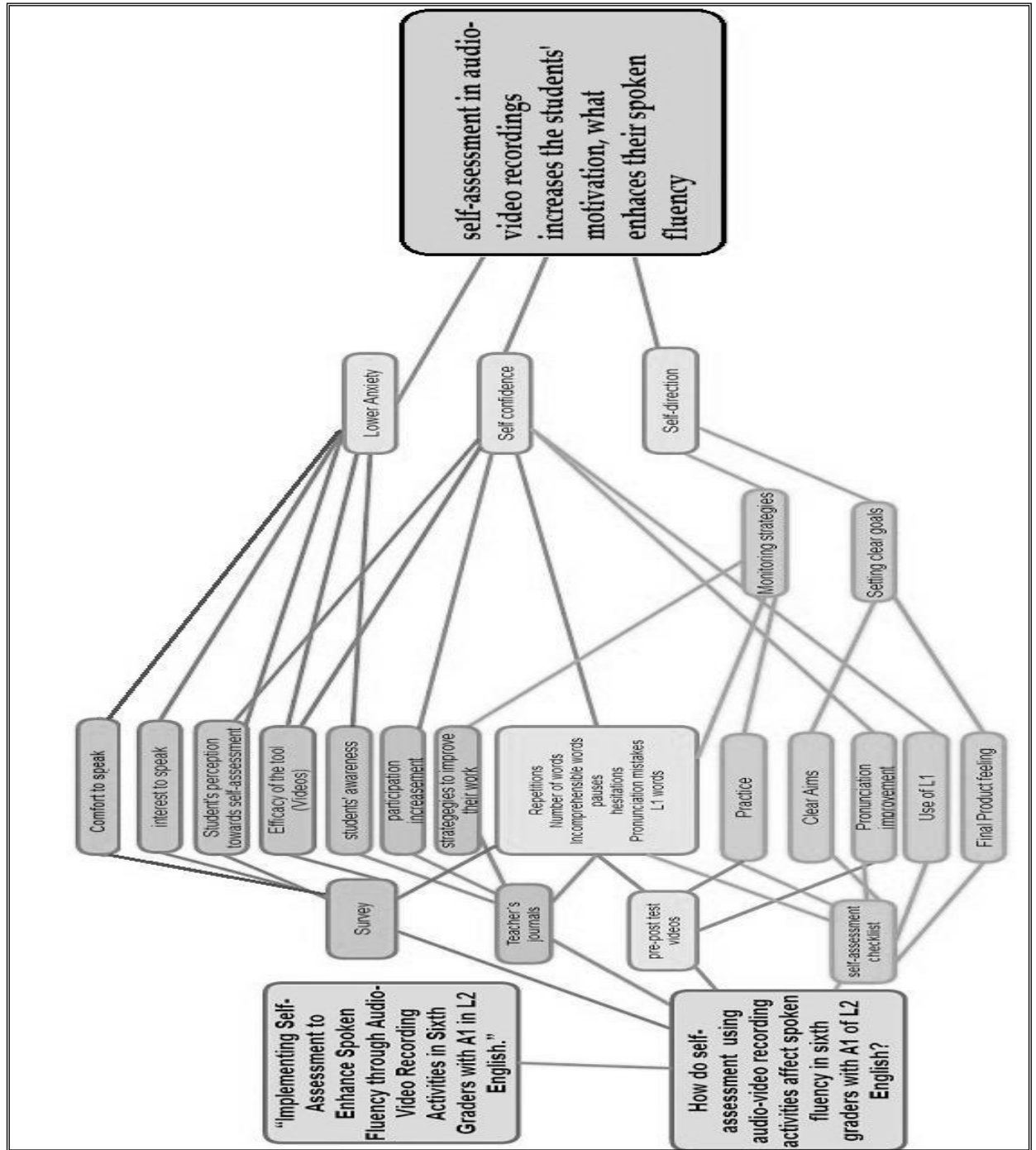


Figure 1. Code Mapping

5.3.2 Discussion of categories

The categories and subcategories presented in the diagram above were useful sources of data to answer the research question of the present study as they provided quantitative and

qualitative information about the effectiveness of self-assessment in audio-video recordings to enhance spoken fluency of sixth graders. Several studies (Kasapoglu-Akyol, 2010; Cobley, 2014; Gromik, 2012; Sun, 2009; Gutiérrez & Corzo, 2014; and Barragán Torres, C. A., & Corzo, 2013) found that recordings using a media player device helped students to improve pronunciation and speaking skills. However, the main difference these studies have in relation with the present one was related to the strategy used as they conceived collaborative work as their fundamental aspect to improve the students' performance without considering the analysis of self-strategies the students took into account when carrying out their tasks that was the purpose of the present study. Brown (2007) supports that statement arguing "it seems to be quiet advantageous, for example, for learners to become aware of their own strengths and weaknesses and to consciously wield strategic options in their acquisition process" (p. 293).

The process of categorization was made by means of open, axial and selective coding (Corbin & Strauss, 2014). First, the information was organized and classified into concepts (open) and terms such as participation, confidence, awareness, among others emerged. In the second stage, axial coding, the information was contrasted and commonalities were linked into the categories: lower anxiety, self-confidence, and self-direction appeared. Finally, after a process of validation and refinement, the core category that answered the research question emerged: "Self-assessment in audio-video recordings increases students' motivation, that enhances their spoken fluency." In the following paragraphs, the categories and sub-categories are explained.

5.3.2.1 *Anxiety reduction*

The first category that emerged was *Anxiety Reduction*. This affective factor plays a major role in language learning as it determines students' attitude and performance in a specific

task. Peng (2014) states that “Language anxiety has been recognized as a major detrimental variable inhibiting the language achievement and performance” (p. 18). Moreover, Brown, (2007) argues that “understanding how human beings feel, respond, believe and value is an exceedingly important aspect of a theory of second language acquisition” (p. 154). This category evidenced that both audio-video recording and self-assessment helped the participants to increase their self-confidence and participation when speaking in English which was valuable to answer the research question stated in the present study. Toth (2010) argues that “Learners with high anxiety are likely to experience greater difficulty in making nominal input effective stimuli because they have less attentional capacity available than their peers with low anxiety” (p. 13).

Before the implementation, it was evidenced that although the students liked English classes, they did not feel comfortable in speaking activities, and they would decide to speak in Spanish or even avoid their participation in the tasks. The results after the implementation evidenced that self-assessment in audio-video recordings gave the students a source where they could reflect on their strengths and weaknesses in a private and comfortable environment and helped them to improve their individual tasks and their motivation to participate in the activities of the class. These assertions were based on the data analysis that had revealed two subcategories: Comfort to Speak, and Participation Increment.

The first sub-category, *Comfort to Speak*, could be evidenced in the students’ feelings about the implementation as well as in the teacher-researchers’ reflections on the students’ performance in different tasks. Blaz (2002) states that “students should not be asked or forced to participate on a more personal level that they feel comfortable with” (p. 18). As was shown in the needs analysis the students did not feel comfortable taking part in speaking activities, especially those that required their classmates to listen to them. However, the final survey and

teachers' journals revealed that they felt more comfortable when speaking. It was perceived that throughout the process in the planned lessons and the meaningful practice, the participants felt more confident with their level of fluency and felt encouraged to participate in class. The following samples demonstrated that the participants felt more comfortable to speak after the strategy started. The graph corresponds to answers obtained for the question "How comfortable do you feel speaking in English? Being *comfortable* was the most common response in the final answer.

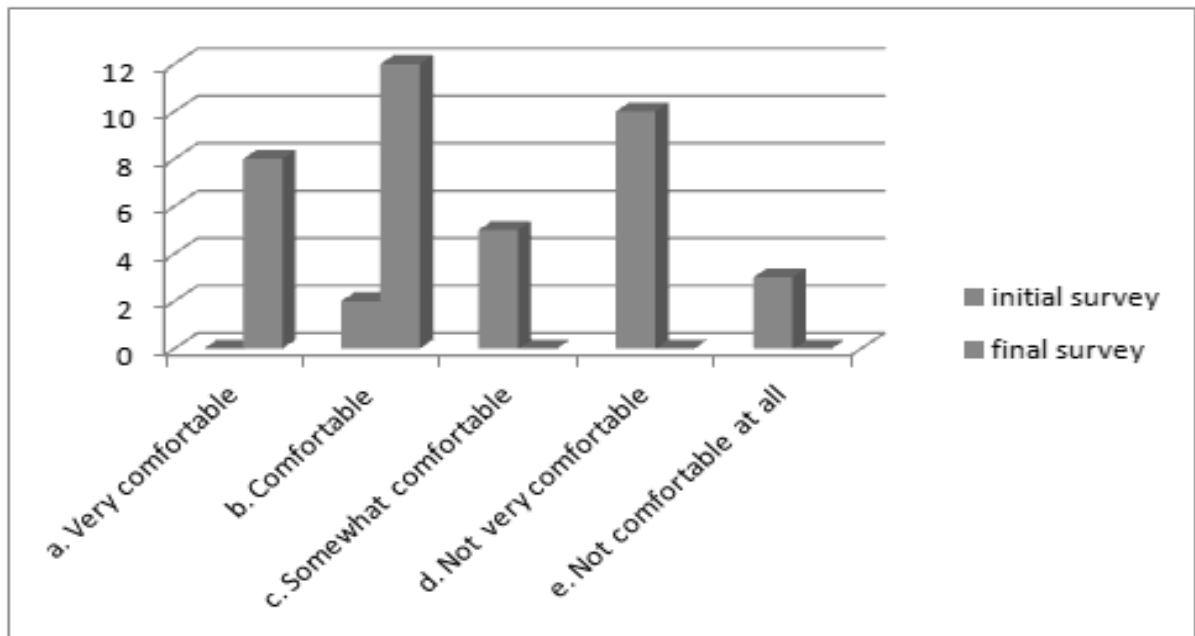


Figure 2. Comfort to Speak- Survey analysis

In the following excerpt taken from a journal, it is possible to notice that students felt more comfortable as they enjoyed participating within the classroom. (See Annex D. 4 Teachers' journal coding (Excerpts))

The students enjoyed the activities and participated a lot. They expressed likes and dislikes in their free time and their favorite sports. They spoke about some famous people's leisure activities. They commented their favorite sports, and they looked delightful to talk about the topic.

Excerpt No 1. Comfort to Speak- excerpt taken from Teachers' journals

The second sub-category was *Participation Increment*. Through implementation, it was evidenced that when students became aware of their performance and found strategies to make it better, their involvement in oral activities in the classroom became more active. As students felt comfortable with their performance, they were encouraged to demonstrate those acquired abilities to others. With respect to this, White (2009) declares that “the use of a student self-assessment procedure is one possible way to encourage active class participation and maximize learning” (p. 138). The following excerpt (taken from Session 4) showed that students started to participate more actively in the classroom. (See Annex D.4 Excerpt taken from Teachers' journal coding (Excerpts))

In the face to face session students were highly participative...Most of them wanted to perform the role play in front of the class.

Excerpt No 2. Participation Increment- Teachers' journal excerpt

This situation probably occurred because the students began to work with the self-assessment checklist and the technological tool mentioned in the implementation “Google Voice Tool” in previous sessions and their confidence increased. However, it is relevant to state that participation also depended on the kind and purpose of activities because in some role plays, for example, not all the students participated in the activity. Turville (2013) states that “Offering interest choices creates a sense of empowerment for students... The teacher must find activities

that will stimulate personal or situational interest” (p. 6-7). These findings demonstrated that decreasing anxiety levels by promoting self-assessment in students’ audio-video recording tasks contributed to improving affective factors that are required for learning. Toth (2010) explains “Anxiety is produced by the interaction of two sets of factors 1. Motivation to make the desired impression on others. 2. Doubt that one will be successful in doing so” (p. 11). Thus, as the students were provided with strategies that encouraged them to succeed, they felt less anxious about speaking in group tasks and participation increased.

5.3.2.2 Self-direction

The second main category agreed with the research question as it demonstrates that self-assessment contributed to developing the students’ awareness and helped them to establish strategies to improve their performance in the different activities, for example, the students had the opportunity to self-direct their videos. According to Gibbons (2003), self-directed learning refers to “any increase in knowledge, skill, accomplishment or personal development that an individual selects and brings about by his or her efforts” (p. 2). The use of self-assessment in audio-video recordings allowed the students to observe, reflect and monitor their process to improve their tasks because with the help of the checklists they could notice how to improve their videos. Gibbons (2003) states that “self-assessment motivates students to seek the best achievement possible” (p. 12). This self-direction made students set clear goals, monitor their progress and increase their level of satisfaction with their final product that enhanced their motivation and spoken fluency not only in the video-recording tasks but also in oral practices inside the classroom such as in the role plays and interviews to their favorite people in which they were more active and participative.

The first sub-category *Setting Clear Goals* showed that the students developed a better understanding of the teachers' instructions. At the beginning of the implementation, it was observed that some learners did not have a clear picture of what they had to do. This situation affected their performance as they did not comply with the requirements. In the excerpt below, it was possible to notice how many mistakes the students made in video number one.

My favorite celebrity is Cristiano Ronaldo. Mmmmm Cristiano Ronaldo it is a very famous football player. [...] Cristiano Ronaldo mmm he is is a born in Medeira Portugal one thousand nine hundred eighty five. mmm Cristiano Ronaldo is is a player of the Real Madrid. [...] He is a good player,

Excerpt No 3. Transcription Audio-Video number one

However, as the implementation took place, the scores changed progressively demonstrating in this way that they started to raise their awareness about the requirements of the tasks and set their goals as they wanted to feel proud of their assignments as can be observed in the following chart:

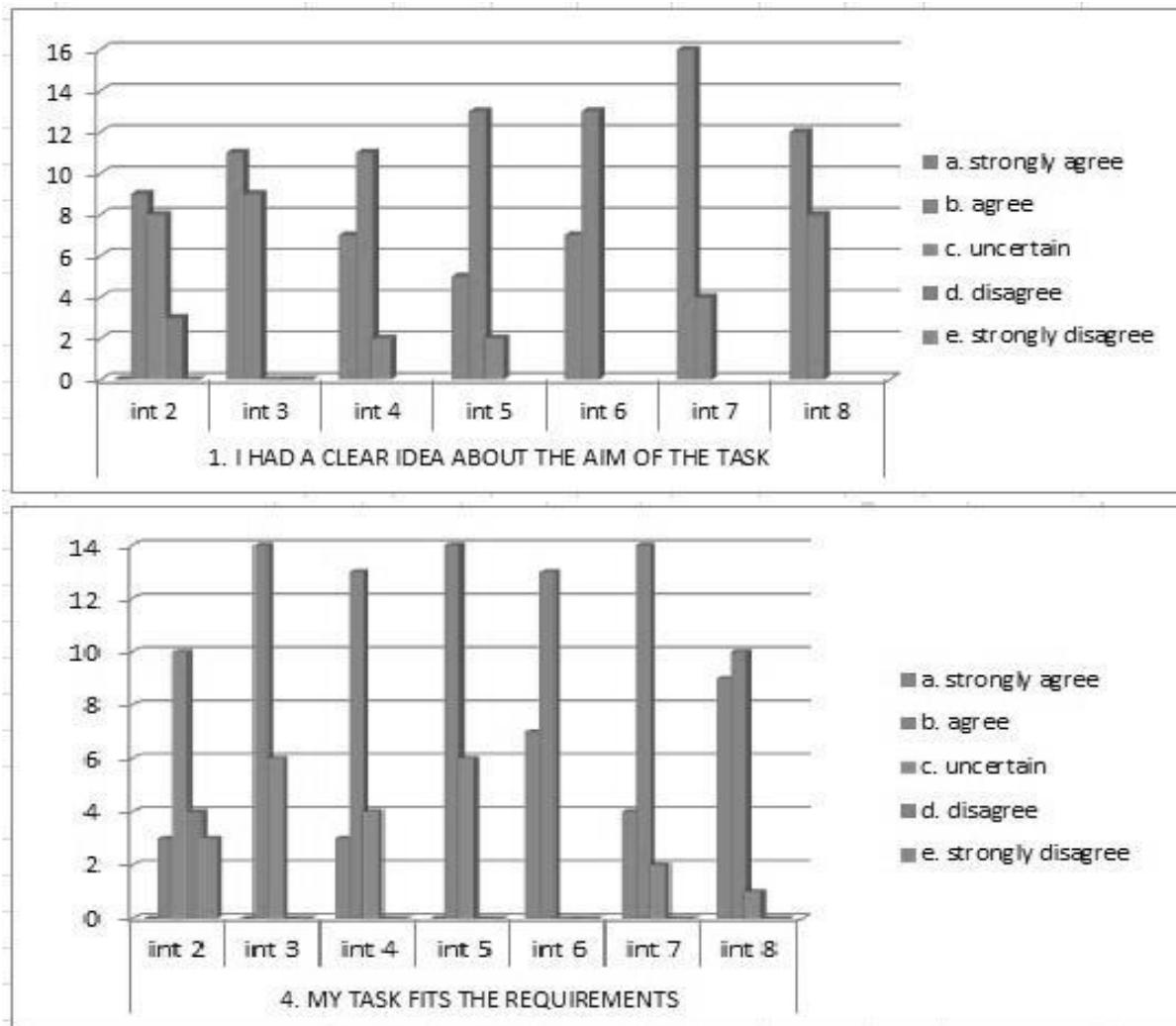


Figure 3. Setting Clear Goals- Self-assessment checklist analysis

The graphs above correspond to the answers of the self-assessment checklists in which it is possible to observe that at the beginning of the study the students did not have a clear idea about the aim of the task and the requirements to fulfill it. Then, as the implementation took place it was evidenced that the students' awareness about those items increased that allowed them to set clear goals and improve their tasks.

Regarding this issue, Benson (2013) states that self-assessment “enhances their knowledge of the variety of possible goals in language learning, which leaves them in a better

position to exercise control over their learning and to influence the direction of classroom activities" (p. 169). Then, self-assessment and use of audio-video recording affected the students positively as they could have an idea about the purpose of the activities and state their goals to achieve better results in their performance.

The second subcategory was *Monitoring Strategies*. After the students recognized their strengths and weaknesses, they looked for different strategies to improve their tasks. Among those strategies, the students practiced several times before recording the video, they made use of technological support, asked their classmates for feedback or clarification of the instructions or even made use of their L1. In the excerpt below, it was possible to notice how the students made use of different strategies to achieve the task. (See D.4 Excerpts from Teachers' journal coding (Excerpts))

as the vocabulary is new and demanding they used L1 in some cases. A strategy they used to remember the vocabulary was by using pictures. They are more engaged in looking strategies by themselves instead of asking me.

Excerpt No 4. Monitoring Strategies- Teachers' journal

Monitoring strategies was of great importance for language learning as it promoted self-direction and self-regulation. These strategies allowed the students to become more autonomous by increasing their motivation, self-confidence, and awareness providing them with tools to monitor their process and participate actively in the classes. Goh and Burns (2012) state that "this group of strategies can potentially help language learners develop greater self-regulation when managing their overall speaking development" (p. 224). Although the students knew the strategies, they did not recognize and use them, as they were not self-directed enough to do so. However, during the implementation, the students increased their ability to handle the difficulties

by themselves and made use of any tool or strategy they could. For example, in the following graph, it is evidenced that the students started to improve their tasks by practicing several times before recording the final product.

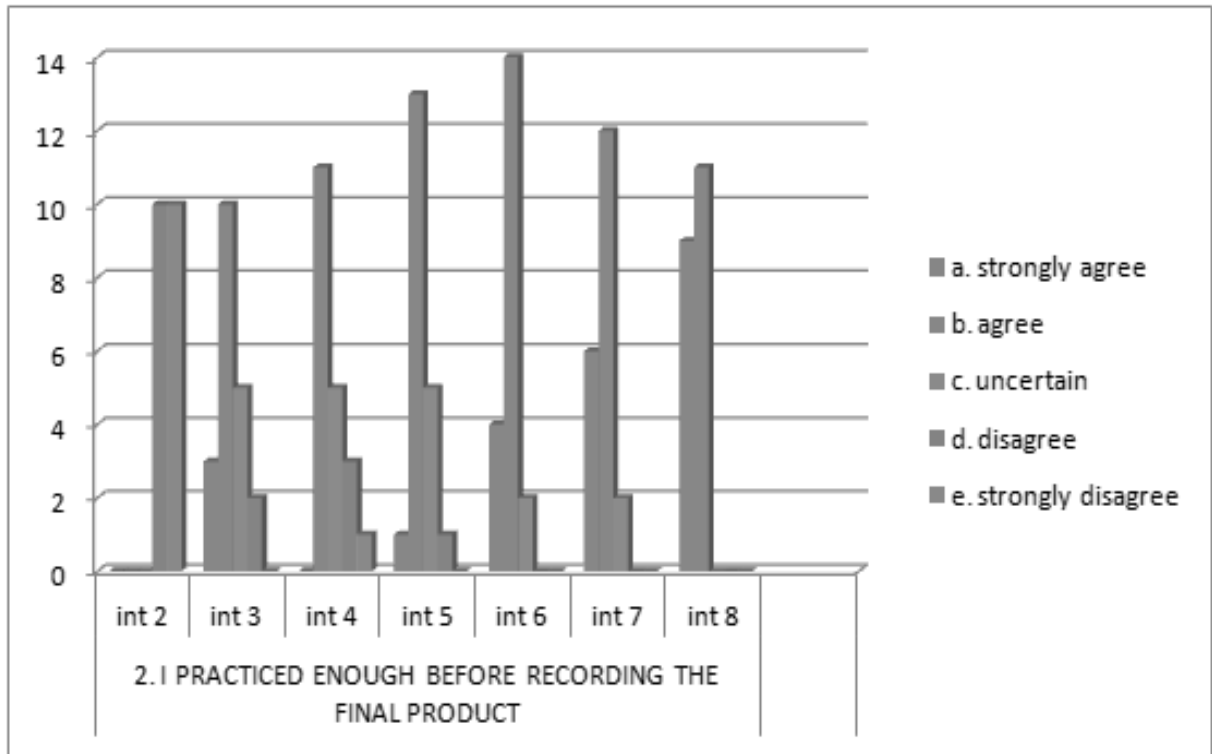


Figure 4. Monitoring Strategies- Self-assessment checklist analysis

5.3.2.3 Self-Confidence

Turville (2013) states that “students who feel a sense of confidence in one area will be more likely to take learning risks in other areas”(p. 7). This assumption can be related to our study regarding the efficacy of the strategy (self-assessment) and the tool implemented (audio video recording) that allowed students to strengthen their spoken fluency by creating a sense of awareness and comfortability that enhanced their confidence and self-esteem not only for the purpose of this study but for other areas of knowledge.

In figure No 5 the students' answers to the question “ 3. According to your opinion, what is your English speaking level now? ” demonstrated that the participants considered that their speaking level increased after the implementation:

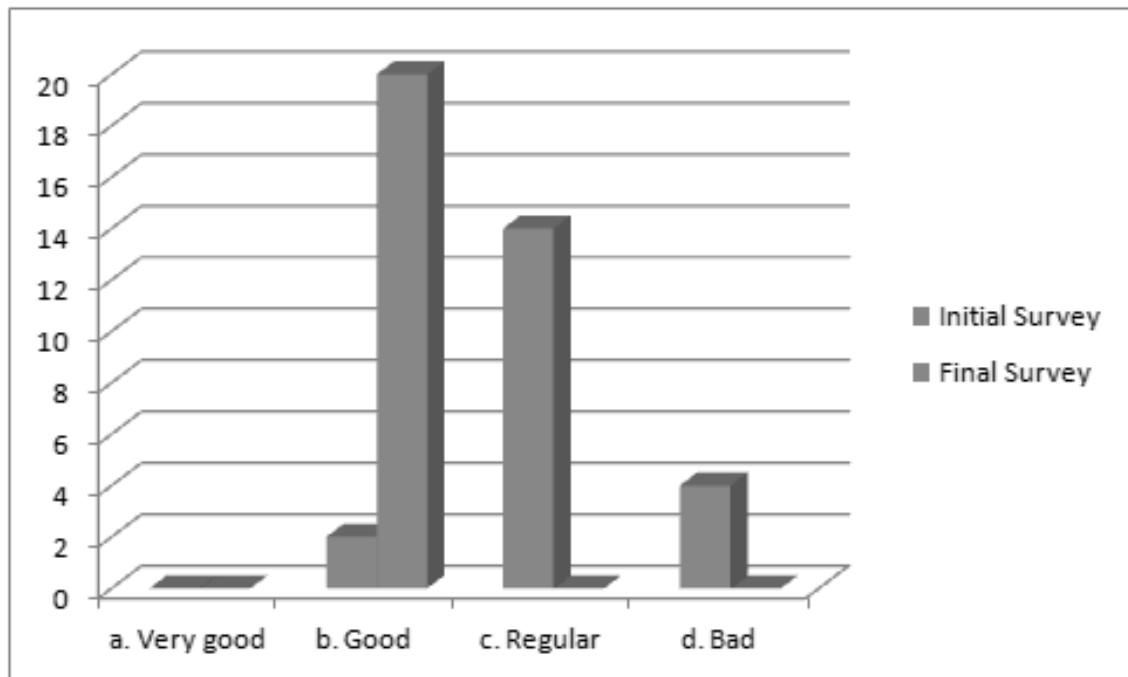


Figure 5. Self-Confidence- Survey analysis

In Figure 6 below, it can be observed how the level of confidence increased as the implementation took place. The left graph shows that in the first task they considered they did not speak at a good rate, but after each session, their perception improved. Similarly, the right graph evidences that the implementation contributed to making students feel more comfortable with their pronunciation. The last graph also strengthens the idea of self-confidence increment as the participants' perception towards their performances (tasks) improved considerably, making them feel proud of their work.

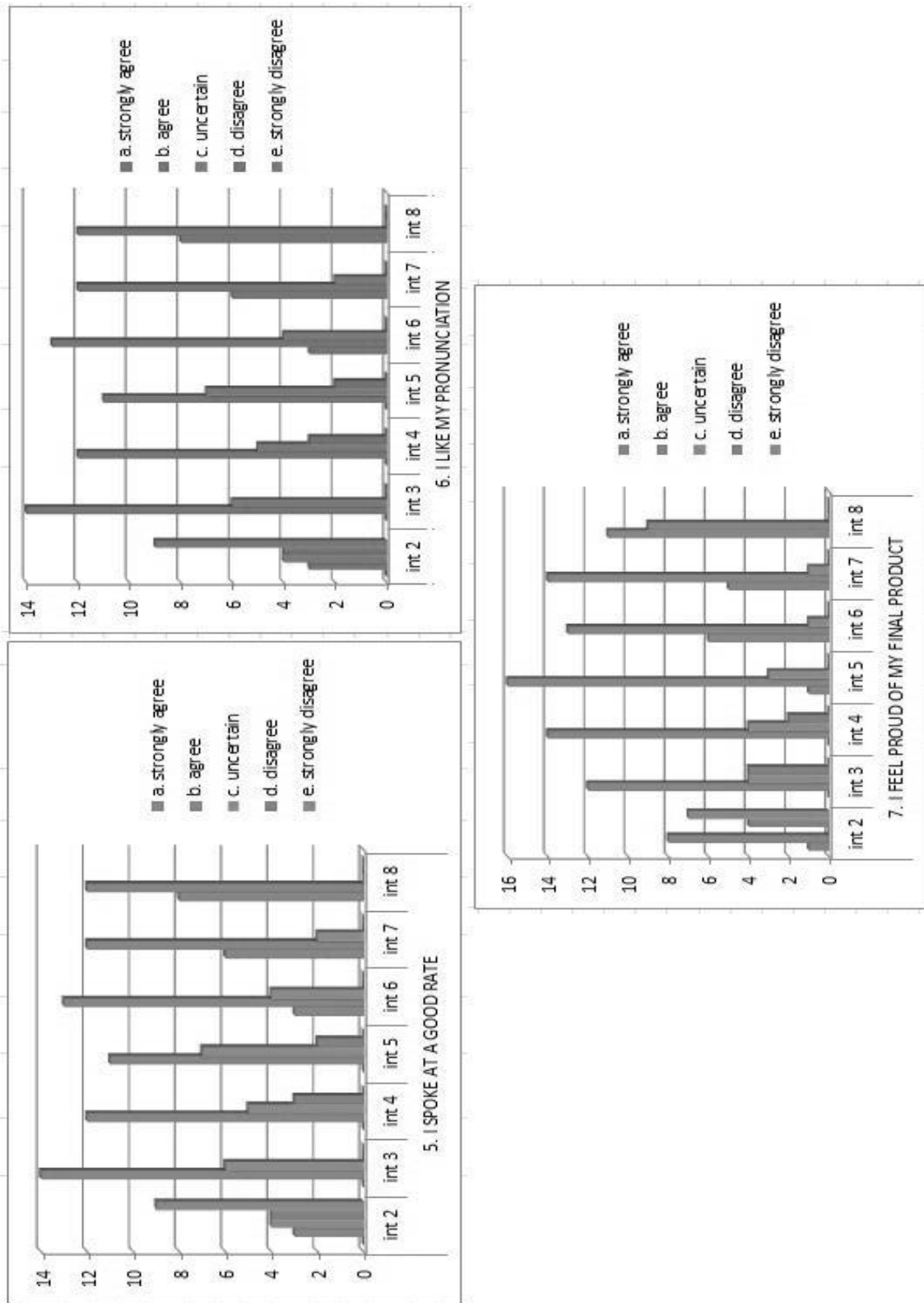


Figure 6. Self-Confidence- Self-assessment checklist analysis

In addition to the evidence presented above, the results of the pre-post tests provide information that confirms that students' self-confidence increased as they improved their performance. The analysis of aspects such as hesitations, pauses, L1 words, repetitions, pronunciation mistakes, and non-comprehensible words in the students' speech after and before the implementation demonstrates that self-assessment of the audio-video recording enhanced students' self-confidence in both institutions. This data was triangulated not only between the pre and the post-tests, but also among the results of both institutions and were contrasted with the data from the self-assessment checklists that was presented figure 6. The following figures 7 and 8 and tables 3, 4, and 5 are the results of the pre-posttests from both institutions.

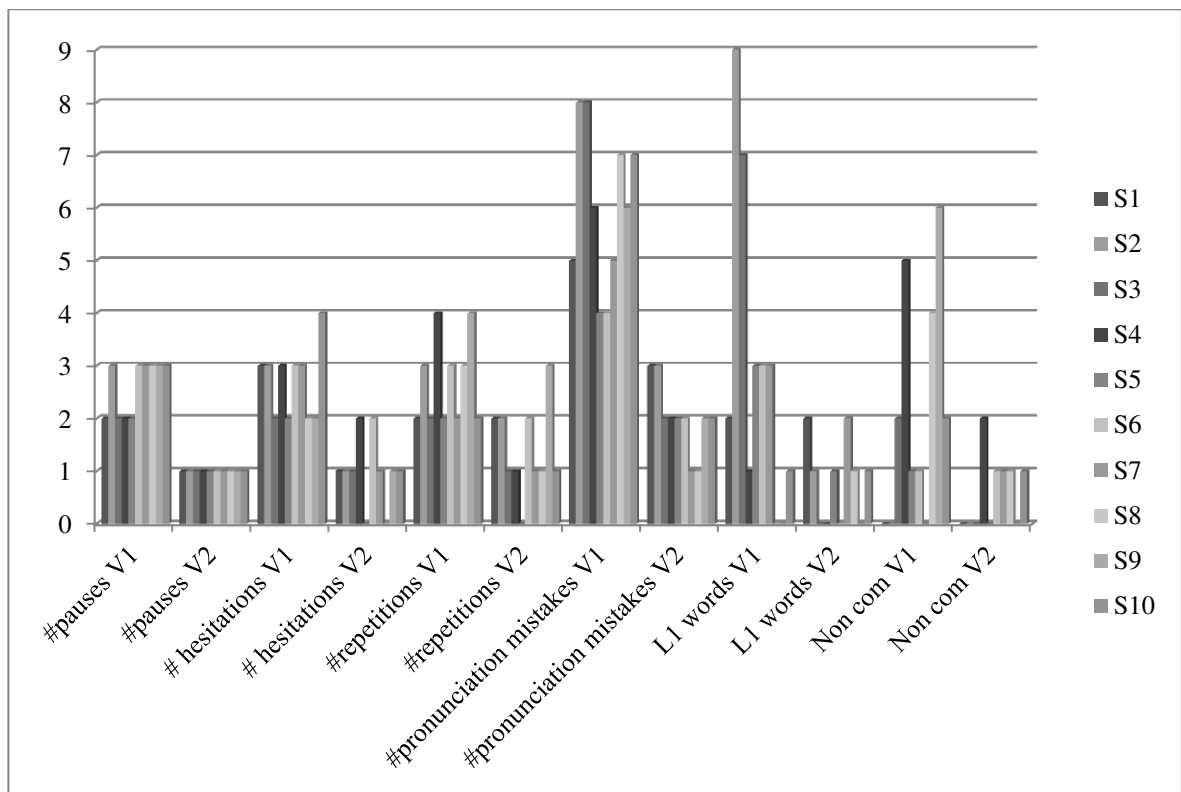


Figure 7. Pre-post Test Saludcoop Norte

In the chart, figure 7, it was observed that the students at Saludcoop Norte highly improved in the aspects stated above. First, the students made more pauses and hesitations in

video one than in video two and the same thing was noticed in repetitions and non-comprehensible words. Second, although the majority of issues improved considerably, the most remarkable were pronunciation mistakes and L1 word usage because the mistakes diminished.

Similarly, in the chart below, figure 8, Alfonso Reyes Echandía school got similar results and it was possible to see that the students improved their oral performance. Having the same aspects as the ones at Saludcoop with but with the best scores of improvement in pronunciation mistakes and amount of hesitations.

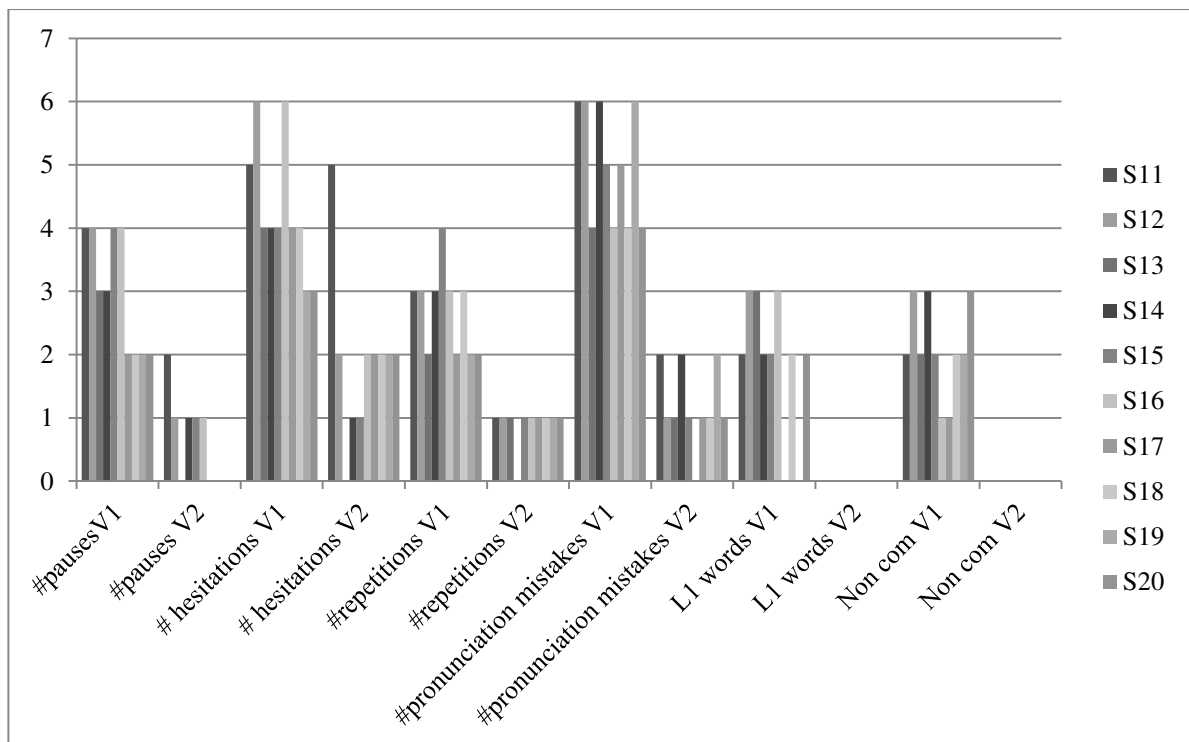


Figure 8. Pre-post Test Alfonso Reyes Echandía

To have a clear and complete picture of the results and achieve the purpose of the study, an analysis of these issues was done with the Statistical Package for the Social Sciences (SPSS), a statistical processor. The information provided in the chart above corroborates the students’ performance improvement in all aspects in the post-test audio-video recording. Although it was observed that there had been differences between the media sampling of each one of the factors

analyzed, a t-test of the mean sampling was performed in order to verify whether the results could be considered significant. First, the statistical analysis showed that the number of pauses as well as hesitations diminished considerably as can be observed in table 3 as well as the fact that the use of L1, repetitions, pronunciation mistakes, and the noncomprehensible words were reduced. Afterwards, it was necessary to test whether the data had a normal distribution or not (with x and y tests). This analysis is critical since normality is a prerequisite for many statistical tests and is an underlying assumption in parametric testing:

Table 4.

Media Sampling SPSS

Sample Means Table			
FACTOR Xi		SAMPLE MEANS	
		In videos V1 and V2	
i	Xi	$\bar{X}_{i,1}$	$\bar{X}_{i,2}$
1	PAUSES	2.8	0.8
2	HESITATIONS	3.5	1.45
3	REPETITIONS	2.7	1.15
4	PRONUNCIATION	5.5	1.6
5	L1WORDS	2.4	0.4
6	NONCOM	2.1	0.3

In table 4 above, the goodness of fit to the normal was performed by defining a level of significance $\alpha = 0,05$. The Statistical Z (K-S) Kolmogorov-Smirnov and significance values p_i observed for each difference vector $V_i = X_{i1} - X_{i2}$ of 20 observations in Videos 1 and 2 of each

one of the 6 observed factors evidenced the reduction of repetitions, hesitations, L1 words and non-comprehensible words.

Table 5

Goodness of fit test adjusted to the normal

$V_i = X_{i1} - X_{i2}$	$Z (K - S)$	p_i
PAUSES V1 – PAUSES V2	1.342	0.055
HESITAT V1- HESITAT V2	0.972	0.301
REPETI V1 – REPETI V2	1.330	0.058
PRONUN V1 – PRONUN V2	1.047	0.223
L1WORD V1 – L1WOR V2	1.021	0.249
NOCOM V1 – NOCOM V2	0.753	0.623

Moreover, as it was noticed in table 5 above, since always $p_i > 0,05$ we concluded that the difference vectors $V_i = X_{i1} - X_{i2}$ had a normal distribution. For this reason, in the sample comparison test of the related samples the hypotheses $H_0 : \bar{X}_{i,1} = \bar{X}_{i,2}$ and $H_a : \bar{X}_{i,1} \neq \bar{X}_{i,2}$, were considered. In them $\bar{X}_{i,1}$ and $\bar{X}_{i,2}$ showed the simple means that V1 and V2 revealed in each one of the 6 factors. The results of tests, with a level of significance $\alpha = 0,05$ are shown in the table. Finally, since significance values observed in the 6 factors studied were such that $p_i < 0,05$, it could be concluded that there were significant differences between the means observed in the pair of videos.

Table 6

Test Table T of Samples

FACTOR Xi	Sample means		Observed significance values
	In videos V1 and V2		
X_i	$\bar{X}_{i,1}$	$\bar{X}_{i,2}$	p_i
PAUSES	2.8	0.8	0.000
HESITATIONS	3.5	1.45	0.000
REPETITIONS	2.7	1.15	0.000

PRONUNCIATION	5.5	1.6	0.000
L1WORDS	2.4	0.4	0.001
NONCOM	2.1	0.3	0.000

5.3.3 Core category

Once the subcategories and categories were identified based on the data collected, it was necessary to make the corresponding data analysis in order to solve the research question. Pandit (1996) states “the basic idea is to propose linkages and look to the data for validation (move between asking questions, generating propositions and making comparisons” (p.11). To achieve this, the researchers selected a core category as the central phenomenon for their theory (John W Creswell, 2012). In this research, the core category obtained was motivation because it was evidenced that the use of self-assessment in audio-video recordings positively impacted the students' spoken fluency as their confidence increased and they felt encouraged to look for strategies to make their tasks better in each session demonstrating self-direction. These cognitive, affective and personal abilities require a lot of commitment which is mainly determined by their desire to do which is recognized as motivation. Corbin and Strauss, (2014) state that the core category is “the category that appears to have the greatest explanatory relevance and highest potential for linking all of the other categories together” (p.104).

Peng (2014) states “Language achievement is influenced by motivation and language aptitude” (p. 21). Then, when a person is provided with positive input and stimuli he feels comfortable, the levels of stress and anxiety are reduced, participation increases and s/he makes his best effort to achieve successfully the tasks. Self-assessment brought the students an opportunity to look at their strengths and weaknesses in an environment free of stress and this allowed them to seek strategies which contributed to increase their self-confidence.

5.4 Conclusion

To sum up, the implementation of self-assessment in audio-video recordings positively influences the students' spoken fluency. Firstly, it provided students with training opportunities and support that helped them to observe, reflect, monitor and assess their performance. Secondly, these opportunities helped them to become aware of their capabilities of creating strategies that decreased negative affective factors such as anxiety (Benson, 2013). Thirdly, as they became less anxious and more self-directed learners, their self-confidence to talk in and out the classroom increased considerably. Finally, this self-confidence to speak raised their motivation to make more proficient speaking performances. Benson (2013) states that "Learners who are intrinsically motivated carry out learning activities for the pleasure of learning, for the satisfaction of achievement, or to experience stimulation" (p. 84). So, as self-assessment in audio-video recordings helped students to gain confidence and their motivation increased they began to participate more actively in the tasks in and outside the classroom what made them on risk takers in the communicative field.

In Chapter 6 the reader will find the pedagogical implications this research could have on the participants, the schools, and the community. Although there were some challenges and limitations such as time, experience and lack of resources, the results obtained allowed answering the question stated for the present research and invited the readers to continue looking for strategies to improve the learning process.

Chapter 6: Conclusions and Pedagogical Implications

6.1 Introduction

The use of self-assessment with sixth graders who had difficulties participating in English classes due to a lack of spoken fluency was an effective strategy to enhance students to self-direct and monitor their progress in speaking tasks using video recording activities (See Section 1.3). As Richards (2008) argues that “The mastery of speaking skills in English is a priority for many second-language or foreign-language learners” (p. 19), the present study proposed a strategy that helped students to improve their speaking skills through the use of the self-assessment and made them more aware of their strengths and weaknesses using a technological device at home. The results concluded that enhancing students’ motivation through the use of a technological device and self-assessment contributed to decreasing levels of anxiety, maximized their self-confidence, and developed abilities that helped them to improve their spoken fluency.

This chapter reveals how the results of the present study were related to similar ones and demonstrated that when students are engaged in their learning process by promoting abilities to observe, monitor and self-assess their work, their learning process becomes more meaningful and efficient and their spoken fluency improves. Rodríguez (2007) states “Through the implementation of self-assessment both students and teachers could achieve a much deeper recognition of the weaknesses and strengths they have in the complex process of teaching and learning English” (p. 230). This chapter also states the implications of the results for the students as they gained confidence and became self-directed and for teachers as it was demonstrated that self-assessment and technology are useful strategies to enhance the students' spoken fluency that could be implemented to strengthen other aspects of the foreign language teaching. Finally, the

present paper expects to promote in teachers and researchers the need to continue looking for strategies to improve learning and thus the students' lives.

6.2 Comparison of results with previous studies' results

In relation to other research studies mentioned in Chapter 2 of this paper (Butler, Y. G., & Lee et al., 2010; Chen, 2008; De Leger, 2009; Duffey, 2014 and Li, 2015), the researchers found that the use of self-assessment helped teachers and students to evaluate the progress of different language learning areas. In relation with spoken fluency, Préfontaine (2013) stated in a comparable study made for learners of French at varying levels of proficiency that “self-perceptions are relevant to the study of the cognitive aspects of L2 fluency because students were able to assess accurately their L2 speaking skills” (p. 339). This converges with this study because the students were able to self-assess their videos and their motivation to speak increased.

By the same token, the results and findings of the present research study revealed that self-assessment enhanced the students' confidence, which is related to the speaking skill by reducing their levels of anxiety which enhanced their spoken fluency and increased their motivation in speaking tasks. Birjandi and Tamjid (2012) studied the role of self, peer and teacher assessment in writing performance. They demonstrated that employing self and peer-assessment, helped students to improve their writing. This finding matched our study in the use of the strategy implemented (self-assessment) because it contributed to improving a specific skill in the participant's (writing) but differed from this study in the skill. In both studies, the use of self-assessment made the students aware of their level of performance and look for strategies to improve their work by using self-created monitoring strategies.

Conversely, Matsuno (2009) established in his study with Japanese students that self-assessment in writing encouraged many participants to underestimate, rather than overestimate,

the quality of their writing. This finding goes against this study as it was found that the use of self-assessment in video recording activities increased the participants' motivation and their level of anxiety diminished what was evidenced in their performance during the video tasks.

Regarding the use of video recordings, it was evidenced that the participants became more aware of their mistakes in speaking when they had the opportunity to self-evaluate their videos. This process of reflection allowed them to judge their performance in the video tasks and establish strategies that attempted to foster their confidence as well as their spoken fluency. This idea converges with similar studies such as those reported by Katchen, 1992; Cakir, 2006; Butler, Y. G., and Lee et al., 2010; Wilches, 2014; Montgomerie et al., 2014; Mancera Arévalo, 2014; and Boisvert and Rao, 2014 who evidenced that producing audio-video recordings allowed learners and teachers to observe, monitor, assess, as well as improve their performance over time. They found that this innovative tool motivated learners to improve their abilities. In addition, the use of self-recordings prompted the learners' interest to self-monitor their learning process.

6.3 Significance of the results

Nowadays, the use of technology, video tasks, and self-assessment has become more useful in language learning (Chapelle, 2003). Learners' self-assessment has become an important feature in the learning process, and it can be considered as a recommended option to solve different problems related not only to language acquisition but also some other areas of knowledge (Oscarson, 2009).

The results of the present research study demonstrated that the use of self-assessment contributed to the population in which it was implemented. It is advisable to use this kind of strategy to solve problems related to student's anxiety, pronunciation, fluency, motivation, and

self-direction. Furthermore, the findings obtained using video recordings in language learning are relevant and can be transferable to other public and private institutions, especially to those schools where the expected language level is very low and the students cannot achieve the standards.

For the particular population of this study, the results were relevant because the standards determined by the Colombian National Ministry of Education (2006) state that a sixth grade student must take the risk to participate in a conversation with his or her classmates and teacher (p. 26). Thus, as the students' level of anxiety to talk were reduced, they felt more confident and became more independent, proficient, and competent persons when participating in a conversation.

Finally, the results of this study showed that the use of self-assessment was useful in helping students to set clear goals, monitor their work and increase the students' awareness, which could be valuable for teachers in language teaching .

6.4 Pedagogical challenges and recommendations

The purpose of the present research was to implement a strategy (self-assessment in audio-video recordings) to enhance the students' spoken fluency in and outside the classroom. Although the results demonstrated that the strategy implemented was effective some difficulties emerged during the process.

Firstly, the students were not trained to make videos or to speak in front of a camera, which was the main challenge that the researchers had to face and overcome. Therefore, it was necessary to give them models of videos where other students were doing similar tasks. Those videos motivated them to continue working.

Secondly, some students appeared in the audio video recordings reading all the time and the purpose was that they did the videos the most spontaneously as possible. Then, it was necessary to include "reading" in the checklists as a negative aspect. Thus, students realized that they could not read during the video and some of them were able to overcome that difficulty in the final recording.

Finally, the biggest issue to overcome was pronunciation. This problem was a challenge because it was not included in the lesson plans of the sessions. The participants were 10 to 12 years old, and they did not have enough training. To solve this, it was necessary to give them websites and technological tools in which students could enough practice the words they wanted to use in the videos and they could record with a better pronunciation. For further research, it would be advisable to anticipate this kind of problems in order to plan possible solutions to overcome them.

6.5 Research limitations on the present study

The lack of experience of researchers, time, students' lack of resources and experience with regard to the management of technology focused on learning were the main limitations of this study. Firstly, a lack of experience in research was observed at the beginning of the process as it was hard to identify which aspect of speaking and technology the study would focus on. For that reason, it was necessary to read literature about the use of technology in language learning and different terms such as the use of CALL (Computer –Assisted Language Learning), TELL (Technology-Enhanced Language Learning), Web 2.0 and speaking sub-skills. That provided a better understanding and allowed the researchers to decide the constructs the study would work on.

The second limitation was time because this research study was implemented in 8 sessions where the students had to work at home in online sessions. The students from both schools did not have enough experience in using technology for specific purposes such as recording and uploading the videos. This delayed the process of data collection as we had to train students on this issue and extend the deadline for the project.

The third limitation was the students' lack of resources because some of them did not have technological devices and researchers had to look for strategies to help them. Therefore, they could not complete the tasks on time. This delayed the collection of data, and we had to adjust the timeline of the research. Fortunately, parents were quite committed and helped them to achieve the tasks.

Finally, the students' lack of experience with respect to the management of technology focused on learning was one of the biggest limitations because the participants did not have experience in filling surveys, checklists and dealing with software to record voice and videos. Thus, it was necessary to provide the participants with training on those issues, so they gained confidence in the use of technology for specific purposes and their quality of their work improved.

6.6 Further research

This study used audio-video recordings as a tool to enhance the students' spoken fluency. The use of self-assessment in the tasks proposed during the implementation helped the participants to reduce the level of anxiety, set specific goals, overcome problems of pronunciation and lessen the use of L1. For future research, it would be interesting to continue with this intervention in order to measure the impact this strategy would have on the other

speaking sub-skills. Moreover, further study on self-assessment could analyze the impact it has in the students' self-efficacy and autonomy construction.

In terms of the impact of this study in the national context, it is recommended to continue the work with self-assessment and video recording activities not only in language learning but in other subjects such as arts, science or mathematics. The results of this study evidenced that the use of self-assessment motivated the students to improve their performance in different spoken tasks, enhancing their spoken fluency, increased their self-direction and made them more responsible persons. Thus, the use of self-assessment and audio-video recordings could promote or enhance other different abilities and competences required on those subjects.

To conclude, another suggestion for further research is to analyze the use of self-assessment to improve other speaking sub-skills and aspects of language such as accuracy, body language, and grammar, for instance. As it was confirmed that self-assessment helped to increase students' awareness, self-confidence, and motivation, it would be valuable to include this strategy to make students speak not only fluently but also accurately as natural speakers of a foreign language.

6.7 Conclusion

Self-assessment in audio-video recordings is an effective strategy to improve students' spoken fluency as it provides them with opportunities to observe, monitor and evaluate their tasks. This process of self-reflection made students become aware of their strengths and weaknesses and look for strategies to improve their performance. Consequently, applying this kind of strategies can be valuable in education as it contributes to improving the teaching-learning process and makes students self-assess their work. Moreover, as students can assess their work using the audio-video recording in a safe and comfortable environment, their self-

esteem is not affected, and they build cognitive, affective and technical abilities required to be self-directed learners, which is favorable for their future academic life.

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Appendix A: Consent Letters

A.1 Principal's consent letter

Bogotá, Febrero 20 de 2015

Señor

PEDRO IVAN CALDERÓN

Rector

Colegio Alfonso Reyes Echandía

REFERENCIA: Solicitud de autorización.

Respetado señor:

Siendo el deseo mutuo de responder a las necesidades de nuestros alumnos, me permito solicitar a Ud. la correspondiente autorización para realizar una investigación en el plantel con el propósito de mejorar los procesos de inglés de los estudiantes de grado 601 jornada mañana. Dicha investigación surge ya que me encuentro desarrollando la maestría en la Universidad De La Sabana "Didáctica del Inglés con énfasis en Aprendizaje Autónomo" la cual está dirigida a realizar procesos investigativos que buscan el mejoramiento del proceso de enseñanza-aprendizaje del inglés.

Dicha actividad requiere la implementación de instrumentos investigativos como encuestas, pruebas, grabaciones, entrevistas, entre otros. La información recolectada será manejada bajo los parámetros de ética y normatividad vigente sobre el uso de la información de las personas (Ley 1581 de 2012, Art 7). Asimismo, estas serán previamente orientadas por la universidad.

El proyecto de investigación tendrá una duración de cuatro semestres (dos años) y se trabajará en distintas fases, las cuales fueron estipuladas por el programa de la maestría; estas son:

1. Análisis de necesidades, identificación del problema
2. Construcción teórica
3. Implementación
4. Análisis de datos y sistematización

Durante la primera fase se aplicará un cuestionario con el fin de reconocer las herramientas tecnológicas a las que tienen acceso los estudiantes, situaciones concernientes a hábitos de estudio y percepciones de la clase de inglés. Además, se realizará registro cualitativo de su desempeño oral en una clase de inglés.

De antemano agradezco la atención y colaboración prestada a esta.

Atentamente,

Zayda Viviana Nieto

Docente Inglés jornada mañana.

A.2 Students' consent letter

Estimado estudiantes,

Se desarrollará con ustedes un proyecto de investigación titulado "Implementing Self-Assessment to Enhance Spoken Fluency through Audio-video recording activities in sixth graders with A1 in L2 English" , el cual está dirigida a mejorar su competencia oral en inglés a través del uso de grabaciones de audio y video.

Con esto, se pretende mejorar los procesos de enseñanza-aprendizaje del inglés, como lengua extranjera a través del uso de herramientas tecnológicas educativas que contribuyan a su formación integral y fomenten su autonomía.

Para llevar a cabo dicho proyecto, es necesario recolectar, transcribir y analizar información de ustedes a través de instrumentos de investigación como cuestionarios, grabaciones, documentos, encuestas, entre otros, a partir de este período y hasta la culminación del proyecto.

Dicha información será manejada bajo los parámetros de ética, y confidencialidad estipulados en la normatividad vigente sobre el uso de la información de las personas (Ley 1581 de 2012, Art 7). La participación en el presente estudio es voluntaria y no afectará sus valoraciones.

Por tal motivo, la presente tiene como fin solicitarles su autorización para el desarrollo de lo anteriormente expuesto, no sin antes agradecer su atención y colaboración.

Ricardo Calderón. Docente de Inglés. Jornada Mañana.

Fecha	Nombres completos	Autorizo		Firma
		si	No	

A.3 Parents' consent letter

Estimado padre/madre,

Se desarrollará en la institución un proyecto de investigación con los estudiantes de grado séptimo titulado "Implementing Self-Assessment to Enhance Spoken Fluency through Audio-video recording activities in sixth graders with A1 in L2 English" , la cual está dirigida a mejorar la competencia oral en inglés de sus hijos(as) a través del uso de grabaciones de audio y video.

Con esto, se pretende mejorar los procesos de enseñanza-aprendizaje del inglés, como lengua brindando herramientas tecnológicas educativas que contribuyan a la formación integral de los estudiantes, fomentando la autonomía.

Para llevar a cabo dicho proyecto, es necesario recolectar información de sus hijos a través de instrumentos de investigación como cuestionarios, grabaciones, documentos, entre otros, a partir de este período y hasta la culminación del proyecto.

Dicha información será manejada bajo los parámetros de ética, y confidencialidad estipulados en la normatividad vigente sobre el uso de la información de las personas (Ley 1581 de 2012, Art 7). La participación en el presente estudio es voluntario y no afectará negativamente las valoraciones de sus hijos (as).

Por tal motivo, la presente tiene como fin solicitarles su autorización para el desarrollo de lo anteriormente expuesto, no sin antes agradecer su atención y colaboración.

Ricardo Calderón Quintero

Docente de Inglés. Jornada mañana.

AUTORIZO SI _____ NO _____

NOMBRE _____

FIRMA _____

DOCUMENTO DE IDENTIDAD _____

ACUDIENTE DE _____

Appendix B: Instruments**B.1 Needs analysis speaking rubric**

1. PRONUNCIATION	
	The student speaks phonetically correct and almost error-free.
	The student speaks comprehensible, generally correct, with occasional errors.
	The student speech has frequent errors that confuse the listener and requires guessing at meaning.
	The student speech has many errors that interfere with comprehensibility.
	Most of the student's utterances contain errors, and many utterances are difficult to understand.
2. COMPREHENSION	
	The student shows ability to understand the target language when Speaking at a somewhat normal rate of speed, with only one repetition or rephrasing, if necessary.
	The student understands the target language when speaking at a somewhat normal rate of speed, with more than one repetition or rephrasing
	The student seems to have problems to understand the target language.
	The student understands just words of the target language but not structures.
	The student does not understand the target language.
3. FLUENCY	
	The student speaks clearly enough to the other person.
	The student uses fillers ” when he/she talks
	The student has a generally smooth flow, with self-correction and little hesitation.
	The student speaks slowly, using hesitant or halting speech
	The student makes no attempt or shows constant hesitation
4. CONTENT	
	The student uses a wide range of tenses and makes use of appropriate and new words and expressions.
	The student makes use of appropriate words and some new lexical items. Generally good Response with creativity.
	The content he or she uses is just adequate to the topic. Generally understood but limited to the very basic.
	Inadequate vocabulary or incorrect use of lexical items, leading to a lack of communication.
	The student does not complete answers due to the lack of vocabulary; the answers tend to be one or two words in length. No attempt to use a variety of expressions.
5. BODY LANGUAGE	
	The student faces the person he or she is speaking to with good attitude.
	The student employs his hands and body to give a better understanding.
	The student moves around expressing a lot of nervousness.
	The student does not make eye contact with the other speaker
	The student does not employ body gestures when he or she speaks to people.

B.2 Survey:**B.2.1 Entrance survey**

Dear students, this survey has as its main aim to collect information about academic situations regarding your speaking in your English classes. For this purpose, we thank your compromise when filling this out. Choose the best answer for each question. *Apreciados estudiantes, el presente cuestionario tiene como fin recolectar datos concernientes a situaciones académicas referentes a tu clase de inglés; para ello, agradecemos tu compromiso con el diligenciamiento de este. Escoge la opción más acertada a tu situación.*

Opinions about the English class/ Opiniones acerca de tu clase de inglés.

The following questions have as main aim to know what you think about your skills in the English Class. *Las siguientes preguntas tienen como objetivo saber lo que piensas acerca de tus habilidades en la clase de inglés*

1. How much do you like English? / ¿Qué tanto te gusta el inglés?

- a. A lot / Mucho.
- b. A little /Un poco.
- c. Not much/ No mucho.
- d. Not at all/ No del todo.

2. What is the easiest for you in the English class?

- a. Speaking/hablar
- b. Writing/escribir
- c. Listening and understanding/ escuchar y comprender
- d. Reading/leer

3. What is the most difficult for you in the English class? / Qué es lo más difícil para ti en la clase de inglés?

- a. Speaking/hablar
- b. Writing/escribir
- c. Listening and understanding/ escuchar y comprender
- d. Reading/leer

4. How comfortable do you feel speaking in English? / ¿Que tan cómodo (a) te sientes hablando en inglés?

- a. Very comfortable / Muy cómodo
- b. Comfortable / Cómodo
- c. Somewhat comfortable / Algo cómodo
- d. Not very comfortable / No muy cómodo
- e. Not comfortable at all / No del todo cómodo

5. According to your opinion, what is your English speaking level? / ¿En tu opinión, Cuál consideras que es tu nivel de habla en inglés?

- a. Great. / Excelente.
- b. Good. / Bueno.
- c. Regular. / Regular.
- d. Bad. / Malo.
- e. Very bad. / Muy malo.

6. How spontaneous do you think you can be while speaking in English?(speaking without memorization)/ ¿Qué tan espontáneo puedes ser mientras hablas inglés. (Hablar sin memorización)

- a. Very spontaneous / Muy espontáneo.
- b. Spontaneous/ Espontáneo.

- c. Somewhat spontaneous/ Algo espontáneo.
- d. Not very spontaneous / No muy espontáneo.
- e. Not spontaneous at all / Nada espontáneo.

7. Would you like to speak more fluently in English? / ¿Te gustaría hablar con mayor fluidez en inglés?

- a. Yes. / Si.
- b. No. / No.
- c. Maybe. / Tal vez.

8. How often do you do extra activities to improve your speaking English level?/ Qué tan frecuente realizas actividades extras para mejorar tu nivel de inglés?

- a. Always/ Siempre
- b. Usually/ Usualmente
- c. Sometimes/ Algunas veces
- d. Seldom / Rara vez
- e. Never / Nunca

9. Which of the following items would you like to use to improve your speaking?/ ¿Cuál de los siguientes aspectos usarías para mejorar tu nivel de habla?

- a. Video making / Hacer videos.
- b. Complementary readings. / Lecturas complementarias
- c. Games. / Juegos
- d. Complementary workshops. / Talleres de refuerzo
- e. Online activities. / Actividades en línea (Internet)
- f. Podcasts / Grabaciones.

Learning awareness/Conciencia sobre tu aprendizaje

The following questions have as main aim to analyze aspects concerning to the way you do, monitor and assess your academic activities. Las siguientes preguntas tienen como objetivo analizar aspectos relacionados con la forma en la que realizas, monitoreas y evalúas tus actividades académicas.

10. What kind of activities do you do in the afternoon? / ¿Qué clase de actividades realizas en las tardes?
- a. Play in the computer. / Jugar en el computador.
 - b. Do homework. / Hacer tareas.
 - c. Review the topics learnt at school. / Repasar los temas aprendidos en el colegio.
 - d. Watch Tv./ Ver Televisión.
 - e. Sleep. / Dormir.
 - f. Do sports. / Hacer deportes.
 - g. Hang out with my friends. / Salir con mis amigos.
 - h. Surf on the net.
11. How often do you do extra activities to improve your Speaking English level?/ Qué tan frecuente realizas actividades extras para mejorar tu nivel de inglés?
- a. An hour. / Una hora.
 - b. Two hours. / Dos horas.
 - c. Three or more hours / Tres horas o más horas.
 - d. I don't spend any time out of school. / No le dedico tiempo fuera del colegio.
12. How do you study English at home? / ¿Cómo estudias inglés en la casa?
- a. I use videos / uso videos.

- b. I make online courses / realizo cursos en linea (Internet).
- c. I supplement it with exercises / Complemento con ejercicios.
- d. I listen to music / Escucho música.
- e. I speak to someone in English / Hablo con alguien en inglés.
- f. I use your dictionary to learn new words?/Uso diccionario para aprender nuevas palabras
- g. I do not study English at home / No estudio inglés en la casa.
- h. I record myself/ Me grabo a mi mismo.

13. How often do you keep records of your homework , tasks, and tests? / ¿Con qué frecuencia llevas/conservas registro (s) de tus tareas, actividades y evaluaciones?

- a. Always/ Siempre
- b. Usually/ Usualmente
- c. Sometimes / Algunas veces
- d. Seldom / Rara vez.
- e. Never / Nunca

14. How often do you take into account the last tasks to improve the new ones? / ¿Con qué frecuencia tienes en cuenta los trabajos anteriores para mejorar los nuevos?

- a. Always / Siempre.
- b. Usually / Usualmente.
- c. Sometimes / Algunas veces.
- d. Seldom / Rara vez.
- e. Never / Nunca.

15. Which strategies do you use to improve your Spoken fluency? / ¿Qué estrategias usas para mejorar tu fluidez oral?

- a. Always / Siempre.
- b. Usually / Usualmente.
- c. Frequently / Frecuentemente
- d. Sometimes / Algunas veces.
- e. Seldom / Rara vez.
- e. Never / Nunca.

16. How do you think you can learn English better? / Cómo crees que aprendes inglés mejor?

- a. Reading / Leyendo
- b. Writing / Escribiendo
- c. Watching Videos / Viendo videos
- d. Listening / Escuchando.
- e. Speaking / Hablando.

Technology / Tecnología

The following questions have as main aim to analyze aspects concerning to technological resources you have access to and the way you use them. Las siguientes preguntas tienen como objetivo analizar aspectos relacionados con las herramientas tecnológicas a las que tienes acceso y la forma como las usas.

17. Which of the following devices do you have access to? / ¿A cuál de los siguientes dispositivos tienes acceso?

- a. Smartphone / Teléfono celular.

- b. Laptop computer / Computador portátil.
- c. Desktop computer / Computador de mesa.
- d. Tablet / Tableta.
- e. Video Camera / Cámara de video.
- f. Digital Recorder / Grabadora digital.

18. What do you use technology for? / ¿Para qué usas la tecnología?

- a. Gaming. / Para jugar.
- b. Searching non academic information. / Para buscar información no académica.
- c. Studying. / Para estudiar.
- d. Communicating. / Para comunicarme.
- e. Surfing on the net. / Navegar en internet
- f. All of the above. / Todas las anteriores
- g. I do not use technology/ No uso tecnología

19. Would you like to use technological devices to improve your fluency in English? /

¿Te gustaría usar herramientas tecnológicas para mejorar tu fluidez en inglés?

- a. Yes. / Si.
- b. No. / No.

20. Would you like to learn to self-assess your tasks? / ¿Te gustaría aprender a auto-evaluar tus trabajos?

- a. Yes. / Si.
- b. No. / No.
- c. Maybe. / Tal vez.

B.2.2 Final survey

1. How much do you like English now? / ¿Qué tanto te gusta el inglés now?

- a. A lot / Mucho.
- b. A little /Un poco.
- c. Not much/ No mucho.
- d. Not at all/ No del todo.

2. How comfortable do you feel speaking in English now? / ¿Que tan cómodo (a) te sientes hablando en inglés ahora?

- a. Very comfortable / Muy cómodo
- b. Comfortable / Cómodo
- c. Somewhat comfortable / Algo cómodo
- d. Not very comfortable / No muy cómodo
- e. Not comfortable at all / No del todo cómodo

3. According to your opinion, what is your English speaking level now? / ¿En tu opinión, Cuál consideras que es tu nivel de habla en inglés ahora?

- a. Great. / Excelente.
- b. Good. / Bueno.
- c. Regular. / Regular.
- d. Bad. / Malo.
- e. Very bad. / Muy malo.

4. How spontaneous do you think you can be while speaking in English now?(speaking without memorization)/ ¿Qué tan espontáneo puedes ser mientras hablas inglés ahora? (Hablar sin memorización)

- a. Very spontaneous / Muy espontáneo.

- b. Spontaneous/ Espontáneo.
- c. Somewhat spontaneous/ Algo espontáneo.
- d. Not very spontaneous / No muy espontáneo.
- e. Not spontaneous at all / Nada espontáneo.

5. Do you consider you speak more fluently in English now? / ¿Consideras que hablas con mayor fluidez en inglés now?

6. Did you like to use video making as a tool to improve your speaking? / ¿Te gustó elaborar videos como estrategia para mejorar tu habla?

- a. Yes. / Si.
- b. No. / No.

7. How often did you do extra activities to improve your Speaking English level? / Qué tan frecuente realizaste actividades extras para mejorar tu nivel de inglés?

- a. An hour. / Una hora.
- b. Two hours. / Dos horas.
- c. Three or more hours / Tres horas o más horas.
- d. I don't spend any time out of school. / No le dedico tiempo fuera del colegio.

8. Do you consider that self-assessment help you to improve your Spoken fluency? / ¿Consideras que la autoevaluación te ayudó a mejorar tu fluidez oral?

- a. Yes. / Si.
- b. No. / No.

9. Did you like to use technological device to improve your fluency in English? / ¿Te gustó usar herramientas tecnológicas para mejorar tu fluidez en Inglés?

- a. Yes. / Si.

b. No. / No.

10. Did you like to self-assess your tasks?/ ¿Te gustó autoevaluar tus tareas?

a. Yes. / Si.

b. No. / No.

B.4 Teacher's Journal

School:	Teacher:
Date:	Session:
Topic/ Description of the class:	
Findings:	

B.5 Self-assessment checklist

Watch your video, reflect on your performance and tick the best option in each item

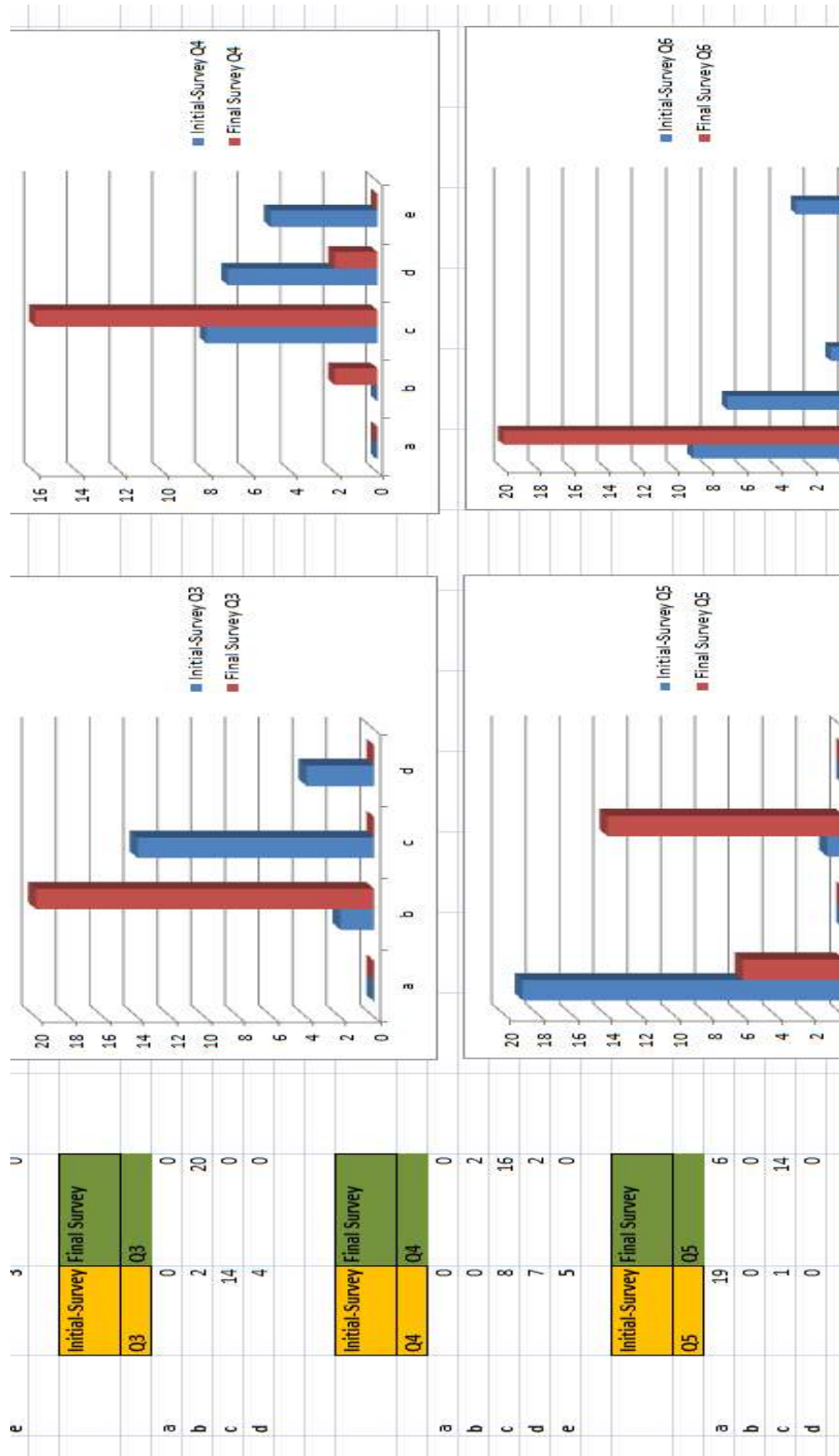
	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
I HAD A CLEAR IDEA ABOUT THE AIM OF THE TASK					
I PRACTICED ENOUGH BEFORE RECORDING THE FINAL PRODUCT					
I USED L1 JUST WHEN NECESSARY.					
MY TASK FITS THE REQUIREMENTS					
I SPOKE AT A GOOD RATE					
I LIKE MY PRONUNCIATION					
I FEEL PROUD OF MY FINAL PRODUCT					

Appendix C: Sessions plan

Session	Date	Aim	Data Collected	Time
<u>Session 1</u>	September 21st-25th	To talk about their favorite characters (Celebrities).	Pre-test (Video 1)	Face to face:(2h) Virtual:(1h)
<u>Session 2</u>	September 28th - October 2nd	To familiarize the students with the platform and some software to record their videos. To train in filling the self-assessment checklist.	Self-assessment checklist	Face to face: (2h) Virtual: (1h)
<u>Session 3:</u>	October 13th-16th	To reinforce pronunciation and use of Google translator.	Self-assessment checklist	Face to face (2h) Virtual (1h)
<u>Session 4:</u>	October 19th 23rd	To talk about likes and dislikes Vocabulary.	Self-assessment checklist.	Face to face: (2h) Virtual: (1h)
<u>Session 5:</u>	October 26th-30th	To talk about sports and free time activities.	Self-assessment Checklist	Face to face: (2h) Virtual: (2h)
<u>Session 6:</u>	November 3rd-6th	To talk about routines.	Self-assessment checklist	Face to face: (2h) Virtual: (2h)
<u>Session 7:</u>	November 9th-13th	To identify the main Adverbs of frequency.	Self-assessment checklist	Face to face: (2h) Virtual: (1h)
<u>Session 8:</u>	November 17th-20th	To revise the recommendations for the final video about celebrities.	Post-Test Self-assessment checklist Exit survey	Face to face: (2h) Virtual: (1h)

Appendix D: Coding

D.1 Surveys coding

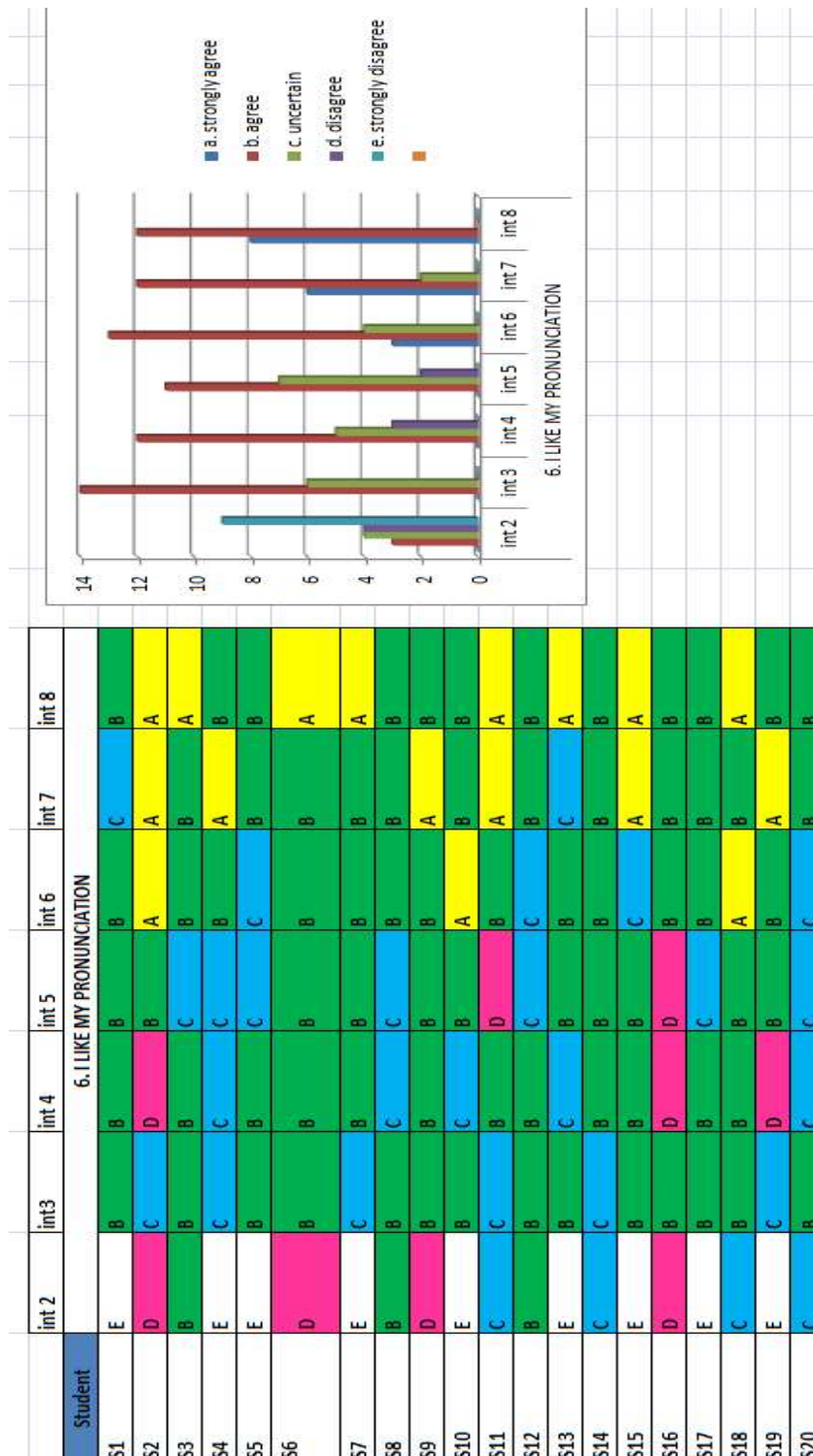


D.2 Pre-Post test coding

The analysis was made based on 20 seconds of speech

Student	Durati on	video 1	Durati on	video 2	# of words	# pause s	# hesitati ons	# hesitati ons	# repetit ions	# repetit ions	#pronomci ation	#pronomci ation	V1 words	V2 words	V1 Non com	V2 Non com
S1	0:45	My favorite celebrity is Cristiano Ronaldo. Mmmm Cristiano Ronaldo it is a very famous football player. [...] Cristiano Ronaldo he is is a born in Madeira Portugal, one thousand nine hundred eighty five. The favorites: [...] Cristiano Ronaldo he playing in Real Madrid to mmmm he likes sing Reggaeton, he rarely eats eats pizza, he doesn't eat hamburger, to he also likes travel in Europe, he hates lost he	1:12	(My favorite celebrity is Cristiano Ronaldo, Cristiano Ronaldo he is is born in Madeira Portugal, one thousand nine hundred eighty five. The favorites: [...] Cristiano Ronaldo he playing in Real Madrid to mmmm he likes sing Reggaeton, he rarely eats eats pizza, he doesn't eat hamburger, to he also likes travel in Europe, he hates lost he	47	2	1	3	2	2	5	3	2	2	0	0
S2	0:48	La ciudad de Medellin, Colombia. Maluma born veintiocho January mil novecientos noventa y cuatro in in the city Medellin, Colombia [...] His mmmm xxxx xxx first sixteen years finish in their secondary [...] Maluma two two justed in their soccer and music in name xxx its name artistic xxx is mm mmmm [...] xxxxxx MA for mother xxx , LU for father Luis, MA for brother Marcela in dos mil catorce Maluma concurred for program TV voice kids their music gender is	1:02	(My name my name is Andres Fernando, and my celebrity is Maluma, Maluma [...] I like music and person and personality, his favorite fruit fruit is mango, his favorite sport is soccer, his favorite, his favorite music is reggaeton, and Maluma do not like abhhh meat, do not like hot dog, a Maluma more like is his family. He doesn't like golf, he doesn't like blaekt, he doesn't like pizza. Maluma always play soccer, ka.naaaar.chaaa.muuuh . T.u.s.d.u.o.i.a	52	3	1	3	3	2	8	3	9	1	0	0

D.3 Self-assessment checklist coding



D.4 Teachers' journal coding (Excerpts)

findings Session 5

The students **enjoyed** the activities and **participate** a lot .They expressed their likes and dislikes about their free time activities and their favorite sports. They spoke about some famous people's free time activities. They commented their favorite sports and they looked **delightful** to talk about the topic. However, they used **L1** sometimes because of the lack of vocabulary about the sports they practice. The pronunciation of the different words was difficult for them so they had to use the tool Google translator.

In the face to face session students were highly **participative**. They were attentive to the explanation of the topic as well as for the instructions of the activity. As they had to work in pairs they collaborate each other when correcting pronunciation and/or grammar mistakes. Most of them wanted to perform the role play in front of the class what demonstrates their level of anxiety is decreasing. Moreover, they used the time provided efficiently and some of them record their practices without telling them to improve their performance. When listening the online activity I could notice that their work has improved. Less pronunciation mistakes occurred and their speech is *becoming more natural* .

This activity was a little bit difficult for students as they still do not realized the rule for the third person "s" and its correct pronunciation. unless this situation **students are engaged in participate**. As the vocabulary is new and demanding they used **L1** in some cases. A strategy they used to remember the vocabulary was by using pictures. They are more engaged in looking strategies by themselves instead of asking me.

In the online session they had to talk about their routine. **It seemed it was easy for them and most of them accomplished successfully**.

Appendix E: Quantitative analysis (SPSS)

NPART TESTS
 /K-S (NORMAL)=DIF_HESV1_HESV2
 /MISSING ANALYSIS.

NPar Tests

[Conjunto_de_datos1] C:\Users\ALVARO\Desktop\base de datos.sav

One-Sample Kolmogorov-Smirnov Test

		DIF_HESV1_HESV2
N		20
Normal Parameters ^{a,b}	Mean	2,0500
	Std. Deviation	1,14593
Most Extreme Differences	Absolute	,217
	Positive	,217
	Negative	-,133
Kolmogorov-Smirnov Z		,972
Asymp. Sig. (2-tailed)		,301

a. Test distribution is Normal.
 b. Calculated from data.

T-TEST PAIRS=HESITATV1 WITH HESITATV2 (PAIRED)
 /CRITERIA=CI (.9500)
 /MISSING=ANALYSIS.

T-Test

[Conjunto_de_datos1] C:\Users\ALVARO\Desktop\base de datos.sav

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 HESITATV1	3,5000	20	1,19208	,26656
HESITATV2	1,4600	20	1,09904	,24575

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 HESITATV1 & HESITATV2	20	,502	,024

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	HESITATV1 - HESITATV2	2,05000	1,14593	,25624	1,51369	2,58631	8,000	19	,000

NPART TESTS
 /K-S (NORMAL)=DIF_REPV1_REPV2
 /MISSING ANALYSIS.

NPar Tests

[Conjunto_de_datos1] C:\Users\ALVARO\Desktop\base de datos.sav

One-Sample Kolmogorov-Smirnov Test

		DIF_REPV1_REPV2
N		20
Normal Parameters ^{a,b}	Mean	1,5500
	Std. Deviation	,82558
Most Extreme Differences	Absolute	,297
	Positive	,297
	Negative	-,203
Kolmogorov-Smirnov Z		1,330
Asymp. Sig. (2-tailed)		,058

a. Test distribution is Normal.
 b. Calculated from data.

Retrieved from Version 2.0 of the SPSS statistical software

T-TEST PAIRS=REPETIV1 WITH REPETIV2 (PAIRED)
 /CRITERIA=CI(.9500)
 /MISSING=ANALYSIS.

♦ **T-Test**

[Conjunto_de_datos1] C:\Users\ALVARO\Desktop\base de datos.sav

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 REPETIV1	2,7000	20	,73270	,16384
REPETIV2	1,1500	20	,67082	,15000

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 REPETIV1 & REPETIV2	20	,311	,183

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 REPETIV1 - REPETIV2	1,55000	,82558	,18460	1,16362	1,93638	8,396	19	,000

T-TEST PAIRS=PRONUNV1 WITH PRONUNV2 (PAIRED)
 /CRITERIA=CI(.9500)
 /MISSING=ANALYSIS.

T-Test

[Conjunto_de_datos1] C:\Users\ALVARO\Desktop\base de datos.sav

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRONUNV1	5,5000	20	1,31789	,29469
PRONUNV2	1,6000	20	,75394	,16859

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRONUNV1 & PRONUNV2	20	,477	,034

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRONUNV1 - PRONUNV2	3,90000	1,16529	,26057	3,35463	4,44537	14,967	19	,000

Retrieved from Version 2.0 of the SPSS statistical software

SELF-ASSESSMENT TO ENHANCE SPOKEN FLUENCY

T-TEST PAIRS=L1WORDV1 WITH L1WORDV2 (PAIRED)
 /CRITERIA=CI(.9500)
 /MISSING=ANALYSIS.

T-Test

[Conjunto_de_datos1] C:\Users\ALVARO\Desktop\base de datos.sav

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 L1WORDV1	2,4000	20	2,23371	,49947
L1WORDV2	,4000	20	,68056	,15218

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 L1WORDV1 & L1WORDV2	20	,132	,580

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	L1WORDV1 - L1WORDV2	2,00000	2,24781	,50262	,94799	3,05201	3,979	19	,001

Retrieved from Version 2.0 of the SPSS statistical software