

Video Recording as a Tool for Assessing Speaking Performance in EFL Large Classes

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## USING VIDEO RECORDING IN SPEAKING PERFORMANCE ASSESSMENT.

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## Abstract

Assessing speaking performance to learners of a large English class is a challenging task for teachers. This action research proposes the use of video recordings for making this process more effective and objective in a large EFL seventh grade class of the public school Liceo Tame located in Tame, Arauca, Colombia. Raw data were collected from learners' speaking activities that were recorded with a cellphone video camera and managed by means of self-assessment rubrics what allowed students to become involved in their learning process and monitor it in a conscious way. The development of the study comprised two cycles that were focused in exploring the way as the use of these tools influenced the learners' speaking performance and the opportunities for teacher optimizing the time available in order assess the whole class in one session.

Qualitative and quantitative data obtained from videos, rubrics, teacher journals and focus group interviews were managed by means of color coding techniques and statistical methods. The results show that video recordings offer an interesting and innovative way of teaching English in this context since it allow learners to interact through their cellphones and instant messaging service WhatsApp while they explore and assess their own perform from one session to another at the time that parents participate positively in the process via Whatsapp. On the other hand, this study describes strategies for effective use of class time and video recordings for assessing speaking activities as well as the challenges that the teacher researcher faced during the process.

*Keywords: classroom videotaping, self-assessment rubric, learners' speaking performance.*

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**Contextualization.** Around 1362 girls and boys are attended by the Liceo Tame School, 168 of them belong to primary level and 1158 to secondary level; with a range of age from 5 to 18. In this public school, there are students from the highest to the lowest socioeconomic levels, but most of them belong to the latter because of the character of public and free education.

Classrooms have an average of 37 students. Although there are discipline problems, the school has a very clear politic about this issue and serious cases are dealt closely with parents and the authorities for childhood and adolescence, this procedure most of the times ends having good results.

The Institutional Educative Project of the school is based on the Constructivism approach, thus English subject is thought as a contextualized process in which real life issues and interdisciplinarity among subjects at school become key elements of the syllabus. Within this frame, English speaking performance is currently assessed in class sessions by means of pair or small group activities in which learners are given a short dialogue and teacher asks them to perform, at the end the teacher assigns a general grade to each learner.

The Liceo Tame School aims for learners to achieve the competence and comprehension level that allow learners to express in English language according to the National Basic Standards for English Language stated by the Ministry of Education for each grade. Additionally, the Institutional Educative Project seeks that learners understand the value of English language as a tool of communication, acquisition of science, culture and, technology mainly by means of developing reading comprehension.

The target population of this research project is comprised of 34 students of seventh grade, group 701, most of them from grades 601 and 602 in the same school and they took part of the course pedagogical practice II. These learners are aged from 10 to 12; the questionnaire carried

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out in this class showed that most of these learners like singing and watching videos or movies in English and have high expectations about the use of technological devices for learning English.

In regard to students' expectations, the institutional curriculum asks students for designing their own project of life which is addressed in Ethics subject on grade sixth and reviewed on the following grades. What students write in this document reflects the role of secondary school and English subject in their life stage of young adults, 18 to 25 years old, : “Ya haber terminado mis estudios y trabajar profesionalmente en ingeniería ambiental y aprender Inglés para mejorar mi desarrollo” [Student C, in her project of life document]. This example is just one of several found in the project of life learners' documents what show that most of the students want to continue studying English along with another career after school. On the other hand, a few of these learners are currently studying English in private courses as an aid for reaching the English language competences stated by the National Education Department.

Some of the students of seventh grade would like to continue living in Arauca department. They would like working in rural activities as technical or professional, they consider that they don't need the English language for doing well on that job, so they became a special type of learner that needs to know more about the advantages of learning English as a second language and thus become aware of its value.

Most of the students of the institution belong to the urban area and lower social conditions whose basic necessities are supplied by the state by means of social programs such as ‘Familias en Acción’.

A pedagogical intervention that includes technological issues is important in this context since it provides learners with different experiences in their English learning process at the time that

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allow them interact and check their own performance evolution by making use of one of the most popular media among them such as instant messaging service WhatsApp.

**Research Statements.** Assessing the different types of class activities demands a clear agreement with the objectives of that activity and those stated in the corresponding lesson additionally, teachers need to get direct access to the material or learners' output to be assessed in situ as for speaking activities or later on as in the case of writing activities. Assessing speaking performance requires individualized attention to learners for at least short periods of time, however, in contexts like the Liceo Tame school, where classes have more than thirty students, it is difficult to assess learners in this way what can generate inaccurate results that don't reflect the actual learner's individual performance.

Despite learners are provided with the English language for a particular context in which classroom activities are based, just some of them, and always the same ones, participate actively in oral form, many of them talk at the same time by using both Spanish and English language, others talk slow and it is difficult for the teacher and classmates to listen what they individually say and for the teacher, assess learners performance one by one.

My starting point for Action Research was my unsatisfactory feelings about the way as English speaking performance was conducted in a large seventh-grade classroom in the Liceo Tame School, so I was concerned to find out how could I improve this aspect of my teaching for myself and my students. In order to deal with this situation and assess speaking performance as objectively as possible, I proposed to record a set of speaking activities and from each one, assess individual speaking performance in a quiet environment out of the classroom, but at the same time I consider it is necessary to involve learners in their own assessment through self-assessment from these video recordings. Thus, self-assessment let learners become aware of their strengths

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and weakness about their own performance and it can be at any time and any place where they carry their smart phones.

For the previous reasons, I consider video recordings offer these two possibilities from direct observation of a real situation in original conditions that can be examined according to the different items for a particular assessment activity.

### Research Questions

How does the use of video recording influence my seventh-grade students' speaking performance?

### Sub-questions

- How does self-assessment from video recorded activities influence learners' speaking performance?
- How does the use of video recording influences hetero-evaluation of learners' speaking performance?
- How does the use of video recording affects the time that the teacher spends when assessing speaking performance in a large class?

### Research Objectives

To describe and characterize seventh-grade students' speaking performance when using video recording as an assessment strategy.

### Specific Objectives

- To describe and characterize seventh-grade students' speaking performance when they do self-assessment from video recorded activities.

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- To describe and characterize the process of hetero-evaluation of speaking performance from video recorded activities in a large seventh-grade class.
- To determine the extent to which video recording affects the time that teacher spends in assessing learners' speaking performance in a large seventh-grade class.

**Theoretical Framework.** The comprehension of my research proposal is illuminated by some research articles about the main aspects dealt in this study. Despite these aspects were dealt in different studies in an isolated way and applied to adult learners, I could see that they were related around my proposal so I took those concepts or beliefs that I considered contributed in some way to answer the research questions proposed for the study.

On the whole, I consider this exercise about searching for related studies as an elevating one which may help me to improve my proposal from several pieces of researches, by providing examples or guides for designing or implementing some of the stages of it and considering the advises or recommendations given for the authors in each case.

### Related Studies

Yakura, Elaine. *Learning to See: Enhancing Student Learning Through Videotaped Feedback*.

Taylor & Francis Ltda, 2009. This article offers some strategies that the author considers learners should develop for doing self-assessment from videotaping as a form of effective feedback. Yakura states that classroom videotaping can be used as a tool for students improving their skills, performance and understanding, what finally let them make comments and assess what they see and listen on the videotape. The article presents at first, the advantages of videotaping students in the classroom and some strategies suggested for avoiding some common pitfalls, then some disadvantages of classroom videotaping

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feedback are stated along with their strategies for overcoming them. Finally, an example drawn from a classroom role-play simulation illustrates how these strategies can be applied.

Although this article is not clear about contextual issues such as the size of the classrooms and the age of the learners, I can infer, according to some of the disadvantages and examples stated that it is related to young learners possibly in a large class in which the author makes learners watch a videotaping of themselves performing a classroom task and do self-assessment. It becomes a contribution to my proposal about how to prepare learners for making self-assessment from videotaping and the way as I could make some arrangements such as the number of learners in each group, time for recording and settings and how to manage the main disadvantages identified by the author.

Levy, Tal; Gertler, Hedy. *Harnessing Technology to Assess Oral Communication in Business English. Teaching English with Technology*. Eric database, 2015. In this action research paper, the authors aim to answer about how does one make sure to get multiple and valid assessments of each student in large classes. To accomplish this, they created a Business communication skills course in which instructors were faced with the challenge of creating and developing some materials themselves and, the use of online tools in virtual learning environments with the aim of establishing a correlation between the use of technology and students' engagement for assessing oral communication skills.

Although this paper deals with a different kind of target population, students in high-level education ranged in age from 21 to 35, it brings some benefits to my proposal in the sense that it clarifies first, the advantages of videotaping in assessing oral skills for large classes second, it illuminates the criteria to be assessed in speaking performance and the use of

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rubrics for this purpose and finally, this action research helps me to understand the process itself i.e., the way as it was carried out.

This annotated bibliography has helped me to improve my proposal since, in each work I read, I found out situations and aspects that were related to my proposal so in this way I could clarify these issues and got a better understanding of the whole proposal and the action research process.

Andrade, Heidi; Valtcheva, Anna. *Promoting Learning and Achievement through Self-Assessment*. Taylor & Francis Ltda, 2009. This article is about criteria referenced self-assessment in which the authors highlight the formative role of this tool and the way as it can be used in order to learners make improvements and promote learning instead of determining their own grades. Although the bulk of this research on criteria referenced self-assessment was done on writing and mathematics it brings valuable information about the steps that self-assessment process involves and the criteria in designing the rubrics for self-assessment in data collection instruments and techniques stage.

Despite of the topics that this research deals with, I consider it is regarded to my proposal since it takes into account not just self-assessment activities but students' communication skills as they can be seen when the authors cite Stalin and Tascione (1996), who states that the processes of self-assessment and self-evaluation can "engage students in evaluating their progress, aid in developing their communication skills, and increase their mathematics vocabulary" (p. 548)".

## **Main constructs**

### **1. Video Recording in EFL Educational Settings.**

Different studies about the use of video recording with an educational purpose have been made for different kinds of educational settings and target population. Most of them conclude that although the use of this tool for educational purposes is challenging, as it is an intrusive medium that can cause anxiety during the recording process (Nielsen & Harder, 2013), it provides learners with abilities for monitoring their own process and enhance self-confidence and learning progress. In addition to providing a more precise and permanent visual artifact a video recording gives us “denser linguistic information” as it captures the nuances of every spoken word (Andrews & Haythornthwaite, 2007), in the same sense, Hensley (2009), believed that “the repeated viewings of video files enhanced the objectivity of not only EFL student presenters but also their instructors and peers” as cited in Enhancing Japanese university students’ English-language presentation skills with mobile-video recordings (Toland & Daniel Mills, 2016).

Although nowadays, most cell phones and tablets are equipped with a video recorder or camera that enables users to record and watch their own video files, there is a noticeable void in the academic literature in regard to the use of video recordings during EFL learners’ speaking assessment.

Traditionally video recording has been used in entertainment and informative issues but, because the internet its use has grown until achieving the educational settings. One clear example of this case is online education or virtual learning environment in which video tapings are used as

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fundamental resources around which have been developed a variety of educational technologies or tools that make easier for most of the learners to produce and edit their own videos. In virtual learning environments, video recordings provide content to learners and become a mean for they demonstrate knowledge, abilities and skills from the learning process.

### **2. Speaking Performance in EFL classroom.**

As Castañeda & Rodríguez-Gonzalez cited in L2 Speaking Self-Ability Perceptions through Multiple Video Speech Drafts, speaking entails a complex and unique cognitive processing task that is difficult for L2 learners to accomplish (Bygate, 2006, 2009; Saint-Legaer, 2009; Shumin, 2002), this is the tool that humans use for communicating orally, however each person perform speaking in a particular way since it involves a practical and emotional factor which along with body gestures add the meaning to the messages. In beginning through intermediate levels of proficiency, most of the efforts of the students in oral production come on the form of conversation or dialogue (Brown, 2007) which has some particular features that can make speaking performance easier or difficult.

(Nunan, 1999) highlights the importance of the communicative competence for speaking, in which he includes the linguistic competence and other sociolinguistic and conversational skills, what (Brown, 2007) has presented and classified as micro and macro skills of oral communication; these are focused on both the forms of language and the functions of language.

In agreement with these authors, this study refers to speaking performance as the use of oral language in conversation at one particular grade or proficiency level, what corresponds to one of the production skills defined by the National Basic Standard of Competence. In this sense, this document states that learners at the 7th level should be able of performing a variety of tasks in

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which they ask and answer simple questions and sustain a short conversation about familiar topics, what means they can use the English language for communication in the classroom.

Among the six types of classroom speaking performance that Brown states, this proposal deals with the Intensive one, which is not just imitative but provides learners with opportunities to go over and use certain forms of language through controlled speech production and communication.

Communication is a natural act of human beings however, how they communicate becomes a more complex subject that just the fact of transferring information among individuals instead, it includes the process of creating meaning through messages between two or more people.

Communication acts involve the concepts of competence and performance, what according to Chomsky refers to the monolingual speaker-listener's knowledge of language and to the actual use of language in real situations, respectively. In this way and in agreement with Bagarić V., Mihaljević Djigunović J. in *Defining Communicative Competence*, it can be intended in a complementary way as the ability to use grammatical competence in a variety of communicative situations (Hymes, 1972). Unlike Hymes, Canale and Swain or even Widdowson, S. Savignon (Savignon, 1983) put a much greater emphasis on the aspect of ability in her concept of communicative competence what she considered can be observed, developed, maintained and evaluated only through performance (Bagarić V., Mihaljević Djigunović J.: *Defining Communicative Competence*)

Considering the notions referred above, in this project, the communicative competence of English language learners is focused on speaking performance. The assessment of learners' speaking performance is done by mean of rubrics in which both verbal and non-verbal elements of the grammatical competence are considered for communication.

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Verbal communication. It is any type of spoken communication that uses one or more words, vocabulary, numbers and symbols and is organized in sentences. This communication can be done in two ways: oral, like face to face communication, lectures, phone calls, seminars, etc. and, written, like letters, email, SMS, etc. Some of the key components of verbal communication are sound, words, speaking, symbols and language.

Most of the communicative stimuli we are conscious of fall within the category of intentional verbal messages; these are the conscious attempts we make to communicate with others through speech and the most unique aspect of human communication is the use of verbal symbols.

Nonverbal communication. It includes all the nonverbal aspects of our behavior such as facial expression, eye contact, posture, the tone of voice, hand movements, the manner of dress, and so on. In short, they are all the messages we transmit without words or over and above the words we use.

Unintentional nonverbal messages are all those nonverbal aspects of our behavior transmitted without our control, so that non-verbal communication is more involuntary than verbal communication.

### **3. Speaking Performance Assessment.**

According to Chomsky (1965) performance refers to the manifestation of the learners' internalized rules in actual language use. Most of the language produced by learners can be subconsciously assessed by the teacher although assessment can be intentional too. This work deals with the intentional assessment of learners' speaking performance, which is planned and includes exercises or procedures specifically designed to tap into a storehouse of skills and

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knowledge; these exercises or procedures are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement (Brown, 2007).

On the other hand, language assessment is intended as an ongoing process that encompasses a wide domain but in this study, it refers to the process through which we make judgments about the speaking oral performance of a group of seventh-grade learners in a specific secondary school.

The exercises stated in this proposal in order to assess learners' speaking performance in a formative way consists of a systematic set of videotaped oral group activities that will be observed and assessed by both, teacher and learners. An important aspect is that groups should be small, 2 to 4 students each, in order to give each learner more opportunities to participate. Self-assessment provides a learner with abilities to monitor his or her own performance and to use the feedback for adjustments and corrections besides, according to Brown, (2007) there are other benefits of self-assessment: the encouragement of autonomy and increased motivation because of self-involvement in the process of learning. A specific rubric for each activity will be developed so that it be clear for teacher and for students to know how they will be graded.

In self-assessment, each student will assess his/her own performance from the videotape with the correspondent rubric while watches the video along with the group peers. Each group will do self-assessment outside the classroom in order to avoid interference or pressure from classmates or the presence of the teacher.

The teacher will assess learners' speaking performance with the correspondent rubric after they have done self-assessment with the aim of considering it as part of the assessment process. The teacher will do the assessment after class from each videotape.

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The teacher will provide learners with ongoing feedback with the aim of helping students to identify their strengths and weaknesses, to promote other types of interaction and identify target areas that need work. Feedback will be given to each group in the classroom.

### Research Design

**Type of study.** Action Research is referred as created in the late 1930s by the social psychologist and educator Kurt Lewin; he is also credited with devising ‘field theory’ which considers the various driving forces in decision making processes, and made significant contributions to other now well-known and well-established concepts in the area of organizational behavior (Adelman C. , 1993) particularly as they relate to group behavior, group psychology, group decision-making, and group relations. On the other hand, (Deshler & Ewert, 1995), as cited by Tripp (2005) in *Action research: a methodological introduction*, suggest that action research was first used by John Collier to improve race relations at the community level when he was the Commissioner of Indian Affairs prior to and during the Second World War. The same author cites (Selener, 1992) to point out that (Buckingham, 1926) in his book *Research for Teachers* advocates a recognizable action research process, so it is unlikely we will ever know when or where the method originated, simply because people have always investigated their practice in order to better improve it.

According to Ferrance (2000), Stephen Corey at Teachers College at Columbia University “was among the first to use action research in the field of education. He believed that the scientific method in education would bring about change because educators would be involved in both the research and the application of information”.

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On the other hand, for educational contexts, Dörnyei, (2016) defines Action Research as a generic term for a family of related methods that share some important common principles. In this sense, he states that the most important tenet concerns the close link between research and teaching as well as the researcher and the teacher since action research is conducted by teachers for the purpose of gaining a better understanding of their educational environment and improving the effectiveness of their teaching. By doing action research teachers can search for solutions to everyday, real problems experienced in schools, or look for ways to improve instruction and increase student achievement.

In regard to the structure of the study, Kemmis and McTaggart (1988) claimed that AR typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop. This study considers a reflective research cycle of planning, acting, observing and reflecting proposed by these authors as follow.

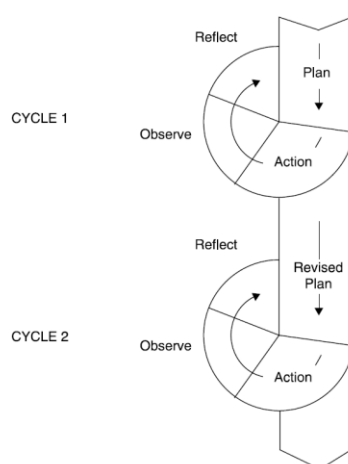


Figure 1. Cyclical AR model based on Kemmis and McTaggart (1988).

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1. Planning. In this phase, a problem or issue is identified. A plan of action is developed in order to bring about improvements in a specific area of the research context.

2. Action. The plan is a carefully considered one which involves some deliberate interventions into a teaching situation put into action over an agreed period of time. The interventions are ‘critically informed’ as teacher question his/her assumptions about the current situation and plan new and alternative ways of doing things.

3. Observation. This phase involves the teacher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.

4. Reflection. At this point, teacher reflects on, evaluates and describes the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of AR to improve the situation even more, or to share the ‘story’ of your research with others as part of your ongoing professional development.

(Adapted from Kemmis & McTaggart, 1988, pp. 11–14). All these stages of the process were carried out according the following timetable.

WEEK	2018 MARCH				APRIL				MAY				JUNE				JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JAN-19			
<b>FIRST CYCLE</b>																																												
1st TUTORING SESSION.	[Shaded]																																											
Session 1. Collecting data.	[Shaded]																																											
Session 2. Collecting data.	[Shaded]																																											
Session 3. Collecting data.	[Shaded]																																											
Interpreting data.	[Shaded]																																											
Session 4. Collecting data.	[Shaded]																																											
Session 5. Collecting data.	[Shaded]																																											
Session 6. Collecting data.	[Shaded]																																											
Interpreting data.	[Shaded]																																											
REFLECTION. Designing a plan of action based on data and literature.	[Shaded]																																											
<b>SECOND CYCLE</b>																																												
Session 7. Collecting data.	[Shaded]																																											
Session 8. Collecting data.	[Shaded]																																											
Session 9. Collecting data.	[Shaded]																																											
Feedback - Interpreting data.	[Shaded]																																											
Session 10. Collecting data.	[Shaded]																																											
Session 11. Collecting data.	[Shaded]																																											
Session 12. Collecting data.	[Shaded]																																											
Feedback - Interpreting data.	[Shaded]																																											
REFLECTION. Designing a plan of action based on data and literature.	[Shaded]																																											
Writing the final paper.	[Shaded]																																											

Note: This is the time assigned to each stage of the project Video Recording as a Tool for Assessing Speaking Performance in EFL Large Classes.

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**Instruments and techniques.** Four kinds of instruments for collecting data were used: videos, rubrics, teacher's logs and focus group interviews.

The data were provided by a representative sample of 12 learners. Both the number and individuals were chosen first, by considering the need of doing pairs or small group activities second, those learners that had participated in my Pedagogical Practice II in which the problem of assessing speaking performance emerged and finally, those learners have their own smartphone attending to the necessity of sharing the videos among teacher and students.

Rubrics.

Goodrich, (2000) defines a rubric as "one or two pages document that describes varying levels from excellent to poor for a specific assignment. Its purpose is to give students informative feedback about their work in progress and to give detailed evaluations of their final products".

The same author points out that although the format of an instructional rubric can vary all rubrics have two features in common: first, a list of criteria to be assessed in a project or assignment and second, gradations of quality, with descriptions of strong, middling and problematic student work.

Rubrics were used to assess student speaking performance and competences with the goal of students working toward mastery; they differ some when assessing students of different ages, so for example in this proposal students' age ranges from 11 to 12 so they are at seventh level of secondary school, thus criterion rubrics should take into account the objectives and content covered in the classroom as well as those stated in the National Standards of Competence for communicational competence at the level that learners belong to.

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In this study two different kinds of rubrics were used for speaking performance from learners' videotaped tasks: one for the teacher does hetero-evaluation what is focused on both language competence and performance and, another one for each student does self-assessment, which is focused on language performance. The rubric for teacher assessment allowed recording field notes in a blank as qualitative data or quick written observations of what takes place in the classroom while learners are performing their tasks. These two templates were implemented since the first stages of the study and interpreted by mean of grades comparison of learners' performance through the process.

### Teacher's logs.

A research journal is a notebook used to record thoughts and observations to all parts of your research (Jhonson, 2012). In this study, the research journal became a template of teacher's log what will be used to fill it with different kinds of information from the classroom such as teacher's observations, students' comments, feelings or impressions and analysis. Data collected in the teacher's logs will be used when analyzing data and trying to piece together the chronology of the study.

### Videos.

Yakura, B. (2009) considers that classroom videotaping can be used as a tool for students improving their skills, performance and understanding, what finally let them make comments and assess what they see and listen on the videotape. Taking into account this Yakura's believe, speaking tasks designed for assessing speaking performance were recorded in the classroom and analyzed in each one of the criteria stated in both the self-assessment and teacher assessment

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rubrics. Five to six videos will be recorded from groups of 2 to 4 learners as a representative sample of the students of the course and tasks to be assessed in the speaking skills.

Videos were recorded with the cell phone camera of the teacher and then, she shared each one with the learners of the same group via instant messaging service WhatsApp.

**Type of data collected.** Sometimes we convert our raw experiences of the social world into words (i.e. QUAL), at other times into numbers (i.e. QUANT) (Dörnyei, 2016). This proposal involves a combination of both quantitative and qualitative data that complement each other, collected them from questionnaires (See appendix 1), focus group interviews (See appendix 2) and the observation of video recorded tasks (See appendix 3) with the aim of taking into account as much of the relevant information as possible about the speaking performance of learners in classroom tasks.

In this study, quantitative data provided results about the common features of speaking performance in a group of learners. These data were collected during two complete cycles of six sessions classes each one, in grade 702. Dörnyei, (2016) states that one form of producing quantitative data is to measure some phenomenon objectively by controlled means (for example, assessing response time or behavioral frequency). This statement orientates the collection of quantitative data in this research by means of rubrics designed for assessing 5 specific criteria of speaking performance in teacher assessment through a rating scale from 1 to 4 points or levels (See appendix 4). Another rubric will be used for learners doing self-assessment on their own performance for the different tasks carried out in the classroom. Rubrics provide numerical data

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associated with a grading scale of performance, these data will be analyzed by statistical methods in order to answer the research questions of this study.

On the other hand, qualitative data provided the study with relevant information about learners speaking performance individual cases what make this kind of data diverse in criteria and resources. These data were collected in the same period of time mentioned above by means of instruments such as teacher journal (See appendix 5) and field notes on the rubrics format and they will be analyzed by non-statistical methods. Qualitative data were obtained from direct observation of the teacher, personal comments or impressions of learners and ideas for improving the usefulness of the classroom tasks in regard to the aims of the study and to maximize what both teacher and learners can learn.

*Privacy, confidentiality, and data storage.* Although participant learners' identity is known in rubrics as well as in videos used for collecting data, the researcher promised to maintain the level of confidentiality by not sharing videos with people different from those involved in it such as participant learners and their parents

**The role of the researcher.** Action research studies in the educational field usually give to the researcher the same role as the teacher in a specific group of learners. The teacher is given the opportunity of proposing, guiding and implementing a process which seeks innovation in teaching strategies in the classroom what agrees with Burns' claim cited in Dörnyei (2016), who says that action research “offers a means for teachers to become agents rather than recipients of knowledge about second language teaching and learning, and thus to contribute towards the building of educational theories of practice”.

### Instructional Design

**Approach.** In the complex human societal organization language becomes a mean of communication and social control for this reason, language has an interpersonal function that let people express social meanings, interact with each other and establish the basis for cooperative action and social relations.

The communicative function of language among humans involves speaking as one of the most used skills, as Lindsay and Knight (2012) claim, "we interact with different people for different reasons in different situations and in different ways" thus we have developed a wide range of expressions or social functions that we use to interact with specific purposes between ourselves.

All these features of the language nature are considered in the Communicative approach to teaching, what is the approach that guides and provides the assumptions for designing this proposal.

#### **The Communicative Approach to Teaching**

This approach is supported by the Task-Based Learning method which is focused on context and meaning allowing learners to practice the language in a personalized and meaningful way that help them to learn to use the language. Meaning is provided when learners are involved in real communication and thus their natural strategies for language acquisition need to be used.

Classroom activities guided by the Communicative approach are characterized by trying to produce meaningful and real communication. As a result there is more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials what involves the learners' close context.

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**Close learners' context.** The topic of the tasks was regarded to learners' contextual reality as close as possible considering that this aspect let them use their previous knowledge and motivate them to participate actively in speaking activities with meaningful content. This behavior was seen in the tasks implemented since they provided learners with opportunities to link the grammar and functions to be taught with their real context and real life situations such as family and neighborhood, birthdays, school subjects' preferences and board games brought into the English classroom.

### **Syllabus**

This course has a linear syllabus in which the development of speaking skills is supported by the production of monologues and conversation in separated ways according to the Basic Standards of Competence in Foreign Language: English, stated by the National Ministry of Education. Simultaneously the syllabus integrates the four skills, speaking, listening, reading and writing, by means of different strategies and materials designed or proposed by both the teachers and a course book.

The course is organized around topics, each topic is the focus of one unit and provides functions, grammar, vocabulary and pronunciation guides in order to develop the activities regarded to each one of the four skills. Every two units a self-assessment activity is stated in order to learners check their own development and thus to define whether it is necessary reinforcement activities before passing to the next unit or on the contrary, the process was successful.

Units sequence follows the course book what includes the different grammar points taking into account the previous learners' knowledge and what learners could need in order to express about

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actual feelings and situations in agreement with the National Basic Standards. Another criterion for organizing this course syllabus was it considering how each unit might lead into the next one by providing vocabulary or grammar that could be recycled in the following unit, thus the first units provide foundations for the remaining units.

### **Roles**

**The role of the teacher.** In this individual action research study, the pre service teacher became an ‘investigator’ or ‘explorer’ of her personal teaching context, while at the same time she was co-learner and one of the participants in it. As ‘investigator’ the teacher had the active role of taking charge of the processes by selecting a purposive sample for the research, identifying needs on the current assessment process, designing pedagogical tools to be used in it and articulating these with the actual institutional curriculum for implementation, analysis and reflecting about the results in each stage.

**The role of the learner.** Learners of seventh grade played a passive role when they followed directions from the teacher but at the same time they played an active role by influencing teacher’s decisions about activities and topics for speaking tasks and assessment and doing self-assessment for monitoring their own learning process; in this way, learners became actors and object of the inquiry. About language learning process, the evolution of individual speaking skills was a result of the effort that each learner makes on class activities and individual reflections from them additionally, in a pragmatic sense, learners became actors and filmmakers of their own performance on speaking so they had to be partners and collaborators of the process.

**The role of the teaching materials.** Teaching materials played the role of the source of language for learners and a guide for teacher delivering instructions and doing assessments, they

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helped teacher researcher to assist and support the teaching practice and research alongside the process.

This study dealt with two kind materials: one, for teaching speaking skill and other for assessing learners' speaking performance. Materials for teaching speaking skill correspond to the course book that provides the frame work of the syllabus. From this book speaking activities (reports, dialogues, and role-plays) were adapted to learners' real life and contextual situations and preferences and performed by them. These activities became the material that provided data for assessing students' speaking skill.

Speaking activities designed from the course book had three of the five features of teaching materials stated by Tomlinson, (2012) so they could be:

- Informative, as they informing the learner about the target language.
- Instructional, as they guide the learner in practicing the language.
- Experiential, as they provide the learner with experience of the language in use.

The second kind of teaching materials referred above were the videotaped speaking activities performed by the learners which provided both teacher and learners with insights about each one of the criteria to be assessed according to the NBS for English Language and the syllabus for the seventh level of secondary school. Finally, the video recording device (the camera of teacher's cell-phone) used to capture learners' speaking performance, becomes the mean for teacher and learners share the videos via instant messaging technology and thus getting the information to be assessed.

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From the perspectives mentioned above, instant message technology becomes a paramount aspect of this proposal that involves two of the features that Tomlinson, (2012) stated about teaching materials, so it could be:

- Eliciting, as it encourages the learner to use the language.
- Exploratory, as it helps the learner to make discoveries about the language.

### **Procedure.**

The course of English language subject in seventh grade is organized by units. These units will be developed through lesson plans (See appendix 6) designed from a Communicative approach about teaching and learning the English language, in which each lesson plan is intended in agreement with Brown (2007, p.164), as "a time-defined in-class set of activities designed to accomplish one or more very specific objectives".

In this research, each lesson plan covered three sessions of fifty five minutes. In the last session of each lesson one task focused on speaking was assessed from a videotape.

Pedagogical objectives of the implementation

- To improve the efficiency of oral assessment in a large class of EFL.
- To introduce the use of ICT in a large classroom with pedagogical purposes.
- To provide learners with self-awareness about their speaking performance.
- To enhance learners' participation in their own assessment process.
- To provide effective feedback to students speaking performance in a large class.

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- To provide learners with additional opportunities to practice and strengthen their speaking skills.

### Structure of the Task

#### Pre task

Introduction. Learners are informed about the topic of the task, kind of activity (pair or small groups) and time for doing the task.

The tasks are expected to

- Provide learners with opportunities to interact, communicate and negotiate meaning to improve fluency and explicit knowledge.
- Enhance learners' autonomy, self-confidence and motivation.

#### Input

The teacher recalls some language and presents the new one that may be useful for the task. The pre-task stage can also include playing a recording of people doing the task or a teacher direct simulation of the task. These give the students a clear model of what will be expected of them.

#### Outcome product

According to the information supplied or input, learners will present as result of the task a dialogue, a role-play or perform a game.

#### Task

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The students completed the task in pairs or small groups by using the language resources that they were given as the teacher monitors and offers encouragement. The type of tasks were in agreement to Prabus (1987), who stated that a task can be:

- An information-gap activity involving transfer or given information from one learner to another, such as dialogues or role-plays.
- An opinion gap activity involving a response to given information such as games or read aloud activities.

Practice stage.

- Teacher gives learners language input usable in the task.
- Learners copy the content of the task on a separated sheet or the notebook for analyzing and completing.
- Learners analyze task language input usefulness.
- Learners discuss the use of the language input and previous knowledge in the task. They ask the teacher for help if necessary.
- Learners interact and negotiate the answers under the teacher's guidance and control about timing.
- Learners then practice what they are going to say in their groups, that is the outcome of the task. Meanwhile, the teacher is available for the students to ask for advice to clear up some language questions they may have.

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- The teacher chooses the order of when students will present their outcomes and give the students some quick feedback on the content. At this stage, some groups are recording their performance out of the classroom.

### Data Organization and Management

With the aim of describing and characterizing seventh-grade students' speaking performance when using video recording as an assessment strategy, data were recorded and observed with the purpose of understanding the phenomenon in-depth by observing the different factors involved in it such as frequency of responses for each criteria in self-assessment rubrics or repeated learners' feelings, behavior or performance throughout each cycle from videos, journals and focus groups.

From the observation of the learners during the task, the teacher highlighted relevant events and parts of the language used by learners. The teacher asked students to notice interesting features of the task and commented them since the view of the rubric criteria for self-assessment.

Immediate feedback is given to learners that present the outcome directly. Learners that record their products receive feedback the next class as comments from the rubric, these learners besides do self-assessment and their comments are analyzed by the teacher and shared with the whole class.

Finally, the teacher selects language areas to practice based on the needs of the students and what emerged from the task and products phase. The students then do practice useful language activities to increase their confidence.

Implementation and data analysis. This Action Research was carried out in a specific context of a 34 students' class in a public secondary school. Two research cycles were implemented on the

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study each one was comprised of six class sessions where both quantitative and qualitative data were gathered from each one of the twelve participants through journals, videos, rubrics and two focus group interviews that were conducted at the end of each cycle.

In both cycles most of the speaking activities were performed in pairs; all these activities were video recorded, logged in a journal and assessed by using a self-assessment rubric which had three versions throughout the study as a result of the observation and structured reflection stages typically involved in Action Research. According to Nunan (1993), Markee (1996), and Wallace(1998), reflection follows a general pattern of identifying a problem, gathering data, analyzing the data, forming or refining a hypothesis, creating a plan to test the hypothesis, implementing the plan, analyzing the data to decide what happened, looping if necessary, and finally making a report. Looping refers to repeating the process.

### Quantitative Data Analysis

This process was applied to data from self-assessment rubric in agreement with Dörnyei (2007) who suggests, as a first step, assigning one number to the response options or grades of the variable in order to handle the data what in this study was done as follow: ‘Need improvement’ = 1, ‘Room to grow’=2, ‘Good!’=3, ‘Excellent work’= 4. These numbers become what the same author calls “ordinal data” since in this way “the answers can be placed on a “frequency” continuum, but the values don’t correspond to any regular measurement on a scale”. Finally those responses with the highest frequencies were taken as patterns.

### Qualitative Data Analysis

To start with this process, relevant information from each session in both cycles was highlighted in journals with different colors, as they became repeated among sessions throughout the cycle as

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a way to identify possible patterns on behaviors related to the core themes of the study. In order to analyze and interpret data, color coding strategy was used. It becomes an open code type whose purpose is “to give the analyst new insights by breaking through standard ways of thinking about or interpreting phenomena reflected in the data” (Weaker, 1985). This process consisted in becoming immersed and completely familiar with the data through continuous reading and organizing the data to make sense of them.

As researcher I started to identify certain recurrent themes/patterns and similarities. The researcher identified 6 themes/patterns and highlighted these patterns as follow: ‘voice’ in red color, ‘confidence’ in fuchsia, ‘eye contact’ in green, ‘fluency’ in purple, ‘action’ in grey, ‘vocabulary’ in aquamarine as it can be seen in the following excerpts:

### Excerpt 1.

“From videos it is evident that learners face lack of self- confidence but they show a willingness to improve mainly vocabulary and fluency”.

(Molina, L. Teacher Journal session 6, May 24<sup>th</sup>, 2018).

### Excerpt 2.

“Some learners asked me not to be close them while they record the video because they felt nervous and ashamed of their performance. I noticed that they performed confidently with the classmate that recorded the videos”

(Molina, L. Teacher Journal session 2, March 23<sup>rd</sup>, 2018)

This exercise provided insights about specific issues that became more and more relevant when I started to make connections between one piece and another so for example, in journals 2, 3 and 4 (cycle 1) it is mentioned the noise as a strong distractor that affects the implementation of the project while in journals 7 and 8 (cycle 2) this factor is mentioned to indicate that this problem

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was overcome. On the other hand, comments from rubrics were organized in a table according to the correspondent session where each criterion was identified with a color code that matches the two cycles in self-assessment rubrics and focus groups. In this way it was possible to identify those criteria that learners paid attention the most and became relevant in the data analysis process since they appeared repeatedly in more than one session. Some examples of color coding in self-assessment rubric were:

‘Hubo mucho ruido, pero estuvimos mejor’

(Student D, Self-assessment Rubric session 3, April 11, 2018).

‘Pues **mirar más al compañero** y **hablar más fuerte**’

(Student C, Self-assessment Rubric session 3, April 11, 2018).

‘Faltaría **pronunciar** mejor y **no mirar tanto el papel** donde estaba la letra... y estuvimos más o menos’

(Student D, Self-assessment Rubric session 4, April 18, 2018).

These examples show that the Green color, associated to ‘eye contact’ element, is common to both sessions so it was taken as one pattern.

Finally, the analysis and interpretation of the grades scored by learners, was based on the frequency of each grade for each particular criteria in a particular session. The result of this exercise provided information about the evolution of some specific elements of learners’ speaking performance where the grades assigned to each criterion in a particular session were arranged in tables.

One of the criteria analyzed in this study was intonation. From the data it is clear that in cycle 1 learners made a high effort to improve tone of their speaking skill however, higher grades, 3 and

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4, didn't obtain high frequencies at the end of the cycle but according to learners' feelings, they consider this is a key criterion of speaking performance as showed by answers about the skills that speaking let them develop "Tono de voz, la pronunciación de las palabras....". [Student A, focus group 1]

In cycle 2 the criteria intonation was still relevant for learner since they referred it in most of their rubrics' comments and worked harder as can be seen in the following excerpt:

Excerpt 3.

"Intonation shows the higher frequencies throughout this second cycle what means that learners considered grade 3 fits their performance while the low frequencies of grade 1 mean that learners achieved a slight improvement in the intonation performance during this second cycle".

(Molina, L. Teacher Journal session 10, August 1<sup>st</sup>, 2018)

This can be evidenced in the following table.

<i>Intonation in cycle 2.</i>				
	GRADE 1	GRADE 2	GRADE 3	GRADE 4
SESSION 7	0	4	6	2
SESSION 8	0	3	6	3
SESSION 9	1	3	5	3
SESSION 10	0	2	7	1
SESSION 11	1	2	6	1
SESSION 12	0	3	9	0

Note: Higher frequencies of grade 3 show how learners performance about this criteria evolved from cycle 1 to cycle 2.

The process to identify categories and subcategories consisted basically in revising and analyzing all the information collected from each one of the instruments used in this project and

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then, do some associations among these data that let me understand how learners perceived the use of video recording as a strategy for assessing their speaking performance.

As the data from both cycles was continuously analyzed and inferences were drawn, it was proceeded to group these *patterns* by the aspects they have in common, then, after a meticulous process of grouping, the following categories emerged:

### ***Category 1: Challenges and opportunities of assessing speaking performance from a video recorded activity.***

The study main objective is to describe and characterize the process of EFL assessment of speaking performance mediated by ICT's, which includes exercises or procedures specifically designed to explore and develop learners' skills and knowledge. These exercises or procedures are "systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement" (Brown, 2007).

In order to define this category the first step was to revise the information obtained from each of the instruments used, thus I could notice that some elements and expressions appeared repeatedly throughout this cycle what indicated that this information was relevant to learners.

Unlike in cycle 1, in cycle 2, learners assumed the project in a more conscious way about the objectives of it; this is the reason because, despite sudden and frequent changes in academic schedule, they were always attentive to the lesson activities and prepared to do them. Thus, it was possible identify that in this cycle learners' self-assessment was more in agreement with teacher assessment so learners' grades showed clearer trends what means that they were focused on the criteria being assessed from the videotaped activities.

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According to this, it was possible to find several comments about those aspects of the speaking performance that learners realized from the video recording, one of these referred to some of the opportunities that they discovered when facing their own speaking performance. It could be evidenced from the following excerpts:

Excerpt 4.

“Some of them [the learners] realized his lack of confidence and the need of working better on the pre-tasks”

(Molina, L. Teacher Journal session 7, June 6, 2018).

Excerpt 5.

“Debo mejorar mi expresión corporal para que los diálogos sean más completos”

(Student B, Self-assessment rubric session 11, August 6, 2018).

Excerpt 6.

”Porque uno puede mirar cómo lo hizo”. (The video)

(Student A, second focus group personal interview, August 22, 2018).

Excerpt 7.

“Que uno mira los errores de uno para corregirlos...”.

(Student F, second focus group personal interview, August 22, 2018).

From the general comments that referred to challenged and opportunities, more specific aspects were identified and thus the following categories emerged.

*Subcategory 1. Enhancing EFL Learners' Speaking Performance through self-assessment from video recording.*

This subcategory is related to how learners perceive their speaking performance in regard to the criteria stated on the self-assessment rubric. As a result of this project students knew and managed some elements of the speaking skill at the time that they learnt how to use the results of each video as a reference point that they had to overtake in the coming sessions. These aspects were evidenced from learners' answers about the skills that they considered speaking activities

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worked on and, when talking about self-assessment from video recording learners' opinions as follows:

Excerpt 8.

“Pronunciación... tono de voz... fluidez... contacto visual...”

(Student F, second focus group personal interview, August 22, 2018).

Excerpt 9.

“Que uno mira que hizo mal... para practicarlo y hacerlo mejor ”

(Student D, second focus group personal interview, August 22, 2018).

On the other hand, the analysis of quantitative data about one of the elements assessed states: “This criterion [eye contact] shows a more regular behavior for each grade with respect to the first cycle however, the higher frequencies in both, the first and second cycles suggest that learners are aware of their poor performance what most of them graded 2 across the sessions followed by grade 3”. Finally, from self-assessment rubrics learners provided information such as “Que estoy mejorando en la pronunciación” [Student A, in the eleventh session]. These data clearly show that video recorded activities provide learners with self-awareness and motivate them to enhance their speaking performance from one session to another by facing their own performance and sharing comments to each other as a result of the use of technology with pedagogical purposes. Other remarkable aspect that these data showed was that drilling on recording the speaking activity made learners see rehearsing as a meaningful activity instead of a boring one since it let them strength their skills and thus, to improve their performance in the next session.

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*Subcategory 2. Learners' self-assessment from video recording as means of raising awareness on their speaking performance.*

The information obtained from the different instruments used in this study showed that the fact of observing their own video recorded activities provided learners with valuable insights about the way as they performed the different elements of speaking what gave them self-awareness about their strengths and weakness. In this way videos gave learners the following benefits: First, as learners overcame the initial anxiety caused by the concern for being assessed and the camera, it became a useful tool that, when operated by a peer, promote a more natural and authentic learners' performance. Second, they had the possibility of recording and watching the videos the times necessary in order to inquiry in those elements that they were interested in. Third, they could involve in their learning process those persons that they considered could help them to improve their performance such as parents or peers. Finally, learners had the possibility of obtaining personal feedback from teacher as mentioned in journal 3 and, that is the reason because, when they were asked about ways of being assessed, they expressed preference for being assessed from a video recorded activity instead of the traditional in class sessions. Those aspects can be evidenced as follow:

Excerpt 10.

“Miro mucho el papel, debo hablar más claro y duro”.

(Student B, Self-assessment rubric session 12, August 9, 2018).

Excerpt 11

“Ahora sí no hay ruido en el video. Tengo que mejorar mis expresiones corporales”.

(Student C, Self-assessment rubric session 7, June 5, 2018).

Excerpt 12.

“In feedback discussion, learners expressed that pre-tasks in classroom and audio files sent by the teacher were a big aid for they improving pronunciation and confidence”.

(L. Molina, Teacher Journal session 8, July 12, 2018).

Excerpt 13.

“Con video...con video...Hay unos compañeros de los que son evaluados en clase que quieren hacer... participar... hacer los videos...”

(Student A, second focus group personal interview, August 22, 2018)

The analysis result showed that learners consider video assessment as a valuable tool that help them to realize their actual achievement in regard to the objectives of each lesson what motivate them to improve the elements or aspects of the speaking performance dealt in this study from one activity to another.

*Subcategory 3. Challenges in speaking assessment process.*

This assessment process had two very important aspects: learners' coverage and time consume.

With the aim of assessing all the students in one session, the class was divided in two groups the first one, was comprised of 24 learners that were assessed in class sessions while the second group was comprised of 12 learners that were assessed during extra class sessions by both themselves and the teacher from a video recorded activity of the correspondent lesson. On the other hand, the assessment process from a video recording demands from the teacher extra-class time in order to take advantage of the benefits mentioned above such as to do a more personal and objective assessment, provide learners with personal feedback and check learners' pre-tasks. In both focus group learners expressed their opinions about how to assess speaking performance of the whole class in one session. The following excerpts evidence these aspects.

Excerpt 14.

“Felicitaciones por el progreso demostrado en pronunciación y fluidez. Es necesario trabajar más el contacto visual con su compañero”

(L. Molina, Self-assessment rubric session 9, July 19, 2018).

Excerpt 15.

Ss.: “Combinando...combinando”...”Como se viene haciendo ... así como hemos hecho”

(Students, second focus group personal interview, August 22, 2018)

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These data shows that it is possible to integrate the speaking assessment process from video recorded activities into the evaluation process in order to give learners opportunities for choosing the option that best suit each learning style at the time that the results of the assessment become more objective.

### ***Category 2. The role of classroom atmosphere while implementing video recording.***

This term is defined by Lee and Mark (2018) as “a vital component of teaching and learning that helps establish and maintain rapport between teacher and students, build motivation and confidence among the learners, and facilitate the processes of teaching and learning”, in this respect, they concluded that both, teacher and learners, participate in creating a classroom environment conducive to teaching and learning. For the purpose of this study, the term classroom atmosphere refers to physical factors of the classroom and those additional settings where speaking activities were videotaped.

In both cycles students mentioned some elements of classroom atmosphere such as the noise, heat climate and peers’ comments as the main distractors when recording the videos however, in cycle 2 the videos were recorded in a room selected for this purpose by sending there just one group at a time what let them overcome these issues. The following excerpts show the learners’ feelings about classroom atmosphere.

Excerpt 16.

“Esta vez hubo mucho ruido”. “Mejor ir a la sala de bilingüismo”  
(L. Molina, Self-assessment rubric session 3, April 11, 2018).

Excerpt 17. Taken from self-assessment rubric of session 5.

“Estuvo muy bien y no hubo tanto ruido”.  
(L. Molina, Self-assessment rubric session 5, April 25, 2018).

Excerpt 18.

“Grabar en el mismo sitio y mandar un solo grupo a la vez. Los compañeros que no son de

mi grupo me distraen”

(L. Molina, Self-assessment rubric session 7, July 5, 2018).

These data show that once an appropriate physical classroom atmosphere was get, other factors such as mood and motivation emerged and made learners focused their attention on the particular elements of the speaking to be assessed, thus it can be stated that classroom atmosphere was a key aspect of the learning process. As a result, learners realized the importance of an appropriate classroom atmosphere that let them to record as clear as possible each detail of their performance and thus to take advantage of the information that they could obtain from each video. On the other hand, learners assessed in class session could enjoy a more comfortable atmosphere what let them focus more in the classroom activity.

***Category 3. The essential role of technology in self-assessment processes from video recording.***

Cavalho and Ferreria (2015), state that mobile devices, such as smart phones, become an opportunity to improve and monitor the process of teaching and learning for both, teachers and students, as well as inside and outside the classroom. In their study they identified some advantages and disadvantages of these devices when are used as educational tools. One of the advantages cited by these authors is that smart phones encourage the concentration of students, improving the behavior whereas one of the disadvantages is that the data link cost required for these devices to access the Internet when the Wi-Fi connection is not available for all of the users.

In this study, learners’ personal smartphones were used as an efficient technological tool since many of them already have their own, what they use mainly with applications such as video games, social media and camera for recording video, audio files or taking pictures. All these

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applications can be combined for using with educational purposes so for example, in this study videos were recorded during pre-tasks with each learner's cellphone while the final version of the group activity was recorded with the teacher's smart phone and shared to each learner that the video belonged to. Some dialogues and instructions to learners were given via instant messaging service WhatsApp to the group created with this purpose. This group was used by learners, parents and teacher in order to keep all them informed about changes and the progress of the project as well as to help learners with language issues such as pronunciation, vocabulary or clarifying instructions for a new task. Additionally, learners had the opportunity of commenting their performance on pre tasks and compare it with the audio that teacher recorded and shared to each personal WhatsApp account thus, they used this technological tool as a mean for preparing by listening, taping and checking those criteria that were assessed. The use of smart phones with educational purposes generates a set of files that should be carefully organized in order to access easily to the specific session, lesson and student that teacher needs at any moment.

First, a main folder was created then a sub folder was created for each session what stored the lesson plans, the set of videos and the frame work of the assessment rubric. Extra class, teacher observed each video and immediately shared it to the learners involved in it asking them to observe, identify their strengths and weaknesses and finally, work the self-assessment rubric previously given and explained in the classroom.

In the next session teacher asks learners for the self-assessment rubrics and provides a general feedback from the videos to the class. Personal feedback at the end of each lesson was given in the blank of the self-assessment rubric via instant messaging service WhatsApp. This sequence should be implemented in this order with the aim of avoiding the mix of information, like rubrics

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and feedback, from one session with other and let learners use the information and experiences from one session in order to perform better in the next one.

The analysis of the learners' comments from the self-assessment rubrics, journals and focus group provided rich insights into students' beliefs about the use of cellphones and WhatsApp social media in teaching and learning English language as follows:

Excerpt 19.

“Lo hice bien porque escuché el audio que mandó la profe”.

(L. Molina, Self-assessment rubric session 10, August 1, 2018).

Excerpt 20.

“Aprendiéndose los diálogos... practica uno y después... uno mismo se evalúa”.

(Student H, second focus group personal interview, August 22, 2018)

These data evidence the important role that some applications of smart phones can play in teaching and learning process or, as in this case, specifically in assessment processes. Through this process learners seemed more comfortable about working with ICT's for academic purposes since it let them interact with their peers and teacher by using social media.

### ***Category 4. Additional factors that had a role in the implementation of self-assessment from video recording.***

Beside those factor clearly related to the objectives and research questions of the project, additional factors that influenced the implementation of the project were identified and described as follows.

#### Subcategory 1. Ethical issues

Research in education concern's learners' lives and therefore it involves ethical issues.

Fortunately, educational research has historically engaged in research that imposes either

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minimal or no risk to the participants and has enjoyed a special status with respect to formal ethical oversight (Dörnyei, 2016). In this respect Johnson and Christensen point out that qualitative researches include elements that warrant careful consideration. The ethical framework of this study considers the following sensitive aspects of the research:

*Honesty.* As most of the researches in education, this study involves a great deal of cooperation and coordination among teacher and learners so honesty becomes an essential value to this collaborative work. For this reason, learners were explained that more valuable than the grade they assigned in the rubric, it was important to reflect the truth about their performance and thus to avoid bias in this activity. Honesty was an element dealt in written feedback to learners.

Excerpt 21.

“Se le reconoce su honestidad en la valoración de sus criterios de desempeño”

(L. Molina, Self-assessment rubric session 10, August 1, 2018).

*Consent from parents.* Dörnyei (2016) states that many, if not most, educational studies are conducted within schools or other educational institutes and therefore the researcher may need to obtain additional consent from various authorities figures such as teachers, head teachers or principals. This is the case of this study in which, attending to the legal and ethical research framework in Colombia, written consents of the learners' parents (See appendix 7) were obtained for implementing the project and learners taking part and being recorded in each session.

#### Subcategory 2. Parents' involvement

Unlike cycle 1, in cycle 2 parents became involved in the study since they knew the role of the videos in the project and the effect that it had in the final grade of the English subject. For this

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reason parents participated in the project as they kept informed about learners' homework by checking the WhatsApp group "Research project" in their cellphones thus, parents had the possibility of remembering learners to prepare the lessons as shows the following excerpt.

Excerpt 22.

"Ella (her mother) estuvo pendiente cuando me enviaba los videos y me decía que le dijera a ella lo que estaba en el diálogo...."

(Student B, second focus group personal interview, August 22, 2018)

Additionally, parents used the WhatsApp group in order to ask for clarification about content and due dates for speaking activities as well as expressing thankfulness for let them participated and followed the process.

### Conclusions and Implications

**Conclusions.** This Action Research study has shown that smartphones can be used as accessible and innovative tools for learners practice and assess speaking performance in two ways: first, as a tool for recording videos what provided data for learners self-assessment and teacher assessment. Second, by using WhatsApp instant messaging service through which the teacher shared the videos or informed learners and parents about changes in the schedule at the time that they expressed doubts about tasks or asked for some help. On the other hand, it was seen that learners expressed enthusiasm for all those resources that promote ways of learning English different from traditional ways such as writing and memorizing some language structures or listening audios from course books as was observed at the beginning of the project when it was explained and they were asked to participate in it. For this reason all of the students that owned smart phones wanted to take part of the project however, in order to get manageable raw data, there were taken

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just 12 learners of 26 by attending some factors such as skills for work group and availability of the project of life document developed in the research project 1.

All of the participant learners remained attentive to the evolution of the project during the two cycles basically because individualized and small work groups feedback from teacher was given permanently with encouraging and targeting goals purposes according to the data obtained from the observation of the videos.

Through this study, the camera was operated by a classmate, as learners decided, since in the second session they argued felt more confident being recorded by a friend instead of the teacher and asked a classmate still recording the videos. This fact demonstrated that the presence of the teacher created the sensation of being judged what made them got a bit anxious and so their performance could be affected.

The following section is organized around the research questions focused on the effects of assessing learners speaking performance from video recorded activities.

How does self-assessment from video recorded activities influence my learners' speaking performance?

These videos allowed learners become aware of their strengths and weaknesses about their own speaking performance which transforms in motivations and challenges respectively that encouraged learners to reach the lesson objectives in a more conscious way. Self-assessment rubrics were used by learners in order to let them knew the specific elements of speaking performance that they had to work with and provided them with personal written feedback. This rubric resulted in one useful tool for learners since it helped them to know in a progressive way the different elements of the speaking performance at the time that let each one focus on those

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elements that he/she considered more relevant or that they enjoyed the most as was reflected in the analysis of data. In this study learners focused their assessment more on not verbal elements, such as intonation, self-confidence and visual contact, than on verbal elements of the speaking performance possibly because it was the first time that they had the opportunity of observing themselves performing English in their actual context.

How does the use of video recording influences hetero-evaluation of my learners' speaking performance?

Hetero-evaluation from video recorded activities helped teacher to do a more objective assessment for each learner since it could be observed and listened as many times as the teacher required for following carefully the assessment rubric to each learner according to the criteria listened on it. This activity demands extra time from the teacher for watching each video and getting feedback to learners, what can be given through each self-assessment rubric blank for teacher comments or providing oral feedback in class sessions. In this way each learner will be aware of her/his performance about each particular criterion involved in the assessment activity.

How does the use of video recording affect the time that the teacher spends when assessing speaking performance in a large class?

This action research was conducted in a large group of 36 learners that demanded more than one session for assessing speaking performance to each student in an objective way by means of a rubric. With the aim of doing speaking assessment to the whole class in one session two activities, in class assessment and recording the videos, were carried out simultaneously during the class time. Videos were observed and assessed extra class so this arrangement demanded extra time from the teacher in order to complete the assessment of the whole class and provide

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them personal feedback. On the other hand, assessing speaking activities demanded a quiet atmosphere that was hardly reached in a large class. In an attempt to get this condition the number of learners in the classroom was reduced by having two ways of gathering data so the students that recorded the videos, instead of participating in class assessment, waited their turn for going out the classroom to record de video.

This aspect of the collecting data stage demanded one additional room for the class that could be used just for learners recording their videos in this sense, there were difficulties during the first sessions of the study that later were overcome with the support of the School's principal. For this reason it is important to consider time consumption when developing video recordings and to design strategies to make it more efficient.

This process of speaking assessment should be supported by a strategic arrangement of learners with the aim of assessing speaking performance to the whole class in one session. In this study the class was divided in two groups. Each group was assessed in a different way: the traditional direct in class assessment or by means of a video recorded speaking activity, both of these ways demanded a quiet classroom atmosphere what was gotten by sending learners to record the videos in a different room while the direct assessment was carried out into the current classroom with a reduced number of learners. It is a good strategy to send just the group of learners that is going to record the video to the additional room while the remainders stay into the classroom waiting for their turn. This is a way of avoiding distraction and interference with the recording activity of each group.

Oral feedback should be given to the whole class after each assessment session since this is the opportunity to motivate learners and prepare them for the next session, this activity takes just five or ten minutes since personal feedback is given through the self-assessment rubric.

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This experience also showed that learners need to feel confident about working with short dialogues before moving towards longer ones, during the process learners felt reluctant to work with dialogues whose length increased abruptly.

This study contributes to research on using available technological devices with English learning purposes as a way of combining academic tasks with their current activities extra class. Thus, the project showed that by creating a comfortable class atmosphere and teaching students how to use the rubric and provide feedback, they can develop more positive attitudes about using video recorded activities for improving their speaking performance.

### Implications of the study.

The results of this action research show the use of video recording as an accessible option that allows teacher to complement and cover the speaking assessment process specially in larges classes since it let the teacher gather the data that was not possible to obtain in just one class session. Video recorded can be integrated into lesson plans and used as training and assessment activities at the end of each lesson. A key element in this strategy is the self-assessment rubric what become the main tool for making learners conscious about their own evolution in the process and the elements that they are being assessed at the time that encourage them to reach the stated objectives or on the contrary, feel reluctant to continue the process. As support of the data from self-assessment rubric meaningful and criterion referenced feedback should be given to each learner, so teacher need to use time and instruments in an effective way to make feedback relevant and useful for learner through the whole process. For these reasons designing an appropriate rubric as well as finding the most effective way of providing feedback for learners' proficiency level and context should be more targeted aspects in further research.

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Taking into account that the lack of time for the teacher assessing a whole large class is one of the research problems, learners should be arranged in two groups, for in class assessment and video assessment, so the number of learners in each group should be defined by those criteria that teacher consider allow them to optimize class time and quality of the data gathered in each particular context. All these aspects demand a review of the English subject in the curriculum aimed to assign it additional time, connectivity and location resources. The study also shows the need for more research in specific elements of speaking performance through video recorded activities from the perspective of students learning styles instead of working with several elements at the time. In this sense, learners had to struggle with several new concepts at the beginning of the project what demanded extra time to teach them about these before continuing with this process.

*Implications of this micro project over the subproject 2.* The use of video recording as source of data for assessing speaking activities implemented in this study represents a pedagogical innovation that incorporated ICT in a large seventh grade learners group of the Liceo Tame School context. This subproject demanded the development of specific rubrics as supporting tools used to teach and assess specific elements of the speaking skills to the learners. However, in regard with the subproject 2 is very important to promote the integration of ICT that don't need internet to work with by providing a more detailed description of this subproject. This aspect would benefit pre-service teachers that work on poor conditions of connectivity.

**Limitations of the Study.** The use of instant messaging service WhatsApp as the mean for sharing videos and keeping students and parents informed about the process demanded permanent connectivity what became a limitation for learners when they were out of the school. For this reason after the second session it was decided to record the videos with the teacher's

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smartphone since she could share the videos to each learner's smartphone during the time class by using the connectivity of the school. Additionally, the fact of working in groups helped learners to overcome this limitation in regards to the availability of videos and complementary information in WhatsApp social media.

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Appendixes

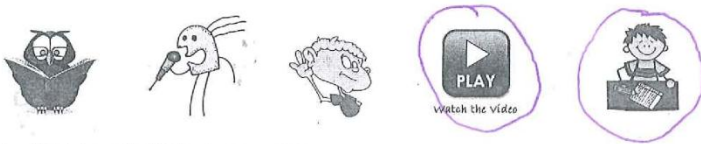
Appendix 1. Questionnaire

PEDAGOGICAL PRACTICE VI.- LICEO TAME SCHOOL.

INDIVIDUAL INTERVIEW FOR NEED ANALYSIS. Sixth grade.

NAME: Mariapaz Bangel GROUP: \_\_\_\_\_ DATE: \_\_\_\_\_

1. Do you enjoy learning English? Yes \_\_\_\_\_ No X
2. Do you think English is necessary for your personal or professional life? Yes.
3. What kind of activities do you prefer?. Circle two of them.



4. Which type of activities do you prefer?
  - Individual activities
  - Group activities
5. Among group activities, order your preferences (1 if you hate it -5 if love it)
  - Interview. 1
  - Dialogue. 1
  - Singing. 1
  - Role-plays. 5
  - Games. 6
6. Would you like using English in classroom for interacting with your partners and teacher? Circle:
  - Yes
  - No

PEDAGOGICAL PRACTICE VI.- LICEO TAME SCHOOL.

INDIVIDUAL INTERVIEW FOR NEED ANALYSIS. Sixth grade.

NAME: Uexga yaber GROUP: 701 DATE: \_\_\_\_\_

1. Do you enjoy learning English? Yes \_\_\_\_\_ No X
2. Do you think English is necessary for your personal or professional life? Si.
3. What kind of activities do you prefer?. Circle two of them.



4. Which type of activities do you prefer?
  - Individual activities
  - Group activities
5. Among group activities, order your preferences (1 if you hate it -5 if love it)
  - Interview. 5 4
  - Dialogue. 1 1
  - Singing. 1 2
  - Role-plays. 5 3
  - Games. 2-5-6 3
6. Would you like using English in classroom for interacting with your partners and teacher? Circle:
  - Yes
  - No

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## Appendix 2. Second Focus Group Interview – transcript.

T: Buenos días muchachos. Les quiero dar las gracias por haber acompañado todo este largo proceso; espero que haya sido muy enriquecedor para ustedes, para mí realmente lo fue. Les agradezco la paciencia, el esfuerzo, la dedicación de algunos más que otros; la verdad, da mucha satisfacción mirar como algunos sí aprovecharon, otros empezaron bien pero al final, se descuidaron, perdieron el impulso, me gustaría saber qué los desmotivó...y pues... vamos a empezar. Ustedes saben que esta entrevista está siendo grabada.... Les voy a pedir que por favor cuando yo haga las preguntas, pues...si quieren participar...participen respondiendo pero eso sí, que levanten la manita para darle la palabra y así responda uno al tiempo porque necesito que quede clarito lo que digan. Bienvenidos entonces, vamos a empezar, la primera pregunta es... muchas preguntas se hicieron en la entrevista pasada, la idea es que enriquezcan y complementen la respuesta.

1. T: ¿Qué tipo de actividades son las que más han disfrutado en éstas últimas sesiones de la clase de inglés? Pensemos en las actividades desde la última entrevista hacia acá es decir, sesiones 7, 8, 9, 10,11 y 12. Si han sido las mismas actividades, si han trabajado algo diferente, si los temas han sido más agradables, más significativos, cómo les ha parecido esta segunda sesión... A ver María Paz.

S: Si han sido más agradables.

T: ¿Por qué? ... A ver Mileydi.

S-A: Porque tienen significado y... se pueden aprovechar.

T: Significado... cuando se refiere a significado es... ¿en la traducción? O porque tiene que ver algo con la vida real de ustedes.

S-B: Las dos cosas.

T: Las dos cosas... alguien está de acuerdo o en desacuerdo...

S-C: Muy largos los diálogos.

T: Muy largos los diálogos... o muy larga toda la actividad.

S-D: Muy largos los diálogos.

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T: Entonces muy largos los diálogos todos...

S-B: Profe, pero no todos, uno no más... el último que fue el más largo.

T: ¿El último cierto? La idea era que el último diálogo era más largo porque se suponía que ustedes ya estaban preparados para hacer ese diálogo más largo... ¿Qué decía usted, Gómez?

S-E: Era fácil...

T: Iguales... ¿Qué era más fácil? ¿Cuál?..

S-C: El último

T: Que el último era el más largo pero les pareció fácil... es que realmente él es de las personas que dedicó tiempo a practicar... no siempre por ser más largo el diálogo, significa que es más difícil....

Bueno, la segunda pregunta...

T: ¿Que habilidades en cuanto al aprendizaje creen que se fortalecen o desarrollan a través de estas actividades? Habilidades, si ustedes recuerdan nos enfocamos en las clases en la parte de hablar “speaking”... cuáles son las habilidades que ustedes desarrollan cuando realizan los diálogos...

S-F: Pronunciación... tono de voz... fluidez... contacto visual...

T: Contacto visual... esa es una manera de interactuar, ¿no? Samira...

S-G: Tono de voz.

T: El tono de voz es otra habilidad...ustedes solamente hablan y hablan o... que tienen que hacer antes de hablar...antes de responder... que tienen que hacer.

S-D: El acento.

T: Cuando ustedes están haciendo el diálogo... usted habla porque sí o que tiene que esperar para que usted tome su turno

S-A: Esperar que la otra persona hable...

T: ¿Esperar que la otra persona hable cierto? Entonces tienen que escuchar...eso es muy importante para poder hablar.

¿Creen que los diálogos en inglés influyen en el aprendizaje de esta lengua? ¿De qué manera? ¿Creen que sí se les facilita? ... aprender el Inglés con esta parte de diálogos...

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S-A: Que si nos ayuda mucho y....

T: ¿Ayuda a?

S-C: Para una carrera...

T: Para el futuro. Qué dice Salamanca?... Sua?

S-E: Nos ayuda para la materia de inglés y para la carrera que uno quiera estudiar...

T: Especialmente lo que es diálogo en la materia de Inglés... ustedes creen que es necesario hacerlo o no...

Ss.: Sí...sí...sí.

T: A ver si ustedes se dan cuenta, ustedes hacían parte de la evaluación... cuando miraban sus videos, ustedes cogían la rúbrica y realizaban una evaluación de la manera como ustedes se desempeñaban en sus videos. El otro tipo de evaluación que hacíamos era con los estudiantes que no participaban allá en el salón que era pues como uno siempre lo hace... hable, yo lo escucho y de una vez le coloco la nota... de estas dos formas, ustedes cuál creen que los enriquece más... que les aporta más.

Ss.: Con el video... con el video...con el video.

T: ¿Con el video? ¿Están de acuerdo?

Ss.: Con el video.

T: Por qué Juan David.

S-A: Porque uno puede mirar cómo lo hizo.

T: Porque uno puede mirar cómo lo hizo... ¿qué dice Maicol?

S-F: Que uno mira los errores de uno para corregirlos.

T: Uno mira los errores de uno para corregirlos... a ver Yeiber.

S-D: Que uno mira que hizo mal... para practicar y hacerlo mejor.

T: Yo a ustedes les dejaba... les enviaba, sobre todo en esta última parte...unos audios por WhatsApp...quiénes utilizaron esos audios para practicar. (6 estudiantes levantan la mano)...para practicar la pronunciación...qué más les brindaba esos audios. De lo que evaluaban con la rúbrica... qué más podían preparar con esos audios.

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S: La entonación...

L: Recuerden que yo les hacía mucho énfasis en que las preguntas tenían una entonación diferente con respecto a las oraciones afirmativas o negativas...la idea era que pues en el video ustedes no van a tener contacto visual ni expresiones corporales, ¿cierto? En el audio...pero sí todo lo relacionado con la parte de hablar...entonces quiénes se ayudaron con ese audio. (7 estudiantes levantan la mano) Los demás por qué no lo usaron...Salamanca, Guerra.

S: No me prestaron el teléfono.

T: ¿La pregunta que sigue: Cómo podrían utilizar los resultados de la autoevaluación realizada a partir de un video para próximas sesiones?

S: Para mejorar.

T: Para mejorar en qué sentido...

S: Pronunciación...

T: ¿Sólo pronunciación?...Ustedes miran el video y tienen una rúbrica. ..¿Cómo utilizan ese video y esa rúbrica?

S: Mirando nuestro trabajo...

T: ¿Mirando qué deben reformar, cierto? En qué están deficientes, qué necesitan para mejorar... ¿Todos hacían eso? ¿Todos tenían ese propósito para la siguiente sesión?

S: Sí.

T: Si se decidiera utilizar una de las dos maneras de evaluar actividades orales, directamente en la clase o desde un video, ¿cuál de las dos creen que es más eficiente para cubrir todos los estudiantes en nuestra clase?

S: La del video...la del video.

T: Nuevamente volvemos a los mismo... ¿cierto? El video les permite qué...

S: Reconocer lo que decimos... algunas palabras...

T: Durante todo el proceso utilizamos 3 rúbricas de evaluación ¿cierto? Tuvimos la primera, después le hicimos algunos cambios y ahorita a partir del video 10 utilizaron una tercera rúbrica...En algún momento

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sintieron que no habían entendido la rúbrica o por el contrario siempre... se ayudaron con el diccionario... cómo manejaron esa rúbrica.

S-C: Yo utilizaba diccionario.

T: María Paz utilizaba el diccionario... Danitza.

S: Yo no entendía algunas partes pero las buscaba en el diccionario.

T: Yeiber.

S-F: También buscaba en el diccionario.

T: Mileydi...

S-A: En el diccionario...

T: Porque ninguno me preguntó a mí... cuando yo les expliqué todos dijeron "sí entendimos" ninguno me buscó para... bueno... algunos cuando estaban aquí haciendo la rúbrica, cuando yo les acompañaba. Me preocupaba a mí, mirar que ustedes realmente estuvieran conscientes de lo que estaban marcando... entonces, pues en ese caso el diccionario es una ayuda válida siempre y cuando lo sepan utilizar.

T: De los criterios de la rúbrica cuales fueron los dos a los que les dedicaron mayor atención ... de los que ustedes dijeran siempre que cogían la rúbrica "ah, esto yo lo entiendo y siempre se fijaban en esos dos criterios ... cuáles fueron..

S-D: Pronunciación... la voz.

T: En la voz habían dos cosas: la claridad y el volumen... y la otra era la entonación, entonces...

S-A: El volumen... entonación.

T: Entonación... Maicol.

S-H: Volumen.

T: Volumen, cierto que cuando ve el video siente que el muchacho está hablando con buen volumen... Breyner...

S-F: Que uno no viera el papel.

T: De hecho estaba en la rúbrica como "confidence"... de eso vamos a hablar más tardesito... Mileydi, cuáles son esos dos criterios que con mayor facilidad evalúa en la rúbrica...

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S1: La voz.

S2: Contacto visual y pronunciación.

T: ¿La rúbrica 3 les pareció muy difícil?

S: No, estaba más corta.

T: Estaba más corta... se organizaron los criterios. Teniendo en cuenta los videos que se realizaron después de la primera entrevista, o sea los 6 últimos videos, ¿cómo creen que ha cambiado el trabajo de ustedes con respecto al desempeño? Si ustedes recuerdan el último video de la última entrevista, sienten que mejoraron, sienten que al contrario siguieron igual o sienten que les dio pereza y dicen ah! No dejemos eso así. Cuál fue la actitud suya Breyner.

S: Mejoré.

T: Salamaca.

S: Igual.

T: Jennifer...José Luis.

S: Igual.

T: Danitza.

S: Peor.

T: ¿Peor? Por qué Danitza.

S: Porque casi no estudiaba...no sé, la pronunciación.

T: O sea, ¿le dedicó menos tiempo a la segunda parte que a la primera?

S: Sí señora.

T: María Paz.

S: Yo le dediqué menos tiempo...

T: ¿Por qué?

S: Porque teníamos mucho trabajo...tareas.

T: Pero yo veo...bueno cuénteme Mileydi, por qué no participó casi...

S: Pues...había unas cosas llamativas como la rúbrica.

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T: O sea, usted utilizaba la rúbrica como una herramienta para mejorar. David...

S: Igual.

T: Daniel.

S: Igual.

T: ¿Igual que la primera parte? Maicol.

S: Yo mejoré un poquito.

T: Yeiber.

S: Yo mejoré en unos aspectos y en otros no.

T: Samira... ¿mejoró?

S: Sí.

T: A ver...ustedes saben que tenían nota por el tema de autoconfianza, ¿cierto? No mirar el papel. Cuando yo reviso la rúbrica la mayoría coloca que sí, y se colocan 3 o 4 pero en el vídeo se nota otra cosa, ¿cierto? Se nota que ustedes no tienen el papelito aquí pero se buscan alguna manera de leer y que uno no lo vea, entonces en la retroalimentación se les hablaba de la importancia de la honestidad. Como dicen muchos de ustedes: la idea es reconocer nuestros errores para superarlos, no esconderlos porque como esto no da nota no es lo más importante. Ese hecho de ustedes calificar honestamente tenía un valor y deben colocarlo en la rúbrica. Que no miraron, y en el video yo me doy cuenta que sí miraron entonces la nota ya no va a ser el 10 que les prometí inicialmente, lo mismo el desempeño, porque veo algunos videos donde las niñas se están riendo...donde salen incluso jugando con la coca, entonces todo eso muchachos son criterios para tener en cuenta en la evaluación. Entonces, quienes consideran que fueron totalmente honestos cuando trabajaron su rúbrica... Danitza, Maicol, Daniel...Samira, Leidy. Quienes fueron más o menos honestos, Yeiber, Breynner, Mileydi...O sea que deshonesto, deshonesto no fue ninguno...Bueno, está bien.

T: ¿Cuál ha sido el efecto en su preparación el hecho de calificar el criterio “confidence” de manera individual? ¿Sí se entendió que ésta es una parte importante de la nota?

S: Si...Si

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T: Por qué algunos no, por ejemplo Jennifer y José Luis...Qué les pasó, por qué se me desmotivaron en la última parte, ustedes eran de los líderes en la primera parte y en la segunda ya no.

S: Porque los últimos videos no los practicaba...

T: Sí mami, pero por qué no practicaba...María Paz...también... por qué.

S: Ji...Ji...ji...ji...la pereza.

T: La pereza...José Luis...Salamaca... Por qué también se descuidó en esta última etapa. Bueno muchachos, la idea era que ustedes también adquirieran un hábito...un hábito de superarse...de conocer sus errores y de aprovechar que tenían la oportunidad de hablar y de hacer este tipo de actividades.

T: ¿Estarían de acuerdo en implementar la evaluación de las actividades orales de inglés por medio de videos que puedan ser vistos también por el estudiante? ¿Por qué? ¿Es decir que cuando se vaya a calificar ustedes también tengan la oportunidad de mirar el video para colocar las notas?

S: Si...si...si...

T: Solamente por colocar la nota o cual sería otro valor o uso del video.

S: Para colocar la nota.

T: Para colocar la nota. ¿No hay otra motivación diferente a la nota?

S: Aprender.

T: Aprender...siempre están aprendiendo, ¿no?

S: Aprender la pronunciación.

T: Aprender la pronunciación... ¿alguien quiere decir algo más? Mileydi...José Luis.

S: No.

T: ¿Cuáles creen ustedes que serían las mejores estrategias para evaluar el desempeño oral de todos los estudiantes del curso en una sola sesión? Hay dos opciones: o evaluarlos a todos directamente en clase mientras yo los escucho, ¿así se alcanzaría? O ponerlos a todos a grabar el video...o combinar las dos opciones

Ss.: Combinando...combinando

## USING VIDEO RECORDING IN SPEAKING PERFORMANCE ASSESSMENT.

T: Fíjense muchachos que hay una cuestión y es que no se pueden hacer las dos cosas simultáneamente en el curso. ES más ponerlos a hablar y evaluarlos directamente es muy difícil porque mientras uno están aquí hablando, los demás allá... qué están haciendo...

S: Molestando.

T: Entonces ustedes como propondrían que se haga. Yo podría decir, bueno en esta sesión voy a evaluarlos a todos... la actividad oral... todos.

S: Ir todos igual, no quedarse uno atrás...

T: ¿O sea como un coro?

S: No...No...

T: Recuerdan que en la sesión 7 y 8, bueno ustedes salían a grabar y yo me quedaba con los que tenía que evaluar en el salón y en ese momento no podíamos tener notas de los dos... qué pasa si yo los pongo a todos a grabar videos...

S: No alcanza el tiempo.

T: No alcanza el tiempo... y si los pongo todos a hablar en clase...

S: Tampoco alcanza... tampoco alcanza.

T: Entonces como proponen ustedes que se haga.

Ss.: Como se viene haciendo... Así como hemos hecho...

T: ¿Cómo?

S: Como se viene haciendo.

T: Unos con video y otros directamente... Qué habría que mejorar en ese modelo... Yeiber.

S: Los grupos.

T: Los mismos grupos... no, no, no. Algunos de los que están aquí prefieren irse a hacer la evaluación oral o piensan que es preferible seguir haciéndolo con video...

S-A: Con video... con video... Hay unos compañeros de los que son evaluados en clase que quieren hacer... participar... hacer los videos...

## USING VIDEO RECORDING IN SPEAKING PERFORMANCE ASSESSMENT.

T: Ustedes están contentos con el tema del video... o sea... no contentos porque yo sé que algunos están aburridos pero si lo comparamos con la actividad de evaluarlos en clase, ustedes prefieren...cuál de las dos.

S: La del video... la del video...la del video y en esta sala.

T: En esta sala con aire acondicionado. Bueno muchachos, esta otra pregunta requiere mucho de ustedes...Consideran... vamos a ponerle una nota de 1 a 10 en la segunda parte. Vamos a hablar de preparación. Si ustedes consideran que prepararon los videos muy bien vamos a ponernos 10, si consideran que no los prepararon nos ponemos 5. Entre 5 y 10 me va a decir cada uno la nota...sobre el tiempo que le dedicaron, la importancia que le dieron a la actividad.

T: Daniel...cuánto...

S: cinco...diez...cinco...seis...siete...siete...seis...ocho...seis...seis-cinco...seis.

T: Muy bien. Bueno muchachos, esta pregunta también está relacionada con el juicio de la dedicación que ustedes le dieron, yo veo incluso que en el último video siguen leyendo...ustedes entendieron que la idea era que al final ya no leyeran...

S: Yo no leí...

T: Bueno sí, algunos. Yo tengo que resaltar que dos o tres grupos nada más...el resto siguen leyendo... se supone que cuando uno habla...pues no lee, ¿no? Nosotros hablamos español sin tener un papelito leyendo qué es lo que voy a decir...de qué manera se motivarían ustedes para aprenderse los diálogos.

S: Más atención...dedicarle tiempo...

T: ¿Les pareció valiosa la ayuda de los audios? O no...

S: sí...sí...sí...sí.

T: Les pareció valiosa la ayuda de los audios. Cuando empezamos el proyecto...ustedes todos están aquí porque levantaron la mano indicando que eran voluntarios...qué los motivó. Qué esperaban ustedes de este proyecto.

S: Mejorar la pronunciación...mejorar el aprendizaje... el aprendizaje... el Inglés.

T: Sua, cuénteme usted por qué se vinculó al proyecto...

## USING VIDEO RECORDING IN SPEAKING PERFORMANCE ASSESSMENT.

S: Para aprender más...para mejorar en Inglés...

T: Yeiber.

S-H: Aprendiéndose los diálogos practica uno y después uno mismo se evalúa.

T: Listo. De acuerdo a eso quiénes cumplieron la expectativa. Quienes pueden decir en este momento, bueno sí fue lo que la profesora dijo o pienso que no...Fue muy aburrido...cuál es su concepto Jennifer.

S: Fue bueno porque me gusta estudiar Inglés.

T: ¿Ustedes se inscribieron voluntariamente porque de alguna manera les pareció interesante cierto? En este momento en que ya terminamos, cuál es su concepto sobre la actividad que realizamos a lo largo del año...les pareció interesante, cumple la expectativa, sí era como usted pensaba, o por el contrario no era lo que esperaba.

S: Yo sí...sí... también.

T: También qué Juan David.

S: También cumplió mis expectativas...También...

T: Todo el tiempo o hubo algún momento en que se sintió aburrida...cuál fue el principal inconveniente que tuvo...

S: Que algunas veces no tenía tiempo por otras tareas.

T: María Paz... ¿cumplió sus expectativas?

S: Sí.

T: ¿Qué los motivó a participar en el proyecto?

S. La nota... ¡interesado!...el aprendizaje...sí las dos cosas...la nota y el aprendizaje.

T: Bueno muchachos, con toda sinceridad, José Luis, ¿volverían a participar en un proyecto como éste?

S: Sí señora, sí... sí... sí.

T: Qué le cambiaría David.

S: Nada...nada...nada.

S: Hacer los diálogos más cortos...los diálogos son muy grandes y a uno le da pereza aprenderse todo porque uno dice 'Cuándo voy a terminar...'

## USING VIDEO RECORDING IN SPEAKING PERFORMANCE ASSESSMENT.

T: Específicamente cuáles diálogos eran largos.

S: El último...el último...

S: Que los diálogos sean más corticos como hacíamos al principio pero que haya más diálogos.

T: O sea más cortos y más frecuentes.

S: Sí.

T: Listo, muy bien. Danitza.

S: Eso mismo.

T: Maicol.

S: Lo mismo.

T: Mileydi, qué le cambiaría al proyecto, piense en todos los aspectos...cambiaría de pronto la rúbrica, el tiempo, el lugar donde se graba...cambiaría lo que están diciendo sobre el diálogo, tipo de actividades...otro tipo de actividades que no sea solo diálogos, sino con juegos...qué le cambiaría.

S: Hacer los diálogos más cortos y más diálogos.

T: ¿Les gustaría seguir apoyados por el audio que envía la docente?

S: sí...sí...sí...sí.

T: Con respecto a todo el proceso en general, qué otro comentario tienen o sea,

Ya lo que cada quien quiera decir, que no les haya preguntado... Danitza...

S: Que a mí me gustó mucho porque es una motivación y una oportunidad que uno no debía desaprovechar para uno aprender más y de verdad yo, no se el resto, pero estoy agradecida con usted porque nos está enseñando más de lo básico...para de pronto tal vez en la vida sea un mejor mañana.

T: Yo de verdad que espero muchachos haberles dado un poquitico de motivación porque fíjense que ustedes son muy buenos estudiantes y creo que de aquí muchos van a necesitar el inglés, entonces aprovechen las oportunidades que encuentran en el camino para mejorar. Otra cosita, quiénes tuvieron el acompañamiento de sus padres...

S: Cuando me decían que si tenía tareas de eso...que me pusiera a practicar...ayudándome a leer...

T: ¿Ella también escuchaba el audio?

## USING VIDEO RECORDING IN SPEAKING PERFORMANCE ASSESSMENT.

S. Sí.

T: Mileydi...

S-B: Ella estuvo pendiente cuando me enviaba los videos y me decía que le dijera a ella lo que estaba en el diálogo...

T: Qué papás escuchaban los audios que yo les enviaba.

S: (siete)...mi papá o mi mamá.

T: Bueno, no importa uno de los dos que los acompañe, ya eso es bastante. ¿Algún otro comentario, Juan David?

S: No...no...no...ji ji ji...

T: Bueno muchachos, entonces finalmente les quiero agradecer por el tiempo, Yeiber muchísimas gracias por todo su apoyo...muy atento y muy motivado lo vi. A Danitza también le reconozco su motivación...Mileydi también estuvo muy motivada pero sobre todo en la primera parte...qué le pasó

S: Pues no encontraba...

T: Me parece que fue el cambio de compañeros con los que grababa...

S: Pues algunas veces no venían y cambiaba...o mi compañera no practicaba entonces no tenía con quien grabar así, a veces mi compañera no respondía bien...

T: No le respondía...Listo, entonces yo quedo contenta porque veo que las personas que hicieron el esfuerzo no se van a ir igual...en los últimos videos sobre todo, los vi ya más fluidos...

### Appendix 3. Video recorded activities

<https://youtu.be/ZAGCQHt5cxs>

### Appendix 4

### Self-assessment rubric

## USING VIDEO RECORDING IN SPEAKING PERFORMANCE ASSESSMENT.

RUBRIC FOR SELF-ASSESSMENT SPEAKING PERFORMANCE.

		1. Needs improvement.	2. Room to grow.	3. Good!	4. Excellent work!!!
Name: <u>Maitoa Buj</u>					
Date: <u>April 21</u>					
Task: <u>My family</u>					
Voice.	Did you speak clearly and loudly enough?			X	
	Do you speak to your audience and not to your paper?			X	
Eye contact.	Did you look at the audience as you were speaking?		X		
	Did you stumble over a lot of your words?		X		
Fluency.	Were you speaking at a good pace – not too slow and not too fast?		X		
	Did you use expression and get involved with the topic?		X		
Action.	Did you change your voice when needed?		X		
			X		
LEARNER COMMENTS. <u>Res mundo mas al compario y hablar mas fuerte</u>		TEACHER COMMENTS. <u>-Good job! -Good pace and voice. -Just don't use the notes on the paper all the time -</u>			

RUBRIC FOR SELF-ASSESSMENT SPEAKING PERFORMANCE.

		1. Needs improvement.	2. Room to grow.	3. Good!	4. Excellent work!!!
Name: <u>Arceyes Castillo S.</u>					
Date: _____					
Task: _____					
Voice.	Did you speak clearly and loudly enough?			X	
	Do you speak to your audience and not to your paper?			X	
Eye contact.	Did you look at the audience as you were speaking?		X		
	Did you stumble over a lot of your words?				X
Fluency.	Were you speaking at a good pace – not too slow and not too fast?				X
	Did you use expression and get involved with the topic?		X		
Action.	Did you change your voice when needed?			X	
LEARNER COMMENTS. <u>esta vez estuve mejor y trate de no ver fumb el papel, para mi me fue bien</u>		TEACHER COMMENTS. <u>Congratulations! -It is evident that you have assumed this task seriously.</u>			

## Appendix 5. Teacher journals

Journal # 1.	<ul style="list-style-type: none"> <li>• The dialogues are too large so learner can't finish the complete performance.</li> <li>• The use of several cell-phone video cameras operated by different learners delays the access to the videos by the teacher.</li> <li>• Video recording was done outside the classroom in a corridor next to the classroom but there, learners became distracted by other learners and by the noise from the other classrooms.</li> <li>• Self-assessment was done in the classroom what let learners have the guide of the teacher but at the same time, noise in the classroom makes difficult the process.</li> <li>• Although learners were given time for practicing the role-play, they read the lines from a paper while performing and recording the video. <ul style="list-style-type: none"> <li>• Learners prefer to be recorded by a classmate instead of by the teacher.</li> </ul> </li> </ul>
Journal # 2.	<ul style="list-style-type: none"> <li>• All the videos were recorded by the teacher's cell-phone video camera.</li> <li>• Videos were shared with learners via WhatsApp.</li> <li>• The classroom is too noisy what becomes in a problem for the audio of the videos.</li> <li>• Learners prefer to be recorded by a classmate instead of by the teacher.</li> <li>• Learners seem not to be confident about their language knowledge and performance as they still read the lines while recording the video.</li> <li>• All the learners that don't participate in the project were assessed in a direct way into the classroom. In this way, all the learners were assessed properly in just one session, some of them into the classroom and the remainder from video recordings.</li> <li>• Participant learners did self-assessment in the next class, they wrote some simple comments in the rubric.</li> <li>• Hetero-evaluation was done at home from the videos what let the teacher go deep inside into the different criteria stated in the rubric.</li> <li>• Wrote and oral feedback was given to learners. They exposed the problem of the noise and the lack of confidence at the moment of performing the oral activity.</li> </ul>
Journal # 3.	<ul style="list-style-type: none"> <li>• All the participants went to another room in order to record the video because the noise in the classroom however, they didn't be disciplined and the noise was a problem there too.</li> <li>• After rehearsing understanding of the rubric, learners were allowed to do self-assessment at home.</li> <li>• All the videos were recorded by the teacher's cell-phone video camera.</li> <li>• Learners seem not to be confident about their language knowledge and performance as they still read the lines while recording the video.</li> <li>• More learners asked the teacher to let them participate in the project.</li> <li>• Hetero-evaluation from video recordings was done at home what let the teacher go deep</li> </ul>

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	<p>inside into the different criteria stated in the rubric.</p> <ul style="list-style-type: none"> <li>• Wrote and oral feedback was given to learners. They exposed the problem of the noise and the lack of confidence when they were performing the oral activity.</li> <li>• All the learners that don't participate in the project were assessed in a direct form into the classroom. In this way, all the learners were assessed properly in just one session, some of them into the classroom and the remainder from video recordings.</li> <li>• Personalized feedback was done from the rubrics for assessing speaking performance.</li> </ul>
Journal # 4.	<ul style="list-style-type: none"> <li>• In the fourth session, learners demonstrate to be clear about the organization of the class and specifically about the logistics and role of each learner in the videotaping of the speaking activity.</li> <li>• Learners participated more actively in this session as they had a previous and meaningful knowledge of the topic of the lesson activities.</li> <li>• Noise is still a problem for recording the videos in the separated room. One learner was in charge of taking note of the undisciplined learners while the teacher was working with the remaining students in the classroom.</li> <li>• All the videos were recorded with the teacher's cell-phone camera. Those were shared with each participant learner via WhatsApp.</li> <li>• Wrote and oral feedback was given to learners. They exposed the problem of the noise and the lack of confidence when they were performing the oral activity.</li> <li>• Learners did self-assessment at home. They wrote some comments in the rubric.</li> <li>• Learners asked the teacher let a classmate record the videos instead of her. It was allowed and one classmate was assigned to do it.</li> <li>• All the learners that didn't participate in the project were assessed in a direct way into the classroom. In this way, all the learners were assessed properly in just one session, some of them into the classroom and the remainder from video recordings.</li> <li>• The teacher sent an audio file to each participant learner via WhatsApp in order to help them with pronunciation and intonation of the words and phrases that they had to use in the dialogue. Learners manifested they listened to it and found it useful and helpful.</li> </ul>
Journal # 5	<ul style="list-style-type: none"> <li>• Learners participated actively in drilling vocabulary related to their actual experiences.</li> <li>• Short and significant oral activities were done. Learners participated voluntarily.</li> <li>• Learners manifested their preference for peers recording the video instead of the teacher.</li> <li>• More time was done for rehearsing the tasks and preparing the speaking activity.</li> <li>• All the videos were recorded with the teacher's cell-phone video camera and then those were sent to the participant learners via WhatsApp for self-assessment.</li> <li>• Learners show lack of self-confidence as they were still reading the lines of the dialogue when performing the role-play.</li> <li>• Learners use the self-assessment rubric properly</li> <li>• Learners demonstrated to work the self-assessment rubric skillfully, however, they suggested modifying the criteria 'voice' and 'action' as they considered some aspects here are involved in other criteria. Teacher promises to revise these aspects.</li> </ul>
Journal # 6.	<ul style="list-style-type: none"> <li>• Learners participated actively in a board game that they previously know.</li> <li>• The teacher gave pronunciation support to each learner by means of an audio file sent via WhatsApp.</li> <li>• More time was done for rehearsing the tasks and preparing the speaking activity based on language targeted training.</li> <li>• Noise and indiscipline was still an element that distracts and difficult the record of the videos despite just participant learners went to the room for recording.</li> <li>• Learners do self-assessment at home from the video sent by the teacher.</li> <li>• Non-participant learners asked to participate in the project since they admit to being anxious when performing the activities for direct teacher assessment.</li> <li>• From videos is evident that learners face lack of self-confidence but they show a willingness to improve mainly vocabulary and fluency.</li> </ul>

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## Appendix 6. Lesson plan

<p>Lesson Name: <b>WHAT ARE THEY DOING?</b> Lesson Number: 8          Institution: LICEO TAME          Student-Teacher in charge: LIDA MOLINA.          Grade: 701 Date: July 9<sup>th</sup>, 2018 Time of classes: 165 min.</p>	
<p>Introduction and Rationale.</p> <p>In this class, students will do writing and speaking activities guided by the teacher in both individual and group ways. Listening activities from audio files will be implemented taking into account students' preferences and learning styles. The language taught in this lesson will be introduced in a general context and applied with some course book exercises while consolidation and assessment activities will be developed around students' real life situations in which they will have opportunity for recycling language from previous lessons. Written and oral hetero evaluation will be done as well as learners' self-assessment of one of the speaking activities carried out during the lesson. Finally, an audio file with target language functions will be sent via WhatsApp to each participant learner in order to help them with pronunciation and vocabulary.</p>	
<p><b>Resources.</b></p> <ul style="list-style-type: none"> <li>• Smart phone video recording.</li> <li>• Rubrics for self-assessment.</li> <li>• Rubric for teacher assessment.</li> <li>• Textbook.</li> <li>• Worksheets.</li> </ul>	
Objectives	<ol style="list-style-type: none"> <li>1. By the end of this lesson learners will be able of using present continuous tense in order to describe activities of people from a picture.</li> <li>2. By the end of this lesson learners will be able of mentioning special dates or celebrations.</li> <li>3. By the end of this lesson learners will be able of describing clothing from a picture.</li> <li>4. By the end of this lesson learners will be able of describe their families' relationships.</li> <li>5. By end of this lesson learners will be able of sustaining a brief conversation around clothing and relationships among people from a picture.</li> </ol> <p>Language:</p> <p style="padding-left: 20px;">Grammar.</p> <ul style="list-style-type: none"> <li>▪ Present continuous.</li> <li>▪ Pronouns.</li> <li>▪ Simple present tense of "be" and contractions.</li> </ul> <p style="padding-left: 20px;">Vocabulary.</p> <ul style="list-style-type: none"> <li>▪ Special days and celebrations: <i>my birthday, festival, New Year's Eve...</i></li> <li>▪ Family members and relatives.</li> <li>▪ Clothing.</li> <li>▪ Colors.</li> </ul> <p>Functions.</p> <ul style="list-style-type: none"> <li>• Look at this ...!</li> <li>• It's a nice picture!</li> </ul>

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Type of Activity	Description	Timing per step or activity
Introduction.	<p><b>WARM UP. Simon says.</b></p> <p>Teacher introduces and motivates learners to play “Simon Says”:</p> <p>Teacher acts as Simon and students as players. Simon stands in front of the players and tells them what they must do. Important: the players must only obey commands that begin with the words “Simon says”.</p> <p>Teacher will recycle verbs from previous lessons.</p>	1. 10 min.
Practice.	<p><i>Vocabulary.</i></p> <ol style="list-style-type: none"> <li>1. Learners will be asked to write the name of different clothes that they and the teacher are wearing, Vocabulary drilling will be done.</li> <li>2. Learners will be taught the name of the most common celebrations in Colombia and words regarded with them, such as: festivals, birthday date, New Year’s Eve, Christmas, Nuestra Señora de la Asunción festival, The Independence Day.</li> </ol> <p><i>Grammar.</i></p> <ol style="list-style-type: none"> <li>3. Learners will write the different cases of -ING forms of verbs.</li> <li>4. Learners will be explained the uses of present continuous.</li> <li>5. Learners will be explained the general form of affirmative sentences in present continuous. Examples from the classroom will be used in order to illustrate this form.</li> <li>6. Learners will be explained the general form of negative sentences in present continuous. Examples from the classroom will be used in order to illustrate this form.</li> <li>7. Learners will be explained the general form of questions and short answers in present continuous tense.</li> </ol> <p><i>Recycling vocabulary.</i></p> <ol style="list-style-type: none"> <li>8. Family relationships. Learners are asked about people that they live with, people that they visited on vacation and people that they love the most.</li> <li>9. Wh-questions, Learners will be asked to say the word that best answers to each wh-question from the board.</li> </ol> <p><i>Functions.</i></p> <ol style="list-style-type: none"> <li>10. Learners are taught some expressions they can use in order to talk about situations from a picture: Look at this ...! / It’s a nice picture!</li> </ol> <p><i>Pre-tasks.</i></p> <ol style="list-style-type: none"> <li>11. Learners are given some expressions that they will use in order to design the role play about a picture taken in one learner’s actual context.</li> </ol>	<p>15 min.</p> <p>30 min.</p> <p>20 min</p>



USING VIDEO RECORDING IN SPEAKING PERFORMANCE ASSESSMENT.

Appendix 7. Written consent permission



Apreciada familia,  
 Como parte de la reflexión del proceso de formación pedagógica de los estudiantes de la Licenciatura en Lengua Extranjera - Inglés, requerimos realizar fotos y videos de las clases orientadas por los docentes en formación para su posterior estudio. Este ejercicio se realiza netamente con fines formativos de los docentes y de ninguna manera interfiere con el proceso formativo de su hijo. Por lo tanto, requerimos que la siguiente autorización sea diligenciada.

Yo, Miriam Sánchez Díaz, mayor de edad identificado (a) con cédula de ciudadanía, No. 68302434 de Tame-A, acudiente de Breyner Castillo, en uso de mis plenas facultades autorizo a las entidades ejecutoras, para que, derivado del registro audiovisual realizado para la práctica pedagógica, utilice:

SÍ NO Fotografías   SÍ NO Imágenes de archivo audiovisual

Descripción: realizar un registro fotográfico y audiovisual de las sesiones de clase de inglés impartidas los días sábados por los docentes en formación de la Licenciatura en Lengua Extranjera - Inglés de la Universidad Santo Tomás como registro de su práctica pedagógica para los exclusivos efectos de emitir, publicar, divulgar y promocionar en cualquier lugar del mundo. El uso de los registros audiovisuales podrá realizarse mediante la divulgación a través de su reproducción, tanto en medios impresos como electrónicos, así como su comunicación, emisión y divulgación pública, a través de los medios existentes, o por inventarse, incluidos aquellos de acceso remoto, conocidos como Internet, para los fines de promoción académica de las entidades ejecutoras. Asimismo, manifiesto que he sido informado (a) previamente del uso que se dará a dicho material y que esta autorización la otorgo con carácter gratuito, por lo que entiendo que no recibiré ningún tipo de compensación, bonificación o pago de ninguna naturaleza. Reconozco además que no existe ninguna expectativa sobre los eventuales efectos económicos de la divulgación que puedan realizar las entidades ejecutoras del proyecto.  
 Declaro que conozco que los propósitos de las entidades ejecutoras referentes a promocionar valores educativos, hecho por el cual en las emisiones, no habrá uso indebido del material autorizado, ni distinto al educativo descrito.

Atentamente,  
Miriam Sánchez D.  
 Firma  
 C.C. 68302434 de Tame Arauca  
 NOTA: En caso de aparición de personas menores de edad, firma el acudiente.  
 Acudiente de Breyner Castillo Sánchez Edad: 13  
 TI o REGISTRO CIVIL: 1116855446  
 Fecha: Febrero 18/18

Appendix 8. Learners' Project of Life

MOMENTO	ESPIRITUAL	FAMILIAR	ESTUDIO	SOCIAL
ADOLESCENCIA 11-17 AÑOS	* me bautice y ahora soy muy feliz quiero ser capaz de aprender a perderse	* mis hermanos mis padres mi mamá mi sobrina son personas que no me traen problemas	* Aprendí más inglés pese a el periodo sin poder ir a clases	* Ayudo a el vecino voluntariamente.
ADULTO JOVEN. 18-25 AÑOS	* quiero ser doctora para dar amor y esperanza a las personas en la iglesia	* Tener a mi papa y a mi mamá junta con mis hermanos cuando me case.	* Pasar el año en una finca de inglés y poder hablar inglés	* Colaborar a mis vecinos llevarme bien con todos ir al país de los Estados Unidos

Haz todos los días algo que tengo que ver con tu proyecto de vida y cuando menos lo esperes, habrás hecho hasta lo imposible. Ten confianza en ti mismo, algo crucial es que lo que pienses de ti mismo tiene que ser positivo, tienes que llegar a amar la persona que eres y estar contento con quien eres para poder lograr lo que quieres. Cada persona es un ser único, piensa en tus cualidades y no en tus defectos.

MOMENTO	ESPIRITUAL	FAMILIAR	ESTUDIO	SOCIAL
ADOLESCENCIA 11-17 AÑOS	Seguir con mis deberes como lo voy haciendo.	Tengo esas confianzas con mi familia y respeto, convivencia y paz.	Ir terminando mis estudios y ser profesional.	Tener unos grandes amigos.
ADULTO JOVEN. 18-25 AÑOS	Temperar mis sacramentos y seguir alabando a Dios.	Tener mi familia perfecta y tener un hijo.	Ya voy terminando mis estudios y trabajar profesionalmente en ingeniería ambiental y aprender el inglés para mejorar mi desarrollo.	Seguir con grandes amistades que no me lleguen a fallar.

Haz todos los días algo que tengo que ver con tu proyecto de vida y cuando menos lo esperes, habrás hecho hasta lo imposible. Ten confianza en ti mismo, algo crucial es que lo que pienses de ti mismo tiene que ser positivo, tienes que llegar a amar la persona que eres y estar contento con quien eres para poder lograr lo que quieres. Cada persona es un ser único, piensa en tus cualidades y no en tus defectos.