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Maestría en Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera

Video Recording to Improve the English Speaking Skill: A Mobile Learning Strategy Applied with Students of the Tourism Major at Fourth Level of English in the Faculty of Hospitality Sciences at Universidad de Cuenca.

Trabajo de titulación previo a la obtención del título de Mágister en Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera

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Resumen

Esta investigación analiza el efecto del diseño de videos en el desarrollo de la habilidad de hablar a través del uso de tareas en un grupo de estudiantes del cuarto nivel de inglés de la especialidad de Turismo, en la Facultad de Ciencias de la Hospitalidad de la Universidad de Cuenca. Este estudio es parte de un trabajo final de tesis que marca el final de un Masterado en Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera (EFL), programa ofrecido por la Universidad de Cuenca, Ecuador. Este estudio utiliza un diseño del método mixto que combina formas cuantitativas y cualitativas; es decir, las herramientas para recopilar datos incluyen una prueba previa y una posterior y una entrevista de grupo focal, en la que se utiliza para la medición una rúbrica de prueba estandarizada de nivel B1+ con escalas de evaluación del Sindicato de Exámenes Locales de la Universidad de Cambridge (2015). Los resultados de ambas pruebas se comparan mediante pruebas de rango de Wilcoxon, y los resultados de la entrevista de grupo focal se muestran en el software Atlas Ti 8. Los resultados respaldan la eficacia del diseño y el uso de vídeos a nivel de grupo e individual en el desarrollo de la habilidad de hablar, donde la pronunciación y la comunicación interactiva se ven más positivamente impactados por este enfoque. Además, los resultados proporcionan información para futura aplicación y, por consiguiente, contribuyen al desarrollo de la capacidad de hablar en el contexto del aprendizaje del idioma inglés.

Palabras claves: Grabaciones. Aprendizaje móvil. Lenguaje hablado. Aprendizaje basado en tareas. Turismo.

Abstract

This research study analyzes the effect of the design of videos on the development of the speaking skill through the use of tasks in a group of students at the fourth level of English majoring in Tourism, at the Faculty of Hospitality Sciences of Universidad de Cuenca. This study is part of a final work in a Thesis Dissertation that marks the end of a Master of Linguistics Applied to Teaching English as a Foreign Language (EFL) program offered by Universidad de Cuenca, Ecuador. This study uses a mixed methods design that combines both quantitative and qualitative forms; that is, the tools for collecting data include a pretest and post-test and a focus group interview, where a standardized B1+ level Test rubric with assessment scales of the University of Cambridge Local Examinations Syndicate (2015) is used for measurement. The results from both tests are compared through Wilcoxon signed-rank tests, and the results from the Focus Group Interview are displayed in the Atlas Ti 8 software. Findings appear to support the effectiveness of the design and use of videos at group and individual level in developing the speaking skill, Pronunciation and Interactive Communication are more positively impacted by this approach. Moreover, the outcomes supply information for further implementation and, therefore, contribute to the development of the speaking skill in the context of learning EFL.

Keywords: Video recording. Mobile learning. Speaking skill. Task-based learning. Tourism.

I n d e x

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Dedication

This thesis is dedicated to my great Tamia. Daughtie, thanks for your poetry, your music, patience and love when I thought this was never ending. You are such a wise little person and my inspiration.

Mom

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Introduction

Tourism learners need to be able to use and understand specific English vocabulary by means of a variety of speaking activities and listening tasks to be proficient in their field of work (Caravaca, Gutiérrez, Hernández, Luna, Rodríguez & Villarreal, 2014). In addition, The English Proficiency Index (2018) mentions the relevance of learning English for work, which is demonstrated in the improvement of professionals who study this language. The data by the Education First English Proficiency Index. (2018) indicates that "the future of the workplace is international, and speaking English is one of the basic skills required to enter" (p.12). Regarding the strategies to improve the speaking skill, Salim and Hamdani (2013) observes that mobile technologies present students of EFL with opportunities to collaborate in the creation of products that can be shared among their peers in a modern, familiar and entertaining way. This research study analyzed the design and use of Video Recording as one of the tools of mobile technology in EFL learning, considering that "video material can be used as authentic material input and as a motivational tool" (Bajrami & Ismaili, 2016, p. 505).

Lastly, the collection and analysis of quantitative data by means of an individual pre-test and post-test is presented; a scoring rubric was used to measure the development of Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication. As for the qualitative data, the insights of the participants towards the design and use of video recording were analyzed to determine the effectiveness of this strategy in the English class; for the collection of the data, a focus group interview took place, and an open coding analysis was used after a preliminary transcription of that interview.

To facilitate the reader in understanding this research study, it is divided into the following chapters:

Chapter I. The problem statement is presented in this chapter. Then, the research questions, the justification of the study, and the general and specific objectives are also explained.

Chapter II. This chapter contains the theoretical framework and the review of the literature. The theoretical framework relates to some learning theories related to Mobile Learning, in addition to some concepts underlying this research study. The literature review refers to the previous empirical studies in the field.

Chapter III. The methodology is described in this chapter, including the context, the participants of the study, and the instruments. Furthermore, this chapter includes the intervention and the data gathering process in detail.

Chapter IV. This chapter shows the analysis and interpretation of the data. It deals with the quantitative and qualitative results drawn from this study.

Chapter V. This chapter includes the conclusions and recommendations concerning the methodology used a proposal for further research.

Finally, a reference list is presented followed by all relevant documents, forms and additional evidence that is included in the Appendix section.

Chapter I

Problem Statement

1.1. Problem

According to Khan (2014), one of the tedious scenes in the process of teaching EFL is when learners have limited exposure to the language. As these learners use their mother tongue out of the English class, most of them face problems when writing or speaking in this language on account of the fact that they are productive skills. This is a concern for Bashir, Azeem, Ashiq, and Dogar (2011) who argues that EFL students do not get a relevant opportunity, whether in or out of the classroom, to speak English. Shvidko (2017) similarly adds that although students socialize with each other during the break and after classes, they mostly tend to do it in their mother language.

A British Council (2015) English study in Ecuador finds that EFL lessons are found to be teacher centered, with virtually no class participation. The study concludes that teachers are unfamiliar with different teaching methods and are unable to create proper lesson plans or provide constructive feedback. Participants are least comfortable with their speaking skills, with almost half (46%) rating their skills as basic. Still, 67% of students report that they enjoy learning English and recognize the importance of English for traveling and better job opportunities.

In terms of English proficiency in a more specific context, by the time this study set off, the report by the Education First English Proficiency Index (2018) ranks 88

countries and territories around the world by their overall adult English proficiency scores, and indicates that among the 17 top-ranked Latin-American countries, Ecuador is ranked 13th, indicating low proficiency. It also mentions the relevance of learning English for work, which is seen among the interests of professionals applying for a job and business leaders. The data from the Education First English Proficiency Index. (2018) mentions that "the future of the workplace is international and speaking English is one of the basic skills required to enter" (p. 12).

This concern has compelled English teachers and the administrators of the Faculty of Hospitality Sciences to constantly endeavor to enhance students' English classes in order to improve their employment opportunities in the Tourism field, as cited in the Education First English Proficiency Index (2018), to promote "opportunities for personal exploration and professional growth by providing access to shared knowledge of the world" (p. 42). Khoirunnisa, Suparno, and Supriyadi (2018) found the necessity of the employees of tourism companies to master English well since they must communicate efficiently and effectively with foreign customers. Li (2016) reported language use in the tourism industry, where speaking receives more attention as a crucial skill for Tourism students. These phenomena lead to the belief that teaching English for Specific Purposes (ESP) is very important in order to develop students' English skills for Tourism purposes. The English part of the curriculum in the Faculty of Hospitality Sciences enhances the development of the speaking skill through the requirement of oral presentations and oral exams in all courses, through the implementation of an English-only policy in the classroom, and

through tours around the country that are organized during the sixth level wherein English must be used. In terms of immersing students in the foreign language being learned, which is suggested by Enoc and Abao (2018), monthly sessions with a native speaker are organized by the English teachers, so students can attend and participate by verbally discussing a topic presented by the guest. However, despite this exposure to the foreign language, reports of meetings held in the Languages Department of the Faculty of Hospitality (2018) report the necessity to integrate new alternatives for improving the speaking skill. On account of this necessity, and as a member of the English teaching staff, the researcher proposes for this study the creation and use of student video recording as a part of the Mobile Learning (M- Learning) by means of TBL teaching. According to Sarrab, Elgamel, and Aldabbas (2012), M-Learning in the educational environment makes learning more interesting and interactive. Ultimately, Rashid, Watson and Cunningham (2017) suggest that using smartphones, as a sample of M-Learning combines well with the TBLT approach when creating learning environments, which promotes self-confidence in students and endorses interaction with the teacher and peers.

The Faculty of Hospitality offers a computer room for students where they can use its desktop computers and internet, both resources have become "very important educational tools" that distribute the knowledge and learning contents, and it creates learning environment (Sarrab et al.,2012, p. 31). Still, the access to use mobile devices allows teachers and students to interact effortlessly and to create different and new activities where English can be used orally (Rashid et al., 2017). In spite of this

consideration, Anjum, Kayani, and Jumani (2019) consider that just a few teachers

and professors have been using this alternative for their classes.

1.2. Research Questions

On the subject of the identified problem statement, the researcher formulated two

questions as follows:

What is the impact of the design and use of videos, at group and individual level on the

development of the speaking skill of the participants in this study?

What are the participants' perceptions about video recordings as a tool to learn English

at university level?

1.3. Justification

Concerning the use of technology in the field of education, Bajrami and Ismaili (2016)

mention the usefulness of video for EFL teaching as a stimulus for students to acquire the

target culture as well as the language. In fact, the fundamental goal of video recording in

the language classroom is to facilitate the development of EFL learners' listening and

speaking skills (Bajrami & Ismaili, 2016). Kırkgöz (2011) also supports the argument that

when students watch and evaluate their recordings, the awareness of their own mistakes

increases, and this process works effectively when promoting speaking proficiency in the

classroom.

In the studies presented in the literature review of this paper, the positive implications of

the use of students' video recording in class are reported (Rojas and Arteaga, 2019;

Mospan, 2018; Muslem, Mustaf, Usman & Rahman, 2017; Santoso, 2017; Göktürk, 2016).

However, the majority of those studies have not discussed the fact that recording and

watching videos may take time and these tasks can seem boring to students, as argued by

Fernández (2011). Learners may think that they have already heard the errors in their

recording and they do not find it useful (Fernández, 2011). The studies consulted have not

mentioned whether or not the content of the videos students create is related to the Tourism

major. Although studies by many authors support the use of smartphones for students'

video production, no specific criteria for the selection of video editing application has been

analyzed.

Considering these arguments, this study focused on the application of M-Learning

through video recording tasks related to the participants' career and context, and whether

they find them interesting and useful for their prospective job field.

By the end of this study, the researcher, who has been part of the English department of

the Faculty of Hospitality Sciences, expects present reliable outcomes that highlight the

importance of an intervention with technology to improve the speaking skills within EFL

students majoring in Tourism. For this major, students are required to develop good

speaking skills in this foreign language so they can communicate well in their job areas

(Education First English Proficiency Index, 2018); however, students do not show a high

prociency on the use of this language in their oral presentations. Likewise, encompassing

with the use of English in the tourism industry, Prachanant, Pinelopi, and Li's studies report

that speaking receives more attention in exploring students' language skills (as cited in

Khoirunnisa et al., 2018). The factor of low proficiency encountered by tourism students

and employees might be for language acquisition requires communication in the target language which turns very challenging because factors such as: anxiety, motivation, and self-confidence affect the language learning process (Gürler, 2015). Jamila (2014) mentions lack of confidence as one of the greatest barriers that affects the oral performance of the university level adult learners mostly. Regarding communication skills, a study by Bobanovic and Grzinic (2011) concides that good oral and written communication skills are important elements to hospitality practitioners at different position levels. Additionally, English communication during the study will add value to students' education (Bobanovic and Grzinic, 2011). This fact leads to the high relevance of teaching English for Specific Purposes (ESP) order to develop students' English skills for Tourism purposes (Khoirunnisa et al., 2018). About sources to achieve this goal Bobanovic and Grzinic (2011) consider internet as the most used media in communicating in English language, since Internet has become such a huge source of easily accessible information. The present study expects it could expand the theories in the design and use of video recording by the participants as an important tool intended to enhance their conversational abilities, which, as reported by Salim and Ahmed's study (2018) is practical since nowadays most students have smart phones to perform such tasks.

1.4. Objectives

1.4.1. General objective.

To analyze the effect of the design of videos on the development of the speaking skill of a group of fourth English students majoring in Tourism at the Faculty of Hospitality

Sciences at Universidad de Cuenca.

1.4.2. Specific objectives.

To determine the initial level of the participants' speaking skill by means of a pre-test.

To involve the participants in the design and use of video recordings in class for seven weeks by means of mobile learning and task-based learning.

To evaluate the participants' speaking skill after the intervention by means of a post-test.

To analyze the students' learning experience concerning the use of video recording through a focus group interview

Chapter II

Theoretical Framework and Literature Review

2.1. Theoretical Framework

Given the contributions that M-Learning makes to learning in general, this study proposes research on m-Learning in the educational field, focusing on related learning theories in order to clarify aspects that will influence this teaching-learning process. The following paragraphs describe some learning theories and concepts that support MLearning that have been proposed by several authors. These concepts are important to create a theoretical basis for m-Learning the use of video recorded by students as a strategy that this study proposes.

2.1.1. Learning Theories connected to Mobile Learning. Naismith, Sharples, Vavoula, and Lonsdale include behaviorism, cognitivism, constructivism, situated learning, problem-based learning, context awareness learning, collaborative learning, lifelong learning, and informal learning among the existing learning theories in relation to mobile learning (as cited in Guo, 2013, p. 13). Siemens's Connectivism theory (2005) is also described in this chapter, as mentioned by Ozan and Ma (2013) mobile technology and mobile content have become an integral part of the learning activities and the role of mobile learning is important in connectivism.

Behaviorism. Behaviorists argue that learning occurs when a response is obtained after a stimulus is offered. It focuses on observable and measurable behaviors, discarding any

mental activity (Pritchard, 2008). Regarding language learning, Şanal (2017) states that every kind of expression occurs as a result of the presence of some sort of stimulus. Students' responses in the educational context come from physical, verbal and internal stimuli such as the sources of the expressions they form (Şanal, 2017). According to Guo (2013), in M-Learning, the association occurs when mobile devices present appealing learning materials, simultaneously in order to obtain responses from students and then provide adequate feedback that becomes reinforcement.

Constructivist learning. The fundamental principle of Piaget's theory (as cited in Suhendi and Purwarno, 2018) is that knowledge must be constructed by students as active creators of that knowledge, students are not expected to be passive, but that they keep active in all their learning activities. In addition, Vygotsky's central theory (as cited in Suhendi and Purwarno, 2018) emphasizes the interaction between the internal and external aspects of learning and its emphasis on the social learning environment. In Constructivist Learning, the human cognitive function comes from the cultural and social context in which each individual interacts with others (Suhendi and Purwarno, 2018). Regarding MLearning, constructivism focuses on context and content-based M-Learning, such as questions for solving problems and applications for decision making, as well as collaboration and interaction in M-Learning such as mobile phone communication or student interaction (Keskin and Metcalf, 2011). According to Bruner (as cited in Gül, Gu & Williams, 2008) learning is a process in which students construct new ideas or concepts based on their current and past knowledge. Gül, Gu, and Williams (2008) take Bruner's

view and state that students actively construct their own knowledge and new notions based on their previous knowledge.

Situated learning. Developed by Lave and Wenger, claim learning should not be seen simply as the transmission of abstract and decontextualized knowledge from one individual to another, but as a social process in which knowledge is built from part and part (as cited in Efe, Demiröz, and Akdemir, 2011). Efe et al. (2011) propose that learning process takes place when there is a relationship between learning and the social situations in which it occurs; it is based on situations of social co-participation in the relationship between human understanding and communication. Demiröz, and Akdemir (2011) also suggest the use of authentic context and culture to achieve acquisition of knowledge through a process of social participation where activities focus on problem solving and the application of knowledge through the realization of activities in shared spaces. Keskin and Metcalf (2011) explain that activities can take place in authentic situations such as the workplace, that situation will have an important effect on the learning process. Hence, with these arguments, Situated Learning supports M-Learning because, as addressed by Naismith, Lonsdale, Vavoula, and Sharples (2004), mobile devices are portable and available in different contexts, learning activities can be well enhanced by the social context and social participant.

Collaborative learning. Collaborative learning involves groups of students working to accomplish a task to find a solution to a problem or to create a product and is an educational approach to teaching and learning (Keskin and Metcalf, 2011). Hokyoung and Parsons (2009) note in particular that although group work design is demanding, and

teaching in collaborative environments often highlights a tension between student learning process and content coverage, this learning experience is widely used to give students a vision of a shared learning community, with all the joys and difficulties that go with it, through the use of their own mobile devices. In addition to sharing data and messages between devices, mobile devices allow students to also communicate over a shared data network (Keskin and Metcalf, 2011). Hokyoung and Parsons (2009) note that mobile technology makes it possible to work within shared learning by enabling students and teachers to share data such as images, files, messages and even establish communications through social networks in learning and teaching environments.

Informal and lifelong learning. For Guo (2013) the paradigm of informal and lifelong learning refers to activities that support learning beyond a dedicated learning environment and any formal curriculum. In Guo's (2013) words, "Informal learning may be accidental and learners may not recognize it as learning" (p.21). Based on this rationale, Guo remarks the portable and personal nature of mobile devices that offers learners considerable potential to support informal and lifelong learning, which is combined with daily life.

As for M-Learning, Clough, Jones, McAndrew and Scanlon (2008) argue that in informal learning, students have the opportunity to personalize their devices and work according to their tastes, needs and preferences, making them personal communication and socialization platforms. Clough et al. (2008) also point out that mobile devices promote the possibility of mobility and collaboration in a large number of informal learning contexts, which will gradually serve for future formal learning, allowing them to expand their own learning potential.

Connectivism. Connectivism privileges the inclusion of technology as part of the enrichment of cognition and knowledge, that knowledge can reside outside the human being, through various forms of information storage that are artificial (Siemens, 2005). Siemens (2006) states that at the beginning of the hype cycle web 2.0: blogs, wikis, and some websites were still the sandbox of learning technology. "Podcasting was not yet prominent. YouTube didn't exist. Learning Management Systems (LMS) still held the starting point of most e-learning initiatives." (Siemens, 2006, p.4). Finally, Duke, Harper, and Johnston (2013) highlight that the advantage of Connectivism is that the learner can remain current on any topic through the connections they have created. Within any defined social network, there is a focus for groups of people with a common goal.

2.1.2. Mobile Learning. For authors such as Rashid, Watson and Cunningham (2017), Sarrab et al. (2012), Wu W., Wu Y. J., Chen, Kao, and Lin (2012), Kırkgöz (2011), Clough et al. (2008), among others, M-Learning adds a series of elements that make it clearly different from traditional learning: the technology it incorporates, implicit portability, continuous connectivity, underlying mobility and a type of personalized learning.

Nowadays, the integration of Information and Communications Technology (ICT) tools in English teaching settings is unavoidable (Alsaadat, 2017). This extensive integration demands that students and teachers be fully aware of the positive and negative implications of having technology holistically integrated with language teaching (Barnes, 2016). Li (2016) discusses the use of technology in teaching and learning, arguing that mobile technologies are one of the items that are most demanded nowadays by students of higher education who have a job as well.

Convenience of mobile technology for teaching EFL. When it comes to choosing a strategy to help students improve their speaking skill, Sarrab et al. (2012) asseverate that M-Learning is one of the current trends in the use of mobile technologies for education. Likewise, Salim and Ahmed (2018) state that teachers must encourage their colleagues and students to use mobile phones in the process of acquiring a foreign language or a second language, particularly for applications that facilitate vocabulary learning, comprehensive reading, listening comprehension, correct use of grammatical structures and the practice of correct pronunciation to learn EFL in and out of the classroom. As Wu W. et al. (2012) indicate, M-Learning involves the use of mobile phones, laptops, and tablets in the learning and teaching process and it may be considering effective in the educational field students have easy access to content through their mobile devices. According to Salim and Ahmed (2018) mobile phones and other portable devices have become more committed to the interests of current consumers; currently, devices offer various capabilities and allow users to perform more multifaceted approaches, Salim and Ahmed (2018) also argue that the regular use of mobile technology not only affects social, cultural practices but also educational ones and provides innovative environments for pedagogical opportunities and learning.

Students' motivation to use mobile technology for learning EFL. Lastly, Wu et. Al (2012) argue that the use of modern techniques integrated with M-Learning can increase students' interest in learning by being interactive, flexible and widely available. In the case of mobile phones, they are used to diffuse reminders, motivational messages, and assessment questions to the students. They can also communicate with the instructor in

order to pose questions, request materials, or respond to assessment questions (Valk, Rashid and Eler, 2010). As for video recording, Gromik (2015) acknowledges that the various users already have previous experience in recording or capturing events of daily life. In his study, Gromik (2012) believes that recording can easily be involved in learning activities in the classroom that encourages learners to record their experiences but this time using the English language. This author considers that gradually, the findings of the video recording seem to provide positive evidence that supports the integration of mobile devices or smartphones as a language acquisition tool.

Collaborative environment. By this means, Sarrab et al. (2012) state that learners are enabled to merge their learning experiences in a shared collaborative environment through short messages, vocabulary with formulation of practice questions, experiential learning situations and informal problem-solving.

Taking into consideration the motivational degree and collaborative environment that mobile devices represent, educators have understood that these technologies could provide pedagogically valuable functions in education, and that they should be applied, especially in language education (Chang, Pearman, & Farha, 2012).

Apps to learn English. Through mobile devices it has been possible to count on material in the format of image, regular text, animation, video and audio (Guo, 2013). For this study will focus on video and audio produced with mobile phones exclusively, as it is the tool that research participants have at their disposal. In accordance with Corbeil and ValdesCorbeil, and Mehta's study, the smartphone, in its compact system, combines the capacity of the device with the functionality of the desk computer, digital camera, video,

MP3 player and MP4 player, mass storage, Internet access and network functions such as Facebook or Twitter (as cited in Guo, 2013). Godwin-Jones (2011) mentions that, whether users have an iPhone or Android smartphone, they can pick and freely download apps (applications) for their devices from hundreds of thousands of them in app stores like App Store and Google Play. Among this large number of applications, there is a wide variety of applications intended for foreign or second language students (Godwin-Jones, 2011). Guo (2013) states that these applications are numerous and are not based on any specific theory of second language learning or pedagogy and are limited to one or two language areas. For Guo (2013) the language areas that the applications are designed to be used for can vary from vocabulary to pronunciation and some allow contact with native speakers. This author (Guo, 2013) classifies current mobile applications for learning the English language into five categories: pronunciation, conversation, video lesson, reference and authentic content.

Apps to record videos. According to the Deakin Learning Futures Teaching Development Team (2014)*,* "utilising audio and video to support learning is now more accessible than ever" (p. 3), in addition to the advantage of having more and more broadband available from 2000, which improved the Internet speed and enabled better delivery of audio and video material (Deakin Learning Futures Teaching Development Team, 2014). Andersen (2013) mentions several options of audio and video tools for learning English; however, his concern is that they are still struggling to create high quality professional videos that can be shared on social media. Today, with the technology available, we have more resources than ever to make this task more manageable and with

the desired quality (Andersen, 2013). In the following figure, Gotter (2018) presents four

samples of free video editing applications.

Software icon	App	Platform	Features
	FilmoraGo	Android iOS	° Allows you to trim a video clip, create subtitles and text, speed up the content, add filters, and add overlays. ° You can add music to the video and different themes for relevant visual effects, and, in some cases, music.
	InShot App	iOS	° Upload videos and then add music, voice over narrations, text and emoji overlay. ° Adjust speed ° Video effects
	KineMaster	Android iOS	° Fully-featured and professional video editing ° Multiple video layers, up to four audio tracks, frame-by-frame editing, and speed and color control ° A variety of video editing suite
	Magisto	Android iOS	° "Editing style," with options including real estate, memories, storyteller, dance, and more ° Music suggestions, but you can add your own music from your library or get music for commercial use

Figure 1, Graph of samples of free video editing applications. Adapted from *The 16 Best Video Editing Apps You Must Use In 2018* (Gotter, 2018).

2.1.3. Video Recording in learning EFL. As a premise, Yousef, Chatti and Schroeder

(2014) consider video based learning (VBL) to be a richer teaching-learning model than

traditional methods of teaching a target language. Yousef et al. (2014) consider that

teachers are able to use the video on a computer and add material that make learners

become more active. These authors recall that by the 2000s, classrooms connected to the

internet and since then, new technologies such as smartphones and tablets in combination

with social media have contributed to integrate video applications in education. Yousef et

al. (2014) also mention that VBL gives learners a sense of satisfaction that motivates them to keep using English among themselves without the presence of the English teacher.

On the other hand, video recording provides access to a tool that can be used outside of the classroom to spread a student's culture and learn about the cultures of others (Wicaksono, 2017). For Wicaksono (2017), when students video-record themselves doing the speaking task, they have the chance to review the videos more than once; this way, they reduced affective filter since they can observe their own mistakes and improve their speaking skill, as well as that of their peers. As part of pedagogy, having students working by themselves on video-recording emerges as a solution but provide students more time to do tasks and an opportunity for students to speak English outside the class (Nguyen, 2010). Thus, a common issue teachers and students face is the large classes, and the fact that there is not enough time for students to speak in class; Khan and Ali (2010) show that students complain about teachers speaking English most of the time in comparison to the students. To this regard, Akdeniz (2017) highlights that through the use of videos generated by students, their oral skills in language learning improve significantly, in addition to their knowledge of the language and the possibilities of assessment from the students' point of view.

The speaking skill can be fostered using Mobile Learning in instances such as dramatizing conversations outside the classroom by recording and sharing them for peerassessment (Casañ Pitarch, 2018). As Kırkgöz (2011) suggests, the use of video recording in language teaching is beneficial for the increase of students' competence in oral presentation that can be used in many ways, including uploading videos to personal

webpages or social media. The ability to share videos in ways that are important to students' lives may motivate them (Kirkgöz, 2011), and as Akdeniz (2017) says, "the use of student-produced videos as a learning and teaching tool may greatly enhance the quality of students' oral skills in many ways" (p. 43).

According to Wicaksono (2017), through video recording students can practice and use English as many times as they want to, and they can practice the pronunciation which is difficult for them. This author also argues that taking into account that almost all students felt shy when they made mistakes, it is necessary for learners to be able to watch their video in a private place, where nobody mocks their mistakes. Wicaksono (2017) concludes that the use of video recording is effective for students, especially in their attitude toward speaking.

Finally, Sayin (2012) and Yousef et al. (2014) remark the reflective practice of the video recording method for the observation and analysis of the performance of the learner. As Sayin (2012) states, teachers may not be aware of all the small conversational exercises that take place in class, but such chats would be more evident when watching the student's video more than once.

2.1.4. Task-based Language Teaching. Task-based language, as defined by Willis is a teaching methodology in which the central idea is the use of tasks to enhance language use (as cited in Ting, 2016). RodríguezBonce M. and Rodríguez-Bonce J. (2010) refer to the effectiveness of the application of TBL in classrooms due to the fact that language learning is more meaningful and natural to this situation, and practitioners advocate better language

learning when students are not focused only on linguistic forms. These authors say that learners engage in real world activities that demand speaking and/or writing and understanding by listening and/or reading. "In order for successful communication to take place, teachers do not have to correct every mistake"(Rodríguez-Bonce M. and Rodríguez-Bonce J., 2010, p.167). Rodríguez-Bonce M. and Rodríguez-Bonce J. (2010) also believe there is less anxiety and learning is more effective if language form per se is not the priority.

Plastina (2015) mentions that despite the collaboration between TBL learning and the use of technology, a number of challenges may be presented for some EFL teachers, and many of these challenges are implementing technology-mediated Task-based English language learning. The conjunction of technology-mediated and Task-based approaches integrated for learning and teaching EFL is strongly recommended by this author. Richard and Rodgers (2001) state that the purpose of TBL approach related to language acquisition is to accomplish learning through the use of tasks within online environments which have significant implications for supporting language teaching and build learners' confidence. Today the styles of study and attitudes towards learning shown by university students no longer focuses on the masterclass. This view is supported by Öman and Sofkova (2015) who write that English teaching methodology has shown that in English the TBA and the use of multiple technological tools for assistance better provides strength to language learning.

Rashid, Watson and Cunningham (2017) suggest that using smartphones, as a sample of Mobile Learning, combines well with a Task-Based Language Teaching (TBLT) approach

when creating learning environments, which promotes self-confidence in students and endorses interaction with the teacher and peers. Lai and Li (2011) observe that an intersection of technology and TBLT enriches the development of TBLT, and updates the use of technology for foreign and second language education. Shadiev, Hwang and Liu

(2018) add weight to learners' acquisition of training in the use of M-Learning devices so autonomous behavior is engendered in the classroom. As mentioned by Yousef et al. (2014) VBL encourages learners to keep working by themselves without the presence of the English teacher.

2.1.4.1. Pre-task, Task cycle and Post-task. Willis mentions three phases covered in TBLT and TBLL: first, Pre-task, which relates to the activity done before starting the class; second, Task Cycle, which is the process of teaching and learning in the main classroom activities; and finally, Post-task, which includes procedures that follow up with learning performances (as cited in Anwar and Arifani, 2016). Authors like Richard and Rodgers, 2001, Rodríguez-Bonce M. and Rodríguez-Bonce J., 2010, Anwar and Arifani, 2016, among others have used Willis's TBLL and TBLT framework to describe the tasks performed in class in lesson plans.

Richard and Rodgers (2001) determine that the Pre-task stage is an introduction to topic and task. The theme and objectives of the task are presented in this stage as well as the useful words and phrases expected. Clear instructions and time for the students to think about how to do the task is provided in this stage (Richard & Rodgers, 2001). In the case of the Task cycle, it is performed in pairs or small groups (Anjum et al.,2019). Dorney finds that when a task is related to the students' learning needs, they will perform the task with

higher effort (as cited in Velandia, 2008). The key issue in generating interest is to widen the student's appetite; that is, to arouse the students' curiosity and attention and to create an attractive image for the class so that they will get more involved with it and a better learning process will take place (Velandia, 2008). Post task stage in the TBLT and TBLL process, is planned at the communication stage and is designed to provide follow-up activities in broader contexts Anwar and Arifani (2016). Richards & Rogers (2001) suggest when the final product is done, it is evaluated by validating the materials through discussion in pairs or in groups in the presence of English teachers.

Finally, for Anjum et al. (2019) when presenting tasks divided into stages, learners prepare then explain a presentation to the class, while teacher critically evaluates every group presentation.

2.2. Literature Review

This chapter provides an analysis and focus on some of the characteristics and benefits of M-Learning, video recording in class, and Task-Based Language Teaching (TBLT) and technology.

2.2.1. Previous studies on M-Learning. Keeping in mind the use of technologies to help students to improve their English speaking skill, Chamorro and Reyes' (2013) study carried out in a private university in Barranquilla, Colombia, stated that the development of information and communication technologies as applied to EFL course design can lead to determine a modern teaching learning model. In that study, a qualitative approach was used by means of three instruments: class observation, teacher surveys and teacher interviews.

In the results, teachers also indicated that ICT was a resource that should be applied in classes to improve students' opportunities to use the language for real purposes.

The results of a study by Bitter and Meylany (2016) confirmed that M-Learning was satisfactorily accomplished by students of two municipal schools in Thailand. This research study evaluated the effects of a mobile English speaking software app in both schools using mobile devices. Through a pre-post experimental research design, the statistical findings showed that the English speaking app helped students increase their achievement in speaking English.

Considering the factor of mobile technology, Al-fahad (2009) examined the attitudes of higher education undergraduate female students at King Saud University toward the application of M-Learning. At the end of the study, undergraduate students showed improvement of knowledge retention among them. An analysis of the results of the quantitative survey found that offering M-Learning could be a method for improving the knowledge retention of Bachelor of Arts and Medicine students; in addition, it was determined that one of the advantages of this technology is its convenience, since it can be used anywhere, anytime.

2.2.2. Previous studies on video recording in class. In the data obtained from Mospan's (2018) study, the great potential found in the application of mobile devices for educational purposes was discussed. Devices facilitate learning in places and at times that students consider to be convenient. The research employed a mixed method approach (combining quantitative and qualitative analysis), and it was conducted using Google Forms. In the mentioned study, students from four universities in Poland and Ukraine

showed a 77.5% favorable disposition towards the periodic use of mobile devices as a part of English classes at the university.

Similarly, referring to educational context, Santoso's (2017) study demonstrated the contribution of video technology to teacher education as a tool to promote reflection and reflective practice. This work investigated the implementation of video recording to improve opening speech which focused on the content delivery. A classroom action research design was used to collect data from three cycles. It was implemented to 26 students of the English Education Study Program in East Java, Indonesia. For the intervention the four steps of planning, acting, observing and reflecting as explained by Kemmis and McTaggert (as cited in Santoso, 2017, p.23). During the observation stage, data was collected from video recording, notes were taken. It was analyzed by synthesizing, summarizing and interpreting. The quantitative data was taken from an individual pre-test and post-test where a scoring rubric adapted from Brown's oral presentation checklist that integrated Rybold's theory in delivering opening speech was used (as cited in Santoso, 2017, p.24). At the end of the study, improvement was showed through their movement of gestures, body language, and eye contact.

Muslem, Mustaf, Usman, and Rahman (2017) emphasized that student motivation increased when they made videos. In their study carried out in Aceh, Indonesia with a group of young learners, Muslem et al. (2017) determined that students found the creation of videos fun and stimulating. Additionally, the authors designed a quasi-experimental method with a pre-test and post-test. The instrument used in this study was an oral test. The results revealed that video making can also be used as a means for developing

positive attitudes and confidence in learning. Linguistically, new words and phrases can be reviewed in videos; furthermore, authors have access to a tool that can be used outside the classroom where student's can learn about the different cultures.

Likewise, the results of Göktürk's (2016) study suggest that a learner' speaking proficiency was improved due to the utilization of digital video recordings in speaking activities. This study was conducted with ten Turkish EFL learners. By means of a pre-test and post-test, the results of the action-based study reported that the incorporation of digital video recordings enhanced the learner's self-confidence, as well as encouraged them to take risks with the target language.

Lastly, in a recent study in Ecuador, the authors Rojas and Arteaga (2019) explored the perceptions of EFL students from two Ecuadorian universities, a public and a private one, on the use of students' video recording to develop speaking skills. One group of participants was majoring in Hotel and Tourism Management and the other in Clinical Psychology and Basic Education. An action research of qualitative methods was applied to the study. An electronic survey applied through a Google Apps Form was used to identify learners' perceptions regarding the use of students' video recording to develop speaking skills. The authors analyzed the participants' insights regarding a self-recorded video related to the content of the class during a week. The findings confirmed the contribution of this strategy to students' development of their speaking skills in a motivating way. According to the insights of the participants, they felt more accompanied by the teachers in their role as facilitator, who provided them opportunities to construct knowledge socially, collaboratively, and experientially. At the end of the study, the results revealed

that participants made significant development in their speaking skills and felt motivated using of technology in class.

2.2.3. Previous studies on task-based language teaching and mobile technologies.

Rashid et al. (2017) developed a case study carried out in Pakistan with 11 English students, where TBLT approach and technology were introduced. A Mixed Method Approach was used in order to explore the qualitative and quantitative data. Three data collection tools were applied: a demographic questionnaire, a post task survey, and a final interview. The findings showed that the use of smartphone technology, combined with the TBLT approach, made it possible to create learning environments that promoted self-confidence and interaction with the teacher and peers. In addition, Rashid et al. (2017) noted that when the teacher provided individual feedback to the students, that action improved students' engagement in learning tasks as well as self-expression in English.

Another study concerning Task-based classroom instruction in the English class was conducted by Kırkgöz (2011) in a Turkish high school. The Task-based classroom was complemented with the video recordings evaluation that was assigned as homework. The data was collected by means of recordings of a pre-and post-course speaking task, analysis of the video-recordings of students' speaking tasks, informal interviews with the students, and a written end-of-year course evaluation survey in a Mixed Research Method. The quantitative and qualitative data showed that the participants improved their ability to speak and developed positive perceptions about the application of technology in the English class. In addition, the study found that the use of videos as technological tools has a positive impact on the visualization and evaluation of students' speaking tasks.

In accordance with the use of Task-based learning to improve communication skills of learners and give teachers the opportunity to observe how learners develop and rebuild their Interlingua, Al-Eiadeh, Al-Sobh, Al-Zoubi, and Al-Khasawneh (2016) conducted a study to enhance the oral communication of 20 students at a university in Ajloun, Jordan. To collect the data, the researchers used semi structured interview. The results of this study identified confusion and embarrassment as some of the many problems related to speaking skill the students faced. Those problems stopped students from learning speaking lessons correctly at school, they had been facing difficulty in pronunciation as well. Al-Eiadeh et al. (2016) presented some suitable answers to overcome the weakness in speaking skill, such as practicing speaking English outside the classroom effectively, and using the modern social media to communicate in English, among other activities. At the end of their study, the results reported enthusiasm in group work activities and proficiency in spoken language; they were secure of expressing themselves in small groups. Working in small groups avoided anxiety to speak in another language.

Anjum et al. (2019) demonstrated in their study the positive effect of task-based language learning on developing speaking skills of a group of secondary students in Islamabad, Pakistan, randomly taken. For the objective of that study, a task based instructional program consisted of four units of textbook. During the Task cycle, which was performed in small groups, the learners prepare then explain a presentation to the class, while teacher evaluates. A quasi-experimental design was adopted as one experimental group and one control group. The experimental group received treatment, while control group was taught conventionally. After 45 days, the same test was

administered to both experimental and control groups as post-test. A quantitative method approach was used to investigate the problem. The data collected from pre-test and post-test of control and experimental groups by employing instrument speaking skill test were analyzed and interpreted using the Statistical Package for the Social Sciences (SPSS). The results showed statistically significant differences between mean scores in both groups. The results supported the effectiveness of TBLL as a foreign language, and recommended that Pakistani teachers should adopt TBLL instead with "obsolete traditional methods in second language acquisition" (p.283).

Chang, C., Chang, C.-K., and Shih, J.-L. (2016) presented a research experiment of a mobile task-based learning (MTBL) activity for EFL. An achievement test and questionnaires about learning motivation in English language learning were used to analyze the data. The aim of the research was to identify how the MTBL teaching approach affected learning achievement through mobile-supported exploratory fieldwork. The design of the learning tasks was adapted in order to involve students in tasks according to the theoretical basis of TBL. A sample of 67 second-year university students, one class comprised 35 students and the other 32 students, at a university of science and technology in Taiwan were exposed to the real and virtual world language learning environment in a pragmatic way on mobile devices with pre-designed resources to facilitate their learning of English. To examine whether these groups had equivalent prior knowledge before the learning activity, a t-test analysis of the pre-test was performed. The results revealed the adjusted mean of the experimental group was significantly higher than that of the control group revealing that mobile inquiry-based learning with embedded

motivational strategies had a significant impact on facilitating the students' learning motivation.

Kiernan and Aizawa (2004) demonstrated a number of potential advantages of mobile phones as a language learning tools. The participants of the study were university students in intact EFL classes (2 elementary classes, 2 lower intermediate ones, who were first surveyed regarding their cell phone use and pre-tested to assess their knowledge of certain target learning structures. In groups, they used cell phone text messages, computer e-mail, and of tasks to complete (one in class and the other at home). To collect data from the mobile phone e-mail and PC e-mail messages, all learners were asked to send carbon copies to the researchers for them to have those messages stored. The speaking task pairs were recorded and samples were transcribed for comparison. Finally, learners took a post-test. The findings showed message length limit as a disadvantage. In addition, despite the fact that modern phones include a number of attractive features (such as photo and video capability, these were moving away from verbal to visual forms of communication and so were not very obviously useful for foreign language learning. On the other hand, one of the benefits of the use of cell phones was the capability to get learners to communicate in English outside the classroom. The learners' English proficiency level was equal to the functional capabilities of the mobile phone.

Finally, Yoshida's argument (2018) about the use of recordings to make learning enjoyable, Carlsson (2015) conducted an experimental study was an upper secondary school in the south of Sweden to examine whether singing could act as a tool for improving

English pronunciation among the participants of the study. The learners were 16-17 years old divided into a control group and a treatment group. The experiment consisted of a pretest, a singing session, and a post-test. The results of the two tests were audio recorded by using a Dictaphone while the learner's opinions about involving elements of singing and music in the teaching of English were collected in a small set of questions answered in writing after the intervention. The analysis of the results identified slight changes and improvements of pronunciation took place. However, the findings confirmed that learners were highly positive towards incorporating music in the classic teaching methods of the English course.

Chapter III

Methodology

To cross-reference the information and to ensure reliable data and results, Subedi (2016) suggests combining quantitative and qualitative methods to explain the studied phenomena, a commonly used design used by educational researchers in the collection and analysis of data to legitimize knowledge. Data were collected from one group of participants, over a period of time in two consecutive phases.

First, the quantitative data were collected through a pre-test before the intervention. This research study is comprised with the collection and analysis of the quantitative data obtained from what Subedi (2016) calls the preferred method to measure the degree of change occurring as a result of treatments or interventions. Second, after the intervention a post-test took place in order to compare the scores obtained from both tests. Additionally, during this phase, the qualitative data were obtained from a focus group interview, where the participants commented on the method used during the study.

3.1. Context and Participants

The study included 12 participants, 11 female and 1 male, between the ages of 22 and 25. They were students at the fourth level of English majoring in Tourism at the Faculty of Hospitality Sciences at Universidad de Cuenca. By the time this study took place, they had been studying English for two hours per day, five days per week. In order to take the fourth level English class, they had to pass the required third level exam designed by the English teachers. For that process, the English teachers based the exam contents on the Common

European Framework of Reference (CEFR) for the B1- level, and a standardized rubric was applied. This group of students were expected to have a B1+ level according to the CEFR at the end of the fourth semester.

Since internet access was crucial for the purpose of the study, a professional was consulted. Internet service was access through different points situated inside the campus (Universidad de Cuenca, 2018, Red Inalámbrica section). As members of the university, the participants had Wi-Fi access and all of them possessed a smart phone.

Before initiating the project, in order to prevent potential ethical issues, the researcher requested formal authorization for the application of the research from the Dean of the Faculty of Hospitality Sciences. To minimize students' anxiety, they were told that the results of the test were not part of their regular school grade. Additionally, the fourth level students were issued a participant consent letter to be signed upon agreement with the research therein stated. In the consent letter the researcher guaranteed that the participants' information would be confidential and that their names would not be revealed in the study. Additionally, there was information about the time required for the study, the purposes of the study, and the procedures of the study. See Annexes 1, 2 & 3.

3.2. Intervention

The intervention took 30 hours of 60 minutes each, five hours a week, during a six-week period. The sessions involved TBLT and TBLL (Anwar & Arifani, 2016) to help students improve their speaking skill. M-Learning through the creation and the use of video recording by students was applied in the different tasks students performed. The

participants commented that they had not used mobile devices for English class activities before and they were eager to do so.

Previously, before the intervention itself, a visit to the class took place to verify that they had access to smart phones and the level of quality of videos they could produce. They commented that they had different applications for recording videos. Many devices have the ability to connect to a wireless network, which theoretically means that high quality video from compatible cameras can be captured wirelessly by laptop PCs, tablets, or smartphones.

Furthermore, as stated in Yang's (2017) study, learning motivation in students increases involving computer technology; students can learn with the assistance of these accessible devices. Although they had not used them for any academic purposes before, they suggested some free applications to use where the video editing was easy to use. Among those applications, some mentioned by the participants were: *Inshot, Filmora, Flipagram, KineMaster, Vimeo, Video Maker, Video Show* and *Viva Video.* In figure #1 you can see some names being written on the board. All of these applications listed by the students in the group allow users to improve the audio quality, add subtitles to the videos and generate attractive material to be shared. They were asked to use the app they found more useful for the quality of video they wanted to present. During the tasks performance it was seen that most of them picked the *KineMaster* app. As briefly foresaid in chapter 2, among the features of this app (Gotter, 2018) we have: fully-featured a professional video editing, multiple video layers, up to four audio tracks, frame-by-frame editing, speed, color control, and a variety of video editing options.

Figure 2. Participants commented that they had different applications to recording videos (own photo).

3.2.1. Before the intervention process. As a prelude to the intervention and with

respect to the first specific objective of the study that attempts to determine the initial level

of the participants' speaking skill, a pre-test took place. More details about that process are

related later in this chapter where the data collection is described. Then, the participants

were introduced to a warm up activity to familiarize with the way their device could be

used for the presentation of their assignments. They were asked to sign up the LMS

platform, they checked the features of the platform, and they were informed that they would

receive feedback on the platform: through private messages with the researcher and in the

reply section (Figure 3), where their classmates were allowed to send text message.
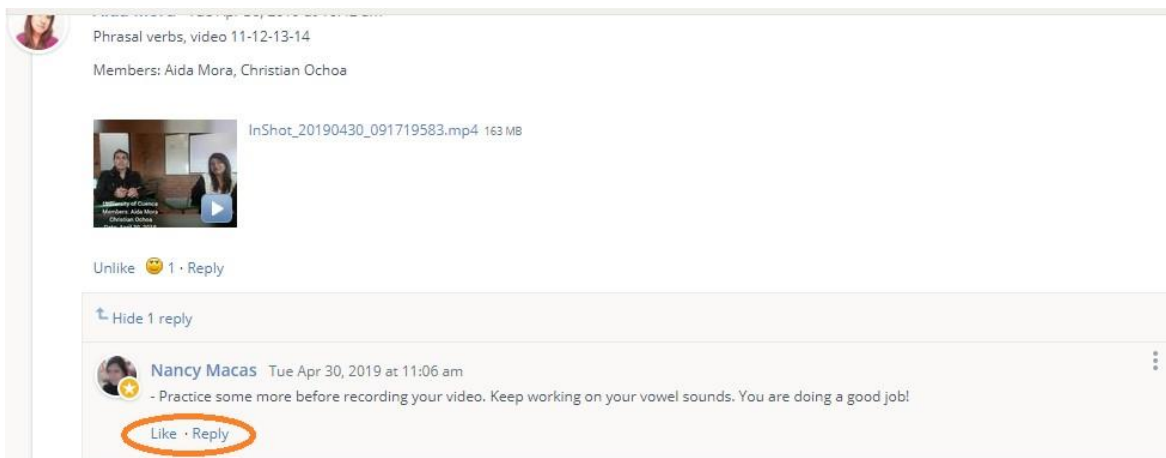
Figure 3. Reply section on the LMS (own photo).

The first activity to encourage students to use their smart phones for academic purposes was to have them take some selfies around the establishment and create memes where a certain grammar structure was included. This activity was chosen taking into consideration the different uses of this tool for educational purposes that Valk et al. (2010) mention. On the other hand, Kostadinovska-Stojchevska and Shalevska (2018) consider memes as a useful and creative internet communicational tool that has grabbed the attention of many scholars in recent years, especially for non-native speakers and learners of English. Effectively, when students were asked about how often they made their own meme, they answered whether they edited some words on it or used the images with different text. They also shared the names of the app they use to generate memes. Some names that came up where *Canva, PhotoGrid, MemeGenerator,* among other apps.

Figure 4. Participants commented that they had different applications to make memes (own photo).

The task took two hours and the students worked in and out of the classroom. The whole task included instructions, discussion about the apps they were going to use, time outside the classroom to take pictures and create the memes, time to share the video on *schoology.com* LMS platform and the display of the memes. Once in the classroom, they were instructed to sing up with LMS platform in advance. Schoology is a website and an app to share resources and information in educational environments. It is a learning management system that pursues a digital medium to enhance classroom interactions. This LMS platform is free to use. Rosy (2018) considered that among several social media that used as interactive learning media, now known as LMS, Schoology makes the learning process more interesting, fun, and effective with the aim of improving the activity and learning outcomes of students.

Students commented on the memes created and they provided each other with some

corrections of grammar and spelling. Mistakes were expected as mentioned by

Kostadinovska-Stojchevska and Shalevska (2018), non-native speakers who create memes

in English oftentimes make mistakes. These authors also noticed that those unintentional

mistakes are very similar to the mistakes speakers make in their oral use of English in their

day‑to‑day communication .

Figure 5. Making a customer service meme (X., 2019).

Guo (2013) lists Behaviorism, Constructivism, Situated learning, Collaborative learning,

Informal and lifelong learning, and Learning and teaching support among the learning

theories related to Mobile Learning. In order to determine the activities for the intervention,

in next Guo's table (2013) each theory supporting Mobile Learning is listed.

Table 1.
Learning theories and pragmatics in relation to Mobile Learning (Guo, 2013)

Themes	Activities
Behaviourist learning	Drills
Constructivist learning	Communication via mobile phones.
Situated learning	Authentic material
Collaborative learning	Communication between peers via mobile phones and learning management system
Informal and lifelong learning	Mobile website
Learning and teaching support	Feedback

In terms of the second specific objective of the study, which is to involve the participants in the creation and use of video recordings in class for seven weeks by means of M-Learning and task based learning, the principles covered in TBLT and learning by Anwar and Arifani (2016) were considered. The stages for this study were distributed and referred to as Pre-task, Task Cycle, and, Post-task (Anwar & Arifani, 2016). Table 2 shows the types of tasks performed in each stage using an adaptation to the framework developed by Willis (as cited in Rodríguez-Bonces, M. & Rodríguez-Bonces, J., 2010).

Table 2.
*Tasks performed in the study (*Rodríguez-Bonces, M. & Rodríguez-Bonces, J., 2010).

Aim: Prepare a tour around the city for an English speaker tourist

Tools: smartphone or tablet, and internet access.

Pre-task	
Task	**Topic**
1. Read and listen to audios about the topics presented in the phone application and the two websites	1. 10 Phrasal Verbs en inglés para presumir en le trabajo
	2. Phrasal Verbs For Travel
	3. Weather prediction
2. Practice pronunciation of the new words and phrases.	4. Trips and Vacation, Going to the lake
	5. How to plan a trip
3. Make individual audio recordings where you are part of the conversation in the app Talkenglish.	6. The future of tourism
	7. City tour bus

Task cycle	
Task	**Planning**
1. Record yourself singing the karaoke version of four songs of their preference. Add a 12-word glossary at the end of the video.	Rehearse singing the song of your choice and make sure you understand the meaning of the new words in it.
	Rehearse presenting those dialogues. The researcher will help you if you need it.
2. Replicate the conversations 2, 4, and 7 presented before	**Report**
	Students do the tasks individually and in pairs.
3. Video record those replications	The researcher gives feedback on the dialogues and quickly reviews on the platform schoology. For one of the videos, classmates provide the feedback.

Post-task (Communicating)	
Task	**Language Focus**
Individual work Prepare and record an individual presentation. **Topic:**Tour Guide Around the City.	Students check the previous feedback by the researcher and the other students.
Pair work Prepare and record a role play. **Topic:** Customer Service, solving problems.	Students make sure of the quality of the videos (pronunciation and audio) before sharing them.

The use of smartphones was required from students to have access to the applications

for the video edition and web site where learners listened to the dialogues indicated by the

researcher. The tasks listed were organized in one or two hour long sessions. This time

management was distributed this way so the participants organize their time between their

regular English class, and their participation in the study. It must be mentioned that the dialogues chosen for the students' speaking tasks were related to what they had been studying in their regular English class according to the institutional syllabus. The topics were future with going to, future simple, and phrasal verbs. In addition, the chosen dialogues were related to traveling and tour guiding context.

3.2.2. Week one

Session one (one hour). For this task, the phone application *Talkenglish* was selected by the researcher for its content related to topics such as tours and the level of complexity suitable for this group. Students worked on the website *eslfast.com* as well. First, in class, students read and listened to a couple of short dialogues from the *Talkenglish* app. Students were asked to take notes of new words for them, structures and context where the new grammar, future with going to and future simple, were used within the dialogues "Going to the lake" and "Going to the beach". A short grammar explanation took place here. Then, they went back to the app and read and listened multiple times. Next, they checked their understanding in the quizzes provided on the app. Finally, they checked their answers.

Session two (two hours). In both, the website and the app, students listened to native English speakers. As for session two, they were asked to follow the dialogue checked the session in the *Talkenglish* app, and follow along using the script. Then they practice several times repeating out loud. To avoid interruptions, some of the participants decided to leave the room to work on this part of the activity. At that point, in order to get conversation practice, the app allows them to click on two characters and assume a role in the dialogue.

They read the sentences out loud for person A or B; a pause was provided so they can finish the sentence before the other character started talking. While students were working, the researcher walked around monitoring.
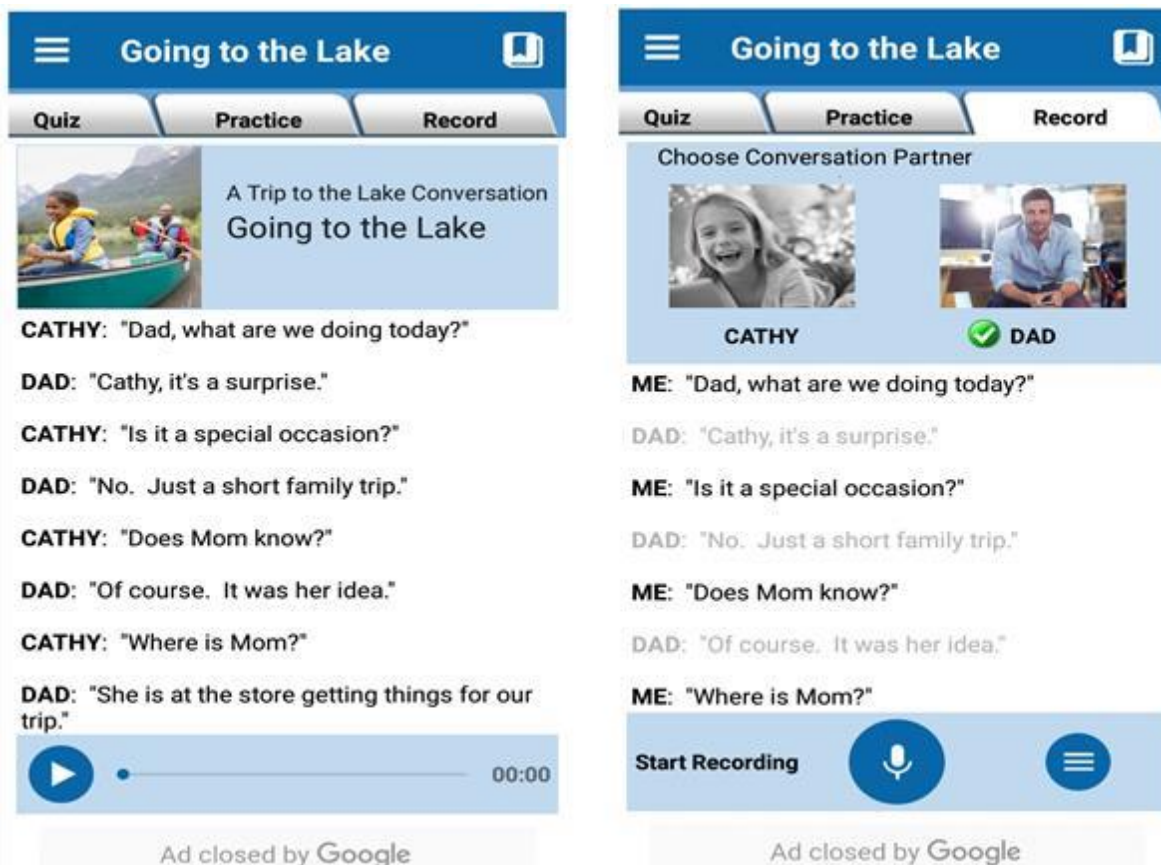
Figure 6. Talkenglish application (Uniforce Connections Inc., 2019).

Students were asked to listen and practice their pronunciation using three new dialogues on the website eslfast.com as homework. The dialogues were: "Weather prediction", "How to plan a trip", and "City tour bus". They were also asked to continue taking notes of new words for them and the use of the future simple tense and future with going to, in addition to take the quizzes provided in the website.

Session three (two hours). During this session, students listen to the two dialogues in the app and this time they were asked to record themselves reading the lines of one of the characters in the dialogue. The app allows users to click on a play button to listen and save their recording. Students were asked to listen to the native English speaker on the role they chose, compare themselves and identify where they needed to practice. They could repeat until they were comfortable and pleased with their pronunciation. Next, they saved the audio recording on their smartphones to share with their classmates. They worked in groups of three.

3.2.3. Week two

Sessions four, five and six (five hours). The participants started making video recordings in class and finished editing their videos at home. They worked individually and in groups. They were asked to record themselves singing the karaoke version of four songs of their preference. They help each other managing the apps. This task was chosen keeping in mind the purpose of entertainment in the language acquisition. Kansono (2019) reported the promising and potential uses of karaoke to the language teaching, because it provides audio, visual, and also textual information at the same time. For the first video they recorded themselves singing a song in a two-minute-long video. For the second video, they sang the whole song and at the end of the video they added a 12-word glossary from the song lyrics. For the third and fourth videos, they were asked to sing the whole song, add a 12-word glossary, and make a short presentation of the artists.

3.2.4. Weeks three and four

Session seven (one hour). To start, the researcher presented a short explanation of phrasal verbs, the combination of words in it and some examples students were asked to search the internet. Students watched two YouTube videos. The videos were about phrasal verbs. In one of them a presenter provided a list and examples of travel phrasal. In the second one, two presenters provided a list of useful work verbs, their meanings in English and Spanish, and their use within sentences. Students watched these videos on their smartphones and they were asked to use their earphones and take notes. The researcher walked around monitoring the activity and made sure the script was understood. Finally, students were asked to practice pronunciation of the script at home.

Session eight and nine (two hours each). In these sessions, students worked in pairs with video record dialogues where they replicated the videos about useful phrasal verbs at work and adapted the one about phrasal verbs for travel. They were asked to use any app they felt comfortable with to edit the video. Finally, they shared both videos on the schoology platform.

Session ten and eleven (one hour and two hours respectively). This time, students listened and practice reading a dialogue out loud they had heard on eslfast website, "City tour bus". They were asked to use their earphones and some of them left the classroom to practice reading the script. Next, students worked in pairs and video recorded dialogues they had just heard. They were asked to use any app they felt comfortable with to edit the video and then share it on the schoology platform.

Session twelve (two hours). In the classroom, along with the researcher, students saw their own videos and wrote a feedback for themselves about the pronunciation and quality of sound. Some of them were extroverted enough to share the individual videos with their classmates. The activity was assigned in consideration of a study by Rashid et al. (2017) where the use of smartphones to produce their own videos impacted students' motivation and confidence. The feedback on the dialogues and quickly reviews were given by the researcher through the LMS platform and by the classmates in class.
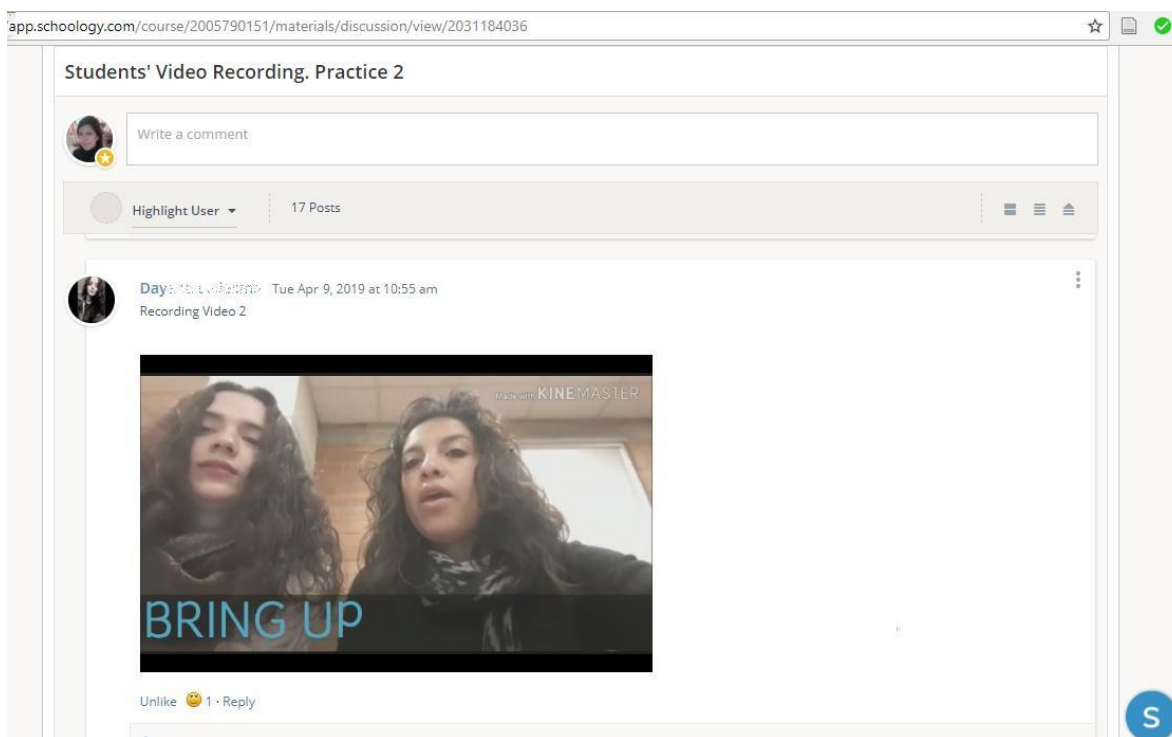
Figure 7. Imitating a video about phrasal verbs (X., 2019).

3.2.5. Weeks five and six

During these weeks, pair and individual work were performed. At the beginning, the participants checked the feedback the researcher had provided on the schoology LMS platform. Then they made decisions about grammar and vocabulary to create two new videos with dialogues where they used language for appropriate customer service when guiding tours in common situations. The videos were 2 to 3 minutes based on Brame's (2015) research, students' median engagement time for watching educational videos was less than six minutes.

Session thirteen and fourteen (one and two hours respectively). For the pair work video, students created their own script for a dialogue between a customer and a travel agent. The topic was "Customer service, solving problems". They were asked to start recording themselves on their smartphones rehearsing their lines of the dialogue. Those rehearsing videos were reference. Biegel's suggestion (as cited in Akdeniz, 2017) is that to get over the fear of being on camera, role-play tasks lessen the fear of speaking while students are being observed. The researcher monitored the activity and checked those drafts to make sure of the quality of the audios. Some students worked in the classroom next door.

Session fifteen (two hours). The videos were shared and watched on the schoology LMS platform. All classmates provided a comment.

Figure 8. A pair of students using the applications WhatsApp and KINEMASTER to produce their video (X., 2019).

Session sixteen and seventeen (one hour and two hours respectively). For the individual video, students were asked to make a video where they promoted a tour. The video was called Tour Guide Around the City. Students worked similarly to the way they did for the video they produced in pairs.

Session eighteen (two hours). A final feedback on the videos and quickly reviews were given by the researcher through the LMS app, *schoology.com*, and in class by the classmates. At this point, the intervention was completed.

Figure 9. The participant had dressed up for her video (X., 2019)

3.2.6. Week seven

Session nineteen (three hours). Finally, the post-test took place as one of the specific objectives of the study, in order to evaluate the speaking skill of the participants of the course after the intervention.

3.3. Instruments

The data collection for this research study was done through a mixed method approach; as Creswell states, the combination of methods gives emphasis to a study since it provides an understanding of the participants' views (as cited in Zohrabi, 2013). The data gathering procedure was conducted by the researcher in two stages: before and after the intervention

using three different instruments. The quantitative data were gathered from a pre-test and a post-test, while the qualitative data emerged from the results of a focus group interview.

3.3.1. Pre-test. For the pre-test, a standardized B1+ level Test rubric with assessment scales, The Cambridge English: Preliminary Assessment Scales in the Speaking Test (University of Cambridge Local Examinations Syndicate, 2015), was used. Assessment scales facilitated the analysis of the participants' strengths and weaknesses. As the way it was stated by the University of Cambridge Local Examinations Syndicate (2015), students were awarded marks by two examiners: the researcher and an English teacher from the faculty. They awarded marks for four individual criteria: Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication. The scales in this speaking test were divided into six bands from 0 to 5, 0 being the lowest and 5 the highest. Descriptors for each criterion were provided for bands 1, 3 and 5 and indicated what a candidate was expected to demonstrate at each band. Finally, the descriptors for band 3 and above generally indicated performance of at least B1 level.

3.3.2. Post-test. The post-test stage was carried out at the end of the intervention, and included two new oral presentations based on similar topics to those of the pre-test: one dialogue with the second examiner about a specific topic related to the tourism field and a role-play about common situations, observing the needs and issues present in Customer Service when guiding tours.

3.3.3. Focus group interview. For the last stage, a focus group interview was conducted to collect the participants' perceptions of attitudes toward the incorporation of video

recording as a learning tool; as argued by Ennis and Chen (2012). The focus group interview is a methodology that elicits the collection of rich qualitative data efficiently. Mediavilla and García (2013) suggest a pre-designed interview with open-ended and closed questions since answers are not totally predictable.

Rennekamp and Nail's (2004) guidelines for focus group interviews were used to provide structure to the focus group interviews. The researcher designed the interview with six questions categorized in three topics: students' perceptions about the resource, the activities done, and about the learning method. See Annex 6 for the script of the focus group interview.

In order to verify the reliability and validation level of the instrument, as indicated by Taherdoost (2016), the draft content was revised and adapted by consensus of EFL instructors from different universities in Quito, Azogues and Cuenca, in Ecuador, and Santiago, Chile. A Likert scale from 1 to 4 was applied to each question (Mediavilla & García, 2013; Vinces, 2018), where 1 meant disagreement and 4 total agreements about the content, importance and design of each question about the study. Likewise, after each topic an "additional components" blank was provided. Some suggestions were made about the use of suitable words, such as "traditional" instead of "conventional", and sentences to fulfill the purposes of the study.

Enis and Chen (2012) suggest that the group selected for the focus group interview must be small, which would reveal their ideas, feelings and attitudes about the topic, in this case

the use of video recordings in class. Six students participated in the Focus Group interview of this study.

3.4. Data Collection

Each stage of the data collection process is explained in the following paragraphs.

3.4.1. Pre-test application.

The pre-test consisted of two parts: students answer a question from the test and they performed a role play based on a topic from the test. The first part was based on a specific topic related to the Tour Guiding field, such as "Are there many public or national holidays in your country?" or "What kinds of benefits might a significant increase in tourist numbers bring to a location?" from a list of mock standardized tests designed for speaking practice for the International English Language Testing System (IELTS).

For the second part, the participants role-played common situations involving needs and issues while interacting with a customer when guiding tours. As suggested by Kuśnierek's study (2015), role-play was used bearing in mind that it boosts student's interaction in the classroom and that speaking activity reflects learners their language acquisition in a practical way. The topics were retrieved from the Creation, Evolution & Science Ministries (2010) questionnaire for travelers in their community. This questionnaire had been previously piloted with a parallel group of students at fourth English level majoring Tourism. For the interpretation of the results of that pilot test, the assistance of a professional statistician was required. The data were processed by using SPSS 23 and the results were displayed in graphs in Excel 2016. Finally, the test registered a reliability of

0.8784 through Cronbach's Alph.

The topics the questionnaire included "Physical requiements", "Bus related questions", among others, where questions like "How much hiking is there?", "Do I need to be a triathlete to go?" were included. Their partner for the dialogue and role-play was one of the second examiner, the results from each student's performance would reliably measure the variance inherent to having different students as partners.

With respect to the environment, participants took both tests in a comfortable and quiet environment. A schedule was designed so students could come one by one at a specific time. They were random enlisted, and each evaluation took 15 to 18 minutes. A hard copy of the test with the questions and rubric was provided to each student 10 minutes before their test so they can get prepared. After each student intervention, he researcher and the second examiner discussed their performance and awarded a mark using the rubric. Annex 4 contains the pre-test design and rubric.

3.4.2. Post-test application. Likewise, the same standardized rubric and parameters such as the hours to attend the test and time provided for preparation that were used for the pre-test were applied for the post-test. Annex 5 contains the post-test design and rubric.

A comparison of the final scores obtained by the participants based on both tests are detailed in the tables below. They are split as determined by the assessment scales used at the Preliminary Assessment Scales in the Speaking Test (University of Cambridge Local Examinations Syndicate, 2015).

GRAMMAR AND VOCABULARY

Figure 10. Comparison of results from pre-test and post-test for grammar and vocabulary (own photo).

DISCOURSE MANAGEMENT

Figure 11. Comparison of results from pre-test and post-test for discourse management (own photo).
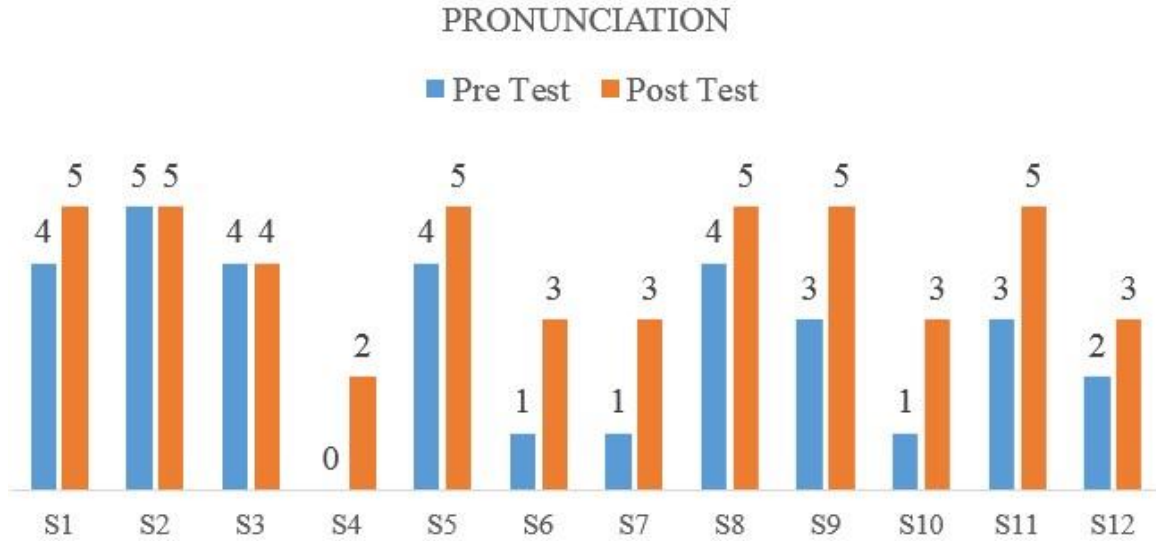
Figure 12. Comparison of results from pre-test and post-test for pronunciation (own photo).
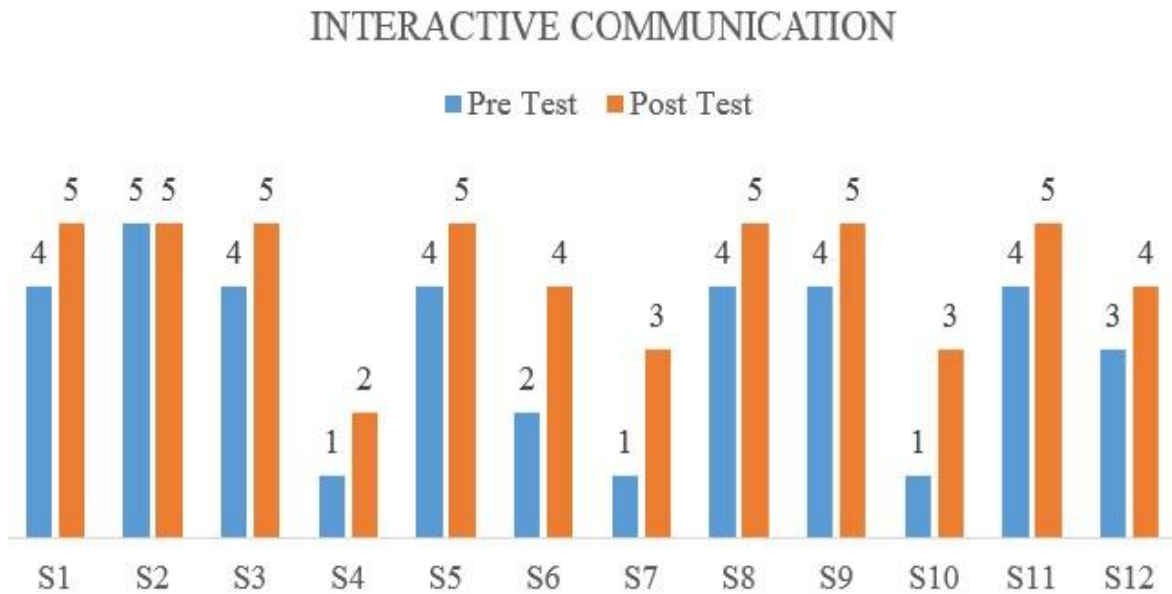
Figure 13. Comparison of results from pre-test and post-test for interactive communication (own photo).

Notes about the researcher and second examiner-s observations were taken during the pre-test and post-test. To mention a few examples, in the case of students who made many grammar mistakes and hesitated during the pre-test, later, in the post test, they had fewer mistakes. Less hesitation was noticed in their performance, and they used some body language. While some of them still spoke softly and used Spanish in their speech, the discourse was not as interrupted as in the pre-test, where they used single sentences. Other students mispronounced many words and were clearly nervous. In the post-test, their fluency increased and although they used no body language, they did not look nervous, maintained eye contact and sounded more confident.

Students who made most progress, in the pre-test had various errors in the use of vocabulary and grammar, and the pronunciation made their speech unintelligible. In the post-test, their speech was much clearer without pronunciation errors but with some grammatical ones. They looked less hesitant and used more body language along with a smile.

Figure 14. Notes from pre-test and post-test of Student 1. (own photo).

Figure 15. Notes from pre-test and post-test of Student 3. (own photo).

Figure 16. Notes from pre-test and post-test of Student 2. (own photo).

The conclusion of the efficacy of method emerged after comparing the participants scores from the pre-test and the post-test. The table below illustrates that learners performed better after the research intervention as their final score average increased significantly from the pre-test to the post-test, corresponding to a class percentage increase of 15 %.
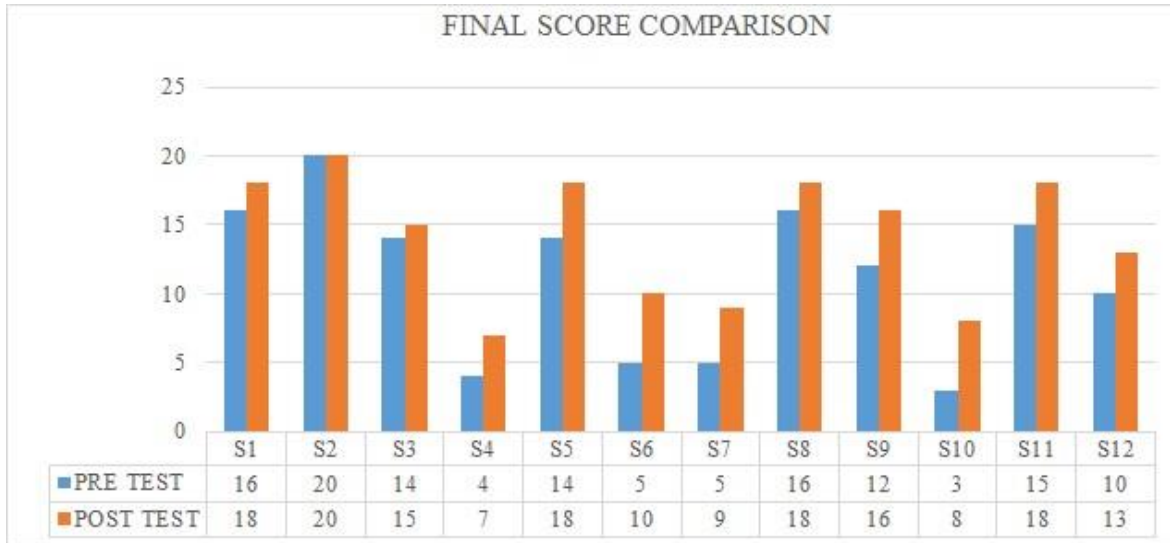
Figure 17. Final score comparison (own photo)**.**

By the improvements of their mean score, it can be seen from the data in figure 17, that

there was improvement in the students' speaking proficiency. The mean score of pre-test

was 11, 17/20. Four of the students obtained a score 3 or 5 in speaking proficiency before

the intervention. After conducting the post-test, the students' mean score showed

improvement: 14.17/20. Four of them scored 18 over 20, which indicated that they

improved their English speaking skill considerably although they made some mistakes in

grammar and vocabulary and they hesitated a little when expressing their ideas.

3.4.3. Focus group interview application. In regard to the number of participants,

Ennis and Chen (2012) suggest four to ten participants recruited for this kind of interview.

Six participants were selected at random to share some of their experience with the group.

Ennis and Chen (2012) point out that randomization is used for the purpose of elimination

of selection bias in some forms of personal recruitment. The members were invited to

meeting a day before and a proposed agenda was shared: session time, place, and the list of questions the group will discuss.

Regarding the environment, the participants took the test in a quiet and comfortable class. The desk in the room were fixed in a u-shape format and the researcher sat at the head to conduct the focus group interview. During the session, as recommended by Rennekamp and Nail (2004), in order to make the group feel comfortable and welcome, the introduction was mentioned, and the procedure was explained. That included the use of a smartphone for recording and capturing the participant comments during the session. Each question was read our loud before it was addressed. Then, in order to facilitate discussion, participants answered one at a time. When one or two people were dominating the meeting, other participants were called. The session took 58 minutes. See Annex 6 for the instructions and questions of the focus group interview used during this process.   When the session was over, the recording was verified and transferred into a written form to determine the effectiveness percentage of the method used during the study. The data recorded and transcribed then organized using the software Atlas Ti 8 by expressing the information in word clouds (Jin, 2017; Friese, 2017) and a graphic organizer of categories and subcategories.

Chapter IV

Analysis and Discussion of Pre-test and Post-test Results.

4.1. Results

In order to learn whether there was a significant difference between pre- and post-test results of the group, a Wilcoxon test was performed. The scores collected were based on the standardized speaking test rubric (University of Cambridge Local Examinations Syndicate, 2015) that the researcher and the second examiner used, where Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication were evaluated. The results were organized per these criteria and the global final grades. A final percentage shows the areas of improvement.

Table 3.

Mean, Standard Deviation and Z obtained from Wilcoxon Test

	Pre-test		Post-test		
	Mean	Standard Deviation	Mean	Standard Deviation	Z
Grammar and Vocabulary	2,8462	1,21423	3,0769	1,11516	-1,732
Discourse Management	2,6154	1,50214	2,8462	1,40512	-1,732
Pronunciation	2,6923	1,54837	4,0000	1,08012	-3,017**
Interactive Communication	3,0000	1,41421	4,3077	1,03155	-3,169**
Total	11,1538	5,41366	14,2308	4,39988	-3,078**

** p value (statistical significance) is <0,01.

The Wilcoxon test did not show a statistically significant difference in the evaluation of initial and final Grammar and Vocabulary where the mean is 3 points on both tests (Z = 1,732, p = 0.083). Neither was there a statistically significant difference on the evaluation of initial and final Discourse Management where the mean was 3 points both tests (Z = 1,732, p = 0,083).

The statistically significant differences were found in the Pronunciation evaluation where the initial mean was 3 points and final 4 points (Z = -3.017, p = 0.003), and in the Interactive Communication evaluation where the initial average is 4 points, and the final of 5 points (Z = -3,169, p = 0,002). The p value, being less than 0.01, confirms the thesis in these two cases; which is that, involving the participants in the creation and use of video recordings in class for seven weeks by means of M-Learning and Task-based learning improves the speaking skill development, particularly in the cases of Pronunciation and Interactive Communication. See Table 4. Sayin (2012) validated the application of video recording for non-native English speaker because it enables them to reflect on their communicative competence, including their language proficiency, knowledge of essential language functions, among others.

Table 4.

Mean, Z and p value obtained from Wilcoxon Test

	Pre-test	Post-test	Z	p value
	Mean	Mean		
Grammar and Vocabulary	3	3	-1,732	,083
Discourse Management	3	3	-1,732	,083
Pronunciation	3	4	-3,017**	,003
Interactive Communication	4	5	-3,169**	,002
Total	12	15	-3,078**	,002

Note: Z was calculated through a Wilcoxon Test. interval has only 2.5% on each side).

** p value (statistical significance) is <0,01.

4.2.1. Data Analysis and Interpretation. Once the pre and post-tests results were collected, that data were recorded anonymously by the use of codes in an Excel table. The quantitative data were displayed employing descriptive statistics that helped provide a simple summary. A Wilcoxon test was conducted to determine the difference, if any, between the pre-test and the post-test data (Okyar & Yangın Ekşi, 2017). The assistance of a professional statistician was required for the interpretation of the results.

As for the qualitative data, different coded categories and subcategories were identified according to the frequency of ideas, opinions or words stated by the participants during the focus group interviews. Friese (2017) and Jin (2017) indicate that

in Atlas Ti, codes are the object used to label segments in the data. Methodological speaking a code can be a category, a theme, an attribute, a sub code. The categories registered in this study were labels linked to the questions made in the focus group interview.

For this chapter, after analyzing the data collected a discussion takes place. The results of the study were in line with the research questions, as to whether there was an impact due to the creation and use of videos on the development of the speaking skill of the participants.

4.2.2. Analysis and discussion of pre-test and post-test. Wilcoxon's contrast in the total evaluation (overall score of the four areas evaluated over 20 points) shows that there is a statistically significant difference, whose median is 12 points in the pre-test and 15 points in the post-test ($Z = -3,078$, $p = 0.002$), indicating that involving the participants in the creation and use of video recordings in class for six weeks by means of M-Learning and Task-based learning with specific purposes improves the speaking skill development of students of the Tourism major at Fourth Level of English, specifically in the areas of Pronunciation and Interactive Communication. The increase can be attributed to the fact that when recording and listening to their own pronunciation, students will benefit through the development of self-correction (Wicaksono, 2017. This study validated the potential of mobile devices used, to video record in this case, to practice and improve English pronunciation on the basis of Guo's (2013) study finds apps as valuable tools for improving pronunciation and English speaking skills in a fun way.

Although Guo (2013) made some negative comments about the high price for some app, this study based the selection of the app for editing videos on Gotter (2018) findings that revealed a list of free apps.

The pre-test and post-test results confirmed the students- improvement after the intervention. Although there was some improvement registered on the sub skills grammar and vocabulary as well as on discourse management, it was not as much as pronunciation and interactive communication. The post-test results revealed a smaller increase in grammar and vocabulary (10%) similar to the increase recorded in discourse management (11%), while the increase was larger in pronunciation (36%) and interactive communication

(43%).
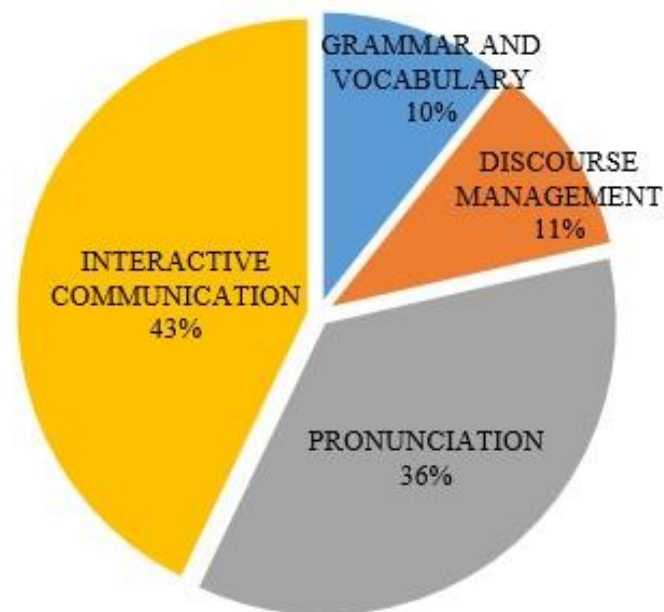
Figure 18. Areas students improved in (own photo).

In concert with Akdeniz (2017) this study found the use of video recording on portable devices a teaching tools in language classroom of easy access for learners to compare their performance with previous ones so they may learn to criticize their own product. Furthermore, the use of recordings through applications or websites are part of creative projects, which motivates students and makes learning enjoyable, interesting, and interactive (Yoshida, 2018), thus reducing affective filters that are known to interfere with speech production. Student made mistakes without being embarrassed, nobody to laugh at them so students feel comfortable practicing, as they could correct their own mistake at their convenience because they took the recordings home. With video recording they can practice and use English as much as they want, students can also practice pronunciation which is difficult for them.

4.4. Analysis and discussion of focus group interview.

In addition to evaluating the participants' speaking skill after the intervention by means of a post-test, the fourth specific objective was to analyze the learning experience of the students concerning the use of video recording by collecting data about the participants' perceptions in a focus group interview. Subedi (2016) remarks the holistic ideas of mixed method design as important to consider not just the analysis of the participants' scores to determine the effectiveness of the creation of videos on the development of the speaking skill, but also their opinions and experience regarding the intervention in order to legitimize knowledge claim.

The researcher designed the interview with six questions categorized in three topics:

students' perceptions about the resource, the activities done, and about the learning method. which encourage participants to respond and solicit the information needed from the group. Following Rennekamp and Nail's (2004) guidelines, the questions were developed in order to encourage participants to respond and solicit the information needed from the group about their learning experience through the use of video recording.

The data was organized using the software Atlas Ti 8 by, as suggested by Jin (2017) and Friese (2017), expressing the information in word clouds in a graphic organizer of categories and subcategories. The data in the charts retrieved the discourse analysis and words cloud. In Annex # 7, five links were used among the most frequent quotes, such us "justify, support". In Annex # 8, the Atlas Ti 8 software created words cloud based on the most frequent words used by the participants in the focus group interview; those words are displayed in red. For instance, as for the question recommendation, one of the most common words were "complement",

"exhibitions", "practice", "face", among others. Along with what was said during the interview, it was deduced the participants suggested the addition of this factor to the use of video recording as a strategy to counteract students' lack of confidence Jamila (2014) mentions a barrier affecting their oral performance.

Students' perceptions on video recording and mobile learning. The findings mirror some of the research experiment by Chang et al (2016) about mobile inquiry-based learning embedding motivational strategies for a significant impact on facilitating the students' learning motivation. A focus group interview gathered opinions from six students about the intervention. In general, their perceptions regarding the use and creation of videos turned

out to be positive since most of their comments were encouraging. Through the focus group interview, the participants said they felt motivated and they were pleased with the methodology, and they even suggested its application in other areas. This was manifested through question number 6, where they were asked to compare the application of this methodology with traditional methodologies, which does not involve much interacting or group work, and relies on the use of textbooks; they mentioned they would like to use it with other skills, such as reading, and in other subjects, in which students have not experienced the use of video recording by teacher before.

Student's perception about the resource. As stated by Alsaadat (2017), at present, many students have daily access to mobile technologies such as PDAs (Personal Digital Assistant o Ayudante personal digital), tablets, smartphones and online material. Likewise, all participants of the study were able to take their smart phones to class every day. Guo (2013) submitted evidence of the benefits of the portability of mobile devices in educational contexts. Likewise, the study added that learners get engaged in more flexible and personalized learning practices in different places in addition to the classroom.

On the other hand, the participants faced two main complications: the first was preparing the script and recording the video was time consuming especially when they worked in pairs, since it was their desire to present an enjoyable and well-prepared video. Although this is a complication, Wicaksono (2017) argues that if students watched their video more than twice, they practice more as they do self-correction. The second issue had

to do with the Wi-Fi connection or the use of an unfamiliar application, which sometimes took longer to post the video on the learning management platform than expected.

Highlights from the interview comments on their perception about the resource. About the accessibility to the internet and smartphones, Student 2 said, all of them have access to a smartphone although Student 4 mentioned "Era estresante porque a veces no me salía o tenía que preparar todo el diálogo y no tenía el tiempo para que me salga" [I felt stressed since sometimes I couldn't make it, and I had to plan the whole dialogue, and I did not have enough time to get all well-done] (focus group interview, June 19, 2019). When they were asked if they believed that the use of smartphones must be implemented to other activities in the English language learning process, Student 4 said, "Sería bueno empezar a escribir en inglés, ir aprendiendo la gramática con Internet" [It would be great to write in English, and start learning Grammar on the Internet] (focus group interview, June 19,

2019).

The study presented evidence of how video recording with the TBT show potential for considering the design of activities for authentic learning. The opportunity this strategy offers to motivate and develop a class outside of the classroom must be taken (Salim & Ahmed, 2018). Although the results are restricted to the context of students majoring Tourism, and the intervention period was sure, the findings could encourage similar studies for other video recording activities in other language courses.

Student's perception about the activities done. When students were asked about their experiences performing the planned tasks, it was said that although at the first instance it

was a bit difficult, with practice, it became easier because they eventually got used to seeing and listening to themselves. The participants felt that it was a good experience since they had never done it with other teachers. They said that the methodology helped them check their mistakes since they could see their own performance in the camera in addition to their facial expressions. Finally, they concluded that recording videos helped perform better with topics related to tour guiding.

Concerning students' perceptions about the simplicity of the tasks, it was encouraging to compare the results of the qualitative data of this study with the ones of Alsaadat's (2017 study, it found that students enjoyed using their phones due to ease of access and ease of use offered by these devices.

During this part of the interview, a question came up about the vocabulary used: general or career based. The students said that the vocabulary used in the other tasks was clearly related to their career, tourism. They also added that while using and recording the songs they had learned, the meaning and pronunciation of colloquial and non-technical words; they considered informal dialogue to be useful in their career as well. This vocabulary acquisition process is assent by Clough et al. (2008) who drew attention to the use of mobile devices within a number of informal learning contexts, which will eventually serve for future formal learning, allowing students to expand their own learning potential. As per the teacher, as stated by Kuśnierek (2016) they must help the learner know whether a certain word is common or not, as well as the learner should be conscious about the formal and informal language.

Highlights from the interview comments on their perception about the activities done.

When they were asked about their experience learning English with this new methodology, Student 2 said, "Al principio se me dificultó un poco, pero después ya en la práctica resulta fácil porque te acostumbras a verte y escucharte" [At the beginning it was a little hard for me, but later, with some practice, video recording becomes easy because you get used to looking at and listening to yourself] (focus group interview, June 19, 2019).
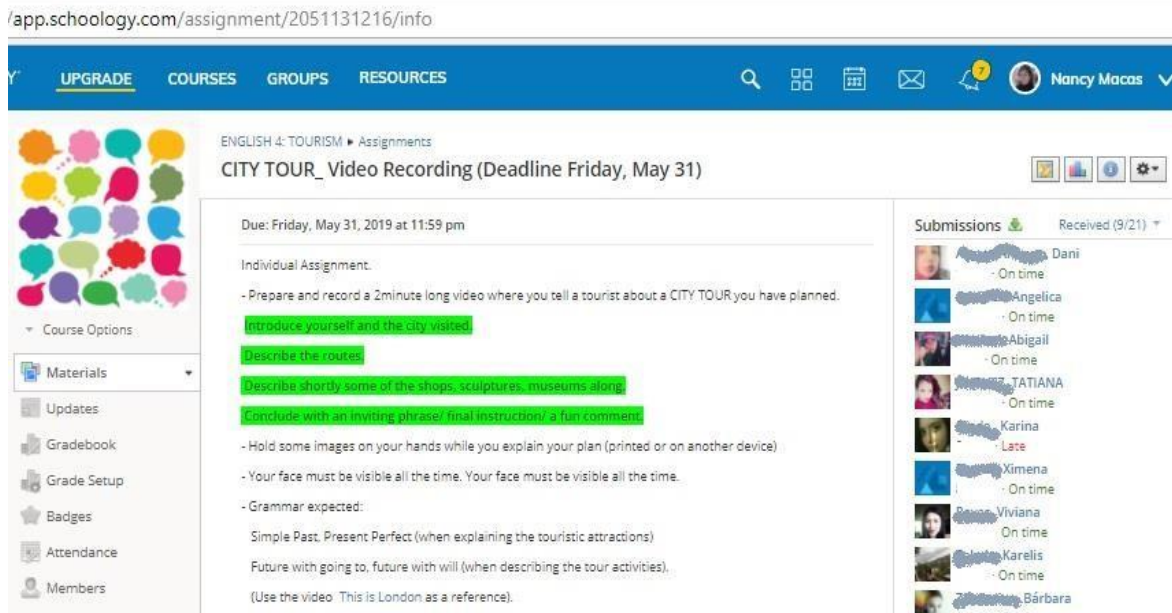
When they were asked about the activities they did and if any of them were hard or easy to perform, Student 5 said, "Tocaba grabarme como diez veces porque yo mismo escuchaba el audio y decía ‚no, esto pronuncié mal" [I had to record myself around 10 times because I listened to my own audio and I thought to myself . No, I mispronounced this'] (focus group interview, June 19, 2019). The use of smartphones as well as the ease with which students learned and completed the tasks is a well-established approach in the study by Rashid et al. (2017). The findings of this study revealed the accessibility of the video recordings for longer period of time than any other learning material. In keeping with Rashid et al. (2017), access to students' audio, video recordings and learning materials from any mobile device for longer period of time, eventually helped students raise their self confidence and improve active involvement in language learning. The kept seeing their performance in order to improve new ones.

Student's perception about the learning method. In regard to the use and production of video recording to develop their English speaking skill, the participants insisted they felt comfortable doing an activity that they enjoyed. In addition, they mentioned that this

activity helped them recognize their mistakes and enabled them to correct the pronunciation of some words, they also felt they had improved their fluency. They explained that when they recorded the dialogues from *Talkenglish* or the karaoke version of the songs they chose, they tried to sound as similar to the English speaking people in the original audios as possible. They recorded their video several times until they were completely satisfied. It must be affirmed that, as sustained by Guo (2013), having native English speakers as a reference to compare the way the participants sound on their audios and videos helped them check how well they were doing. Authors like Siemes (2005), Guo (2013), and Wicaksono (2017) corroborated that video recording provides a type of artificial storage that students and teachers can have access as many times as necessary to accurately evaluate their performance. The Akdeniz (2017) study shows that groups recording their own work believe that the use of videos produced by themselves in the classroom is more beneficial than the use of the traditional way of completing a task or project. Gromik (2015) stated that the precise instructions encouraged the active interaction of apprentices. For this study, before every task, the directions were socialized within the classroom and noted on the platform where the students submitted and shared the videos.

Figure # 19 shows the way instructions were displayed in the intervention of the study.

Figure 19. Instructions for the task 'City tour' (Macas, 2019).

When the participants were asked to compare the methodology applied to ones

typically used, they remembered always using the board and no other material in the

beginner level. At that time, classes were not focused on speaking, which is emphasized as

the most important ability after they have completed their studies and attained their

degree. They also remembered how difficult it was to use posters in oral presentations.

Moreover, they commented that they would have liked to produce video recordings in

their classes to gain confidence when speaking in the early levels. Finally, they added that

the traditional class became monotonous and repetitive and was eventually hard to endure;

however, making videos changed things because the activities were alluring and allowed

everyone to participate. This goes in line with Yousef et al. (2014) who consider the use of

video recording in the teaching-learning process to be a richer model than traditional methods.

Highlights from the interview comments on their perception about the learning method.
When they were asked about the implementation of video recording in the English class to develop their speaking ability, Student 4 said, "Yo creo que sí es bueno este método porque es como un escalón que puedes hacer para que tú tengas seguridad, te veas a ti mismo, puedas hablar, y te sale todo con mayor fluidez" [I do believe it is a good method since it is like scaffolding for you to get confidence, to look at yourself, to be able to talk, and everything come out fluently] (focus group interview, June 19, 2019). This comment was highlighted for its consistency with Rashid and Cunningham (2017) who justified the implementation of smartphones in the classroom to create learning environments, which promote self-confidence and interaction with the teacher and peers.

When comparing the use of the methodology study with the traditional class, Student 3 recalled, "A los 15 años, para mí era difícil pasar con un póster y empezar a hablar. Sí me hubiese gustado que nos manden a grabarnos también porque ahí podía empezar a sentirme segura de mí misma" [When I was 15, it was hard to come to the board with a poster and start talking. I would have liked to be asked to record myself then. That way I could have felt confident] (focus group interview, June 19, 2019).

When they were asked if they would like video recording to be used for speaking activities in the English class, Student 3 replied, "En los primeros ciclos, mucha gente entramos no sabiendo mucho inglés. Entonces al principio sí sería bueno que nos enseñen

un poco de gramática con este método." [At the first levels, many students do not know English very well. Consequently, it would be great to be taught some grammar using this method from the beginning] (focus group interview, June 19, 2019). Student 6 added, "Sí recomendaría para inglés y otras asignaturas porque aportaría tanto que las personas puedan expresarse con mayor libertad, y que se mezcle con parte de exposiciones para estar como quien dice cara a cara con el público" [I would certainly recommend it as much for English as for other subjects because it would contribute so much to people to express themselves more freely, and it should be blended with some expositions where you are face to face with the audience] (focus group interview, June 19, 2019).

From these two last perceptions and on the basis of   Li (2016), it is deduced how crucial speaking is students majoring tourism considering it might affect their career employment opportunities. Moreover, as found in Khoirunnisa et al.'s (2018) studies, among several difficulties students faced during the learning process are grammar, pronunciation, vocabulary, and content. In addition to the lack of confidence and low motivation, among others.

4.5. Limitations

The findings after the creation of videos by the students seems to have been very useful in improving the participants' pronunciation and a dynamic two-way information flow. However, there were some limitations in the present study compared to the advantages already presented.

Although students' individual videos were made at home, they showed a more extroverted production, they were very shy about recording their videos in class. This might have been due to lack of confidence and fear of making mistakes during the first tasks and lack of a previous preparation for video production, and, Biegel (as cited in Akdeniz, 2017) mentioned the fear speaking on camera while being observed.

The results of the study after comparing the pre-test and post-test results and the analysis of the qualitative data, particularly qualitative data, claimed the significance of the tasks performed through the use of video recordings. However, perhaps such tasks would have been less popular and less feasible in other situations where mobile devices were not so widely used or available.

Unfortunately, time may not have been enough to discover the applications of video recording for the improvement of other speaking sub skills, as argued by (Rintaningrum, Aldous, & Conway, 2018) communication involves a series of considerations in a continuous process of speaking, listening and understanding.

Chapter V

Conclusions and Recommendations

5.1. Conclusions

The aim of this study was to analyze the effect of the design of videos on the development of the speaking skill of a group of students majoring in Tourism. Through the analysis of the findings of pre-test and post-test and focus group interview, it can be concluded that using video cameras allowed students create memorable and engaging learning material. In addition, the students were able to self test their oral skill by watching their recording, which gave them the opportunity to develop more and more speech. However, despite these findings, new research about video recording in speaking or in other skills is suggested.

5.1.1. The impact of the design and use of videos for the development of the speaking skill and students' perception about the learning method. A previous study performed by Chamorro and Reyes (2013) stated that the access and application of technologies helped students to improve their English speaking skill. Therefore, in contemplation of the first research question that investigated the impact of the design and use of videos at group and individual level on the development of the speaking skill of the participants of the study, previous research studies indicated the positive effects of the use of video recording in improving students' speaking (Wicaksono, 2017). For the specific case of this study, that improvement is supported by the result of the focus group interview where students mentioned they liked using video recording when practicing speaking.

Concerning the limited exposure to the language and the lack of relevant opportunities EFL students had to speak Bashir et al. (2011); Khan (2014); and Shvidko (2017) mentioned, the first visible result of the potential of the mobile devices applied to deal with these challenges the portability (Naismith et al., 2004; Gromik, 2012; Gromik, 2015; Mospan, 2018). The participants of this study worked in the classroom, in the ones next door, and at home. The recordings, due to the wireless connectivity, reduced the need for obtrusive wires to be trailed around the classroom or the place where students were recording. The convenient access from their phones to this material let students check their work and make corrections or review when necessary.

The Education First English Proficiency Index (2018) indicated low English proficiency in Ecuador and the relevance of learning the language for work. This was a concern for EFL students in the context where this study took place due to Khoirunnisa et al.'s (2018) statement about the necessity of employees of tourism companies to master English well. The results revealed, as stated by Rashid et al. (2017), that the use of smartphone technology combined with the task-based learning approach made it possible to have learning environments that promoted self-confidence and interaction with their peers and teacher.

The cycle of tasks in this stage, pre task, task cycle and post task are part of a learner centered approach to achieve a fixed objective (Anjum et al., 2019). Tracking the steps of Ting's lesson plan (2016) about the principle of task dependence, the series of activities were designed to go eventually from easier to more challenging; the previous task operated

as scaffolding for the next task. This was seen in the progressive difficulty of activities in the pre task and post task. With the help of their smartphone, users were able to collect information for the intended purpose at anytime and anywhere; all tasks were built around one theme: traveling, tourism and customer service. Activities offered opportunities for genuine use of authentic language and students appeared to be stimulated to interact more with each other.

Additionally, among the tasks performed by the students, the creation of videos where they sang some songs of their choice made it helpful for the researcher, as well as for the students, to watch those videos and correct the pronunciation of the students based on pronunciation seen in the video. This coincided with a previous study by Carlsson (2015) who argued that incorporating singing in the learning activities can increase the number of opportunities for learners to produce speech. During the study it was seen that this activity was very useful as a warm up Kiernan and Aizawa (2004) since students perform the activity privately and it increased their confidence for eventual video recordings.

Options offered by the smartphones also include the video recording function, students and subscribers now have applications with video recording and editing functions and their use to share activities over the Internet. In line of Gromik's (2015) and Mospan's (2018) studies, this one stated that video production video production tasks were a source of incentive and commitment. The results of the qualitative data proved that video recording allowed students to communicate easily, and the participants suggested that this strategy should be used later in other activities to study English grammar. Therefore, students were more aware of the value of using videos as a learning

tool to develop their communicative needs. They argued that the production and use of

videos was not complicated and seemed to be more effective than the traditional method.

However, more student attention should be directed to increase other areas. For example,

the findings indicated that they do not believe that the use of videos is as effective in

helping them acquire related vocabulary, correct use of grammar, or discourse

management. Finally, on video recording, students commented that teachers of other

subjects underestimate the effectiveness of this activity and do not use it in their classes.

Finally, accordant with Santoso (2017), video recordings of oral presentations determine

that the activity allowed users to be enthusiastic and committed to the tasks and evaluate it,

so they could improve their ability to present good work. In light of the results of the tests

and the interview, the studies mentioned in the literature review and theoretical framework,

it could be highlighted that the use of videos for the development of interactive

communication and pronunciation within oral skills can be much more effective in

comparison with the traditional class. Traditional class does not count on the use of much

technology, due to their authenticity and significance.

Regarding the second research question, the participants' perceptions about video

recordings as a tool to learn English at the university level, the students' perception about

this type of resource Ann and Lee (as cited in Rojas y Arízaga, 2019) that argued that

speaking is the most challenging language skill for EFL students for the lack of speaking

practice through technological resources in the classroom. It was necessary for the

instructor to offer abundant opportunities for the use of mobile devices in oral practice,

since this task through technological resources turned into an awkward activity for students

at the very beginning for their fear of being in camera (Akdeniz, 2017). Eventually, the

creativity and confidence of the students as they recorded themselves sprang. In general,

the perceptions of the students were positive, as in their comments the participants were

satisfied with the methodology. Some of the answers coincided with the opinion of Student

6, who said "Con el transcurso de empezar a grabar videos comencé a desenvolverme más.

También me ha ayudado lo que son los temas de las guianzas" [Eventually, during the

video recording process I started to have a better development. It has also helped me with

the topics related to tour guiding] (focus group interview, June 19, 2019)". Several said

they were afraid to speak in front of cameras but eventually they lost the fear of speaking

English. Respectively, Rojas and Arteaga (2019) consider that this technique contributes

to students developing their speaking skills in a motivating way.

Santoso's study (2017) found videos recordings helped learners to better assess their

competence in front of the public in the post-test. However, bearing in mind this research

was only carried out for six weeks, not much of an improvement was seen in grammar and

vocabulary or discourse management. The researcher suggests that other investigators

should continue researching the creation and use of video recording to improve these two

subskills within different tasks. Lastly, video recording had a special value for learners of

EFL, as it allowed them to focus not only on the verbal aspects of their learning, but also on

their communicative competence.

About the teacher's work, during the activities, the researcher encouraged students to

practice in the classroom before the recordings, and that led them to feel gradually

comfortable. Anwar & Arifani (2016) said that the success of homework depends largely

on teachers' responsibility to ensure that students can complete their homework properly; as well as providing adequate resources to encourage students' participation in the discussion process so they can enjoy and perform homework freely in or out the classroom.

This type of resource allows teachers to clearly delineate the grading requirements for students and gives them several opportunities to be prepared for a final presentation. With access to video files at any time, the teacher can compare the gradual development of activities over time. Also, storing feedback for students allows the teacher to make accurate reports of each student's work. In the present study, the teacher organized and used the time in an efficient way and was able to give individual and detailed feedback to students as she has access to the videos at any time. The mobile technology used made it possible for the students in this study to collaborate simultaneously both in and out of class, and similarly, they discovered a new way to provide feedback on shared work. This implied the potential benefit of collaborative approaches that use mobile technology to share information and communicate with other students.

The importance of clear instructions for those activities in which students are encouraged to use the foreign language through videos made by themselves seem to motivate students to use the language. Furthermore, to encourage richer interaction, making more precise instructions is necessary in addition to setting a clear objective. To support this finding, Hattie (2013) showed that content and rule-based learning supports the learning of basic or superficial knowledge.

Therefore, we can say that this study could be good proof that the use of student generated videos significantly improves the pronunciation and interactive communication of language learners, their knowledge of the language and the opportunities for evaluation from the teachers' point of view. In the light of these findings, it can be inferred that the use of videos for the development of oral skills is believed to be much more effective compared to the traditional method of teaching, which relies mainly on textbooks and the use of the board and projector, and less interacting or group work. In spite of what Akdeniz' (2017) study mentions about some students rejecting the video recording project because they do not feel comfortable being the focus of attention; however, that was not perceived during the intervention. It might have been because the group was small, 12 students, while Akediz counted on a population of 20 members. The participants of the study were mostly involved in projects, which could be told for the researcher' observations. They did not miss their classes and all assignments were submitted on time.

5.2. Recommendations

An increase on self-confidence was perceived through the use of body language during the last videos and the post-test. This was not quite evident in the first videos made in class. You can see how confident student are on their performance from the beginning to the last video. So, it would be beneficial for the students in the future and instructors to explore more strategies for recording a video; for instance, how to hold the camera in horizontal position since a horizontal split-screen (Nind, Kilburn, and Luff, 2015) allows a wide angle, and other techniques such as: the zoom when required, techniques to record individual or group videos, how to make sure the light is correct, how to get good sound

quality, etc. There is a need for strategies to be developed to promote the production of video recordings and the use of M-Learning to improve communicative competence.

The students' perception about the activities done were mostly positive. For instance, one of the most positive aspects of video production, according to participants' responses, is the feeling they had about improving their pronunciation and how it helped them be fearless when speaking in English; besides, the students thoroughly enjoyed doing this activity in accordance with Yoshida's (2018) and Carlsson's (2015) studies. Students suggested that the number and timing of submissions should be rationed so that they have enough space to prepare quality work with less stress. Finally, they suggested its use for activities related to improving grammar.

As aforesaid, some existing literature demonstrate that technology in the classroom is effective. However, since the treatment of tasks for this study included the use of apps for video editing and some audios of descriptions and dialogues, a couple of questions are dangling about the use of technology in class. For instance, a research about the efficacy of designing and use of video recordings in the development of auditory skills, or the design of activities where video recordings are used to improve students' use of the language.

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Annexes

Annex 1. Request for Authorization for the Application of the Research and Response

Cuenca, 23 de abril de 2019

Sra.
Mg. Karina Farfán
DECANA FACULTAD CIENCIAS DE LA HOSPITALIDAD
Su despacho

De mi consideración:

Reciba un atento saludo y deseo de éxito en sus labores profesionales. Como es de su conocimiento, he estado cursando mis estudios de maestría y, por medio de la presente le solicito comedidamente su autorización para proceder a un proyecto de investigación como parte del desarrollo de mi tesis, en la facultad sobre "VIDEO RECORDING TO IMPROVE THE ENGLISH SPEAKING SKILL: A MOBILE LEARNING STRATEGY APPLIED WITH STUDENTS OF TOURISM AT FOURTH LEVEL OF ENGLISH IN THE FACULTY OF HOSPITALITY SCIENCES OF UNIVERSIDAD DE CUENCA" (Grabaciones de Videos para Mejorar la Expresión Oral: Estrategia Basada en Aprendizajes Móviles Aplicada con Estudiantes de Turismo en Cuarto Nivel de Inglés en la Facultad de Ciencias de la Hospitalidad de la Universidad de Cuenca).

Motivada por las actividades que ha venido desempeñando el equipo del Área de Inglés para incentivar el uso del idioma extranjero de manera autónoma, y basándome en estudios recientes, quiero aplicar la teoría de los Aprendizajes Móviles con el grupo 4to B de la carrera de Turismo. Trabajaremos con videos relacionados a temas de la carrera que ellos verán para luego realizar y compartir, lo que les servirá para observar y corregir los presentes errores de pronunciación y gramática cuando se expresan oralmente, pues la teoría reza que este tipo de actividades estimula la participación del estudiante y lo ayuda en su autonomía como aprendiz al perder el temor de hablar en este idioma y la autocorrección de errores. El tiempo requerido es de tres semanas, a partir del 24 de abril de 2019, iniciando con un Pre test y culminando con un Post test el 07 de junio del mismo año, en donde la docente Ximena Orellana hará el rol de segundo evaluador. Cabe mencionar que la intervención no interferirá con los contenidos del sílabo previamente diseñado para este grupo ni con el horario de trabajo de la docente colaboradora.

Recibido Paola S.
23 | Abril | 2019
9:37

Esperando que la presente tenga una favorable aceptación, expreso a Usted mis sentimientos de consideración y gratitud.

Atentamente,

Nancy Macas Calle
C.I. 0301686861

UNIVERSIDAD DE CUENCA
FACULTAD CIENCIAS DE LA HOSPITALIDAD
DECANATO

OFICIO N° FCH-DEC-121-19

Santa Ana de los Ríos de Cuenca, mayo 06 de 2019
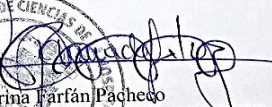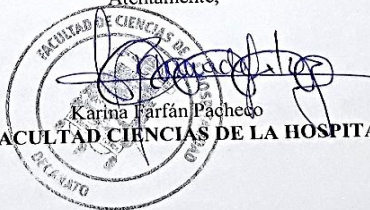
Licenciada
Nancy Macas Calle
Docente Facultad Ciencias de la Hospitalidad
Universidad de Cuenca

De mi consideración:

Luego de un cordial saludo, en atención a su oficio recibido en este despacho el 23 de abril del 2019, en el que solicita autorización para desarrollar el proyecto de investigación **"Video recording to improve the english speaking skill: a mobile learning strategy applied with students of tourism at fourth level of english in the Faculty of Hospitality Sciences of Universidad de Cuenca"**, como parte de su tesis de graduación de la Maestría en lingüística aplicada a la enseñanza del inglés como lengua extranjera, en vista de que el mencionado proyecto requiere de la colaboración de los estudiantes del cuarto ciclo B de la carrera de Turismo, desde el 24 de abril al 07 de junio de 2019; y, toda vez que garantiza que las actividades no interferirán con el desarrollo normal del sílabo académico, me permito informarle que se autoriza su solicitud.

Particular que informo para los fines pertinentes, a la vez que le deseo éxitos en todas sus actividades personales y académicas.

Atentamente,

Karina Farfán Pacheco
DECANA FACULTAD CIENCIAS DE LA HOSPITALIDAD

dpsi

Annex 2. Participant Consent Letter

CONSENTIMIENTO INFORMADO PARA PARTICIPANTES DE INVESTIGACIÓN

PRESENTACIÓN

Sr./Srta./Sra. Participante, me llamo Nancy Macas Calle, estudiante del programa de MAESTRÍA APLICADA PARA INGLÉS COMO SEGUNDA LENGUA que oferta la Universidad de Cuenca.

El propósito de esta ficha de consentimiento es proveerle una clara explicación de la naturaleza de la investigación a la que le solicito participar, así como de su rol en ella.

La presente investigación es conducida por mi persona, Nancy Macas. La meta de este estudio es la aplicación de grabaciones de video hecha por estudiantes basada en la metodología *Mobile Learning* en las clases de inglés para reforzar la destreza de expresión oral en el cuarto nivel.

Si Usted accede a participar en este estudio, se le pedirá asistir y participar de 32 horas de clase en donde la mencionada metodología será aplicada. Dentro de este lapso, rendirá dos evaluaciones de expresión oral, una inicial y otra al final del curso, además de una entrevista para considerar su percepción sobre la creación y uso de grabaciones de videos en las clases de inglés.

La participación de este estudio es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Los resultados de sus pruebas y respuestas a la entrevista serán codificados usando un número de identificación y, por lo tanto, serán anónimas. Una vez registradas las entrevistas, los registros se desecharán. Finalmente, si Usted quisiera retirarse del proyecto en algún momento, podrá hacerlo sin que eso lo perjudique en ninguna forma.

Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento durante su participación en él.

Desde ya le agradezco su participación.

Nancy Macas Calle
INVESTIGADORA

Annex 3. Participant's Consentment

CONSENTIMIENTO INFORMADO PARA PARTICIPANTES DE INVESTIGACIÓN

Yo, _____acepto participar voluntariamente en esta investigación, conducida por Lcda. Nancy Macas. He sido informado(a) de que la meta de este estudio es la aplicación de grabaciones de video basada en la metodología *Mobile Learning* en las clases de inglés para reforzar las destrezas de expresión oral en el cuarto nivel.

Se me ha indicado también que tendré que asistir y participar activamente de 40 horas de clase, dentro de este tiempo se me pedirá rendir dos evaluaciones de expresión oral, una inicial y otra al final del curso, además de una entrevista.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona. De tener preguntas sobre mi participación en este estudio, puedo contactar a Lcda. Nancy Macas al teléfono 0983607805 o hacerlo en personalmente.

Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido. Para esto, puedo contactar a la Lcda. Macas al teléfono anteriormente mencionado.

Fecha

Nombre del Participante   Firma del Participante
(en letras de imprenta).

Annex 4. Pre-test

ENGLISH IV: POST-TEST TOURISM INDUSTRY HOSPITALITY SCHOOL UNIVERSIDAD DE CUENCA

Student's first name: _____

English Instructor: Ms Nancy Macas C.

Second examiner: Mrs. Ximena Orellana M.

Date: _____

INDIVIDUAL PRESENTATION AND ROLE PLAY Individual Presentation

Introduce one of the topics, relevant supporting ideas, and a conclusion. Some follow-up questions will be made.

1. Are there many public or national holidays in your country?

2. Do you think there are enough public holidays?

3. Do you like going away on holidays?

4. Tell me something about your last holiday.

5. Do you always like to go to the same place for your holiday?

6. Where would you like to go for your next holiday?

Role Play

Two different topics will be chosen at random by the second examiner. Follow the lead of the conversation.in a 2-minute conversation. You will be Tour Guide and the second examiner will be the Customer.

A] Registration & Payment How do we sign up?

Can I pay by check? * Can I pay with a credit card?

What is the price for a child?

What does the price of the trip include?

B] Physical requirements

How physically challenging is this trip?

Is this a "family friendly" trip?

C] General Trip Questions:

What can you tell me about this trip?

What is the weather going to be like?

Can we follow the bus in our car?

What should I wear?

D] Bus related Questions:

Is there a bathroom on the bus?

What equipment does the bus have?

E] Raft Trip

What age range is this trip appropriate for?

Do I need to wear a swim suit?

F] Hotel Questions

Are the first and last night hotels included in the price of the tour?

Can my children stay with me at the kids rate?

G] Food Questions:

Are meals and snacks gluten free?

Are there vegan or vegetarian food options?

Are the meals included in the price of the tour?

RUBRICS

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

COMMENTS:

Researcher's signature   Second examiner's signature

Retrieved from:

Creation, Evolution & Science Ministries (08 May 2010). Frequently Asked Questions about CESM Tours. Retrieved from: https://creationministries.org/wp-content/uploads/2015/09/FAQ_wAnswers.pdf

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Annex 5. Post-test

ENGLISH IV: POST-TEST TOURISM INDUSTRY HOSPITALITY SCHOOL UNIVERSIDAD DE CUENCA

Student's first name: _____

English Instructor: Ms Nancy Macas C.

Second examiner: Mrs. Ximena Orellana M.

Date: _____

INDIVIDUAL PRESENTATION AND ROLE PLAY Individual Presentation

Introduce one of the topics, relevant supporting ideas, and a conclusion. Some follow-up questions will be made.

1. Which places in your country do visitors enjoy visiting most?

2. What are some of the benefits of going away on holiday?

3. Have there been any recent changes in the types of holiday that are popular in your country?

4. What kinds of benefits might a significant increase in tourist numbers bring to a location?

5. What are some of the negative effects of a dramatic increase in tourism?

6. What developments affecting international travel might there be in the future?

Role Play

Two different topics will be chosen at random by the second examiner. Follow the lead of the conversation.in a 2-minute conversation. You will be Tour Guide and the second examiner will be the Customer.

A] Registration & Payment How do we sign up?

Can I pay by check? * Can I pay with a credit card?

What is the price for an adult?
Do I need to pay for the hotels on the first and last nights?

What is your cancelation policy?

B] Physical requirements

How much hiking is there??

Do I need to be a tri-athlete to go?

C] General Trip Questions:

What can you tell me about this trip?

What age range is this trip appropriate for?

What does the price of the trip include?

What should I bring?

D] Bus related Questions:

Is there a bathroom on the bus?

What equipment does the bus have?

E] Raft Trip

What age range is this trip appropriate for?

Do I need to wear a swim suit?

F] Hotel Questions

What hotels will we be staying in?

How many kids can stay in one room?

G] Food Questions:

Are meals and snacks nuts free?

Are there vegan or vegetarian food

options? What restaurants will we eat

at?

RUBRICS

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	*Performance below Band 1.*			

COMMENTS:

Researcher's signature   Second examiner's signature

Retrieved from:

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IELTS (n.d). *IELTS speaking tests, key vocabulary + suggested answers.* Retrieved December 24, 2018 from iPass IELTS: https://www.ipassielts.com/ielts_training/key_vocabulary/speaking/worksheet/practice_test_4_tourism

IELTS (n.d.). *IELTS Speaking practice: Travel & Holidays.* Retrieved December 24, 2018 from IELTS-up: https://ielts-up.com/speaking/ielts-speaking-sample-1.html

University of Cambridge Local Examinations Syndicate. (2015). *Cambridge English First for Schools: Specifications and sample papers for examinations from January 2015.* University of Cambridge. Retrieved from https://www.lang.com.pl/images/egzaminy-cambridge-english/egzaminylogo/cambridge_english_first_for_schools_Handbook_2015.pdf

Annex 6. Script and questionnaire for Focus Group Interview

GUIÓN GRUPO FOCAL

EDAD: _____   FECHA:_____

Nancy Macas Calle, investigadora y docente de la asignatura de inglés le saluda. Procederé a hacerles una entrevista basada en mi tema de estudio "El Uso de Grabaciones de Video como una de las estrategias del *Mobile Learnin,* para mejorar las Destrezas de Expresión Oral en Inglés de los Estudiantes de Turismo en Cuarto Nivel en la Facultad de Ciencias de la Hospitalidad de la Universidad de Cuenca". Los resultados de esta entrevista se usarán para medir su percepción del uso de grabaciones de videos para la clase de este idioma extranjero. Ustedes han sido seleccionados aleatoriamente dentro del grupo con el que ya se realizó la intervención en donde las video grabaciones como una de las estrategias del *Mobile Learning* fueron usadas.

INSTRUCCIONES:
- Iniciaremos con un taller corto definiendo *Mobile Learning* y replicaremos una de las actividades que hicimos durante la intervención.
- Luego discutiremos tres preguntas sobre el uso de video grabaciones como una de las estrategias de *Mobile Learning*.
- No existen respuestas correctas o incorrectas, solamente diferentes puntos de vista.
- Se usará su primer nombre.
- Usted no tiene que estar de acuerdo con el criterio de los otros participantes.
- Se le solicita no llevar su celular durante la entrevista. Si tiene que responder, podría hacerlo y abandonar la sala, pero se le pedirá retornar tan pronto como le sea posible.

PREGUNTAS:

Sobre el recurso:
1. ¿Cuán accesible fue para Usted el uso de su smartphone? Si tuvo alguna complicación, ¿cuál fue?
2. ¿Le parece que se deba integrar el uso del smartphone para otras actividades en la enseñanza de inglés? ¿Tiene ejemplos?

Sobre las actividades realizadas:

3. Describa su experiencia en el aprendizaje de inglés con esta metodología. ¿En cuáles actividades participó? ¿Le resultaron complicadas o fáciles de seguir? Explique.

Sobre el método de aprendizaje:

4. ¿Cuál es su opinión sobre la aplicación de video grabaciones en la sala para desarrollar su expresión oral en inglés? ¿La encontró positiva o negativa? Explique.
5. Compare el uso de esta metodología con la convencional.
6. ¿Quisiera que se usen las video grabaciones para actividades de expresión oral dentro de la clase de inglés en el futuro?

Gracias a cada uno de ustedes por su tiempo y colaboración.

Annex 7. Most frequent quotes

6:3 Con el transcurso de empezar a grabar vídeos comencé a desenvolverme m...

Con el transcurso de empezar a grabar vídeos comencé a desenvolverme más. También me ha ayudado lo que son los temas de las guianzas.

6:2 Lectura

5:3 Lectura

5:2 A veces las aplicaciones que tenemos para subir no sirve para algunas...

A veces las aplicaciones que tenemos para subir no sirve para algunas personas.

4:3 Empezar a escribir en inglés, ir aprendiendo la gramática

Sería bueno empezar a escribir en inglés, ir aprendiendo la gramática con internet.

5:4 Fue una buena experiencia ya que yo nunca lo había realizado con otros...

Fue una buena experiencia ya que yo nunca lo había realizado con otros profesores.

5:6 Yo creo que es 60 el general y 40 el inglés para turismo.

4:6 Yo creo que 50/50

6:1 Sí

5:1 Sí

4:1 Sí

3:1 Sí

4:2 Era estresante porque a veces no me salía o tenía que preparar todo el...

Era estresante porque a veces no me salía o tenía que preparar todo el diálogo y no tenía el tiempo para que me salga bien y no podía.

3:2 No los que teníamos que hacer en grupo, nos demorábamos bastante

4:4 Sí me ayudó bastante, vernos en la cámara y ver nuestras ex

Sí me ayudó bastante, vernos en la cámara y ver cuáles son nuestras expresiones

3:6 Se escuchaban palabras que no se relacionan con la carrera pero que ig...

Se escuchaban palabras que no se relacionan con la carrera pero que igual nos van a ayudar para poder hablar con otras

2:1 Todos tuvimos acceso al Smart phone.

2:2 El Wi-Fi porque obviamente se necesita internet para eso.

3:3 Lectura

3:4 Me ayudó en lo que es para ver en qué me equivocaba.

2:6 Fue igual parte y parte.

2:3 Hemos hecho ya algunas actividades con eso: videos, audios.

2:4 Al principio se me dificultó, pero después ya con la práctica

Al principio se me dificultó un poco, pero después ya con la práctica resulta fácil porque te acostumbras a verte y escucharte.

1:6 La música son palabras que se usa a diario, pero los videos para turis...

La música son palabras que se usa a diario, pero los videos para turismo.

1:1 Sí

1:2 Se me complicó hacer el diálogo en grupo.

1:3 Lectura

1:4 Me sirvió mucho para aprender lo que es el Vocabulario

| Acceso recurso tecnológico (Acc) | Complicaciones (Comp) | Actividades con smart phone (Act) | Experiencia de aprendizaje (Exp) | Vocabulario general o basado en la carrera |

◇ ENGLISH FOR SPECIFIC PURPOSE

| **Mejor Actividad (MAct)** | **Método de aprendizaje (MetAp)** | **Metodología (Met)** | **Recomendaciones de uso del método (MetU)** |

1:5 Me ayudó mucho el karaoke para poder saber en qué me equivoco, en qué...

Me ayudó mucho el karaoke para poder saber en qué me equivoco, en qué palabras y un poco en mi fluidez.

1:7 Eso nos ayudó mucho para el vocabulario, para la fluidez, pero otra co...

Eso nos ayudó mucho para el vocabulario, para la fluidez, pero otra cosa es que hablemos en frente de personas.

1:8 Siempre me pasó en los primeros ciclos donde siempre venía a ver el pi...

Siempre me pasó en los primeros ciclos donde siempre venía a ver el pizarrón y nada más. No se enfocaban en el speaking que es lo más importante al momento cuando uno ya sale de la carrera.

1:9 El problema fue el tiempo porque tenemos muy poco tiempo entonces. No...

El problema fue el tiempo porque tenemos muy poco tiempo entonces. No es el problema hacer más videos porque realmente eso nos ayuda, nos divierte también y nos gusta.

2:5 Me gustó mucho el karaoke porque uno se siente cómodo haciendo lo que...

Me gustó mucho el karaoke porque uno se siente cómodo haciendo lo que le gusta.

2:7 Es bueno en parte porque es un primer paso para que uno pueda desenvol...

Es bueno en parte porque es un primer paso para que uno pueda desenvolverse, porque tú no puedes de una lanzarte a un público y ya tener seguridad en ti y poder hablar.

2:8 Yo creo que es mucho mejor que se usen nuevos métodos porque realmente...

Yo creo que es mucho mejor que se usen nuevos métodos porque realmente lo tradicional está bien, pero llega un momento en que cansa.

2:9 Sí funciona los videos y este método, y también sería bueno

Sí funciona lo que son los videos y este método, y también sería bueno complementar con las exposiciones delante de gente.

3:5 Lo que más me gustó fue el Karaoke para vocabulario y estar segura de...

Lo que más me gustó fue el Karaoke para vocabulario y estar segura de lo que digo.

3:7 Yo creo que sí ayuda, pero cuando ya terminamos de grabar para nosotro...

Yo creo que sí ayuda, pero cuando ya terminamos de grabar para nosotros queda bien, pero como que no hay una retroalimentación (interacción) para desarrollar el speaking.

3:8 A los 15 años, para mí era difícil pasar con un póster y empezar a hab...

A los 15 años, para mí era difícil pasar con un póster y empezar a hablar. Sí me hubiese gustado que nos manden a grabarnos también porque ahí podía empezar a sentirme segura de mí misma.

3:9 En los primero ciclos mucha gente entramos no sabiendo mucho inglés. E...

En los primero ciclos mucha gente entramos no sabiendo mucho inglés. Entonces al principio sí sería bueno que nos enseñen un poco de gramática con este método.

4:5 Karaoke, en cuanto a vocabulario, a ver cómo ellos pronuncian y uno en...

Karaoke, en cuanto a vocabulario, a ver cómo ellos pronuncian y uno en sí, imitar a esas personas.

4:7 Yo creo que sí es bueno este método porque es como un escalón que pued...

Yo creo que sí es bueno este método porque es como un escalón que puedes hacer para que tú tengas seguridad, te veas a ti mismo, puedas hablar, y te sale todo con mayor fluidez.

4:8 En este caso, la implementación de un Smartphone ayuda a mejorar nuest...

En este caso, la implementación de un Smartphone ayuda a mejorar nuestro vocabulario y gramática, se vuelve algo que a nosotros nos gusta, se siente cómodo, incluso explora otras nuevas cosas

4:9 Pienso que es una buena implementación a futuro pero también creo que...

Pienso que es una buena implementación a futuro pero también creo que sería bueno no cansarles mucho a las personas con muchas grabaciones de vídeos.

5:5 Tocaba grabarme como diez veces porque yo mismo escuchaba el audio y d...

Tocaba grabarme como diez veces porque yo mismo escuchaba el audio y decía 'no, esto pronuncié mal'.

5:7 Depende de las actividades que nos manden a grabar. Si nos manden a ha...

Depende de las actividades que nos manden a grabar. Si nos manden a hacer solamente un diálogo, nos aprendemos o leemos eso y ya queda ahí.

5:8 Pienso que prácticamente el smartphone nos ayudó bastante.

5:9 El problema no sería cuántos videos se hacen porque mientras más video...

El problema no sería cuántos videos se hacen porque mientras más videos de hecho sería mejor porque así uno practica más.

6:4 Me gustó karaoke, escuchando la pronunciación de ellos y querer logar...

Me gustó karaoke, escuchando la pronunciación de ellos y querer logar ese objetivo.

6:5 Lo tradicional se vuelve algo rutinario, pero con los videos es muy di...

Lo tradicional se vuelve algo rutinario, pero con los videos es muy diferente porque no sabemos qué tema nos tocará hoy, tiene más actividad y se vuelve algo curioso y hace que todos participemos

6:6 Si recomendaría porque aportaría tanto que las personas puedan expresa...

Si recomendaría porque aportaría tanto que las personas puedan expresarse con mayor libertad, y que se mezcle con parte de exposiciones para estar como quien dice cara a cara con el público
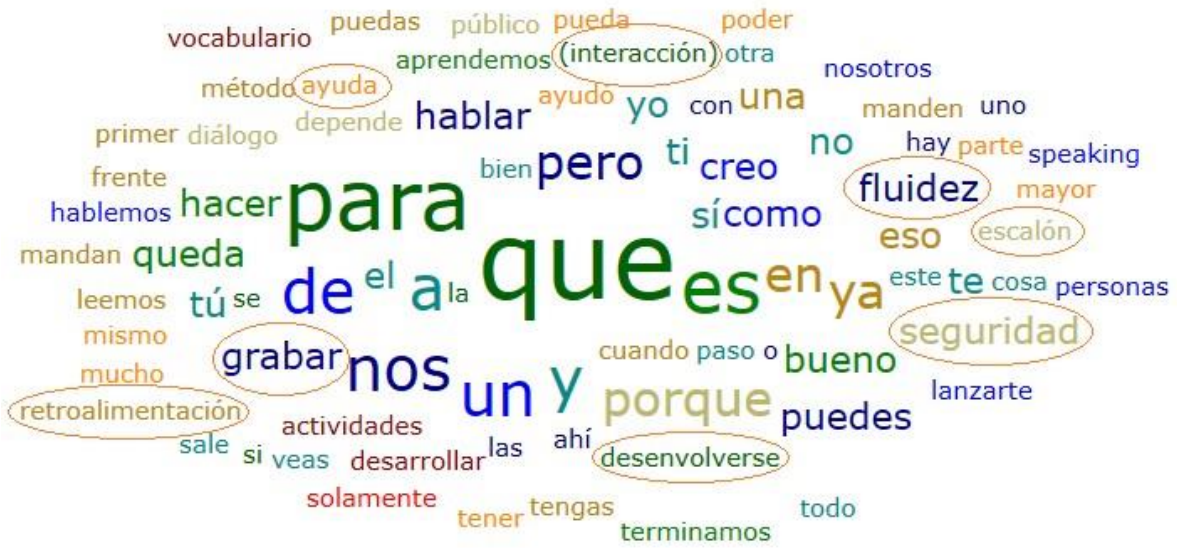
Annex 8. Word clouds

Complicaciones

Actividad preferida

Experiencia de aprendizaje

Percepciones sobre el método

Recomendaciones