

**UNIVERSIDAD DE EL SALVADOR  
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE  
FOREIGN LANGUAGE DEPARTMENT**



**UNDERGRADUATE WORK**

**VIDEO PRESENTATIONS, SELF VIDEO RECORDINGS AND VIDEO  
STORY TELLING IMPLEMENTATION TO IMPROVE ORAL  
PERFORMANCE OF SECOND YEAR OF HIGH SCHOOL ENGLISH  
STUDENTS SECTION "J" AT CENTRO ESCOLAR INSA IN THE YEAR 2019**

**SUBMITTED TO ATTAIN THE DEGREE OF  
LICENCIADO(A) EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA**

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**SEPTEMBER, 2019**

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# **ACKNOWLEDGEMENTS**

## **To God**

Thank You God for giving me the intelligence, wisdom, and strength to achieve one of my goals in life, for your everlasting love, and kindness; thanks for teaching me that I can do everything if I can believe. Even though I feel faint, I will overcome anything since I live in faith.

## **To my mother**

Thanks to my beloved mother Maura Alicia Henriquez for loving and caring me like she did. I am sure she would be happy to see that I have reached a dream not only mine but also hers. I love her, and miss her so much.

## **To my father**

I want to thank Carlos Armando Arévalo for supporting me in every stage of my life and for encouraging me in my weaknesses. I really appreciate his incomparable love and wise words.

## **To my sister and her husband**

Thanks to Karla Jazmín Arévalo and Bryan Mauricio Moreno for their unconditional love, patience, and motivation that helped me to never give up in different situations I had faced along my major and my life.

## **To my friends**

Thanks to Verónica Gómez and Laura Ruíz for all the incredible things you have undeservedly done for me. I have no words but thankfulness for you.

## **To my team work**

Thanks to Heidi Galán, Roxana Orellana, Mónica Vides and Néstor Velásquez for all the enthusiasm, perseverance, and hardworking they have done during this important process. Thank you guys for the beautiful friendship's bond we created along this journey.

## **To my teachers**

I want to thank the teachers that I had along this major since they shared their knowledge and experience to succeed in this path, and I want to thank Teacher Verónica Lima for being such a nice person for all the beautiful and unforgettable things she has done for me.

**To my advisor**

Thanks to M.Ed Juan Francisco Hidalgo Sandoval for being such a good person with the team group, for all his help and knowledge to develop this thesis project.

**Ena Julissa Arévalo Henríquez**

# **ACKNOWLEDGEMENTS**

## **To God and Holy virgin Mary**

I thank God and Holy virgin Mary for giving me the strength and wisdom I needed to finish my major. I would not have completed this challenging process without God's help.

## **To my Parents and beloved sister**

I thank my parents for their love, patience along this process. I thank my parent and sister for supporting me in tough times and also for all the money they invested in my future. I hope they feel joyful and proud for this great achievement.

## **To my Teachers**

I thank my teachers for sharing their knowledge and wisdom. I appreciate their patience and the sacrifices they made to help my classmates and me in the learning process. Thank you for helping me to become a teacher.

## **To our advisor**

M.Ed Juan Francisco Hidalgo Sandoval thank you for being willing to help us with our research. Our project would not have been developed without your guidance and pieces of advice. Thanks for being with us along this path.

## **To my research team**

Thanks you to Julissa Arévalo, Roxana Orellana, Mónica Vides and Néstor Velásquez for choosing me to work with them. We were a great team. I am glad to share this great achievement with you guys.

**To my family and friends**

To all the friends and family who urged me to continue studying and believe in me. They helped me to study when things got difficult, they gave me words of encouragement when I need it, and they were always there for me, from the bottom of my heart thanks for all your love and support to get my university degree.

**Heidi Astrid Galan Torres**

## **ACKNOWLEDGEMENTS**

### **To God Almighty:**

I thank God, King of the heavens for being the one that allowed me finish my thesis work with the best group. He has enlightened me since the beginning of my career and though it has not been easy, I could overcome all the difficulties thanks to his infinite mercy. I am conscious of all he has given me throughout this professional stage; He has been the one that gave me strength, hope, wisdom and I am completely thankful for being here accomplishing one of the most important life goals and I honor his name and claim him to be the one that made this possible. I also thank him; the best of the teachers, for allowing me follow one of the most important jobs in life because being a teacher is to become an example to follow for students.

### **To my father: Carlos René Orellana Rodríguez**

I thank my father for all the effort he made for supporting my career; I thank him for being the first teacher in my life; he taught me everything I needed to know to face the world. I thank him for his unconditional love and support, for fighting by my side and I am completely happy that he can be here still by my side to see the culmination of this educational journey.

### **To María, Marisol, Tania Vallecillos, Marisol Mejía and Natalia Muñoz:**

I thank them for always being there for me and for all their support. They always helped me put me back on my feet every time I fell down. I thank them from the button of my heart for all their love and support. They were always there when I needed the most; I am so grateful for all they have done for me and I am so glad to share this with them. They are not friends but family to me.



**To my teamwork:**

I am so happy I could work with the best group I could ask for. They were comprehensive, attentive, patient and caring and I thank them all the effort they put in this work; I am also thank them for becoming my friends.

**To my thesis advisor:**

I thank master Juan Francisco Hidalgo Sandoval for his words of guidance in the process of the thesis. I thank him for his effort put in the thesis work process and for explaining my teamwork and I in the best possible manner as well as his willingness to clarify all of our doubts.

**Roxana Esmeralda Orellana Padilla**

# **ACKNOWLEDGEMENTS**

## **To God**

He has kept me on the way all this time despite de difficulties and all hardships; I want to thank him for such feeling of interest and changing my mind when I felt weak to continue fighting up to the end.

## **To my beloved father in heaven**

I want to thank my father who empowered me to continue until my strengths were about faded. For all his pieces of advice and recommendations of how to be a better man in life and in this society, I know he would be proud of my efforts and the objective that I have just reached. I really miss him, but I know he accompanies me wherever I go.

## **To my mother**

She has encouraged me all the time, demonstrating me that the difficult things are those that really worth in life. I feel proud of her and I know she does about me. All the sincerity and the encouragement that she has given me since that moment I was about to quit this major because of my depression based on my father´s dead.

## **To my brother and friend**

Who has always supported me in the needs and strengths He has given part of his life to this purpose from the very moment I initiate. I can only dedicate him all my gratitude and proudness for such consistency and empowered faith on me until now.

## **To my girlfriend and suitable help**

She has supported me when I feel weak and produces on me that kind of sensation to continue fighting on the spot; she has helped me so many times in the curricular and intrapersonal area. She has been such an ideal help in all moments.

**To my advisor**

I want to thank master Juan Francisco Hidalgo Sandoval who's recommendations were of great help in all aspects. For being a good friend in all areas in the development and out of this of this project. I really appreciated his pieces of advices along the time we have met.

**Néstor Patricio Velásquez Castro**

# ACKNOWLEDGEMENTS

## **To God Almighty:**

Thank you Lord of the heavens, alpha and omega of the universe. For being kind to me, for giving me enlightenment and wisdom in this journey. Thank you for my joys and laughter, for all that you have given me, for life, for the friends and all the beautiful beings that are by my side. Thank you, my Sr. Esquipulas for always being with me for giving me company when I feel lonely for giving peace and calm. I need to thank Sr. for allowing me to end this chapter of my academic life; I know that without God's will, nothing is possible and he gave me the strength to overcome all the obstacles that I faced during my studies and in my life in general.

## **To my mother: Ana de Vides**

For your words that make me think, for striving and always fight, for teaching me to walk, for every hour of happiness, for every day that you are with me, tireless warrior of this life, admired, respected, brave, who always walks in front although everything is uphill, for giving me your unconditional support.

## **To my father: Luis Vides**

For guiding me and being by my side when I needed it the most, thank you for being my protector, for having fulfilled your obligations, and above all for all the love you have shown me.

## **To my family:**

I really appreciate all the effort, love and the pieces of advice they gave me in order to see me finishing the major.

## **To my future family:**

Thanks for all the words and all your support. Thanks for all their love and patience. Thanks to her for being my strength in my weakest moments. I want to thank them to make me a better woman.

**To my teamwork:**

Roxana Orellana, Ena Arevalo, Heidi Galan and Nestor Velazquez thanks to my team, for the patience they gave me, for the effort we made together, to achieve our goal, but above all for trusting in me.

A man by itself lacks of many things but when we learn to work as a team we obtain better results and thanks to many of them that help me to understand things that I was not getting right.

**To my advisor:**

I want to thank master Juan Francisco Hidalgo Sandoval for his words of guidance in the process of the thesis. Juan Hidalgo was an important part of the process and the research team will forever appreciate his role.

**Mónica Beatriz Vides López**

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## **ABSTRACT**

Students in EFL classrooms showed many deficiencies while acquiring the new language, and to master the four-macro skills (listening, speaking, reading, writing) results difficult as they were immersing in the language. In words of Latihfah (2015) “The importance of learning English is not only in speaking, but also how it can be used especially in daily life since it has been a mean of communication used by people around the world”. This research project was aimed to present the importance of digital tools such as video presentations, self-video recordings and video storytelling implementation to improve second year of high school English students section “J” oral performance at Centro Escolar INSA in the year 2019. To carry out the study, researchers used a purposive sampling procedure, so the 44 English students belonging to the group were taken into account in this research; besides, this research project was conducted under the mix method paradigm, and it was based on the data gathered from the diagnose study held on January 2019. Then, researchers taught English classes to the targeted population, second year of high school English students section “J” would improve oral performance at Centro Escolar INSA in the year 2019. The data was gathered through checklist (Appendix A2), teacher’s interview (Appendix A3) and questioners to students (Appendix A4, A5). And pre-test for students (Appendix A6) So, it is necessary to know about the importance of digital tools such as: video presentation, self video recordings and video story telling as they help students not only in their speaking skills, but also in their listening skills. Thus, recommendations were exposed in order to show the benefits of implement digital tools in EFL classrooms.

## INTRODUCTION

This research project was focused on second year high school English students section “J” oral performance improvement at Centro Escolar INSA in the year 2019 since students showed many difficulties while speaking in English classes. So, it is important to be studied as speaking is one of the four macro skills (listening, speaking, reading and writing) in a foreign language that students had to develop during the learning process.

Students manifested many problems while acquiring a new language being the most evident speaking skill; for instance, many students were not exposed to the English language before; moreover, some students did not show interest in learning English language resulting from the idea students had about the language, and that was what happened to second year of high school English students section “J” at Centro Escolar INSA, some students were not interesting in learning the new language showing improper attitudes or behaviors towards the English subject due to wrong perceptions some of them have.

Students oral performance improvement is worthy to be study since this problematic has affected high school students from last years at Centro Escolar INSA because of the fact that students did not master the English language properly hindered them from better opportunities of getting a job or studying a major that required students’ abilities to perform orally. Researchers were interested in the problematic situation as they knew that there was a possibility to overcome the problem helping students to go beyond their boundaries that limited them to develop their intellectual abilities in the speaking area; however, researchers supported that there must be students interested and self-confidence; besides, researchers included the implementation of digital tools such as: video presentations, self-video recordings, and video story telling to help students to improve their English oral performance correctly.

Furthermore, researchers stated the importance of implement the digital tools in EFL classrooms, and also the development of individual and group activities that would help students to perform in English language using technological devices and encouraging students.

Thus, this research project was focused on video presentations, self -video recordings and video story telling implementation to improve second year of high school English students section “J” oral performance at Centro Escolar INSA in the year 2019 embraces five chapters.

In chapter I: Statement of the problem, researchers stated and described the problem they found in second year of high school English students section “J” at Centro Escolar INSA in the year 2019 through the previous diagnosed study they did, and it also contained the importance of the research, justification and scope of the research, research objectives and questions, and the hypothesis of change.

In chapter II: State of art, researchers showed some meaningful definitions and sub topics that were relevant for the research project, and researchers present digital tools and activities with its respective importance that teachers could implement to improve students’ oral performance, this chapter also contains historical background, the real situation of the problem, and some useful possible solutions to the problematic.

In chapter III: Methodology, at the beginning it has the paradigm and type of study researcher used to carry out this research project, then it describes all the issues related to the environment where the research took place; besides, it shows the units of observation, the sample procedure, and the data collection instruments researchers used to collect reliable data, and it establishes how data is processed to obtain the results of the research. Then, it has a matrix table which contains the operationalization of variables. At the end, researchers described the validity, reliability, and ethical aspects.

In chapter IV: Analysis and interpretation of data presents the results of the research, and it is presented in graphs and tables each graph and table contains the analysis and interpretation of data; moreover, it also contains stages that researchers used during the investigation. The tools researchers applied to measure students’ oral performance improvement, were created by them, and they were validated by experts on the field of study.

Chapter V: Conclusions and recommendations, this chapter gives us the results of the research providing essential information related to the research objectives and questions, so it concludes answering the research questions. Moreover, this chapter provides important recommendations to teachers and future researchers at UES FMOcc and to teachers and students at Centro Escolar INSA.

## **CHAPTER I: STATEMENT OF THE PROBLEM**

Many English students found difficult to express their ideas and opinions in the classroom because they could not convey a message accurately and fluently since, they did not have enough vocabulary, and they did not know the proper pronunciation of words. Second year of high school English students at Centro Escolar INSA in the year 2019 faced difficulties when speaking in English classes due to internal and external factors such as; poor interest, insecurity, anxiety, fear of committing mistakes, and poor English background; that is to say, they were not exposed to the English language before.

### **1.1 Description of the problem**

To master the English language, learners require an efficient development of the four-macro skills (listening, speaking, reading and writing); although, the four macro skills are important to master the English language and the speaking skill is the one that prevents them the most from enhancing the language. According to Díaz.L.E & Miy.D.G (2016) “The speaking skill is the capacity of expressing oneself verbally for communicating, based on the linguistic rules of a language” and they continued stating “It is divided into two complementary skills: listening (the receptive skill) and speaking (the productive skill); both of them are produced within a communication act”. Since the oral skill is a process, it is demanding that English language students master not only its vocabulary, but also its word order.

According to the teacher in charge of the English subject, Dueñas N. (2019) "English students faced many difficulties when they spoke English in classes; for example, the teacher manifested that students did not show interest in learning the English language, that is why, they did not pay attention while he was explaining the topics; moreover, they did not follow instructions, they did not make the attempt to speak English in the speaking activities, they demonstrate a negative attitude towards the subject, and finally he stated that students feel afraid of committing mistakes in front of him and their classmates."

Dueñas N. (2019) stated “English students of previous years of high school faced difficulties and made mistakes when speaking English in classes”. This was due to the perception of difficulty students created of English as a foreign language; almost all of the students expressed their poor interest towards the English language and their insecurity when

speaking. Thus, it was important to mention that the rest of students were not exposed to the English language before; they did not have the opportunity to take English classes because the countryside schools did not teach them English.

On Friday, January the 25th, the researchers informed the target population all the specifications regarding the investigation project that they were going to be part of, as well as the objectives, and the willingness to help them overcome a problem in case it existed. Students understood the situation, and they seemed interested in participating in the project. The tool (questionnaires A4-A5) used for the diagnosis was administered to forty-four students. All the students demonstrated the phenomenon immediately, and they were critical when proving their perspective without fears or shame.

The observations were held on Mondays, January 28th, February 4th, and February 11st, 2019 with the purpose of identifying the main deficiencies that the students were facing when speaking English, the researchers used a checklist (Appendix A2) to state the problem. The researchers, tutor and the high school students at Centro Escolar INSA met on Monday, January 18th, so researchers administered the diagnostic test checklist (Appendix A2), teacher's interview (Appendix A3) and questioners to students (Appendix A4, A5) and Pre-test (Appendix A6) with the purpose of obtaining data based on the current problem, and they all proved the existence of the problem. They explained the researchers that they did not know how to improve their oral performance; they also showed their willingness to collaborate in the research project since they were aware of how the problem affects them in their academic achievements and records. The English learning involves learners' emotional aspects; these aspects may influence the language process positively or negatively; the most common emotional aspect is students' low self-esteem which prevents them from participating in classes.

Mastering the speaking skill is more important than students may think, according to Leong & Ahmadi (2017, March 20th) "Humans are programmed to speak before they learn to read and write. Human beings spend much more time interacting orally with language rather than using it in its written form". This means that no matter what the students' purpose of learning English is, they need to prioritize the proper development of the speaking skill through practice.

Students' difficulty when communicating properly through speaking was one of the main concerns of investigators in the subject and teachers who seek a better way to teach the English language since English is the global language. To speak English has become a necessity in many countries around the world because it opens more economic, professional and educational opportunities and that is why, many investigations on the subject have been conducted, and it proves the existence of the problem in many institutions around the world. Nakhalah (2016) stated "Inhibition, low or uneven participation and mother-tongue use are factors that hinders improvements in the oral performance in students at Al Quds Open University, in Palestine". Hence, technology is a powerful tool that helps students to improve their speaking skill through practicing, so when they are asked to record a video talking about a topic of interest, they will not only be forced to speak, but they also will be obliged to practice until they do it correctly. Furthermore, researchers took into account that students need to improve their speaking skill with digital teaching. In this investigation, researchers answered the following question: How to boost the oral performance of second year high school students section "J" by video story telling assignments at Centro Escolar INSA in the year 2019?

Park & Lee (2005) examine the relationships between second language learners' anxiety, self-confidence and speaking performance. The participants of their study were one hundred and thirty-two Korean college students who enrolled the English conversation classes; the results of their study indicated that learners' anxiety level was negatively related to their oral performance. Tanveer (2007) investigates the factors that cause language anxiety for twenty language learners in learning speaking skills and the influence of anxiety on communication in the target language and his result is similar to what Park & Lee (2005) concluded. The findings suggested that students' stress, anxiety or nervousness may impede their language improvement and performance abilities. Lee cites that "the higher the anxiety, the lower the performance". Researchers conducted the research project to answer to the following question: How to enhance the oral performance of second year high school English students section "J" by the use of self video recordings at Centro Escolar INSA in the year 2019?

Feyten (1991) conducted a study to examine whether there is a relationship between listening ability and foreign language speaking proficiency skills; the results proved that in fact, there is a significant relationship between listening ability and foreign language speaking

proficiency. Bozorgian (2012) carried out a study to examine the relationship of listening skill with other language skills; the results indicated that there is a close correlation between listening comprehension and language proficiency. He states that the higher the listening score, the better the speaking score.

Lukitasari (2008) conducted a study focused on students' strategies to overcome speaking problems in English; the population was the first semester students of Muhammadiyah University of Malang in Indonesia; some of the findings are that students show inhibition, low or uneven participation and mother tongue use when speaking English in classes. According to Park & Lee (2005) "Kunsan National University English learners' anxiety level was negatively related to their oral performance". This means that students' internal factors have an impact in their English skills development because anxiety in students proved to make students be less likely to participate by raising their hands as volunteers; hence, students seem to hesitate when expressing their opinions and ideas in the foreign language. Therefore, students' anxiety is triggered by the level of nervousness and concerns that the subject and grades evoke.

MacIntyre, Clément, Dörnyei, & Noels (1998) studied the effects of self-confidence on oral performance. The results of their study showed that the learners' willingness to communicate was determined partly by their self-confidence. Park & Lee (2005) also examined the relationships between L2 learners' anxiety, self-confidence and oral performance. They reached a conclusion that self-confidence affected significantly on L2 learners' oral performance. They stated that if the learners were more confident, they would have better oral performance. So, the researchers considered to investigate the following questions: How to improve the oral performance of second year high school students section "J" through the use of video presentations at Centro Escolar INSA in the year 2019? Also, the research team has found that video presentations, self video recordings and video story telling could be use like a digital teaching to improve this phenomenon.

According to Guo, (2009) previous video studies suggest that students come to know themselves better in the learning process because of the use of video presentation, self video recordings and video story telling individuals with unique opportunities to reflect on their experiences in a tangible manner, therefore allowing for improvements to be possible.



Digital video is not limited to entertainment, but it is used as an effective teaching tool in a language classroom. So, it is essential to identify the effects of videos on students language aspects of communication skills and to evaluate the extent to which digital videos help in enhancing students' communication skills.

The findings showed that digital videos have beneficial effects on speaking skills by students being able to associate meanings and emotions with words. Also, students develop their vocabulary and learn when and where to use certain words and phrases.

Researchers stated that this project was worthy to investigate through the implementation of video presentations, self video recordings and video story telling, so second year high school students section "J" will improve their oral performance at Centro Escolar INSA in the year 2019. Thus, this project will help teachers improve their students' oral performance; moreover, teachers will be given hints to make students practice the speaking skill; in words of Long (2016) "The only way to learn something new is through practice". Students' poor practice is one of the common hindrances on teachers' experience, but this does not mean that it cannot be overcome by the previous mentioned techniques.

Researchers studied the importance of the oral performance in the English learning process, and they found that trial and error on practice are essential to confirm which of all the innovative teaching strategies work in a specific classroom. Finally, this project will help the community to find a solution to these phenomena in future generations with the information that researchers will describe on how to improve students' oral performance. Moreover, the school will take into account that this situation can affect every student from others sections, so they can help them as well.

## **1.2 Justification of the research**

This research was worthy to be done because it described video presentations, self video recordings and video story telling implementation to improve oral performance of second year high school students section "J" at Centro Escolar INSA in the year 2019.

On the other hand, this research was helpful since it determined the improvement of oral performance through video presentations, and it explained the enhancement of the oral performance by the use of self video recordings, this research will be useful for English students

who could employ any digital tool such as: video presentations, self video recordings and video story telling increasing their oral performance in English classes, and it will be advantageous for teachers, for they could implement these digital tools helping their English students in the oral performance.

Besides, this research will have an important impact for society helping people through the implementation of video presentations, self video recordings and video story telling since these tools will improve people and English students' oral performance, and also these digital tools could be practiced at schools and universities. So, English students, teachers and society will be benefited through this research project.

### **1.3 Scope of the work**

This project was not carried out in all the sections of second year high school students, for it was limited only to section "J" at Centro Escolar INSA in the year 2019. It was important to analyze students and teachers' perspectives towards the English language learning process to develop this project. Besides, it was important to include an analysis of the methodology used to teach high school students section "J" and also the rubrics such as: students' questionnaires, checklists, and an interview.

Furthermore, during the intervention of researchers in second year high school students section "J", the students shown factors such as: lack of interest, insecurity, poor English background, the feeling of anxiety, etc. that hinder them from enhancing their oral performance. Thus, this study aimed to select the variables that would improve the oral performance of English students, such variables are:

- ✓ Oral performance
- ✓ Video presentations
- ✓ Self video recordings
- ✓ Video story telling

Even though, researchers found second year high school students difficult perception of English such as: lack of interest, insecurity, poor English background, the feeling of anxiety etc, researchers expected that second year high school students section "J" at Centro Escolar INSA

would improve at 80% their oral performance through the implementation of digital tools such as: video presentations, self video recordings and video story telling.

#### **1.4 Research Questions**

Researchers established the following questions after reflecting and considering about the problematic of second year high school English students section “J” at Centro Escolar INSA related to oral performance.

- ✓ How to encourage second year of high school English students section “J” to use video presentation inside the classroom at Centro Escolar INSA in the year 2019?
- ✓ How to increase the vocabulary bank of second year of high school English students section “J” through self video recording usage at Centro Escolar INSA in the year 2019?
- ✓ How to ameliorate students’ pronunciation of the second year of high school English section “J”?

#### **1.5. Research Objectives**

##### **General Objective**

- ✓ To improve oral performance by the use of video presentations, self video recordings, and video story telling at second year of high school English students section “J” at Centro Escolar INSA in the year 2019.

##### **Specific Objectives**

- ✓ To encourage second year of high school English students section “J” to use video presentation inside the classroom at Centro Escolar INSA in the year 2019.
- ✓ To increase the vocabulary bank of second year of high school English students section “J” through self video recording usage at Centro Escolar INSA in the year 2019.
- ✓ To ameliorate students’ pronunciation of the second year of high school English section “J” through video story telling usage at Centro Escolar INSA in the year 2019.

#### **1.6. Hypothesis of Change**

If video presentations, self video recordings and video story telling are implemented in second year of high school English students section “J”, they will improve their oral performance at Centro Escolar INSA in the year 2019.

## CHAPTER II: STATE OF ART

### 2.1 Oral performance

According to Rodney, 1973 oral performance is an extremely complex notion, and needs quite explanation and interpretation. Communication is a collaboration venture in which the interlocutors negotiate meaning in order to achieve their communication. Thus, language is not a simple assumption, which can be compared to the things that any of us do in any setting of the daily routine so that speaking involves many factors like cultural and biological aspects. It is expected that students do not only speak meaningfully and fluently but also produce accurate utterances (Brown, 2004) Therefore, speaking is not a matter of producing random sounds that would not intimate in semantics to what is meant to be exposed.

According to Nunan (1991), speaking is one of the skills that have to be mastered by students learning English. The speaking skill has to be developed throughout the consistency of true and intensive practice. The importance of learning English is not only in speaking, but also how it can be used especially in daily life since it has been a mean of communication used by people around the world (Latihfah, 2015). To learn a language in its complexity, there is a need to go over the complete exposure in the different backgrounds and cultural aspects that it takes to get immersed proving the performance of the acquisition. Further, Harmer states that speaking is expressive sound counterpart to aid require somewhat more complex abilities. He adds that oral language or speaking is the most confidential form of immediate communication (Harmer, 2000).

Performing speaking involves many aspects like gestures and expressions that lead the receptor into more information to be adapted in the current time conversation. In addition, in words of Hybel (2001), speaking is any process in which people share information, ideas and feeling, it involves all of body language mannerism and style-anything that adds meaning to a message. This takes a long process of assimilation and bare mind to get in a natural function language. Cameron (2001) says “speaking is the active use of language to express meanings so that other people could make sense of them”. Defining the last details, speaking is a form to say something expressing ideas, opinions, views and description to others for getting response or way of conveying message in order to make understanding of wishes to other and to contribute

to the other. To do speaking activities, it must involve the speaker and the listener or only speaker involved.

## **2.2 Video presentations**

Video presentation is a set of sequential images, animation slides, and sound effects that can include different topics and activities to make a video more loaded of content and concern. If it works together can give as a prospect of a video, if persons use this video to express and to present a topic or activity in specific this could be call video presentation. Also, Oguntuase (2008) defined it as a record on any medium through which a moving image may by any means be produced. They are derivative works which are usually based on original literacy, dramatic, musical and artistic works. Teachers are now expected to make use of video for mass media teaching or learning. A good instrument towards achieving this is television which possess seeing and hearing qualities that makes more effective teaching and learning.

Learning is the acquisition of knowledge and skills possible through systematic interaction between teachers and learners. It happens every day and involves teacher, learner, and methodology and materials interaction. Parts of these materials are known as instructional resources (J. A. Akerele, et al, 2012)]. Technology nowadays is common among schools, business, and to every situation, as this supports learning and helps in developing knowledge, integration is the use of technology to enhance, reiterate, present, and assess how students understand and acquire the knowledge of different ways in that case the learning of English in high school.

Systemic interaction provides tools for analyzing how people use language to achieve various aims. In this article, cooperative learning and systemic functional linguistics are first described. Next, they are used to analyze a transcript of student-student interaction from an elementary school science classroom. Then implications are suggested as to how these two areas of inquiry can inform improved teaching practice. Particular emphasis is placed on the teaching of collaborative skills. Interaction plays a crucial role in learning, and even at an early age interaction is crucial. Successful interaction depends a good deal on skill on the part of the interact ants. With specific reference to learning at school, constructivist and Vygotskian views both stress the value of student-student interaction. Ideas are illustrated and disseminated for enhancing interaction.

Teachers and students face a new era where different digital tools have revolutionized the way how teaching and learning is perceived, in past years' students did not have the opportunity to find information in the net, to read a book through a tablet, or recording themselves in a video expressing their feelings, thoughts, and ideas. The importance of discovering an extended spectrum of opportunities in the process of learning and teaching through technology is incredible and wonderful.

Video based materials boost student creativity and cooperation. Access to video can help motivate students and create a distinctive context for their learning experience. Based on a true story- the incorporation of video in the classroom has allowed Broad meadows students and teachers to help in broadcasting school announcements, use pre- recorded classes to overcome teacher shortages and influence Internet-based digital video to enhance self-directed learning (A. D. Greenberg, et al., 2012). Justin Raudys ( March 15, 2018), said that Experiential learning activities can help students:

Remain focused: Students who are engaged and learning actively are less likely to become bored and disinterested.

Learn differently: When students are involved in the learning process they are more engaged emotionally, helping them experience learning in a dynamic, new way.

Learn faster : Learning firsthand requires deep problem-solving and critical thinking. These processes boost student engagement, accelerating learning and improving content retention.

The report discusses the importance of achievement motivation and acknowledges that motivating students to achieve is one of the major challenges that teachers face in their classrooms. Teachers provide their students with a plethora of learning opportunities in the hope of spurring enthusiasm, sparking curiosity and capturing and inspiring interest to pursue goals for their future aspirations,' the report reads. Students in Singapore reported the highest levels of instrumental motivation with a mean index score of 0.51, followed by students in Canada (0.46) and New Zealand and the United Kingdom (both 0.38).

Students in Australia had a mean index score of 0.16 on the instrumental motivation index, which was significantly higher than the OECD average of -0.14. While Australian students reported having a level of instrumental motivation that was significantly higher compared to students across the OECD, their instrumental motivation in the domain of science

was substantially lower than among students in many of the countries selected for comparison here.

It is important to specify that video recordings had helped humanity to discover a new way far of their faces in the history of the world, different schools in United States started to present videos of different subjects at schools in the 80s when television was the only resource in classes, but nowadays Video presentations can be used in a number of different ways to enhance teaching and learning in both large groups and small groups. A carefully arranged video can be a good starting point for initiating student discussion of important issues in the process of learning a second language, in this case English. It is also being observed that using video presentations explains and demonstrates ideas and concepts to make the learning process easier.

It is important for teachers and students to consider three elements for video presentation and implementation. Together, these considerations provide a solid base for the development and use of video as an effective educational tool.

### 2.2.1 Educational-video-pyramid



**Source: Brame, C.J. (2015). Effective educational videos. Retrieved March 15,2019 from <http://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos/>.**

(Grunert, 1997). "Active learning" means students engage with the material, participate in the class, and collaborate with each other. Don't expect your students simply to listen and memorize; instead, have them help demonstrate a process, analyze an argument, or apply a concept to a real-world situation.

When you invite students to actively participate in the learning environment, they take more responsibility for their performance in the course. Similarly, when they have an opportunity to make decisions about what they learn and how they use that knowledge, students see a course as more valuable and more directly related to their goals. For example:

Brainstorm learning objectives – if you involve students in the development of classroom activities, e.g., allow them to choose the topic of a short discussion or generate ideas about how a concept could be applied to a problem that interests them, it automatically increases engagement levels. Involving students in classroom activities also requires them to assess their understanding and skill and rather than allowing them to rest comfortably with a surface knowledge.

Cognitive load: One of the primary considerations when constructing educational materials, including video, is cognitive load. Cognitive Load Theory, initially articulated by Sweller and colleagues (1988, 1989, 1994), suggests that memory has several components (see the figure, educational-video-pyramid). Moreover, sensory memory which is collecting information from the environment, and information from sensory memory may be selected for temporary storage and processing in working memory, which has very limited capacity. This processing is a prerequisite for encoding into long-term memory, which has virtually unlimited capacity.

This processing is a prerequisite for encoding into long-term memory, which has virtually unlimited capacity. Because working memory is very limited, the learner must be selective about what information from sensory memory to pay attention to during the learning process, an observation that has important implications for creating educational materials.

The American Public Broadcasting System's (PBS) annual teacher survey on media and technology, the percentages of teachers finding value in multimedia and video content has increased each year since 2007. Result for 2010 shows that 68 percent believe that video content stimulates discussions. 66 percent believe video increases student motivation. 61 percent believe video is preferred by students. 42 percent believe video directly increases student achievement (A. D. Greenberg, et al., 2012) [4]. Generally, it implies that video usage increases and enhances students' learning.

Since 2007 teachers found that the use of video presentations in class help students to pay attention in different presentations of their classmates or the teacher, the development of a



class using videos can help students to understand fast the content of a topic, if we talk about learn a new language, video presentations could be a better form to support students of high school in oral performance when they faced a test, a presentation, or a participation in front of the class.

### **2.2.2 Video presentations Activities**

An effective form to use video presentations in class could be that teacher makes recording explainer videos, teachers could explain tricky concepts, save hours of repetitive teaching, and give the students an option to watch later and make a boring topic really interesting. Students can also record videos by explaining tricky concepts back to the teachers and to their classmates, the teacher can use topics like, simple past, daily routine, funny experiences, and past vacations to explain the use of simple past and the students can recorder, for example a video about past vacations then present it in class, it takes a time about 3 minutes for each student.

While recording explainer videos, the teacher can ask questions and give pauses to allow students to think about their answers. This is actually a powerful way to engage students of all ages and encourage them to work through difficult concepts instead of sitting passively. Consider having students answer questions in a related online discussion or as written work for the next class.

### **2.2.3 Content learned in class with Video Presentation**

As schools seek new and better ways to boost engagement rate between students and teachers, recording video presentations can be a good option. In this activity students can make a video presentation recording what they have learned about the different topics studied in class, this activity could be done in groups of 5 students and they express some ideas about the topics learned in class, it could be creatively and students video editing themselves this activity can take 5 minutes for each group to be presented in class.

## **2.3 Self video recording**

With video assignments, teachers could help their students immerse themselves in a topic more naturally and aid with interactive learning. Video assignments go beyond traditional essays, assessments, reading assignments, and other types of homework. Students submitting video assignment will demonstrate skills, knowledge and their effective communication

strategies. Practice is an essential part of the learning process. With video, teachers can help their students get more practice time by allowing them to record or re-record assignments that can be easily reviewed and criticized by teachers and classmates.

The teacher could assign to their students a homework about predictions, future goals, next vacations, and the students can make a video in trios to talk about future will or going to using the topics mentioned, it could take about 3 minutes for each trio and 40 minutes for the whole class. This activity can help students to make their homework more entertaining and dynamic the students can present their videos in class to share their activities with the other classmates, then the teacher can give them feedback about the mistakes committed in each video.

### **2.3.1 Role plays through video presentations**

Role play is a learning activity that allows students to think beyond the confines of the classroom. Incorporating role-play in the classroom provides students with an active learning experience, adds variety, a change of pace, and engages students with each other. Even quieter students get the chance to express themselves. Many classrooms have begun to record role-play sessions, giving both students and teachers the opportunity to review role-play sessions in detail, augmenting the learning process.

The teacher can give to each pair a situation happening nowadays for, example problems visiting a new place, at school, relationship or friendship etc., using the simple present or present continuous, then students can recorder a video performance the role play, and then in class can present the video, could take about 4 minutes for each role play. With a video tool in place, teachers could record the role plays happening in the classroom and view them later for reference, analysis, and reflection. This can allow an exercise to be revisited at a later date and re-evaluated based on subsequent learning and experience, which isn't generally possible when the exercise has not been recorded.

### **2.3.2 What is self video recording?**

According to Merriam-Webster Dictionary, video recording is defined as “A motion picture of a television production made by photographing the kinescope tube” but Self video recording is understood to be the same person that records the motion picture of a televise production and that appears in it.

To learn English as a foreign language involves time, effort and above all, practice. Since this investigation is focused in the improvement of the oral skill, the key of improvement relies on practice, but why? It has been proven that oral practice serves to overcome fears and insecurities, to imitate sounds that are not part of our mother tongue's, to acquire fluency and coherence, to learn from mistakes and more. Knowing this, it is not only the teachers' duty to make sure that students speak in English in the classes but also it is the students' duty to seek a way to be more exposed to the language.

It is essential to mention the traditional teaching English methods' positive influence on the students' oral skill improvement because through time, generations learned English through repetition, memorization and many other antique methods. Nevertheless, time has changed as well as students and their necessities; nowadays, we are surrounded by technology and it is commonly used as a tool for learning languages. The world has reached a point in which technology is necessary for almost all of the aspects of life and education is not the exception.

### **2.3.3 The importance of self video recording teaching strategies**

As teachers, we learn to understand that students rarely seek for ways to increase their knowledge and improve their skills by themselves; they do it if they are asked to do so; for that reason, teachers who use self video recording as a way to improve students' oral skill assign tasks for students to be engaged in the process of recording. The purpose of this strategy is to help them improve the oral skill through speaking, and in this way assess their pronunciation, fluency, accuracy, grammar and knowledge of the topic.

The self video recording teaching strategy is interesting because it might help students in different forms depending on how it is used. For example, the teacher assign a topic per student and he asks to explain it in a period of time, that could be helpful to assess pronunciation and knowledge of the content; on the other hand, the teacher might also ask students to explain a topic in their own words so the teacher could assess their vocabulary; it could be even possible for students to teach a class in a video, of course all of these rubrics need to be adapted to the students' English level, being the levels: basic, intermediate, advanced or even a specialized subject taught at school, at the university or even at academies. This strategy serves also as a replacement of online classes because students do not learn only through a device, but they are taught subjects inside the classrooms and after, thanks to the self-video recording assignments,

he or she has a reinforce of the language and it is amazing to put into practice what students have just learned.

### **2.3.4 The importance of feedback**

Not because an assignment is carried out through a device it means that students cannot be given feedback on their mistakes, on the contrary, this is possible. Brown (2012) in an ESL class setting, used voice recordings and self-assessment. He not only gave his students feedback, but also individualized the class materials according to the students' self-reflection of their performances. What Brown did was to use his students' voice recordings to give them feedback on what they needed to work more for the next time, in this case, students needed to improve the pronunciation and intonation of the words; basically, students improved through error correction and the strategy worked excellent because at the end of the semester, the students corrected the mistakes in pronunciation. It is important to mention that though this study used voice recordings, self video presentation is similar to it and it can be used in the same manner for students to correct their mistakes and it can even replace the typical English podcasts because the teacher can use his students' videos to expose them more to the English language.

Internal factors can also hinder students from improving their oral skill and it is something that must be taken into account because self video recording could also deal and help with these kind of issues just as any teacher would do in any English class. Aoki (2014) claims that "In recording activities, feedback from teachers and peers seems to have a positive influence on the speaking performance of learners. They are used to enhance aural and oral communication skills and promote peer-to-peer interactions in the target language". As explained, this strategy can promote peer and group work depending on how the teacher decides to use it; as opposed to the insecurity at the moment of speaking, factor that proved to be one of the most influencing at preventing students to talk, fellowship is promoted through the way the teacher decides to use this strategy.

It is ideal to use this strategy in peers, group and individually because in that way, the students can relate to the way they used to receive classes and in that way, they will get accustomed quickly to the new implementation inside and outside the classroom.

### **2.3.5 Self video recording activities**

The purpose of this research project is to help students improve their oral performance through self video recording, so some self video recording activities will be described. According to Johanna E. Katchen “The kind of school activities that can be videotaped are the formal performances first” such as:

#### **2.3.5.1 Speech contest**

First, make your students form groups and give them a list of social interest topics and make sure they feel free to select the one they want; second, ask them to self record a video in which they talk about the definition of the topic, its main characteristics and a brief opinion towards it. Have your students record the video and then watch it in the classroom to see how they can improve the performance. At Tsing Hua, the seniors have the use of a video camera when they are preparing their senior class play. They can critique their acting as well as their English; take this as an example and have all of your students comment on what can be improved to help each other as a group. Finally, have the groups record the video one more time correcting the previous mistakes and check if indeed, there is improvement.

#### **2.3.5.2 TV Commercial**

Give students an example of a TV commercial’s script and make them form groups to practice what it says, pronunciation, body language, and voice projection; give them feedback when necessary to prepare them to groups’ self video recording; finally, the teacher must create a checklist to keep track of students weaknesses and strengthness in their oral performance . Johanna E. Katchen states “A colleague of mine gives students maximum freedom by asking groups of students to create their own TV commercials. No matter what level you are teaching, the results can be enjoyable as well as enlightening”. This gives any teacher encouragement to apply this technique in the class to check students’ improvement, but before, it is necessary to build rapport in the classroom to make students participate and feel comfortable developing the activity.

#### ***2.3.5.3 The power of rewriting history***

According to Murphy (August 29<sup>th</sup>, 2017) “Involving literature and pop-culture into ESL classes is always a good idea because it’s usually something the students are familiar with,

which makes them feel enthusiastic and comfortable, despite the language barriers”. In this activity, students are asked to self record a video in which they reenact a popular literature story or a historical event in the most creative form; this crew story could take a funny, terrifying or sad change depending on the student and in this way, they improve their oral skill by using new vocabulary.

## **2.4 Video story telling**

Digital Storytelling is a term “that was first coined by Dana Atchley who together with Joe Lambert developed the Center for Digital Storytelling Digital in California in the late 1980s (McLellan, 2006; Center for Digital Storytelling, 2005)”. Digital storytelling is an incredible technique that help students to enhance their speaking and listening skills. So, the implementation of digital storytelling has a great impact on EFL classes since students can increase their vocabulary, and they can also improve their pronunciation, for they can listen what they have recorded correcting their pronunciation mistakes.

Leslie Rule (2011) states that Video Storytelling is the contemporary expression of the antique art of storytelling. Moreover, Leslie Rule (2011) says Video stories get their capacity by spinning images, music, stories, tales, and voice together, thus giving deep dimension and vivid colour to characters, situations, experiences, and perceptions. Furthermore, Robin (2008) states that “the first application of multimedia technology in the classroom for educational purposes is introduced by Lambert and the Atchley who helped the advent of the digital storytelling movement in the late 1980s as cofounders of the Center for Digital Storytelling (CDS) in Berkeley, California.”

“The CDS developed the seven elements of Digital Storytelling. In words of Robin combination of powerful, yet affordable, technology hardware and software meshes perfectly with the needs of many of today’s classrooms, where the focus is on providing students with the skills they will need to ‘thrive in increasingly media varied environments” (Robin, 2008).

Burmark (2004) brought on the term video storytelling as a high-quality technology for gathering, creating, examining, and merging visual images with the texts. Also, he considered that including visual images with written texts both increase and speed up student understanding by stimulating the students’ interest in showing up new ideas.

Robin (2008) balances two methods of video story telling: “Teacher-created digital stories” and “Student-based digital telling”. So, the outcomes of his research has inferred that the highest enhancement in the classroom could be benefit when students are asked to create their own video stories, as well as part of a small group. Regarding to video stories Alexander (2011) “Chico, a California State University, has established five comprehensible definitions of video stories: “Include a compelling narration of a story; Provide a meaningful context for understanding the story being told; Use images to capture and/or expand upon emotions found in the narrative; Employ music and other sound effects to reinforce ideas; Invite thoughtful reflection from their audience(s).”

Video storytelling method can enhance the learning process in EFL classrooms since video storytelling can help EFL learners to expand communicative competence by encouraging students to be part of a learner-centred environment providing students several opportunities to interact and apply language in genuine and personally meaningful styles.

According to Rance-Roney (2008) students can tell their stories and record themselves. Then, students could combine what they have recorded in a different types of multimedia, including computer-based graphics, computer-generated text, images, video clips, and music, later on students can play it on a computer. Thus, in words of Kajder (2006) students come in the “storytellers” who show the stories they have created to audiences.

#### **2.4.2 The importance of implementing Digital Storytelling in EFL classrooms**

It is important that EFL classroom implement new teaching methods such as Digital storytelling since it is known that it could help students in several aspects. According to Chinese studies Digital Storytelling implementation helps learners in the following issues:

- 1) Digital storytelling could effectively improve EFL learners’ listening and speaking skills;
- 2) Digital storytelling promotes motivation and reduces anxiety level;
- 3) Digital storytelling provides opportunities for students to find their voice developing speaking skills”

### 2.4.3 Video Story telling Activities

This section provides resources and materials for teachers to use with their students in storytelling, and it helps students personalize their learning and perform better; moreover, students can use these materials to create a movie or drama.

Directions:

- ✓ The teacher will ask students to create a story about past personal experiences, and the teacher will provide some topics; for example, vacation, Holidays such as: Christmas, Easter day, Valentine Day, and so on.
- ✓ So, students will have to write their story about past personal experiences but using any topic the teacher gave them.
- ✓ Besides, students will have to use creative material to tell the story.
- ✓ At the end, students will have to choose a movie or drama to present their story.

#### 1. Generator

This is a creative studio space where students explore the moving image and create their own digital stories to share with others.

Directions:

- ✓ The teacher will give students a piece of a story, and the story will have introduction, body, and ending.
- ✓ Moreover, the teacher will explain students the three parts of a story:

**Introduction:** It comprises just one paragraph to catch the reader's attention. Then, tell the main, and secondary characters of the story.

**Body:** In this part include two or three paragraphs, and tell when, where and how events took place and happen in the story.

**Ending:** Include just one paragraph to show how the story conclude.

**Story:** My first day at school



Once upon a time, there was a little girl who lived in a faraway city, she was so happy because her first day a school was nearly, so her mother woke up early to prepare everything for her little daughter. The little girl could not sleep that night thinking how fantastic would be to go to school and meet her teacher and new friends...

- ✓ Then, students will have to complete the story the teacher gave them at the beginning.
- ✓ At the end, students will record their story, and show it on a video.

## **2. Voice Thread**

This is a collaborative, multimedia slide show that holds images, documents, and videos.

Directions:

- ✓ The teacher will ask students to tell a funny story using slides, but the slides must include just pictures.
- ✓ Then, the teacher will ask students to make groups of 5 members to present the funny story, and each group will have just 15 minutes to present it.

## **3. Capzles**

This is where you and your students can create rich multimedia stories with videos, photos, music and documents.

Directions:

- ✓ The teacher will ask students to create a timeline, and the teacher will explain what a timeline is, telling them what to include; for example, date he/she was born, birthdays, unforgettable experiences, important achievements, and so forth.
- ✓ Each student will have to create their own timeline, and they will show it on a video including photos and so forth.

### **2.4.4 Definitions**

- Video presentations: Video presentation is a set of sequential images, animation slides, and sound effects that can include different topics and activities to make a video more loaded of content and concern. Oguntuase (2008) defined it as a record on any medium through which

a moving image may by any means be produced. They are derivative works which are usually based on original literary, dramatic, musical and artistic works. Teachers are now expected to make use of video for mass media teaching or learning.

- Self-video recording: According to Merriam-Webster Dictionary, video-recording is defined as “A motion picture of a television production made by photographing the kinescope tube” but Self video recording is understood to be the same person that records the motion picture of a television production and that appears in it.
- Video story telling: Digital Storytelling is a term “that was first coined by Dana Atchley who together with Joe Lambert developed the Center for Digital Storytelling Digital in California in the late 1980s (McLellan, 2006; Center for Digital Storytelling, 2005)”.
- Implementation: the act of putting a plan into action or of starting to use something.
- Improvement: an occasion when something gets better or when you make it better.
- Performance: the act of doing something.
- English: the language that is spoken in the UK, the US, and in many other countries.
- Digital: showing information in the form of an electronic image.
- Semantic: connected with the meanings of words.
- Domain: an area of interest or an area over which a person has control.
- Cognitive: connected with thinking or conscious mental processes.
- Reinforce: to make something stronger.
- Fellowship: a group of people or an organization with the same purpose.
- Media: the internet, newspapers, magazines, television, considered as a group.
- Feedback: information or statements of opinion about something, such as a new product, that can tell you if it is successful or liked.
- Motion: the act or process of moving, or a particular action or movement.
- Strategy: a detailed plan for achieving success in situations such as war, politics, business, industry, or sport, or the skill of planning for such situations.
- Interactive: An interactive system or computer program is designed to involve the user in the exchange of information.
- Sensory: connected with the physical senses of touch, smell, taste, hearing, and sight.

All the concepts were taken from Cambridge dictionary and Merriam-Webster Dictionary.

## 2.4.5 Etymology

- **Technology:** 1610s, “a discourse or treatise on an art or the arts, “from Greek tekhnologia “systematic treatment of an art, craft, or technique, “originally referring to grammar, from techno + logy. The meaning “study of mechanical and industrial arts” (Century Dictionary, 1902, gives examples of “spinning, metal- working, or brewing”) is first recorded 18569. High technology attested from 1964; short form high- tech is from 1972.
- **Video:** From the root vide of Latin videō (“I see”) + -o, formed in analogy to audio. A short film clip, with or without audio (as in a music video, or one of the plethora of user-generated short movies on sites such as YouTube). Motion picture stored on VHS or some other format. Video is used in contrast with audio, which is sound only. The plural videmus is rare and used for humorous effect. It is the first-person plural form of the Latin verb (“we see”) in the same way that video is the singular.
- **Communication:** late 14c., from Old French communication (14c., Modern French communication), from Latin communicationem (nominative communicatio), noun of action from past participle stem of communicare “to share, divide out; communicate, impart, inform; join, unite, participate in, “literally “to make common, “related to communis “common, public, general”.
- **Implementation:** The process of moving an idea from concept to reality. In business, engineering and other fields, implementation refers to the building process rather than the design process. Now that the requirements are complete we can move on to implementation.
- **Performance:** late a5c., "accomplishment" (of something), from perform + -ance. Meaning "a thing performed" is from 1590s; that of "action of performing a play, etc." is from 1610s; that of "a public entertainment" is from 1709. Performance art is attested from 1971.
- **English:** English (uncountable) (uppercased in all of the Oxford English Dictionary's citations from 1869 to 2007) (US) Spinning or rotary motion given to a ball around the vertical axis, as in billiards or bowling. You can't hit it directly, but maybe if you give it some English. (figuratively) An unusual or unexpected interpretation of a text or idea, a spin, a nuance, Origin uncertain. It is speculated to relate either to people from England introducing the technique for billiards or bowling in the United States, or perhaps from a particular person with the surname English.

- Student: From Middle English student, student, from Old French estudiant, estudiant, from Latin studēns, present participle of studeō (“dedicate oneself to, study”). Equivalent to study + -ent. A person who studies or learns about a particular subject. She is a student of human interactions. He is a student of life. A person who is formally enrolled at a school, a college or university, or another educational institution. The students were out raising funds for rag week. (in particular) A person who is enrolled at a college or university (as contrasted with a pupil or schoolchild attending a primary or secondary school).

#### **2.4.6 Historical Background**

Park & Lee (2005) examine the relationships between second language learners’ anxiety, self-confidence and speaking performance. The participants of their study were one hundred and thirty-two Korean college students who enrolled the English conversation classes. The results of their study indicated that learners’ anxiety level was negatively related to their oral performance. Tanveer (2007) investigates the factors that cause language anxiety for twenty language learners in learning speaking skills and the influence of anxiety on communication in the target language and his result is similar to what Park & Lee (2005) figure out. The findings suggested that students’ feeling of stress, anxiety or nervousness may impede their language learning and performance abilities. He cites that “the higher the anxiety, the lower the performance”.

Mastering the oral skill is more important than students may think, according to Leong & Ahmadi (2017, March 20<sup>th</sup>) “Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form”. This means that no matter what the students’ purpose of learning English is, they need to prioritize the proper development of the oral skill through practice.

Students’ difficulty when communicating properly through speaking is one of the main concerns of investigators in the subject and teachers who seek a better way to teach the English language since English is the global language. To speak English became a necessity in many countries around the world because it opens more economic, professional and educational opportunities and for this reason, many investigations on the subject had been conducted and it proves the existence of the problem in many institutions around the world. Nakhalah (2016)

stated that “Inhibition, low or uneven participation and mother-tongue use are factors that cause Students at *Al Quds Open University difficulty oral performance* when speaking”. Hence, technology is a powerful tool that helps students to improve their oral skill through practice because if they are asked to record a video talking about a topic of interest, they will not only be forced to speak but they will also be obliged to practice until they do it correctly.

#### **2.4.7 The actual situation of the problem**

The study of oral performance in the subject English is an important and challenging study for the students. It is necessary to empowered this area with the use of video presentations, self-video recordings and video storytelling in that way students are going to structured oral performance properly when they speak in order to transmit a message.

Oral or verbal communication describes any type of interaction between individuals which makes use of words and involves speaking. In oral communication, the sender and receiver exchange their thoughts or ideas verbally either in face-to-face discussion or through any mechanical or electrical device like telephone or VOIP system like Skype. The ability to communicate effectively through speaking is highly valued in business.

Professor Robert Coe of Durham University suggests that some schools and teachers continue using methods that cause little or no improvement in student progress, and instead rely on anecdotal evidence to back fashionable techniques such as “digital learning,” where pupils are meant to uncover key ideas for themselves, or “learning styles,” which claims students can be divided into those who learn best through sight, sound or movement.

Instead, more traditional styles that reward effort, use class time efficiently and insist on clear rules to manage pupil behavior, are more likely to succeed, according to the report – touching on a raw nerve within the British teaching profession, which has seen vigorous debates between “progressive” and “traditional” best practice. So. The researchers ask themselves. If digital teaching such as video presentations, self-video recordings and video story telling are implemented high school English students section “J” of second year will improve the oral performance at Centro escolar INSA in the year 2019. The researchers have suspected that due to this problem they probably have poor speaking skill, when this happen, they lose knowledge and as a result they could fail evaluations and even the English subject and their own criteria of the language. Another real situation is that students get frustrated because of their own handling

of oral performance, and when this occur, their motivation could down and they lose interest in the subject. The situation they face would be the consequences of the poor oral performance.

An analysis of the massive failure of High School English students from Centro Escolar INSA was needed in order to realize the student's background and infer the real state and deficiencies they have. Teachers' and students' perspectives were necessary because it was going to help to know the causes of the students' failure deeply. And, for the future, it can offer important information related to the strategies and methodologies that teachers are using to teach the English language and it can also offer some understanding of students' study habits. Based on these details, the researchers are working to give an answer to the following question: How to improve the oral performance of second year of high school English students section "J" through the use of video presentations, self-video recording, and video story telling at Centro Escolar INSA in the year 2019?

#### **2.4.8 Possible solutions**

Based on Goh and Burns (2012) to foster oral performance in the foreign language, we need to take into account three key factors: teachers, materials, and learners. Findings from an American university involving three students of advance Italian demonstrate how using video cartoons are a valuable tool that creates a constructive environment to acquire English as a second language. These students conveyed strong motivation due to the low affective filter environment when learning English while watching cartoons (Rule & Argue, 2015), as well as increased their participation, and their vocabulary range expanded. Using video materials into the curriculum has often been suggested for its value in teaching English as a foreign language. However, not many studies have investigated the use of cartoons to foster oral performance in the Salvadorian context, possibly due to the difficulty in designing a video-based curriculum or the lack of resources present in the majority of schools.

With the aim of addressing the low- oral performance issue, researchers decided to implement a pedagogical experience by using a set of speaking activities based on a students' favorite cartoon Adventure Time. Thus, this paper examines how using audiovisual aids in the teaching of English are an effective source to get students' attention and to stimulate significant learning. Furthermore, previous research on teaching methods used to improve oral performance among basic learners in the elementary school can be found in an initial study regarding

formulaic speech, according to which, there is evidence that in the initial periods of second language development, formulaic speech may be more substantial than creative rules (Ellis, 1983). Finally, to transform student's weaknesses into strengths there is a need to go over proved language acquisition methods to deal with much of the factors that hinder their progress along the learning process and development of the oral performance.

## **CHAPTER III: METHODOLOGICAL DESIGN**

To study in detail how the implementation of video presentations, self-video recording and video story telling improved the Second year of high school section “J” students’ oral performance, researchers established and explained the methodology that was used to gather significant data. Moreover, in this chapter, the researchers defined the type of investigation they developed, the units of observation, and a brief description of the phenomenon as well as the tools that were used to obtain data. All the elements of the methodology of this research study are described below.

### **3.1. Paradigm and Type of Study**

This study was held under the mixed-method research paradigm since the information was gathered from the activities developed in the classroom; moreover, it is described how the implementation of video presentations, self-video recording and video story telling were used to improve students’ oral skill as well as the main causes of the phenomenon.

This mixed-method research project consisted in the incorporation of digital teaching English strategies that are aimed to develop and improve students' oral skill in the second year of high school section “J” classroom at Centro Escolar Santa INSA in 2019. In order to accomplish the research objectives, the students were asked to self-video record their participations in classes by making use of the structures studied previous to be exposed to the language and at the same time to use what they were taught when speaking. Once the students were provided a reinforcement of the topics along with grammar explanations, they spoke about what they have studied. This mixed-method research project consisted of five stages starting the first week of June 2019 and finishing the last week of June 2019.

This mixed-method research project was carried out with the second year of high school section “J” English students at “Centro Escolar INSA, 2019” on Monday and Tuesday from 1:00 to 1:40 pm and on Friday from 3:00 to 3:40 pm on June 2019.

This project was addressed to second year of high school section “J” students at Centro Escolar INSA in the year 2019 and since they were deficient in the oral skill, they were the most suitable population to collect data about the phenomenon.



### **3.2. Description of the Environment**

This research took place at Centro Escolar INSA, located at 10<sup>th</sup> South Avenue and 31<sup>st</sup> West Street at Colonia El Palmar Santa Ana with second year of High School English students section “J” during 2019. This study was focused in the English subject since it deals with the researchers’ carrier. It was not difficult to carry out some activities because the classroom’s desks were arranged according to the groups formed in each class. The researchers decided to work with the second year of high school for they were exposed to the English subject for more time than other grades as 7<sup>th</sup> or 8<sup>th</sup> grade that barely starts studying the subject; in second year of high school, students are expected to be able to speak in English for they have been taught the English subject for four years before getting to that stage.

### **3.3 Units of Observation**

According to the data provided by the principal at Centro Escolar INSA in the year 2019, there are several second year of High School sections ordered from section “A” to section “J” and divided in two different schedules: the first five sections study in the morning and the rest in the afternoon. Furthermore, each group is made of several students, so the researchers observed the sections “F”, “G”, “H”, “I” and “J” because they were presenting more difficulties than the others sections according to the teacher in charge of the subject. After observing the sections aforementioned, researchers found out that students from second year of high school section “J” were the most suitable population to be studied for they proved to face more difficulties when speaking in English; also, all of them were facing difficulties at the moment of speaking in English; this was evident during the observations every time they were asked to give an opinion or to participate in any exercise; moreover, the students avoided participation and rather they stayed quiet. On the other hand, the teachers’ population taken into account to the research was made up of only one person who teaches the English subject in second year of high school section “J”.

The sample of this research was made up of forty-four students from second year of high school section “J” at Centro Escolar INSA in the year 2019 as it is already aforementioned. These students were chosen using the purposive sampling procedure from a total of ten sections of second year of high school. Moreover, the forty-four students chosen, had been already approached during the diagnostic study, for gender and age are not relevant, researchers did not

take those aspects into account at the moment of selection for the study. Since this research also includes the teacher point of view, the researchers administered an interview to the teacher in charge of the second year of high school English subject of section “J” at Centro Escolar INSA in the year 2019 and due to the fact that the teachers’ population was just one teacher, only he was chosen.

### **3.4 Sampling Procedure**

The research team included only the total population of the second year of high school section “J” students of Centro Escolar INSA in 2019 since all of them were facing difficulties with the oral skill according to the teacher in charge of the English subject. After, the research team established the specific objective of this work: “To describe video presentations, self-video recordings, and video story telling efficiency to improve second year of high school English student section “J” oral skill at Centro escolar INSA in the year 2019”. The research team considered that it would be a significant improvement if all of the second year of high school section “J” students were included because they participated in the digital teaching English strategies being these the video presentations, self-video recordings, and video story telling.

To select a group from all the second year of high school, the researchers used the purposive sampling procedure and once the researchers observed the selected group, they used the digital teaching English strategies by making use of technological devices as cellphones, projector, speakers and computer.

#### **3.4.1. Sampling Technique**

Sampling takes an important role on a research being one of the most important aspects that define accuracy on the research. According to Patton (2001) criterion sampling embraces choosing cases that meet some predetermined criterion of importance, so, criterion sampling saves time and resources collecting just that necessary data. Moreover, criterion sampling can be useful for identifying and understanding matters that contain a lot of information. While simple random sampling every participant has the same opportunity to be chosen to be part of a sample. So, it is used when researchers do not have a specific characteristic of information of the target population.

### **3.5 Preliminary Phase**

At the beginning, researchers established the type of study used in this research and after searching for different types of research, they agreed to choose the mixed-method research study being the most suitable to carry out the research because the phenomenon studied required not only analysis but also numeric tabulation to lead to a better comprehension of the phenomenon.

After establishing the type of study, the researchers chose the population and the sample selected to carry out the preliminary study which is second year of high school section “J” students at Centro Escolar INSA in the year 2019. The preliminary study consisted of an observation checklist administered by the researchers to gather important data about students’ oral performance; during this phase, researchers observed the whole population to be studied; all of them were randomly chosen to participate in the students’ questionnaire from the ten second year of high school sections. Finally, the researchers interviewed the teacher in charge of the English subject in order to get relevant information that helped researchers to identify the problem that English students presented with the oral performance concluding that the problematic situation really existed, and once researchers had identified the problem, they concluded narrowing the topic to work on it.

#### **3.5.1. Approaching the Field of Study**

The study took place in the classroom of English subject section “J” at Centro Escolar INSA in the year 2019 due to the fact that these students have already passed the English subject in 2018; subject in which the researchers realized that the students though they had studied the English subject last year, they still faced difficulties with the oral skill enhancement. In order to approach the target population, it is essential to get the permission of the authority in the oral and written form; in this case, the permission was requested to the teacher in charge of the English subject during the period I 2019. It was necessary for researchers to get data from the students and this was done through a previous formal presentation with the target units of study to ask for their collaboration to get engaged into this project. To carry out this investigation, the researchers administered measurable instruments such as interview and questionnaires.

First, the research team went to the second year of high school English classroom section “J” and they let the English students know that they were going to be part of the research. Then,

the researchers asked the students if they considered to face difficulties with the oral skill in English. Second, the researchers organized the class to administer the interviews and observations so the students could participate in the study properly. Third, the researchers gave the students the necessary time to finish their interview; once the student finished, the researchers continued with the observations.

### **3.5.2. Diagnostic Study**

To carry out the diagnostic study, the researchers observed the second year of high school English students section “J” in Centro Escolar INSA to obtain a real image of the situation, but in order to narrow or broaden the topic, they carried out the diagnosis to verify if a phenomenon really existed. For the diagnostic study, they administered an interview (Appendix A3) and questionnaires (Appendixes A4, A5), which strategically contained questions that helped researchers get the information they needed; it is important to mention that these diagnostic instruments were previously approved by some expert. Since the researchers established that they needed the forty four English students of second year of high school section “J” for the diagnosis, all of them were part of the diagnostic. The key informant was the English teacher Nelson Peña who helped the researchers know during the interview (Appendix A3) that all the students were facing difficulties in the oral skill; this made the English student of section “J” suit the necessary criterion for the study because the teacher specified the problems that students presented when speaking in English. The data gathered during the diagnostic study helped the researchers spot the aspects that prevented students from improving their oral skill.

### **3.5.3. Definition of the Problem**

Second year of high school students from section “J” at Centro Escolar INSA faced oral performance difficulties in the English subject; it was observed during the direct observations that all of them refused to participate in classes due to several factors like poor English background and fear of committing mistakes; nevertheless, students were part of the diagnostic study in which they proved the existence of the phenomena. The forty-four students faced difficulties when speaking English, hence, they get low grades in evaluations and create a misconception of the English learning process; they felt that it was too difficult to overcome all those problems and quit practicing and studying more to improve their grades. As a result, the researchers decided to carry out this mixed-method research study not only to help students from

2019 overcome this problem, but to help future students and teachers to come up with new English learning strategies. All of these factors served for stating and writing the scope, general and specific objectives for this research study.

### **3.6 Planning Phase**

After administering the teachers' interview (Appendix A3) and the questionnaires (Appendixes A4, A5), the research team reviewed the literature, created and set the operationalization of the variables, designed the data collection instruments, and planned how to validate the instruments to collect data. In the planning phase, researchers sustained a literature review by consulting some books and websites to gather data. This information was helpful for the elaboration of The State of Art and The Operationalization of Variables that served to elaborate the data collection instruments. Moreover, for instruments to be reliable, the validation of an expert was needed. Finally, the research team determined what ethical aspects were taken into consideration when conducting this research project.

#### **3.6.1. Literature Review**

To become acquainted with the phenomena, researchers looked for information from previous studies on the matter; moreover, they consulted reliable information sources such as websites, books and other resources that helped them internalize the basic factors of the problem. The State of Art includes information related to students' internal factors that hinder their oral performance development, oral performance definition according to experts, significant information about video presentations and its importance in the English learning process. Hence, the information related to each of the variables and indicators are also included and explained in the State of Art; these explanations were attached to experts' opinions and previous studies. In conclusion, all the information gathered served the researchers to have an overall view of the phenomenon in order to conduct the study.

#### **3.6.2. Operationalization of Variables**

The research team have one general objective and three specific objectives. To operationalize the objectives, from the three specific objectives, four variables were extracted which were essential elements of the research to understand what will be found. Each variable has an unspecified amount of indicators which are also a very important element of the research since they serve as a guide for the elaboration of the instruments.

<i>General Objective</i>	<i>Specific Objectives</i>	<i>Variables</i>	<i>Concepts</i>	<i>Indicators</i>	<i>Data Gathering Techniques</i>	<i>Sources of information</i>	<i>Data Interpretation Techniques</i>
✓ To improve oral performance by the use of video presentations, self video recordings, and video story	✓ To encourage second year of high school English students section “J” to use video presentation inside the classroom at Centro Escolar INSA in the year 2019.	Dependent					
		1-Oral performance	According to Diaz. L.E & Miy.D.G (2016) “The oral performance is the capacity of expressing oneself verbally for communicating, based on the linguistic rules of a language”	-Intensive practice - Speaking activities - Oral production - Fluent speaking - Natural function language	In- depth Interview	<i>Students</i>	<i>coding</i>
		Independent				<i>Students</i>	<i>coding</i>



			produced. They are derivative works which are usually based on original literacy, dramatic, musical and artistic works. Teachers are now expected to make use of video for mass media teaching or learning.				
			<b>Video recording</b> is defined as “A motion picture of a television production made by photographing the kinescope tube” but Self	-Self- confidenc e when speaking - Vocabular y bank			<i>Coding</i>



			<p>video recording is understood to be the same person that records the motion picture of a television production and that appears in it.</p>	<ul style="list-style-type: none"> <li>-Ss' interest towards the English subject</li> <li>- Time practice investment</li> <li>- Fluency and coherence</li> <li>- Technology usage</li> <li>- Pronunciation background</li> </ul>			
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	<p>✓ To ameliorate students' pronunciation of the second year of high school English section "J" through video story telling usage at Centro Escolar INSA in the year 2019.</p>					<i>Students</i>	
			<p><b>Video Story telling</b> is a term "that was first coined by Dana Atchley who together with Joe Lambert developed the Center for Digital Storytelling Digital in California in the late 1980s (McLellan, 2006;</p>	<p>-Students' vocabulary -Students' pronunciation -Students' interest -Learners communicative</p>	<p>Direct observation</p>		<p><i>coding</i></p>

			Center for Digital Storytelling, 2005)". Digital storytelling is an incredible technique that help students to enhance their speaking and listening skills.	competence - Listening and speaking skill improvement - Students' voice development			
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### **3.6.3. Data Collection Instruments**

The data collection instruments the team used during the research were: “an In depth interview (Appendix C1)” and “Direct observations (Appendixes C2, C3, C4)”. The interview was carefully designed so that the teacher in charge of the subject did not exclude any important information contained in the indicators of each variable. Moreover, in the document analysis, the direct observations were designed based on all the indicators to collect all the necessary data regarding the variables taken for this analysis.

### **3.6.4. Validation of Data Collection Instruments**

After designing all the data collection instruments, the researchers presented them to the adviser several times, and in each time, the expert made observations to improve the tools. In that way, researchers were constantly changing or adding important aspects that the experts suggested. After, the experts authorized to move to the next step which is the validation of the instruments. Since the researchers talked to experts, and these experts agreed to help, the research team printed one copy of all the instruments and one copy of the operationalization of variables so that the experts had a better understanding of the phenomenon being studied. Besides, researchers decided to include a validation sheet in each document just in case the experts wanted to use it. Researchers did not ask the expert to give the tools back as soon as possible; indeed, the experts were the ones who decided when to return the tools. One week later, the experts had carefully checked the tools, and they made observations and suggested some changes which the research team corrected with willingness. After having the experts' viewpoints, opinions, and suggestions, the researchers improved the tools making all the necessary changes; later, they informed the thesis directs that the instruments were ready and that the research team would start gathering data.

### **3.6.5. Validity and Reliability**

The data was obtained by taking into account two important aspects: validity and reliability. In this research study, the researchers assured validity from M.E.d Juan Francisco Hidalgo Sandoval who is the expert in charge of the revision of this thesis project: by first instance, the researchers checked the operationalization of the variables:- The second aspect that was to create the corresponding questions to evaluate oral performance based on the tool in

depth- interview, besides a direct observation was created to evaluate video presentation, self video recording, video story telling and the reliability of the tools . The following step was to assure the correct writing of the final draft taking into consideration the recommendations of the experts who were asked to revise the tools.

### **3.6.6. Ethical Aspects**

The researchers took into account the basic Ethical Aspects during all the research process, as the following:

- Confidentiality: the results of the questionnaires were just part of the research.
- Anonymity: students were not asked their personal information.
- Voluntary participation and non-discrimination: students were not forced to participate in the research.
- Avoiding plagiarism: researchers did not take other author's words without the required citations.
- Honesty and objectivity: researchers provided the data collected by the instrument presented, and they did not change any result.

### **3.6.7. Action plan**

In this part of the research some tables will be built in order to organize the objectives and activities that are going to the place during the intervention in the classroom with the students from second year English students section “j” at Centro Escolar INSA in the year 2019.

Throughout the action plan, the researchers created a series of strategies and task specifically design according to student's major issues regarding their oral performance and by the implementation of video presentations, self-video recordings and video story telling activities students were able to have a better reproduction of the English language. Researchers chose activities that were going to be enjoyable regardless of the topic in this way students took great advantage of digital teaching method and discovered how easy was to take action from their own when they finished the implementation. The researcher assigned different topics to each intervention to observe lesson plans see (Appendix D1, D2, D3, D4, D5, D6, D7, D8, D9 and D10) in order to accomplish their objectives and created a new set of skills and suitable environment for the learning of the English language.

PURPOSE	IMPLEMENTATION ON ACTIVITY	RESOURCES	INSTRUCTOR/S	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING	REFLECTION
To gather some information about video presentations implementation to improve oral performance of the second year of high school students section "J" at Centro Escolar INSA in the year 2019	<p>Meeting 1</p> <p><b>Pre- activity (5 minutes)</b></p> <p>Recognize the adjectives. The teacher will show to students some adjectives in English and the students will guess the meaning of the word.</p> <p><b>During activity (10 min)</b></p> <p>The teacher will explain the topic.</p>	Lesson plan, laptop, computer, projector, paper, speakers, cellphones, whiteboard and markers	Ena Arévalo Heidi Galán Roxana Orellana Néstor Velásquez	Participant observation	Direct observation	Mónica Vides	<b>1: 00-1:40</b>	Students observed the changes in the classroom environment for example: researchers arranged the desks in semi-circle, brought material and digital devices like: the projector, cameras and computers. However, he researchers Perceived that students were anxious but willing to participate because they were

	<p>The teacher will give some examples about the topic.</p> <p>The teacher will ask to the students.</p> <p><b>Post Activity</b> <b>(25 minutes)</b></p> <p>The teacher will give to students a photocopy that contains some exercises about comparatives adjectives.</p> <p>Students will do the exercises.</p> <p>The teacher will ask them the answers.</p>							<p>not exposed to this type of strategy before.</p>
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PURPOSE	IMPLEMENTATION ON ACTIVITY	RESOURCES	INSTRUCTOR/S	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING	REFLECTION
To gather some information about video presentations to improve oral performance of the second year of high school students section "J" at Centro Escolar INSA in the year 2019	Meeting 2 Pre-activity (5 minutes) The teacher will explain the two most important irregular comparative adjectives "better" and "worse" as well as a short review of some comparative adjectives studied in the previous class like:  -Weaker  Stronger	Lesson plan, laptop, computer, projector, cellphones, paper, speakers, whiteboard and markers	Ena Arévalo  Heidi Galán  Mónica Vides  Néstor Velásquez	Participant observation	Direct observation	Roxana Orellana	1:00-1:40	Students were tested on the spot of the last class to verify the acquisition of the taught topics. The majority reflected to have gathered new vocabulary according to the results obtained in the practice. Thus, researchers continued reinforcing the topic in development to focalize students' hindrances and make them all fade.



	<p>-Smarter</p> <p>-Younger</p> <p>During activity (10 min)</p> <p>The teacher will show students a video in which some kids recorded themselves explaining what the comparative adjectives are and some examples.</p> <p>The teacher will ask students to form groups of 4 to create a short paragraph comparing two</p>							
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<p>persons by using the comparative adjectives and record it in a video presentation. The teacher provided the following example:</p>							
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“My friend Anna is taller than I am because my height is 1.60 cm and hers is 1.70. We met at school and she talked to me first because she is friendlier than I. Our friends usually say that I am weaker because I am small, but

	<p>the truth is that I can lift Anna so I am stronger because she can't lift me.”</p> <p>Post Activity (25 minutes)</p> <p>The students will have to create a similar paragraph and show it to the teacher; they will have 10 minutes for it.</p> <p>Then, they will record them telling the description in a video and for it, they will have 20 minutes because it is the first time they do so.</p>							
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PURPOSE	IMPLEMENTATION ON ACTIVITY	RESOURCES	INSTRUCTOR/S	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING	REFLECTION
To gather some information about video presentations implementation to improve oral performance of the second year of high school students section “J” at Centro Escolar INSA in the year 2019	<p>Meeting 3</p> <p><b>Pre- activity (5 minutes)</b></p> <p>The teacher will form groups of five students.</p> <p>The teacher will show them a list in simple present.</p> <p>Students will say the simple past of the verbs.</p> <p>The teacher will count the points and the students who have more points will win.</p>	Lesson plan, laptop, computer, projector, paper, speakers, cellphones, whiteboard and markers	Ena Arévalo Heidi Galán Roxana Orellana Néstor Velásquez	Participant observation	Direct observation	Mónica Vides	<b>1: 00-1:40</b>	Students were eager to participate in the activities; at the beginning they were anxious to talk with the researchers because they had many questions and they wanted to participate. They started to record themselves and they felt comfortable with the activity.

	<p><b>During activity (20 min)</b></p> <p>The teacher will give them some time to prepare a presentation.</p> <p>Students will talk about funny experiences; they will use simple past.</p> <p>Students will record a video individual about their funny moments.</p> <p>The teacher will collect the videos.</p> <p>The teacher will select some of them to watch them on the projector.</p>							
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	<p><b>Post Activity (15 minutes)</b></p> <p>The teacher will select some videos to reproduce them in the class.</p> <p>Students will pay attention to the mistakes.</p>							
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PURPOSE	IMPLEMENTATION ON ACTIVITY	RESOURCES	INSTRUCTOR/S	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING	REFLECTION
To gather some information about video presentations implementation to improve the oral performance of the second year of high school English students section “J” at Centro Escolar INSA in the year 2019	Meeting 4 <b>Pre- activity (5 minutes)</b> The teacher will form groups of four students and she will show the students a video about a person telling his last summer vacation experience. The purpose of showing students the video is to give them the example of how they will have to use the verbs previously studied in class to	Lesson plan, laptop, computer, projector, speakers, cellphones, whiteboard and markers	-Ena Arévalo -Heidi Galán -Néstor Velásquez -Mónica Vides	Participant observation	Direct observation	Roxana Orellana	<b>1: 00-1:40</b>	Students were willing to participate in the activities due to the two previous practices regarding video presentation in classes. At the end they were very excited because they received little feedback which means that they were improving their oral performance as time passes by.

	<p>tell their own experience.</p> <p><b>The example video script:</b></p> <p>Last year I spent my vacation at the beach. I traveled with some friends of mine. We arrived at the beach at 8:00 AM, we immediately went to swim then we made some sandwiches for lunch. After lunch, we went to run and we left the beach before 6:00 PM.</p> <p>We drove back to the hotel and we had dinner</p>							
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there. Around 9, we called our friends and we met outside a dance club because we wanted to dance. We spent like three hours in the club and we got back to the hotel.

**During Activity  
(20 minutes)**

The teacher will give students 10 minutes to write a description of how the last vacation was using the verbs studied in previous classes.

**List of some of  
the verbs**

	<p><b>studied in</b></p> <p><b>previous classes:</b></p> <p>Eat – Ate</p> <p>Visit – Visited</p> <p>Go – Went</p> <p>See – Saw</p> <p>Swin – Swan</p> <p>Meet – Met</p> <p>After, the students with take turns to record their classmates in the groups and being recorded as well while they tell their experience regarding their last vacation.</p> <p>Finally, the teacher will select some of the videos to watch them</p>							
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	<p>along with the students.</p> <p><b>Post Activity (15 minutes)</b></p> <p>After the teacher had played the selected videos, she will ask students for the committed mistakes. At the end of the class she will provide the corrections to all the mistakes.</p>							
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PURPOSE	IMPLEMENTATION ON ACTIVITY	RESOURCES	INSTRUCTOR/S	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING	REFLECTION
To gather some information about self video recordings implementation to improve oral performance of the second year of high school students section "J" at Centro Escolar INSA in the year 2019	Meeting 5 <b>Pre-activity (5 minutes)</b> The teacher will do a review about the simple past tense, then she will develop an activity called "The power of rewriting history" To develop the activity, the teacher will ask students to work in pairs.	Lesson plan, laptop, computer, projector, cellphones, paper, speakers, whiteboard and markers	Heidi Galán Roxana Orellana Néstor Velásquez	Participant observation	Direct observation	Ena Arévalo	<b>1: 00-1:40</b>	Students were enthusiastic to participate in the activity since to remember about popular and historical stories and reenact them in different feelings such as: funny, terrifying and sad

	<p>Then, the teacher will tell students to reenact a popular story or a historical event in the most creative form, so students could take a funny, terrifying or sad form. It will depend on the students' preference.</p> <p><b>During activity</b></p> <p><b>(15 minutes)</b></p> <p>Students will reenact the story they have already chosen, so</p>							<p>was something new for them. Besides, to record the story in a self video recording enhanced their creativity.</p>
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	<p>they will have to use the simple past tense.</p> <p>The teacher will give students some time to prepare the story.</p> <p>Then the teacher will ask students to self-record a video.</p> <p><b>Post activity</b></p> <p><b>20 MINUTES</b></p> <p>The teacher will choose some self-video recordings to</p>							
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	<p>be presented in the class.</p> <p>Then, the teacher will give them their respective observations and feedback in order to correct students' grammar and pronunciation mistakes.</p>							
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PURPOSE	IMPLEMENTATION ON ACTIVITY	RESOURCES	INSTRUCTOR/S	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING	REFLECTION
To gather some information about self video recordings implementation to improve oral performance of the second year of high school students section "J" at Centro Escolar INSA in the year 2019	<p>Meeting 6</p> <p><b>Pre-activity (5 minutes)</b></p> <p>Students will do an activity called "Comparatives Brainstorming"</p> <p><b>During activity</b></p> <p>The teacher will do a review of what self video recording is, then she will do an activity called "Speech Contest."</p> <p>To develop the activity, the teacher will ask students to</p>	Lesson plan, laptop, computer, projector, cellphones, paper, speakers, whiteboard and markers	Ena Arévalo Roxana Orellana Néstor Velásquez	Participant observation	Direct observation	Heidi Galán	<b>1: 00-1:40</b>	The students felt more comfortable recording the video because they have done it in the two previous interventions. Moreover, they changed their procrastination to a responsible attitude in all sessions classes.



	<p>form groups of 5, then she will give them a list of social interest topics making sure students feel free to select the one they want.</p> <p><b>During Activity</b></p> <p><b>10 Minutes</b> Students will share main ideas in their group about the topic they have already chosen.</p> <p>Then the teacher will ask students to self-record a video in which they talk about the definition of the topic, its main characteristics and a brief opinion</p>							
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towards it using comparative adjectives to define it.

**Post Activity**

**(25 minutes)**

Students will share main ideas in their group about the topic they have already chosen.

Then the teacher will ask students to self-record a video in which they talk about the definition of the topic, its main characteristics and a brief opinion towards it using comparative adjectives to define it.

PURPOSE	IMPLEMENTATION ON ACTIVITY	RESOURCES	INSTRUCTOR/S	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING	REFLECTION
To gather information about self-video recording implementation to improve oral performance of the second year of high school students section "J" at Centro Escolar INSA in the year 2019	Meeting 7 Pre-activity (5 minutes)  The teacher will explain students, what is the meaning of self-video recording and the importance of this. Moreover, teachers will give a copy with the meaning in English and Spanish for a better comprehension about self	Lesson plan, laptop, computer, projector, cellphones, paper, speakers, whiteboard and markers	Roxana Orellana  Mónica Vides  Néstor Velásquez	Participant observation	Direct observation	Ena Arévalo	1: 00-1:40	The participation was increased in all aspects and they presented a kind of interest toward the class. Moreover, it was observed that the students' nervousness, insecurity, and anxiety had faded away. The students were conducting questions regarding the topics taught in the classes and they were

	<p>video recording.</p> <p>During activity (10 min)</p> <p>Students will form groups of 6 person's students will participate in an activity called, "TV-COMMERCIAL ACTIVITY".</p> <p>Example: Do you know about the best shampoo in El Salvador? Yeah! Its Sedal, Sedal is cheaper than Pantene, sedal is more popular than</p>							<p>asking for some extra information to reinforce their knowledge of the topics.</p>
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	<p>Pantene. So you have to buy Sedal if you want beautiful hair!</p> <p>Then students will write a short paragraph like the example comparing other popular products, in the same way like a Tv-commercial to practice comparative adjectives.</p> <p>Post Activity (25 minutes)</p> <p>Meeting 8</p>							
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	<p>-students will share their self videos recording with the teachers to make the corresponding analysis.</p>							
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PURPOSE	IMPLEMENTATION ON ACTIVITY	RESOURCES	INSTRUCTOR/S	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ENDING	REFLECTION
To gather some information about Video Story Telling implementation to improve Oral Performance of the second year high school English students section “J” at Centro Escolar INSA in the year 2019	<p><b>Post Activity (25 minutes)</b></p> <p>Meeting 8</p> <p>-students will share their self videos recording with the teachers to make the corresponding analysis.</p> <p>Pre- activity</p> <p>The teacher will have students read a page containing one story named “my first day at school”. During this period,</p>	Lesson plan, laptop, computer, projector, paper, speakers, cellphones, whiteboard and markers	-Ena Arévalo -Heidi Galán -Roxana Orellana -Mónica Vides	Participant observation	Direct observation	Néstor Velasquez	<b>1: 00-1:40</b>	The students were more adapted to the practices. Some of them were normally demanding for more activities to procreate a more suitable level of understanding, the students reflected to have gone over other sources to enhance their oral production, and some of them developed proactivity in the

	<p>students are going to look for the words they do not know so that they get acquainted with the details of the information.</p> <p><b>DURING ACTIVITY</b></p> <p><b>10 MINUTES</b></p> <p>-Students will form groups of 4 people</p> <p>-Ss' will talk about the experiences they have had the first time they arrived to high school.</p> <p>- Ss' have to write their ideas according to the</p>							<p>majority of the classes</p>
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	<p>example previously give.</p> <p>-Ss' are going to perform orally the activity so that they show what they have gotten from the previous directions.</p> <p><b>EXERCISE</b></p> <p>- First, students will make a story telling based on the one previously given.</p> <p>- They will choose a person in the group.</p> <p>Then this person will read the</p>							
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	<p>story giving details talking about their experience of their first day at high school, while the others members are recording him or her with their cellphones. Also, they will demonstrate their proficiencies on the task showing the level of learning process that has been obtained during the sessions.</p> <p><b>Story: My first day at school</b></p>							
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	<p>Once upon a time, there was a little girl who lived in a faraway city, she was so happy because her first day a school was nearly, so her mother woke up early to prepare everything for her little daughter. The little girl could not sleep that night thinking how fantastic would be to go to school and meet her teacher and new friends.</p> <p><b>POST ACTIVITY</b></p>							
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	<b>5 MINUTES</b>  -Students will share their video story-telling with the teachers to make the corresponding analysis.							
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PURPOSE	IMPLEMENTATION ON ACTIVITY	RESOURCES	INSTRUCTOR/S	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING	REFLECTION
To gather information about video story telling implementation to improve oral performance of the second year of high school English students section "J" at Centro Escolar INSA in the year 2019	Meeting 9 <b>Pre- activity (5 minutes)</b> Students will make groups of 5 and will receive an envelope with verbs in the past participle that they should order and translate in their notebooks then they will go to the board to write these, who can write it faster will be the winner	Lesson plan, laptop, computer, photocopies, projector paper, cellphones, whiteboard and markers	Ena Arévalo Roxana Orellana Néstor Velásquez	Participant observation	Direct observation	Heidi Astrid Galan	<b>1: 00-1:40</b>	The students were nervous when they started the class, they felt anxious to be a somewhat complicated subject, the participle of the verbs generated uncertainty,  but they were attentive to the development of the content also participated in each activity and at the end of the class they were

	<p><b>During activity (20 min)</b></p> <p>The teacher will explain the use of present perfect tense</p> <p>Explanation of present perfect tense</p> <p>The present perfect tense is used to describe something that happened in the past, but the exact time it happened is not important.</p> <p>It has a relationship</p>							<p>motivated to continue learning, on the other hand writing a story of horror, using the present perfect it helped them to assimilate more quickly the participle verbs, in this form they got the subject in a better way</p>
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	<p>with the present.</p> <p>I have done my homework = I finished my homework in the past. It is not important at what exact time, only that it is now done.</p> <p>I have forgotten my bag. = Exactly when in the past that I forgot it is not important. The important thing is that I don't have it now.</p>							
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	<p>As we do not use exact time expressions with the past perfect, we cannot say: I have done my homework yesterday</p> <p>In this case we use the past simple tense:</p> <p><b>Post Activity (15 minutes)</b></p> <p>Students will write sentences using the following verbs in the past participle and then say these in front of the class</p>							
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	arisen, beaten,become ,begun.broken, brought,caught ,cost,done,driv en							
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PURPOSE	IMPLEMENTATION ON ACTIVITY	RESOURCES	INSTRUCTOR/S	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING	REFLECTION
To gather some information about Video Story Telling implementation to improve Oral Performance of the second year high school English students section “J” at Centro Escolar INSA in the year 2019	Meeting 10 <b>Pre- activity</b> <b>5 MINUTES</b> The teacher will have students read a page containing one story named “my first day at school”. During this period, students are going to look for the words they do not know so that they get	Lesson plan, laptop, computer, projector, paper, speakers, cellphones, whiteboard and markers	-Ena Arévalo -Heidi Galán -Roxana Orellana -Mónica Vides	Participant observation	Direct observation	Néstor Velásquez	<b>1: 00-1:40</b>	The students were more adapted to the practices. Some of them were normally demanding for more activities to procreate a more suitable level of understanding, the students reflected to have gone over other sources to enhance their oral production, and some of them developed proactivity in the majority of the classes.

	<p>acquainted with the details of the information.</p> <p><b>DURING ACTIVITY</b></p> <p><b>20 MINUTES</b></p> <p>-Students will form groups of 4 people</p> <p>-Ss' will talk about the experiences they have had the first time they arrived to high school.</p> <p>- Ss' have to write their ideas according to the example</p>							
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previously  
give.  
  
-Ss' are going  
to perform  
orally the  
activity so that  
they show  
what they have  
gotten from  
the previous  
directions.

**EXERCISE**

- First,  
students will  
make a story  
telling based  
on the one  
previously  
given.

- They will  
choose a  
person in the  
group.

	<p>Then this person will read the story giving details talking about their experience of their first day at high school, while the others members are recording him or her with their cellphones. Also, they will demonstrate their proficiencies on the task showing the level of learning process that has been</p>							
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obtained  
during the  
sessions.

**Story: My  
first day at  
school**

Once upon a  
time, there was  
a little girl  
who lived in a  
faraway city,  
she was so  
happy because  
her first day a  
school was  
nearly, so her  
mother woke  
up early to  
prepare  
everything for  
her little  
daughter. The  
little girl could  
not sleep that  
night thinking

	<p>how fantastic would be to go to school and meet her teacher and new friends.</p> <p><b>POST ACTIVITY</b></p> <p><b>15 MINUTES</b></p> <p>-Students will share their video story-telling with the teachers to make the corresponding analysis.</p>							
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### **3.7 Execution Phase**

In this phase, the researchers carefully explained all the steps to follow to execute the research, including the data collection procedures, data processing, and data analysis and interpretation. In the data collection procedures, researchers provided details about the procedures followed to collect all the necessary data and about the software used to process, classify, and organize data. Finally, the research team explained how they analyzed and interpreted the data.

#### **3.7.1. Data Collection Procedure**

To collect and obtain reliable and fundamental results for the triangulation of the data, the data gathering instruments were very important. The tools used to gather data were an In depth interview (Appendix C1) to identify the weaknesses and willingness students had. The data gathered through this instrument was very important to examine the students' behavior along the English classes; this interview was conducting to the teacher in charge of the subject. Direct observations (Appendixes C2, C3, C4) were used to gather students' information about the limitations and difficulties they had according to the English level they had during the year 2019. The researchers observed the sample population and in order to do this, each researcher was checking if the students improved the or overcome the factors that prevented them from speaking correctly during the English classes; these monitoring and control were according to the direct observations developed during this session.

#### **3.7.2. Data Processing**

For this research study, the data was gathered using an in-depth interview (Appendix C1) and direct observations (Appendix C2, C3, C4). To carry out the observations, the researchers spent two hours collecting data. The researchers carried out one questioner to the teacher, which was developed during one hour to obtain valuable information about the students' learning development. He provided the responses with all the necessary elements that were needed to be described in the data analysis.

On the other hand, when the researchers finished the interview and observations, they used windows word software, which allows users to classify, sort, arrange information, examine



the relationships, and combine analysis with linking, shaping, searching, and modeling. After that, the researchers analyzed and triangulated all the data gathered.

### **3.7.3 Data Analysis and Interpretation**

To analyze and interpret all the data, the researchers decided to use windows word software to organize code, and analyze the data gathered through the in depth interview and direct observation. The data will be organized according on each of the variables and indicators. Furthermore, the researchers analyzed the information gathered from the interview given to English students in section “J” second year of high school at Centro Escolar INSA in the year 2019. When the researchers finished the classification and the analysis of data, they began the analysis and interpretation of the data collected. For this, the triangulation of data was fundamental to compare and contrast the data gathered through the use of the instruments with the findings of the studies proposed in the referential framework. After analyzing and discussing the data and basing on the main and most transcendent findings, the researchers created relevant conclusions taking into account all the specific objectives and the research questions. In this point, the researchers supported their conclusions with theory of some experts on the different items mentioned in the conclusions; in that way, the researchers avoided being partial.

## **3.8 Timeline**

### APPENDIX I

## **3.8 Budget**

The following tables see (Appendix J) show an estimated amount of money that the researchers will need to carry out their investigation. All the things that are presented are the basic needs, the necessary supplies and services that are going to be indispensable and useful in this research work.

### **Supplies**

In this chart or table # 1 the researcher teams present the necessary supplies for making this research in the proper way; all supplies that are presented in this table will be: pencils, pens, bond paper, etc.

## **CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA**

This chapter includes the analysis and interpretation of the gathered information from an in-depth interview addressed to an English teacher of second year high school section "J" at Centro Escolar INSA in the year 2019, and it also contains the analysis and interpretation the gathered information from direct observations and interventions addressed to second year high school English students section "J" at Centro Escolar INSA in the year 2019 to improve students oral performance through the implementation of video presentations, self video recordings and video story telling. Besides, researchers organized all the gathered information in graphs and tables in order to analyze and interpret it.

### **4.1 Oral performance**

As observed in Appendix table D1: In words of Dueñas N. (2019) students are not exposed to intensive practice in English classes due to the schedule time for English classes at school is not enough to fulfil all the aspects in students English learning. Moreover, students do not practice English at home, so they just practice it at school making students practice poorly as it is aforementioned the school time is pretty short. Besides, Dueñas N. (2019) states that students are not willing to learn English, so they do not practice by themselves.

It is important to mention that to learn English as a foreign language involves time, effort and practice, so those aspects assure that the key of students oral performance improvement relies on practice since it has been proven that oral practice serves to overcome fears and insecurities, to imitate sounds that are not part of our mother tongue's, to acquire fluency and coherence, to learn from mistakes and more; however, it is not only the teachers' duty to make sure that students speak in English in the classes, but also it is the students' duty to seek a way to be more exposed to the language. According to Nunan (1991), speaking is one of the skills that have to be mastered by students learning English. The speaking skill has to be developed throughout the consistency of true and intensive practice.

As observed in Appendix table D2: To develop speaking activities, there must be involved the speaker and the listener or only speaker involved. Regarding to speaking activities, Dueñas N. (2019) states that speaking activities are useful for students since they become familiar with the English language, but the teacher has to implement speaking activities in the

classroom in order to make students practice by themselves, or make them look for someone to develop speaking activities inside the classroom, so speaking activities are helpful for students since they become familiar with the English language, and there come up a good rapport between them, and the teacher who guides the speaking activities. Performing speaking involves many aspects like gestures and expressions that lead the receptor into more information to be adapted in the current time conversation. Furthermore, in words of Hybel (2001), speaking is any process in which people share information, ideas and feelings.

As observed in Appendix table D3: In words of Dueñas N. (2019) oral production was putting into practice in English classes since it helps students to develop oral performance in the classroom, he also states that teacher's guidance in important aspects such as: phonetics, fluency and speaking support students in becoming familiar with the English process. Furthermore, Brown (2004) states that it is expected that students do not only speak meaningfully and fluently but also produce accurate utterances. Therefore, speaking is not a matter of producing random sounds that would not intimate in semantics to what is meant to be exposed. Else, (Harmer, 2000) states that speaking is expressive sound counterpart to aid require somewhat more complex abilities. He adds that oral language or speaking is the most confidential form of immediate communication.

As observed in Appendix table D4: Rodney (1973) states that "The language skill is an extremely complex notion, and needs quite explanation and interpretation" which means that not only time devoted to the English learning is important but how meaningful the time is in each class. Time is really important to learn a language, but for those who had not been exposed to the language before they need more explanation and a more punctual interpretation of the English language and to do so, they need more time than the one stated for every class at Centro Escolar INSA (3 hours per week). Brown (2012) in an ESL class setting, used voice recordings and self-assessment; this proves the importance of time investment's positive impact in the English learning process, more specifically in the English oral skill improvement because time correctly devoted and invested in English classes lead students to a better comprehension of the target language for they have time to clarify doubts, correct their mistakes (through feedback), practice, share, compare and refuse ideas in the oral form and so on.

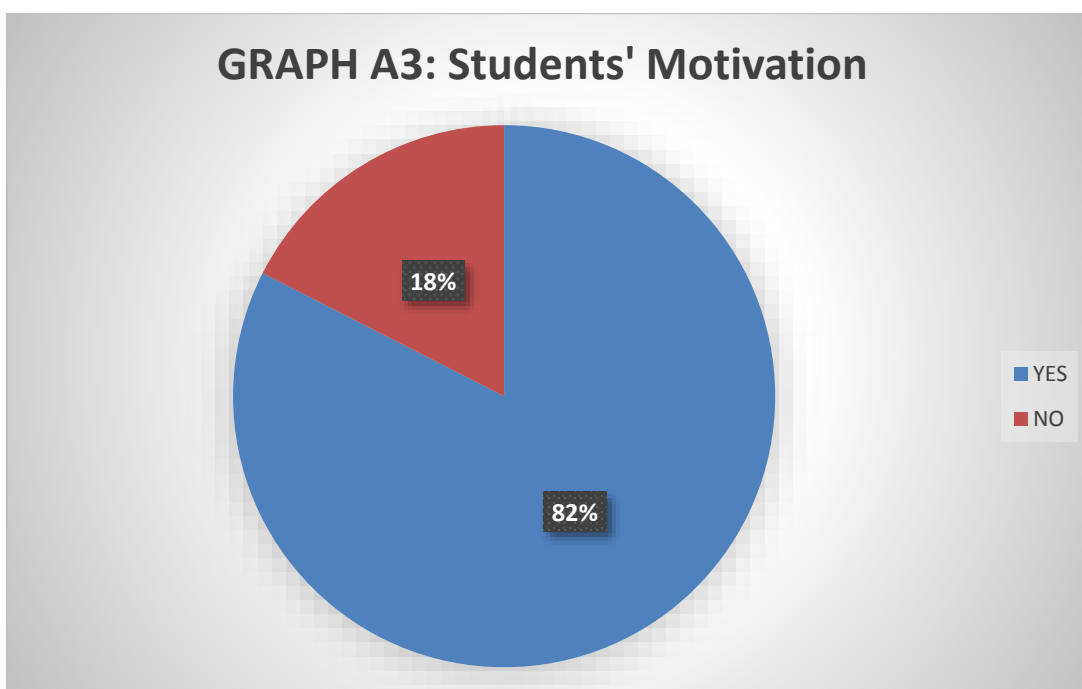
As observed in Appendix table D5: Cameron (2001) says “speaking is the active use of language to express meanings so that other people could make sense of them”. That is to say, if students could recognize the value of the English language, they would speak to express any idea that comes to their minds because after all, the language is to communicate, but the poor English background is due to the neglect towards the language as the researchers could observe during classes, the students refused to participate at the beginning of the interventions when they were asked to do so; such thing proved the poor interest towards the English subject existence. Necessity and interest towards something make people seek for a way to reach what they need or what they want, but when such feeling is missing.

#### **4.2 Video presentations**

In the indicator **Graph A1 (Appendix F1): Knowledge Acquisition** in classes, the researchers observed that the 80% of the students showed knowledge acquisition, However, (J. A. Akerele, et al, 2012) says that learning is the acquisition of knowledge and skills possible through systematic interaction between teachers and learners. It happens every day and involves teacher, learner, and methodology and materials interaction. Parts of these materials are known as instructional resources. Technology nowadays is common among schools, business, and to every situation, as this supports learning and helps in developing knowledge, integration is the use of technology to enhance, reiterate, present, and assess how students understand and acquire the knowledge of different ways in that case the learning of English in high school. In the counterpart, the 20% of students showed knowledge acquisition sometimes. This means that students showed knowledge acquisition for the enhancement of oral performance. Some students present problems in the process of knowledge acquisition because they do not have the ideal process of learning and interaction teachers, students. One the problematics that schools affront every day in our country is the deficiency in the use of technology this happens because the attention for part of some institutions is irrelevant, so students could present difficulties at the moment to acquire knowledge acquisition in public institutions.

As observed above in Graph A2 (Appendix F2): Interaction in classes, researchers observed that 82% of the students presented interaction, Furthermore, Jacobs, George M.; Ward, Christophe (Jun 2000) say that interaction provides tools for analyzing how people use language

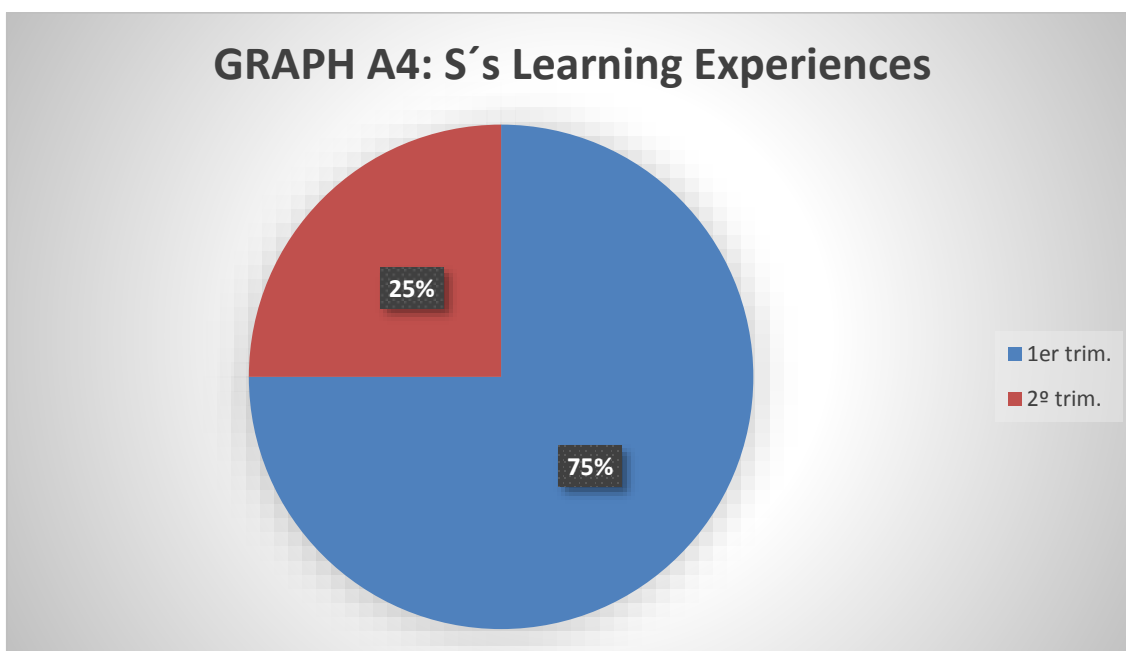
to achieve various aims. Next, it is used to analyze a transcript of student-student interaction from an elementary school English classroom. Then implications are suggested as to how this area of inquiry can inform improved learning practice. Particular emphasis is placed on the learning of collaborative skills. Besides, researchers observed an 18% of students who demonstrated poor interaction in classes. This means that students showed Systematic interaction for the enhancement of oral performance. Interaction plays a crucial role in learning, and even at an early age interaction is crucial. Also, successful interaction depends a good deal on skill on the part of the interactants. Regarding to this, constructivist and Vygotskian views both stress the value of student-student interaction, so ideas are illustrated and disseminated for enhancing interaction with specific reference to learning at school.



**Source: Researchers' own creation**

As observed above in Graph A3: "Students motivation" researchers found out that the 82% of the students were motivated during the development of the different activities. A. D. Greenberg, et al., 2012 stated that video presentations boost students' creativity and cooperation as well as it helps students form a distinctive context for their learning experience; researchers observed how the implementation of video presentations in classes changed students' perspective towards the English subject because they noticed the benefits of speaking to acquire

more vocabulary and to be fluent so that they could manage to provide their point of view in their presentations. Researchers also observed a portion of 18% of students who demonstrated poor motivation. Vukovic R. (2018) discussed the importance of motivation and acknowledgement achievement that help students face the challenges that teachers set in the classrooms, so teachers provided their students with a plethora of learning opportunities in the hope of spurring enthusiasm, sparking curiosity, capturing and inspiring interest to pursue goals for their future aspirations' the report reads. Moreover, students in Singapore reported the highest levels of instrumental motivation with a mean index score of 0.51, followed by students in Canada (0.46) and New Zealand and the United Kingdom (both 0.38). Students in Australia had a mean index score of 0.16 on the instrumental motivation index.



**Source: researchers' own creation**

As observed above in Graph A4: Students learning experiences in classes, the 75% of students demonstrated learning experiences. However A. D. Greenberg, et al., 2012 stated that video presentations boost students' creativity and cooperation as well as it helps students form a distinctive context for their learning experience; researchers observed how the implementation of video presentations in classes changed students' perspective towards the English subject because they noticed the benefits of speaking to acquire more vocabulary and to be fluent so

that they could manage to provide their point of view in their presentations. On the other hand, the 25% of students did not use learning experiences in classes due to the lack of practice during learning. If teachers of language are not creative, and do not ensure that students are having fun in the lesson, the objectives of the lesson will fall down into the abyss known as boredom.

As observed above in **Graph 5 (Appendix F3)**: Active learning about the 70% of the students demonstrated to be an active learner in English classes; however, Austin (1962) says that classroom discussion is not dominated by a minority of talk-active participants. So, all get a chance to speak and contributions are fairly evenly distributed. Unfortunately, this theory could not be seen in a 100% in this activity since some students expressed feeling upset because not all of them worked evenly. So, this problem will always happen since some students still do not educate their behavior and responsibility to work in group seriously. Besides, the 30% of students showed active learning sometimes. This means that students do not showed active learning for the enhancement of oral performance. Furthermore, Grunert, 1997 says that an active learning means students engage with the material, participate in the class and collaborate with each other. The teacher don not have to expect the students simply to listen and memorize; instead, have them help demonstrate a process, analyze an argument, or apply a concept to real-world situation. When we invite students to actively participate in the learning environment, they take more responsibility for their performance in the class. Similarly, when they have an opportunity to make decisions out what they learn and how they use that knowledge, students see a course as more valuable and more directly related to their goals.

As observed above in **Graph A6 (Appendix F4)** Long- Term memory in classes, the researchers observed that the 70% had long-term memory, cognitive load: One of the primary considerations when constructing educational materials, including video, is cognitive load. Cognitive Load Theory, initially articulated by Sweller and colleagues (1988, 1989, 1994), suggests that memory has several components, and as observed in Graph A6 the 30% of students showed that they did not use Long- Term memory in English classes. This means that students showed Long- Term memory for the enhancement of oral performance. Moreover, sensory memory which is collecting information from the environment, and information from sensory memory may be selected for temporary storage and processing in working memory, which has

very limited capacity. This processing is a prerequisite for encoding into long-term memory, which has virtually unlimited capacity.

### **4.3 Self video recordings**

The importance of learning English is not only in speaking, but also how it can be used especially in daily life since it has been a mean of communication used by people around the world (Latihfah, 2015). In this way it is important to emphasize that communication is very important in the interpersonal relationships of people, self-confidence when speaking a second language in this case English is very important to express themselves better in English classes.

During the activities carried out using self video recording, it was observed in Graph B1 (Appendix G1) that a portion of 70% of students showed self confidence greatly improving the oral performance in the classroom and with their other classmates, the students had the opportunity to improve the English language, and at the same time work hand to hand with the technology using their phones to create a self video recording; however, there was another part of 30% of students that did not feel self-confident, but as soon as a tool is used as ingenious as it is, students could improve oral performance in English classes.

Moreover, Aoki (2014) claims that “In recording activities, feedback from teachers and peers seems to have a positive influence on the speaking performance of learners as Aoki says it is important to mention that students who have feedback in classes using recording have a better performance in oral performance this helps them increase their vocabulary and have better chances of learning a second language.

During the activities carried out using self video recording, it was observed in Graph B2 (Appendix G2) that 64% of students showed a good vocabulary management when expressing their ideas, but another part of 36% had difficulties handling vocabulary in classes, so they got help from the group of researchers to improve their vocabulary and have a good oral performance using self video recording, so this motivates them to participate in each class and improve their English through technology.



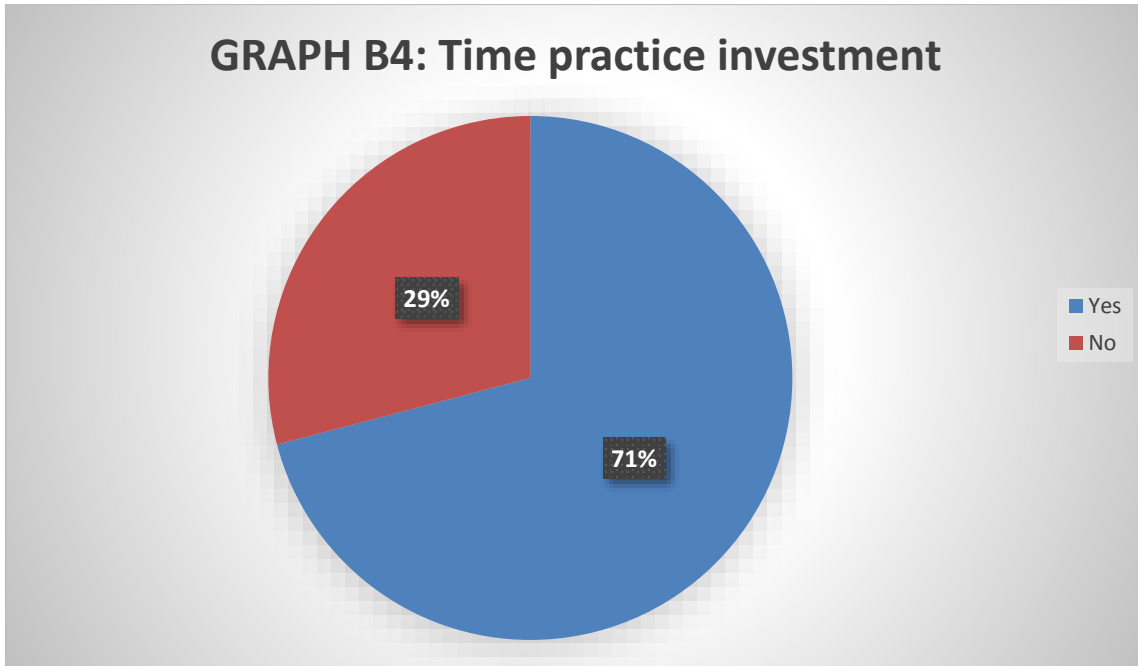
As we can see a large part of students have good vocabulary management, but it is important to focus on the other group that does not show the same situation, the use of video self recording helps young people learn new words and make good use of the learned hand in hand with technology to make it more creative and interesting for students.

Also, during the interventions given to the students using self video recording, it was observed in Graph B3 (Appendix G3) an 84% of students who showed great interest in participating in each of the activities, and one of them was a TV commercial in which the students were interested in participating and creating their own TV commercial, in Groups of 5 of them wrote and edited their own commercials using the comparative degree of adjectives, then they all had to learn it and make a video of themselves dramatizing the TV commercial, the students were very interested in participating.

Furthermore, give students an example of a TV commercial's script and make them form groups to practice what it says, pronunciation, body language, and voice projection; give them feedback when necessary to prepare them to groups' self-video recording; finally, the teacher must create a checklist to keep track of student's weaknesses and strengthens in their oral performance. Johanna E. Katchen states "A colleague of mine gives students maximum freedom by asking groups of students to create their own TV commercials, and a teacher is focused on knowing the weaknesses and strengths of their students that can motivate them to participate more in class and face the barriers of learning a second language; besides, motivation and interest should go hand in hand to help students to be able to overcome themselves.

Moreover, the activities that students did using self video recording showed that the students mostly were interested in participating during English classes while others did not perceive the same degree of interest since there was a portion of 16% of students who were not interested in the activity due to their poor English background, inhibition, insecurities, and so forth. But the researchers' group worked on it making them to see the advantages of making each activity to improve their oral performance in English.

**GRAPH B4: Time practice investment**



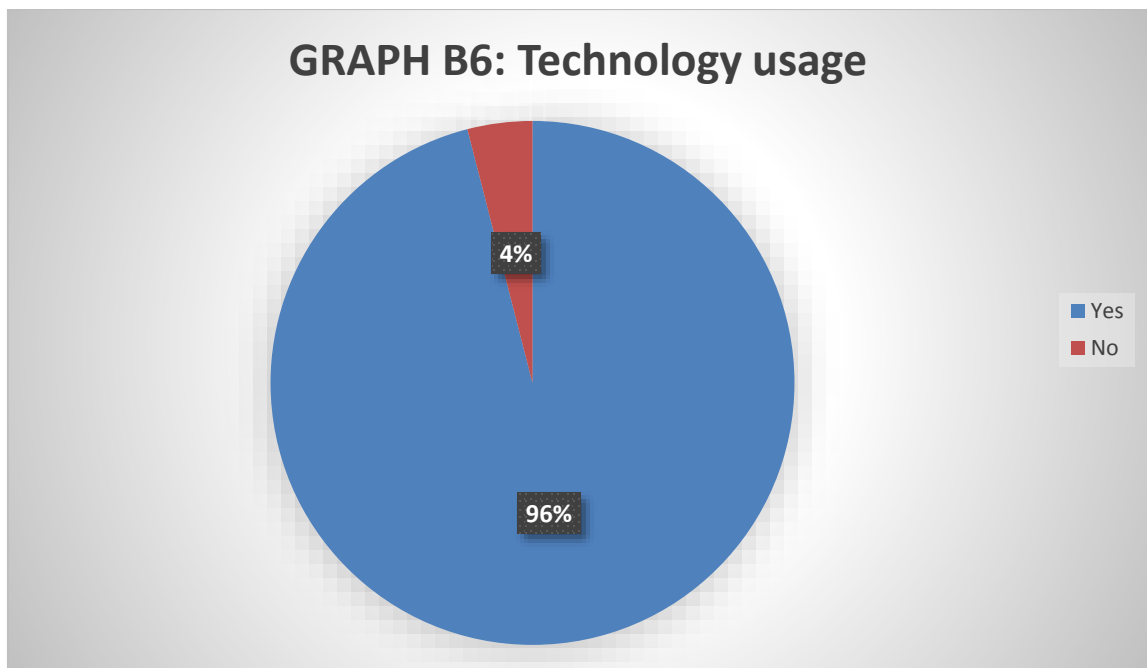
**Source: researchers' own creation**

It is important to identify that a good investment in the practice of a new language greatly helps improve the management of the foreign language. In addition, according to Rodney, 1973 language skill is an extremely complex notion, and it needs quite explanation and interpretation. As observed in Graph B4 a 71% of students presented time practice investment as to acquire a new language requires a considerable investment of time to practice and learn English. During the activities carried out using self video recording the students practiced for a considerable time before carrying out each recording in this way they were helped to improve different aspects such as pronunciation and grammar, so they felt comfortable because they had the opportunity to improve oral performance in classes; nevertheless, there was a part of 29% of students who did not present time practice investment due to the complexity of learning a new language had, so it causes students some degree of complexity and frustration, but if as teachers we put effort into practice and a good investment of time in it students can feel motivated to learn a new language and speak it without any fear as you can see in the graph a large part of students dedicate time to practice although another part does not, focusing on including the other part in practice can be a great challenge for teachers and students, but this can be achieved with good control.

It is expected that students do not only speak meaningfully and fluently but also produce accurate utterances (Brown, 2004) Therefore, speaking is not a matter of producing random

sounds that would not intimate in semantics to what is meant to be exposed in this way transmitting ideas is not only minimized to speak quickly and sometimes without clear ideas, but also being coherent and fluent means transmitting accurate utterances and advice to have an understandable communication.

During the students' participation in activities that use video self-recording, it was observed in Graph A5 (Appendix G4) a 67% of students who were fluent and consistent was quite large at the time of writing, and then they demonstrated good performance in fluency while identifying and recording their activities, and this was satisfactory. On the other hand, a 33% of them showed some difficulty, but this was not an impediment for students to participate fully in the activities and demonstrate excellent oral performance in English.



**Source: Researchers' own creation**

Furthermore, according to Murphy (August 29th, 2017) "Involving literature and pop-culture into ESL classes is always a good idea because it's usually something the students are familiar with, which makes them feel enthusiastic and comfortable, despite the language barriers". The impact that technology has had on today's schools has been quite significant. This widespread adoption of technology has completely changed how teachers teach and students learn. Teachers are learning how to teach with emerging technologies (tablets, iPads, Smart Boards, digital cameras, computers), while students are using advanced technology to shape

how they learn. By embracing and integrating technology in the classroom, we are setting our students up for a successful life outside of school, and there are a few benefits of using it; for example, students prefer technology because they believe that it makes learning more interesting and fun; moreover, they especially like laptops and tablets. Subjects that students deem challenging or boring can become more interesting with virtual lessons, through a video, or when using a Tablet. Many students believe that using technology in the classroom will help prepare them for the digital future. As observed above in Graph B6 there was a 96% of students who made good use of the technology during the activities carried out in interventions, the vast majority of them worked with their smartphones or tablets to make their recordings; on the other hand, another part that was a minority of 4% had the help of their classmates, they shared the tools with their classmates making an excellent teamwork. Technology largely allowed students to lose their fear to perform each of the activities by recording themselves this greatly improved their oral performance in English classes.

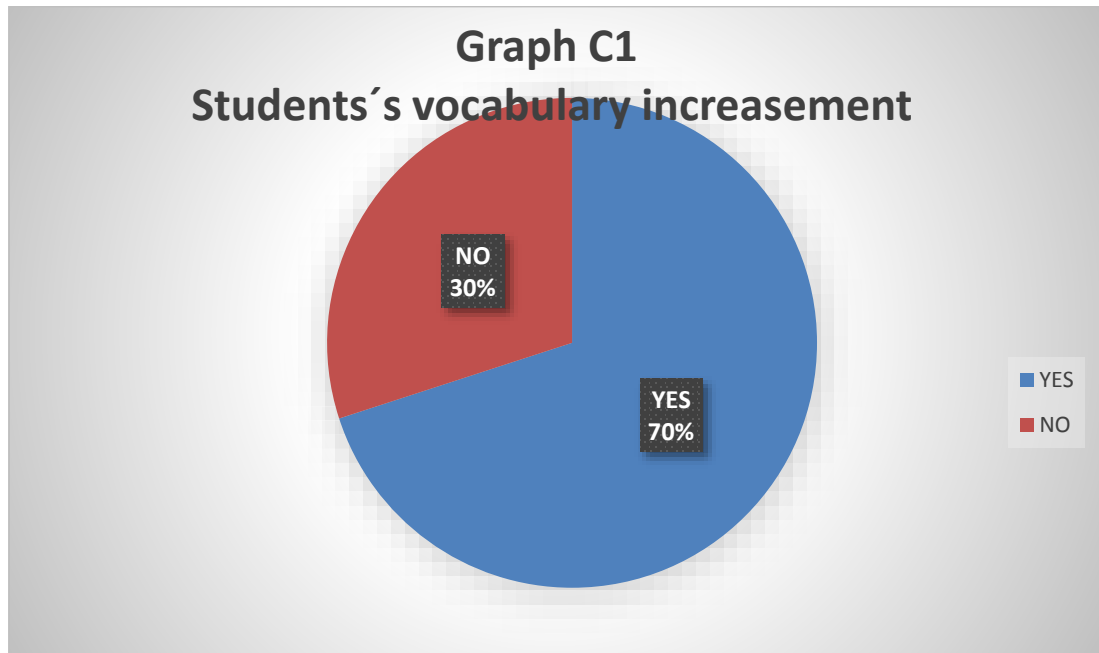
Furthermore, technology allows teachers to keep their students on hand with the forefront and keep their students connected to the outside world using all their potential and creativity for the learning process.

It is important to say that not because an assignment is carried out through a device it means that students cannot be given feedback on their mistakes; on the contrary, this is possible. Brown (2012) in an ESL class setting, used voice recordings and self-assessment. He not only gave his students feedback, but also individualized the class materials according to the students' self-reflection of their performances.

Stimulating students when participating in classes can be a rather difficult obstacle to carrying out pronunciation, and it is one of the most difficult parts during the learning of a second language through practice, feedback, interest and motivation on the part of the teacher, and students' pronunciation can be made more effective and not a complex topic in the classroom. During the interventions using self video recording, it was observed in Graph B7 (Appendix G5) a large part of 76% of the students who demonstrated an excellent pronunciation due to the practice of dialogues or sentences used in each activity carried out, and in which the students put all their effort to learn and have a better oral performance in lessons. In the

counterpart, a 24% of students did not demonstrate an appropriate pronunciation in the English activities because of their poor English background.

### 3.4 Video story telling

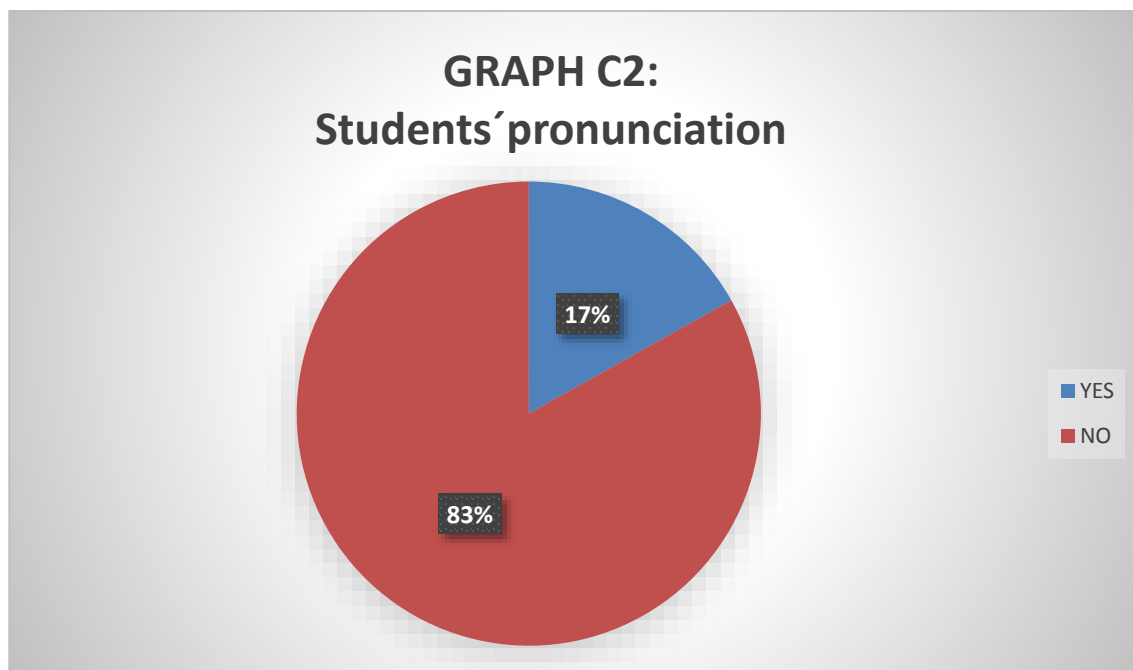


**Source: Researchers' own creation**

In the indicator of the graph "C-1" "students' vocabulary increase" a 70% of the population of students was capable to increase their English vocabulary in a 30% per class session. The majority of the students faced a lot of hardships because of the poor background they had. Thus, usage of technology in the classroom permits the students gets adapted to make their cellphones and other devices part of the learning process. In words of Robin combination of powerful, yet affordable, technology hardware and software mesh perfectly with the needs of many of today's classrooms, where the focus is on providing students with the skills they will need to 'thrive in increasingly media varied environments" (Robin, 2008). It was a total challenge for the researchers to increase the students' ability to gather vocabulary. However, the other 30% of the students were really passive to participate on the activities and workshops that were proposed along the course. Researchers focused on those students to make them part of the session, but the boundary was suggested as poor interest toward the subject. Despite the realization at first glance, it simply suggested that it was necessary to continue on the spot by adding the others who were not participating in other activities that would make them get more

interested toward the classes. The activities were related to the presentation of some readings with illustrative images to make the students use their logical thinking. Burmark (2004) brought on the term video storytelling as a high-quality technology for gathering, creating, examining, and merging visual images with the texts. Also, he considered that including visual images with written texts both increase and speed up student understanding by stimulating the students' interest in showing up new ideas. Thus, it really worked at first instance because the students created by themselves small groups in which they could feel comfortable surrounded by the ones they are used to talk with. So, the students continued adding themselves to the percentage of the ones that were ameliorating their English production. Though, in other instances a 15% of those who belonged to the 30% that manifested to have hardships regarding vocabulary, presented decadence on the level of understanding which was nominalized as poor background.

The other 70% of students simply attended the classes as usual and got immersed in all the activities that flowed into the classes. Some of them showed a high level background that allowed the researchers obtained the data easier, and the others who had limitations continued to enhance their level..



**Source: Researchers' own creation**

Based on the graph C2 "Students' pronunciation" indicator, the 83% of the students were able to produce the English in an acceptable way that could be understood. This portion of

students was really interested on learning the English language, which means that the level of implication reflected an acceptable level background in the production of the sounds. The majority of them specified that they had an inclination to go over the language in the future as a carrier to be teachers or interpreters on the matter. The students went over the logic production of some sounds, however, not all the time was the same for the morphology of all words in the congruent function of phonology. Pronunciation represents, in all instances, a sense of difficulty in the learning process of all languages, thus, English is not an exception on the matter. Therefore, this technique of “story telling” makes students develop their capacities to tell their own or others stories developing their oral production. According to Rance-Roney (2008) students can tell their stories and record themselves. Then, students could combine what they have recorded in a different type of multimedia, including computer-based graphics, computer-generated text, images, video clips, and music, later on students can play it on a computer. On the other hand, there is a 17% of participants who have a very poor level background in pronunciation and this group represents also that portion of students who almost never participated in the oral activities. Some of them specified that they have never had the opportunity to know the correct pronunciation of the very basic known words of the English language because they were not interested at all, or in other situations they could not have the chance to talk with an expert on the task.

Finally, the researchers concluded that the poor background, the educational system, and poor interest on the task were the main hardships that limited the students in the learning process at all levels that take to speak a language as they are -listening, speaking, reading and writing.

Regarding the indicator of **graph C3 (Appendix H1)** “students’ interest” there were some students that had a lot a problems of English production because of the method some tutors develop to alternate the functionality of the classes. Thus, some students expressed that some English teachers are somehow “boring or the methods are not appropriated”. This situation affects the majority of the students because they loss their interest towards the English classes for certain instances that do not permit them expand their capacities as learners. However, the methods to teach vary from person to person also depends on the methods the teachers use to centralize the student in the classroom to make them understand better. In the representation of this graph there is a 77.5 % that represents the population of students that were immersed in

almost all the activities. Some of them had mentioned that they liked the activities, so they included by themselves in the activities. Some students were not enthusiastic because they thought of their oral production and some others of their level of English; aspects that are really important in the English matter; however, at this level it was illogically to be evaluated since the background represents an obstacle to be overcome by first glance. Therefore, it is explained that the oral production comes first and after the completion of writing and reading forms like is said in words of Leong & Ahmadi (2017, March 20<sup>th</sup>) “Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form”. Almost the very same people were participating in all the session classes, those people manifested to have interest to study foreign languages in the future. On the other hand, there is a 22.5% of them that almost all the classes were evading the practices and having one of the groups speak instead of them because they did not have the competence or they felt ashamed to produce utterances based on the English language that would mean something else but English.

So, this group was almost always absent in the practices and almost never participate in the classes. According to the researcher’s explanations that would mean that some students do not have interest or they do not have the competence or both can be possible.

In the **graph C4 (Appendix H2)** The indicator of “learner’s communicative competence” reflects an acceptable level in the students’ progress and proactivity towards the English production. This brought a 72% of the population that were seen to have the competence to learn English in any of the environments that would make them be exposed to learn a language. Even though, the main difficulties here are self-esteem, proactivity and lack of sources to go over the language in the corresponding level of integration. Nakhalah (2016) stated that “Inhibition, low or uneven participation and mother-tongue use are factors that cause Students at *Al Quds Open University difficulty oral performance* when speaking”. Thus, there is a group of students that belong to the 28% who have a lot of difficulties trying to know how to say a singular and much known word. They did not have the initialization of the background that is meant to be integrated in the initial development of the communicative competence in foreign language which is a path that drives the student into the field of learning a language orally in all settings.



The researchers concluded that this aspect needs quite attention from all teachers because the educational systems that is driven over the English subject has a lot of hindrances that do not allow all students develop interest towards the subject, that is why many students fail in the subject or do not reach the level of a vivid language.

In the **graph C5 (Appendix H3)** of “students’ listening and speaking skill” there is a 67% of students that reflect to have the acceptable proficiency to produce and to understand the target language. The majority of this group student was almost always projecting themselves to participate even in the simplest activities. On the other hand, there is a 33% of students who have some problems to understand the language, or it can be translated to poor interest; though, it does not function in all instances like having poor interest, but in some situations the physiological and psychological dysfunctions play a role in the learning process as a boundary to enhance it or to overcome it. Tanveer (2007) investigates the factors that cause language anxiety for twenty language learners in learning speaking skills and the influence of anxiety on communication in the target language and his result is similar to what Park & Lee (2005) figure out. In other instances, this is because the students do not pretend to go over superior studies.

As a conclusion the researchers determined this problem to give more persecution that is to say that the system has to program a more influential method to teach the target language in a deeper manner using other emphasis based on the similar level of the production of the four macro skills.

In the **graph C6 (Appendix H4)** of the indicator “students’ voice development” there is a 75% of students that are intended to have ameliorated their self- security on the target language. This means that the students have, certainly, understood the manners that are meant to synchronize the English according to the phonological boundaries and the voice projection. For instances, there is a 25% of students who have not gone over the congruent ideas of the corresponding phonological aspects and boundaries that this language has. Tanveer (2007) investigates the factors that cause language anxiety for twenty language learners in learning speaking skills and the influence of anxiety on communication in the target language and his result is similar to what Park & Lee (2005) figure out. They still do not feel comfortable or feel anxious to participate in the oral activities and that was seen during almost all sessions because that portion of students was used to choosing the very same person to participate in the oral

activities instead of them as in this case was to re-tell an example of a story into a mobile; they were just signaling a person to speak as usual. MacIntyre, Clément, Dörnyei, & Noels (1998) studied the effects of self-confidence on oral performance. The results of their study showed that the learners' willingness to communicate was determined partly by their self-confidence. Park & Lee (2005) also examined the relationships between L2 learners' anxiety, self-confidence and oral performance. They reached a conclusion that self-confidence affected significantly on L2 learners' oral performance. They stated that if the learners were more confident, they would have better oral performance. Finally, the researchers conclude that system of teachings misses a lot of methods to ameliorate the techniques to teach in all phases as they are called levels. Most teachers that are teaching at basic do not have the competence or the proficiency to develop a simple class to make the students intimate in interest and enjoyment in the classes as it has to be developed. They do so in a very basic and poor manner that is intended to make students lose interest as the classes flow in routine.

## **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. Conclusions**

The aim of this research project was implemented video presentations, self video recordings, and video story telling efficiency to improve second year high school English students section “J” oral performance at Centro Escolar INSA in the year 2019. Furthermore, to achieve this objective, it was required to observe second year high school students section “J” classes while they were participating and practicing the different activities researchers developed during the interventions, and it was identified through an observation notes, and teacher’s interview.

Then, the information gathered through the instruments: direct observation, in depth interview and interventions was analyzed and interpreted in graphs and tables.

Second year high school English students section “J” at Centro Escolar INSA were required to develop oral performance in the classroom; however, students encountered difficult to express in the English language, so researchers investigated about how video presentations, self video recordings and video story telling could be implemented to improve their oral production.

**5.1.1** The implementation of digital tools such as: video presentations, self video recordings, and video story telling had a great impact on students’ oral performance improvement as nowadays students claim to learn in an innovative environment. That is why the importance to go beyond the traditional teaching methods. Thus, researchers implemented video presentations, self video recordings and video story telling at Centro Escolar INSA, and all the students could develop the different activities researcher did during the interventions. Even though the activities involved technology, students felt comfortable and willing to participate without obstacles.

**5.1.2** As observed during the interventions and in the data analysis, the research team concluded that students were encouraged to use video presentations in English classes, also video presentations were a useful digital learning tool that could improve the oral performance of second year of High School section “J” students’. They were involved in the activities resulted in the unconscious practice of the language because students practiced what they were going to

say during the video presentation and they did not realize that they talked in English even before the recording the video. This digital tool also served to overcome the students' fear of committing mistakes and their unwillingness to participate in classes.

**5.1.3** The usage of self video recording increased the vocabulary bank of the second year of high school section "J" students'. Moreover, they improved fluency and pronunciation in oral performance so the research team concluded that the aim of this digital tool "to identify and auto correct mistakes" was accomplished because every time students spot an error, they self recorded again on this repetitive process leaded students to stop mispronouncing the words and to speak more fluent. Students had the opportunity to become their own teachers, for they had to correct their own mistakes; nevertheless, what students did not know is that this digital tool involved a bigger process because in order to correct their own mistakes, they had to identify them first and students developed this capacity unconsciously. Moreover, students had extra time to speak in English and as it was shown, the time devoted to speaking English practice improve students' oral skill.

**5.1.4** Video story telling assignments were interesting digital activities that ameliorated the pronunciation of English students' in oral performance since students could develop their speaking and listening skills as well. So, video story telling activities helped second year high school English students section "J" at Centro Escolar INSA as they could acquire and practice new vocabulary, and they also could improve their pronunciation when they listened to what they had recorded correcting and analyzing their mistakes.

In summary, hypothesis of change was approved as If the teacher implements video presentations, self video recordings and video story telling, second year high school students section "J" improved oral performance at Centro Escolar INSA in the year 2019. Second year high school students section "J" developed activities using digital tools what helped them to enhance their oral performance and to overcome fears towards technology usage inside the classroom. Besides, it encouraged students to deal with any problem they had while speaking in English classes.

## **5.2 Recommendations:**

- Investigate other studies that can help students to apply the use of digital tools in English language learning.
- Catch students' attention with interesting activities using others digital tools, for example audio recording, recorded interviews and presented it in class, so it will not be difficult to engage them in the investigation process.
- Invest more time to the students' use of digital tools not only inside but outside the classroom for even better results, according to each time the technology involves differently and in the face of these advances, future researchers may seek new strategies to help other schools in the process of learning a second language
- Motivate other schools to participate in research that benefits the student and if possible, work with larger populations that involve all students to obtain better benefits.
- Implement digital tools such as: video presentations, self-video recordings and video story telling in their English classes, to help future students to have a broad and innovative performance in the area of English.
- Encourage students to get involved in the class while using digital tools, also integrate the entire student population in the development of the English language.
- Provide students meaningful information about how to use digital tools. In this way students will feel confident working in groups or with their teacher using the different advices to make their learning more dynamic and creative.
- Work together as a school institution for the implementation of technological tools in the area of English and make improvements in the use of these for a better development of youth learning.
- Be open-minded to innovative teaching methods. Students must be open to other forms of learning to improve oral performance that is so important in the area of English
- Practice the activities that involve technology not only inside the classroom, but also outside the classroom.

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# **ANNEXES**

## APPENDIX A1

**UNIVERSIDAD DE EL SALVADOR  
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE  
DEPARTAMENTO DE IDIOMAS**



**Santa Ana, 31 de Enero de 2,019**

**Licdo. Román Saldaña Lemus**

**Subdirector del Centro Escolar INSA**

Reciba un cordial saludo deseando que tenga éxito en sus diferentes actividades diarias. El motivo de la presente es para solicitarle permiso para llevar a cabo nuestro trabajo de tesis sobre la (efectividad de las herramientas tecnológicas en el aprendizaje del idioma inglés en el Centro Escolar INSA en el año 2,019) nuestro tema de investigación versará. Como requisito para nuestro trabajo de grado la cual incluirá observaciones, entrevistas a estudiantes y tutor así como también intervenciones en el segundo año de Bachillerato General cuyo docente es el Licdo. Nelson Dueñas Pacheco, con quien ya hemos tenido pláticas previas. En espera de una respuesta favorable a nuestra petición. Atentamente: Nuestro grupo de investigación: Ena Julissa Arévalo Henríquez carnet: AH12028; Heidi Astrid Galán Torres, carnet: GT09003; Roxana Esmeralda Orellana Padilla, carnet OP13009; Mónica Beatriz Vides López carnet LC12039 y Néstor Patricio Velásquez Castro, carnet VC11041.

\_\_\_\_\_ Vo.Bo \_\_\_\_\_

Master Juan Francisco Hidalgo Sandoval

Master Edgar Amílcar Pérez Mendoza

Jefe Del Departamento De Idiomas

## APPENDIX A2

UNIVERSIDAD DE EL SALVADOR  
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE  
DEPARTAMENTO DE IDIOMAS



**CHECKLIST TO EVALUATE STUDENTS THE FOUR MACRO SKILLS LISTENING,  
SPEAKING, READING AND WRITING AT CENTRO ESCOLAR INSA**

NUMBER	QUESTION	ALWAYS	SOMETIMES	RARELY	NEVER
1	Students show interest in Listening activities.				
2	Students show interest in Speaking activities.				
3	Students show interest in Reading activities.				
4	Students show interest in Writing activities.				
5	Students participate in Listening activities during the class.				

6	Students participate in Speaking activities during the class.				
7	Students participate in Reading activities during the class.				
8	Students participate in Writing activities during the class.				
9	Students follow directions from the first time they are giving.				
10	Students listen when the teacher is speaking.				
11	Students ask questions when they do not understand.				
12	Students speak English inside the classroom.				

## APPENDIX A3

**UNIVERSIDAD DE EL SALVADOR,  
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE  
DEPARTAMENTO DE IDIOMAS  
INTERVIEW FOR THE TEACHER**



Objective: To verify the aspects that limit students' learning according to the four macro skills

1-According to your experience, which is the area that students are having a high weakness to promote the correct application of the four macro skills?

1. Speaking
2. Writing
3. Listening
4. Reading

2-Which of the following aspects stops students' from learning English?

1. They do not understand
2. They do not like to speak
3. They do not like to write
4. They do not like read

3-On evaluations, students have higher level of difficulties on?

1. Reading exams
2. Oral exams
3. Writing exams
4. Listening exams

4-Regarding the elements of the four macro skills, which is the area you consider is the hardest you find to perform the flow of a normal class?

1. Speaking activities
2. Writing activities
3. Listening activities
4. Reading activities

## APPENDIX A4

UNIVERSIDAD DE EL SALVADOR,  
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE  
DEPARTAMENTO DE IDIOMAS



### DIRECTED TO STUDENTS

Objetivo: Verificar los aspectos que limitan el aprendizaje en los alumnos del Centro Escolar INSA Segundo año de Bachillerato sección "J" del idioma Inglés según las macro habilidades Listening, Speaking, Reading y Writing.

1. ¿Cuál de estos métodos te resulta más beneficioso al momento de aprender el idioma inglés en la hora clase
  - A) Escuchar audios en inglés
  - B) Leer artículos o libros
  - C) Escribir historias o párrafos
  - D) Hablar con tus compañeros en inglés
2. ¿Cuáles evaluaciones tienen mayor grado de dificultad para ti?
  - A) Evaluaciones escritas en Inglés
  - B) Evaluaciones orales en Inglés
  - C) Evaluación de lectura en Inglés
  - D) Evaluación Auditiva en Inglés
- 3-cuales otro recurso te gustaría fueran utilizados en las clases de inglés
  - A) Videos
  - B) Blogs en línea
  - C) Debates en grupo
  - D) Audios

4. ¿Cuál de las siguientes actividades en la clase de inglés se te hace más fácil?

- a) Escucharlo
- b) Hablarlo
- c) Leerlo
- d) Escribirlo

5- cuáles de estas barreras te impiden un mejor desenvolvimiento en clases de inglés

- a) Insuficiente vocabulario
- b) Te cuesta comprender lo que el profesor dice
- c) Desconoces el significado de las palabras
- d) No sabes cómo expresar tus ideas



## APPENDIX A5

UNIVERSIDAD DE EL SALVADOR

FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE

DEPARTAMENTO DE IDIOMAS



### DIRECTED TO STUDENTS

Objetivo: Verificar los aspectos que limitan el aprendizaje en los alumnos del Centro Escolar INSA Segundo año de Bachillerato sección "J" del idioma Inglés según las macro habilidades Listening, Speaking, Reading y Writing.

1-¿Cuáles son los aspectos que usted considera le son de mayor dificultad al momento de estudiar Inglés?

- a) No lo entiendo pero puedo escribirlo
- b) Lo entiendo pero no sé cómo responder
- c) No puedo escribirlo pero lo puedo hablar
- d) Puedo hablarlo pero no escribirlo

2- ¿Cuáles de los siguientes aspectos encuentra usted que posee mayor dificultad, respecto al idioma Inglés?

- a) Hablarlo
- b) Escribirlo
- c) Entenderlo o escucharlo
- d) Leerlo

3- ¿Cuál de los siguientes aspectos considera usted que es el más difícil al momento de enfrentar una evaluación?

- a) Los exámenes escritos
- b) Los exámenes de control de lectura
- c) Los exámenes de audio y comprensión
- d) Los exámenes de lectura y comprensión

4-¿Cuál de los siguientes aspectos le gustaría mejorar según su estado actual refiriéndose siempre al aprendizaje del idioma Inglés?

- a) Hablarlo con fluidez
- b) Comprenderlo con facilidad
- c) Leerlo y comprenderlo
- d) Escribirlo

5-¿Cómo considera usted la efectividad de los métodos tecnológicos en el aprendizaje del idioma Inglés?

- a) Aceptable
- b) Bueno
- c) Muy bueno
- d) Excelente

## APPENDIX A6

UNIVERSIDAD DE EL SALVADOR

FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE

DEPARTAMENTO DE IDIOMAS



### PRE-TEST TO EVALUATE THE FOUR MACRO SKILLS

**OBJECTIVE:** To identify the English language macro skill that hinder students the most from improving their learning development toward the English Subject

**1. How frequent do you use internet?**

- a) 1-3 hour a day
- b) 4-8 hours a day
- c) 9-12 hours a day
- d) The whole day

**2. If you chose yes, how frequently do you use internet?**

- a) Less than 1 hour
- b) 1 to 2 hours
- c) 3 to 4 hours
- d) More than 4 hours

**3. Which are the most frequent usages you give to your internet-device?**

- a) Job
- b) Education
- c) Social networks



## APPENDIX A7

UNIVERSIDAD DE EL SALVADOR

FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE

DEPARTAMENTO DE IDIOMAS



### Post-test to evaluate the improvement of oral performance of second year of high school English students

#### Students' Interview

**Objective:** To measure the oral performance improvement of second year of High School English Students section “J” after the usage of digital teaching English strategies (video presentations, self-video recording and video story telling) in classes.

1. Can you describe your best friend?
2. How would you describe yourself?
3. What is the difference between you and your best friend?
4. Which language is better English or Spanish and why?
5. What do you do every day?
6. Describe how you looked five years ago.

Indicator	Score (1-2)	Score (3-4)	Score (5-6)	Score (7-8)	Score(9-10)
Fluency and coherence					
Students' knowledge of the topics and tenses					
Self confidence					

Vocabulary increase					
Pronunciation					
Comprehension of the English language					

## APPENDIX B1

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
ENGLISH LANGUAGE DEPARTMENT



### VALIDATION SHEET OF DATA COLLECTION INSTRUMENTS

**Objective:** to check if the tools comply with the specification list below.

Items	Scale				
1. Clarity of Instruction and Items	5	4	3	2	1
a. The instructions and items are written in simple, specific, clear and comprehensible manner.					
b. Each item is written in a brief, concise, and unambiguous way.					
c. The words and concepts utilized in the instrument can be well understood by the respondents.					
2. Accuracy and Suitability of Items	5	4	3	2	1
a. The range of items covers all the indicators to be measured.					
b. The number of items is suitable to represent the indicators.					
c. The items are designed to properly measure the indicators.					
3. Objectivity and Rating System	5	4	3	2	1
a. Each item requires a specific and measurable answer.					
b. Response options cover all significant alternatives.					

c. Scoring is appropriate for the items.					
4. Overall Presentation and Organization	5	4	3	2	1
a. The instrument is neat and organized.					
b. Items are free from clerical and grammatical errors.					
5. Attainment of Purpose	5	4	3	2	1
a. The instrument as a whole fulfills the objectives for which it was designed.					

Overall Remarks/Suggestions:

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## APPENDIX C1

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
ENGLISH LANGUAGE DEPARTMENT



### VIDEO PRESENTATIONS, SELF-VIDEO RECORDINGS AND VIDEO STORY TELLING IMPLEMENTATION TO IMPROVE ORAL PERFORMANCE OF THE SECOND YEAR ENGLISH STUDENTS SECTION “J” AT CENTRO ESCOLAR INSA IN THE YEAR 2019

Date:

Time: \_\_\_\_\_

Researcher(s): Ena Julisa Arévalo Henríquez, Heidi Astrid Galán Torres, Roxana Esmeralda Orellana Padilla, Mónica Beatriz Vides López y Néstor Patricio Velásquez Castro.

ADDRESSED TO THE TEACHER

#### IN- DEPTH INTERVIEW

Objective: To collect some data about oral performance of the second year of high school English students section “j” at Centro escolar INSA in the year 2019

Directions: Answer the following questions

1. In your opinion, do you consider that students are exposed to intensive practice in English classes?
2. In your opinion, how important was speaking activities in English classes?
3. Do you consider that oral production was putting into English classes to develop oral performance?
4. Do you consider that students have fluency while speaking English in different activities?
5. Do you consider that students utilize natural function language in English classes?

## APPENDIX C2

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
ENGLISH LANGUAGE DEPARTMENT



### VIDEO PRESENTATIONS, SELF-VIDEO RECORDINGS AND VIDEO STORY TELLING IMPLEMENTATION TO IMPROVE ORAL PERFORMANCE OF THE SECOND YEAR ENGLISH STUDENTS SECTION “J” AT CENTRO ESCOLAR INSA IN THE YEAR 2019

#### DIRECT OBSERVATION

Date:

Time: \_\_\_\_\_

Researcher(s): Ena Julisa Arévalo Henríquez, Heidi Astrid Galán Torres, Roxana Esmeralda Orellana Padilla, Mónica Beatriz Vides López y Néstor Patricio Velásquez Castro.

Objective: To gather some information about video presentations implementation to improve oral performance of the second year of high school English students section “J” at Centro Escolar INSA in the year 2019

VIDEO PRESENTATIONS		
INDICATORS	YES	NO
-Ss´ knowledge acquisition		
- Systematic interaction		

- Ss' motivation		
-Ss' learning experiences		
- Active learning		
- Long-term memory		

## APPENDIX C3

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
ENGLISH LANGUAGE DEPARTMENT



### VIDEO PRESENTATIONS, SELF-VIDEO RECORDINGS AND VIDEO STORY TELLING IMPLEMENTATION TO IMPROVE ORAL PERFORMANCE OF THE SECOND YEAR ENGLISH STUDENTS SECTION “J” AT CENTRO ESCOLAR INSA IN THE YEAR 2019

#### DIRECT OBSERVATION

**Date:**

**Time:** \_\_\_\_\_

**Researcher(s):** Ena Julisa Arévalo Henríquez, Heidi Astrid Galán Torres, Roxana Esmeralda Orellana Padilla, Mónica Beatriz Vides López y Néstor Patricio Velásquez Castro.

**Objective:** To gather information about self-video recordings implementation to improve oral performance of the second year of high school English students section “J” at Centro Escolar INSA in the year 2019

SELF-VIDEO RECORDINGS		
INDICATORS	YES	NO
-Self-confidence when speaking		

- Vocabulary bank		
- Students' interest towards the English subject		
- Time practice investment		
- Fluency and coherence		
- Technology usage		
- Pronunciation background		

## APPENDIX C4

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
ENGLISH LANGUAGE DEPARTMENT



### VIDEO PRESENTATIONS, SELF-VIDEO RECORDINGS AND VIDEO STORY TELLING IMPLEMENTATION TO IMPROVE ORAL PERFORMANCE OF THE SECOND YEAR ENGLISH STUDENTS SECTION “J” AT CENTRO ESCOLAR INSA IN THE YEAR 2019

#### DIRECT OBSERVATION

Date:

Time: \_\_\_\_\_

Researcher(s): Ena Julissa Arévalo Henríquez, Heidi Astrid Galán Torres, Roxana Esmeralda Orellana Padilla, Mónica Beatriz Vides López y Néstor Patricio Velásquez Castro.

Objective: To gather some information about video story telling implementation to improve oral performance of the second year high school English students section “J” at Centro Escolar INSA in the year 2019

VIDEO STORY TELLING		
INDICATORS	YES	NO
-Student`s vocabulary increasement		
- Student`s pronunciation		

- Student`s interest		
-Learners communicative competence		
- Listening and speaking skill		
- Student`s voice development		

## APPENDIX D1

### LESSON PLANS

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
DEPARTMENT OF FOREIGN LANGUAGES



**STUDENT TEACHER'S NAME: MÓNICA BEATRIZ VIDES**

**TEACHER'S NAME: LIC. NELSON DUEÑAS**

**DATE: JUNE-2019 SUBJECT: ENGLISH TIME: 1:00-1:40**

**Lesson Unit:** 3

**Topic:** Comparatives adjectives

**Target Content:** Describe yourself, describe your classmate, describe places and describe people


**Target Structure:**

The verb to be and simple present



**Objectives:** To gather some information about video presentations implementation to improve oral performance of the second year of high school English students section “J” at Centro Escolar INSA in the year 2019

**Materials:** Laptop, computer, projector, paper, whiteboard, cellphones and markers

Time	PRE- ACTIVITY	VIDEO PRESENTATION
<p>5 minute s</p>	<p>The teacher will show to students some adjectives in English and the students will guess the meaning of the word.</p> <p>Tall</p> <p>Short</p> <p>Fat</p> <p>Thin</p> <p>Intelligent</p> <p>Beautiful</p>	

<p><b>Time</b></p> <p><b>20</b></p> <p><b>minute</b></p> <p><b>s</b></p>	<p><b>DURING ACTIVITY</b></p> <p>The teacher will explain the topic.</p> <p>The teacher will give some examples about the topic.</p> <p>The teacher will ask to the students.</p> <p><b>RULES:</b></p> <p>1. Add—r</p> <ul style="list-style-type: none"> <li>• Safe—safer</li> <li>• Large—larger</li> </ul> <p>Ex: This city is safer than brazil</p> <p>2. Add—er</p> <ul style="list-style-type: none"> <li>• Cold—colder</li> <li>• Old—older</li> </ul> <p>Ex: Canada is colder than Spain</p> <p>3. Drop—y and add—ier</p> <p>Dirty—dirtier</p> <p>Ex: Italy is dirtier than Germany.</p> <p>4. Double the final consonant c+v+c</p> <p>Hot—hotter</p> <p>Fat—fatter</p>
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Big—bigger

Thin—thinner

Ex: China is bigger than El Salvador.

5-long adjectives

- 2/3 syllables

Mo-der 2s

Ex-pen-si 3s

- Modern--more modern
  - Dangerous--more dangerous
  - Expensive--more expensive
  - Boring—more boring
  - Exciting—more exciting
  - Polite—more polite
  - Beautiful—more beautiful
  - Difficult—more difficult
  - Interesting— more interesting
- 
- 1 ex: Mary is more polite than Marta.
  - 2 ex: Pizza is more expensive than hot dogs.
  - 3 ex: Flowers are more beautiful than trees.

7- irregulars adjectives

- Good—better
- Bad--worse

EXERSICE:

- The teacher will give to students a photocopy that contains some exercises about comparatives adjectives.
- Students will do the exercises.
- The teacher will ask them the answers.

Fill in the correct form of the words in brackets (comparative or superlative).

1. My house is -----(big) than yours.
2. This flower is -----(beautiful) than that one.
3. This is the -----(interesting) book I have ever read.
4. Non-smokers usually live -----(long) than smokers.
5. Which is the -----(dangerous) animal in the world?

<p><b>Time</b></p> <p><b>15</b></p> <p><b>minute</b></p> <p><b>s</b></p>	<p><b>POST ACTIVITY</b></p> <ul style="list-style-type: none"> <li>• The teacher will give to students some time to create a video presentation using comparatives adjectives about any classmate.</li> <li>• Students will work in groups of 5.</li> <li>• They will record a video about the topic.</li> <li>• The teacher will watch the videos.</li> </ul>
	<p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>• The teacher will give a photocopy to students with the previous topic.</li> <li>• Students will solve it at home.</li> </ul> <ol style="list-style-type: none"> <li>1. A holiday by the sea is ----- (good) than a holiday in the mountains.</li> <li>2. It is strange but often a coke is ----- (expensive) than a beer.</li> <li>3. Who is the ----- (rich) woman on earth?</li> <li>4. The weather this summer is ----- (bad) than last summer.</li> <li>5. He was ----- (cold) than Sofi.</li> </ol>



**APPENDIX D2**

**UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
DEPARTMENT OF FOREIGN LANGUAGES**

**STUDENT TEACHER'S NAME: ROXANA ESMERALDA ORELLANA**

**TEACHER'S NAME: NELSON DUEÑAS**

**DATE: JUNE 28, 2019 SUBJECT: L ENGLISH TIME: 1:00- 1:40**

**Lesson Unit: 3**

**Topic:** The last vacation experience

**Target Content:** Simple past.

**Target Structure:** Simple Past

**Objectives:**

To gather some information about video presentations implementation to improve the oral performance of the second year of high school English students section "J" at Centro Escolar INSA in the year 2019.

**Materials:** Whiteboard, laptop, LCD projector, markers, charts, lesson plan, eraser and cellphones.

<p><b>Time</b></p> <p><b>5</b></p> <p><b>Minute</b></p> <p><b>s</b></p>	<p><b>PRE- ACTIVITY</b></p> <p>The teacher will form groups of four students and she will show the students a video about a person telling his last summer vacation experience. The purpose of showing students the video is to give them the example of how they will have to use the verbs previously studied in class to tell their own experience.</p> <p><b>The example video script:</b></p> <p>Last year I spent my vacation at the beach. I traveled with some friends of mine. We arrived at the beach at 8:00 AM, we immediately went to swim then we made some sandwiches for lunch. After lunch, we went to run and we left the beach before 6:00 PM.</p> <p>We drove back to the hotel and we had dinner there. Around 9, we called our friends and we met outside a dance club because we wanted to dance. We spent like three hours in the club and we got back to the hotel.</p>
<p><b>Time</b></p> <p><b>20</b></p> <p><b>Minute</b></p> <p><b>s</b></p>	<p><b>DURING ACTIVITY</b></p> <p>The teacher will give students 10 minutes to write a description of how the last vacation was using the verbs studied in previous classes.</p> <p><b>List of some of the verbs studied in previous classes:</b></p> <p>Eat – Ate</p> <p>Visit – Visited</p> <p>Go – Went</p> <p>See – Saw</p> <p>Swin – Swan</p> <p>Meet – Met</p> <p>After, the students with take turns to record their classmates in the groups and being recorded as well while they tell their experience regarding their last</p>

	<p>vacation. Finally, the teacher will select some of the videos to watch them along with the students.</p>
<p><b>Time</b>  <b>15</b>  <b>Minute</b>  <b>s</b></p>	<p><b>POST ACTIVITY</b></p> <p>After the teacher had played the selected videos, she will ask students for the committed mistakes. At the end of the class she will provide the corrections to all the mistakes.</p>



**APPENDIX D3**

**UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
DEPARTMENT OF FOREIGN LANGUAGES**



**NAME: ROXANA ESMERALDA ORELLANA PADILLA  
COOPERATING TEACHER'S NAME: LIC. NELSON DUEÑAS  
DATE: JUNE-2019 SUBJECT: ENGLISH TIME: 1:00-1:40**

**Lesson Unit:** 3

**Topic:** Comparatives adjectives

**Target Content:** Describe two persons by using comparative adjectives.

**Target Structure:** Simple Present Tense

**Objectives:** To gather some information about video presentations implementation to improve oral performance of the second year of high school English students section "J" at Centro Escolar INSA in the year 2019



<b>Time</b>	<b>DURING ACTIVITY</b>
<b>20</b> <b>Minute</b> <b>s</b>	<p>The teacher will show students a video in which some kids recorded themselves explaining what the comparative adjectives are and some examples.</p> <p>The teacher will ask students to form groups of 4 to create a short paragraph comparing two persons by using the comparative adjectives and record it in a video presentation. The teacher provided the following example:</p> <p>“My friend Anna is taller than I am because my height is 1.60 cm and hers is 1.70. We met at school and she talked to me first because she is friendlier than I. Our friends usually say that I am weaker because I am small, but the truth is that I can lift Anna so I am stronger because she can't lift me.”</p>
<b>Time</b> <b>15</b> <b>Minute</b> <b>s</b>	<p><b>POST-ACTIVITY</b></p> <p>The students will have to create a similar paragraph and show it to the teacher; they will have 10 minutes for it.</p> <p>Then, they will record them telling the description in a video and for it, they will have 20 minutes because it is the first time they do so.</p>



## APPENDIX D4

*UNIVERSITY OF EL SALVADOR*  
*WESTERN MULTIDISCIPLINARY CAMPUS*  
*DEPARTMENT OF FOREIGN LANGUAGES*



*STUDENT TEACHER'S NAME: MONICA VIDES*

*TEACHER'S NAME: NELSON DUEÑAS*

*DATE: JUNE, 2019 SUBJECT: L ENGLISH TIME: 1:00- 1:40*

**Lesson Unit: 3**


**Topic: Funny experiences**

**Target Content:** simple past, daily routine, funny experiences, and past vacations

**Target Structure:** simple Past

**Objectives:**

**Materials:** Whiteboard, laptop, LCD projector, markers, charts, lesson plan, eraser and cellphones

<p><b>Time</b></p> <p><b>5</b></p> <p><b>Minute</b></p> <p><b>s</b></p>	<p><b>PRE- ACTIVITY</b>                      <b>VIDEO PRESENTATION</b></p> <p>The teacher will form groups of five students.</p> <p>The teacher will show them a list in simple present.</p> <p>Students will say the simple past of the verbs.</p> <p>The teacher will count the points and the students who have more points will win.</p> <p>Eat- ate</p> <p>Take-took</p> <p>Watch-watched</p> <p>Cook-cooked</p> <p>Buy- bought</p> <p>Sleep-slept</p> 
<p><b>Time</b></p> <p><b>20</b></p> <p><b>Minute</b></p> <p><b>s</b></p>	<p><b>DURING ACTIVITY</b></p> <p>The teacher will give them some time to prepare a presentation.</p> <p>Students will talk about funny experiences; they will use simple past.</p> <p>Students will record a video individual about their fanny moments.</p> <p>The teacher will collect the videos.</p> <p>The teacher will select some of them to watch them on the projector.</p>

<b>Time</b>	<b>POST ACTIVITY</b>
<b>15</b>	The teacher will select some videos to reproduce them in the class.
<b>Minute</b> <b>s</b>	Students will pay attention to the mistakes.

## APPENDIX D5

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
DEPARTMENT OF FOREIGN LANGUAGES



STUDENT TEACHER'S NAME: HEIDI ASTRID GALAN

TEACHER'S NAME: LIC. NELSON DUEÑAS

DATE: JUNE-2019 SUBJECT: ENGLISH TIME: 1:00-1:40

**Lesson Unit:** 4

**Topic:** Comparatives adjectives

**Target Content:**

Use of comparative adjectives in short paragraphs

**Target Structure:**

The verb to be and simple present

**Objectives:**

To gather information about self-video recording implementation to improve oral performance of the second year of high school English students section "J" at Centro Escolar INSA in the year 2019





	<p><b>EXERCISE</b></p> <p>-students will make a self-video recording</p> <p>-First, they will have to choose a person in the group then this person will perform the TV-commercial while the others members are recording him or her with their cellphones, also they will practice oral performance with the other classmates and teachers making this activity.</p>
<p><b>Time</b></p> <p><b>15</b></p> <p><b>minute</b></p>	<p><b>POST ACTIVITY</b></p> <p>-Students will share their self-videos recording with the teachers to make the corresponding analysis.</p>
	<p><b>HOMEWORK</b></p> <p>Students will write a short resume about the experience to participate in a self-video recording.</p>

## APPENDIX D6

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DEPARTMENT OF FOREIGN LANGUAGES*



*STUDENT TEACHER'S NAME: LIC. NELSON DUEÑAS*

*TEACHER'S NAME: ENA JULISSA ARÉVALO*

*DATE: JULY-2019 SUBJECT: ENGLISH TIME: 1:00-1:40*

**Lesson Unit: 4**

**Topic: Speech Contest**

**Target Content: Comparative Adjectives usage**

**Target Structure:**

**simple present, and verb to be**

**Objectives:** To gather information about self-video recording implementation to improve oral performance of the second year of high school English students section “J” at Centro Escolar INSA in the year 2019

**Materials: Whiteboard, markers, charts, lesson plan, eraser, markers, paper, whiteboard and cellphones**

Time	PRE-ACTIVITY	SELF VIDEO RECORDING
<p><b>5 minute s</b></p>		<ul style="list-style-type: none"> <li>✓ Students will do an activity called “<b>Comparatives Brainstorming</b>”, so they will be given one or to objects to describe and it must be done so far as long as possible, using different comparative adjectives in each sentence. For example, they will be told to compare the whiteboard, the desks, the windows, the books, the pencil case, and so forth.</li> </ul>
		<ul style="list-style-type: none"> <li>✓ The teacher will do a review of what self-video recording is, then she will do an activity called “Speech Contest.</li> <li>✓ To develop the activity, the teacher will ask students to form groups of 5, then she will give them a list of social interest topics making sure students feel free to select the one they want.               <p style="margin-left: 40px;">The social interest topics will be:</p> <ol style="list-style-type: none"> <li>1. Gender identity</li> <li>2. Cyberbullying</li> <li>3. Education in El Salvador</li> <li>4. Poverty</li> </ol> </li> </ul>

	5. Racism
Time  20  minutes	<p><b>DURING ACTIVITY</b></p> <ul style="list-style-type: none"> <li>✓ Students will share main ideas in their group about the topic they have already chosen.</li> <li>✓ Then the teacher will ask students to self-record a video in which they talk about the definition of the topic, its main characteristics and a brief opinion towards it using comparative adjectives to define it.</li> </ul> <p style="text-align: center;">.</p> <p style="text-align: center;"><b>Example: Gender identity</b></p> <p>Gender identity is more controversial than other social topics around the world, and it is better defined as the personal concept everybody has on oneself as male or female, which may not correlate with their birth sex. Moreover, gender is more affected by the expectations and stereotypes society holds about the thoughts, characteristics and behaviors than other issues; for example, most societies expect males to act "masculine" and female to act "feminine", so each culture has different expectations about gender that affect a person's social, work and so on...</p>
Time  15  minutes	<p><b>POST- ACTIVITY</b></p> <ul style="list-style-type: none"> <li>✓ Students will share their self-videos recordings with their classmates and teachers, then the teacher will give them their respective conclusions and feedback.</li> </ul>

**HOMEWORK:**

- ✓ Students will investigate about an interesting topic they prefer such as: sports, trends, hobbies, music, and so on.

Then they will self-record, and they will share the video with a classmate in order to make students correcting themselves

## APPENDIX D7

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DEPARTMENT OF FOREIGN LANGUAGES



*STUDENT TEACHER'S NAME: ENA AREVALO*

*TEACHER'S NAME: NELSON DUEÑAS*

*DATE: JUNE, 2019    SUBJECT: ENGLISH    TIME: 1:00- 1:40*

**Lesson Unit: 4**

**Topic: The power of rewriting history**

**Target Content:** simple past, funny, terrifying or sad events

**Target Structure:** simple Past

**Objectives:** To gather information about self-video recording implementation to improve oral performance of the second year of high school English students section "J" at Centro Escolar INSA in the year 2019.

**Materials:** Whiteboard, laptop, LCD projector, markers, charts, lesson plan, eraser and cellphones

Time	<b>SELF VIDEO RECORDINGS</b>
<p style="text-align: center;"><b>5</b> <b>Minute</b> <b>s</b></p>	<p style="text-align: center;"><b>PRE- ACTIVITY</b></p> <ul style="list-style-type: none"> <li>✓ The teacher will do a review about the simple past tense, then she will develop an activity called “<b>The power of rewriting history</b>” .</li> <li>✓ To develop the activity, the teacher will ask students to work in pairs.</li> <li>✓ Then, the teacher will tell students to reenact a popular story or a historical event in the most creative form, so students could take a funny, terrifying or sad form. It will depend on the students’ preference.</li> </ul>
<p style="text-align: center;"><b>15</b> <b>Minute</b> <b>s</b></p>	<p style="text-align: center;"><b>DURING ACTIVITY</b></p> <ul style="list-style-type: none"> <li>✓ Students will reenact the story they have already chosen, so they will have to use the simple past tense.</li> <li>✓ The teacher will give students some time to prepare the story.</li> <li>✓ Then the teacher will ask students to self-record a video</li> </ul>
<p style="text-align: center;"><b>15</b> <b>Minute</b> <b>s</b></p>	<p style="text-align: center;"><b>POST ACTIVITY</b></p> <ul style="list-style-type: none"> <li>✓ The teacher will choose some self-video recordings to be presented in the class.</li> <li>✓ Then, the teacher will give them their respective observations and feedback in order to correct students’ grammar and pronunciation mistakes.</li> </ul>
<p style="text-align: center;"><b>5</b> <b>minute</b> <b>s</b></p>	<p><b>HOMEWORK:</b></p> <p>Students will look for a popular story around the world, and they will have to self-record it.</p>

## APPENDIX D8

*UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
DEPARTMENT OF FOREIGN LANGUAGES*



*STUDENT TEACHER'S NAME: NÉSTOR PATRICIO VELÁSQUEZ CASTRO*

*TEACHER'S NAME: NELSON DUEÑAS*

*DATE: JULY, 2019 SUBJECT: L ENGLISH TIME: 1:00- 1:40*

**Lesson Unit: 5**

**Topic:** Comparatives adjectives

**Target Content:** Describe yourself, describe your classmate, describe places and describe people

**Target Structure:**


The verb to be and simple present

**Objectives:**



To gather some information about Video Story Telling implementation to improve Oral Performance of the second year high school English students section “J” at Centro Escolar INSA in the year 2019

**Materials:** Whiteboard, laptop, LCD projector, markers, charts, lesson plan, eraser.

<p><b>Time</b></p> <p><b>5</b></p> <p><b>Minut es</b></p>	<p><b>PRE- ACTIVITY</b>                      <b>VIDEO STORY TELLING</b></p> <p>The teacher will have students read a page containing one story related to two brothers who have some differences. During this period, students are going to look for the words they do not know so that they get acquainted with the details of the information.</p>
<p><b>Time</b></p> <p><b>20</b></p> <p><b>Minut es</b></p>	<p><b>DURING ACTIVITY</b></p> <ul style="list-style-type: none"> <li>-Students will form groups of 4 people</li> <li>-Ss’ will compare two persons who are considered different.</li> <li>- Ss’ have to write their ideas according to the example previously give.</li> <li>-Ss’ are going to perform orally the activity so that they show what have they gotten from the previous directions.</li> </ul> <div style="text-align: right;">  </div>

## **EXERCISE**

- First, students will make a story telling based on the one previously given.
- They will choose a person in the group.

Then this person will read the story giving details of the comparison between the two people, while the others members are recording him or her with their cellphones. Also, they will demonstrate their proficiencies on the task showing the level of learning process that has been obtained during the sessions.

### **Brother Rivalry**

Once upon a time, there were two brothers named Ed and Ted who always competed against each other. No matter how hard Ted tried, Ed always did everything better.

See, Ed was 1 year older than his brother Ted. And when they measured their heights, Ed was always one foot taller than his brother.

They loved kicking the soccer ball, but no matter how hard Ted tried, Ed always kicked the ball farther than his brother Ted. When they played basketball too, Ed always jumped higher than his brother too. Finally, when they ran to the finish line, Ed was always a couple of seconds faster than Ted.

Ted was going to give up on being the best because his brother was always better than everything he did.

Ed and Ted were both exhausted. Their mom called them back in the house for dinner. They sat down at the table but it was Ted who was hungrier than his brother because he ate his whole meal.

At that point, both boys realized that you can't be better at everything than your brother in life.

	<p><b>La rivalidad entre hermanos</b></p> <p>Érase una vez, dos hermanos llamados Ed y Ted que siempre compitieron entre sí. No importa cuánto lo intentara Ted, Ed siempre hacía todo mejor.</p> <p>Verás, Ed era 1 año mayor que su hermano Ted. Y cuando medían sus alturas, Ed siempre era un pie más alto que su hermano.</p> <p>Les encantaba jugar fútbol, pero no importaba lo duro que lo intentara Ted, Ed siempre pateaba el balón más lejos que su hermano Ted. Cuando jugaban al baloncesto también, Ed siempre saltaba más alto que su hermano también. Finalmente, cuando corrieron a la línea de meta, Ed siempre fue un par de segundos más rápido que Ted.</p> <p>Ted iba a renunciar a ser el mejor porque su hermano siempre era mejor que todo lo que hacía.</p> <p>Ed y Ted estaban agotados. Su mamá los llamó a la casa para cenar. Se sentaron a la mesa, pero fue Ted quien tenía más hambre que su hermano porque se comió toda la comida.</p> <p>En ese momento, los dos chicos se dieron cuenta de que no puedes ser mejor en todo que tu hermano en la vida.</p>
<p><b>Time</b></p> <p><b>15</b></p> <p><b>minute</b></p> <p><b>s</b></p>	<p><b>POST ACTIVITY</b></p> <p>-Students will share their video story-telling with the teachers to make the corresponding analysis.</p>

## APPENDIX D9

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
DEPARTMENT OF FOREIGN LANGUAGES



STUDENT TEACHER'S NAME: HEIDI ASTRID GALAN

TEACHER'S NAME: LIC. NELSON DUEÑAS

DATE: -JULY-2019 SUBJECT: ENGLISH TIME: 1:00-1:40

<b>Lesson Unit: 5</b>
<b>Topic: Present Perfect</b>
<b>Target Content:</b>  <b>Use of present perfect in short paragraphs</b>
<b>Target Structure:</b>  <b>The present perfect tense</b>
<b>Objectives:</b>  <b>To gather information about video story telling implementation to improve oral performance of the second year of high school English students section "J" at Centro Escolar INSA in the year 2019</b>
<b>Materials: computer, projector, paper, photocopies, whiteboard, cellphones and markers</b>

<p>Time</p> <p>5</p> <p>Minute</p> <p>s</p>	<p><b>PRE- ACTIVITY</b></p> <p>Students will make groups of 5 and will receive an envelope with verbs in the past participle that they should order and translate in their notebooks then they will go to the board to write these, who can write it faster will be the winner</p>
<p>Time</p> <p>20</p> <p>minute</p> <p>s</p>	<p><b>DURING ACTIVITY</b></p> <p>Explanation of present perfect tense</p> <p><b>The present perfect tense is used to describe something that happened in the past, but the exact time it happened is not important. It has a relationship with the present.</b></p> <p><b>I have done my homework = I finished my homework in the past. It is not important at what exact time, only that it is now done.</b></p> <p><b>I have forgotten my bag. = Exactly when in the past that I forgot it is not important. The important thing is that I don't have it now.</b></p> <p><b>As we do not use exact time expressions with the past perfect, we cannot say:</b></p> <p><b>I have done my homework yesterday</b></p> <p><b>In this case we use the past simple tense:</b></p> <p><b>I did my homework yesterday.</b></p> <p><b>Using <i>already just</i> and <i>yet</i> with the present perfect</b></p> <p><b><i>Already, just</i> and <i>yet</i> can are all used with the present perfect.</b></p> <p><b>Already means 'something has happened sooner than we expected:</b></p> <p><b>'The movie only came out yesterday, but I have already seen it.'</b></p>

	<p><b>Just means 'a short time ago':</b></p> <p><b>'I have just seen your brother going into the bank with a gun!'</b></p> <p><b>Yet is only used in questions and negative sentences. It means 'something is expected to happen':</b></p> <p><b>'Have you finished the report yet?'</b>  <b>No, I haven't finished it yet.'</b></p> <p><b>EXERCISE</b></p> <p>-Put the verbs into the correct form (present perfect).</p> <p><b>Exercise on Present Perfect</b></p> <ul style="list-style-type: none"> <li>• I (not / work) today.</li> <li>• We (buy) a new lamp.</li> <li>• We (not / plan) our holiday yet.</li> <li>• Where (be / you) ?</li> <li>• He (write) five letters.</li> <li>• She (not / see) him for a long time.</li> <li>• (be / you) at school?</li> <li>• School (not / start) yet.</li> </ul>
<p><b>Time</b></p> <p><b>15</b></p> <p><b>minute</b></p>	<p><b>POST ACTIVITY</b></p> <p>Students will write sentences using the following verbs in the past participle and then say these in front of the class</p> <p><b>- arisen,beaten,become,begun.broken,brought,caught,cast,done,driven</b></p>

## APPENDIX D10

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
DEPARTMENT OF FOREIGN LANGUAGES



**SUBJECT: ENGLISH GROUP: 1**

**STUDENT TEACHER'S NAME: NÉSTOR PATRICIO VELÁSQUEZ CASTRO**

**COOPERATING TEACHER'S NAME: NELSON DUEÑAS**

**DATE: JULY 2019 SUBJECT: ENGLISH TIME: 1:00- 1:40**

**Lesson Unit: 5**

**Topic:** The present perfect

**Target Content:** to talk about past experiences using the present perfect

**Target structure:** The present perfect

**Objectives:**

To gather some information about Video Story Telling implementation to improve Oral Performance of the second year high school English students section "J" at Centro Escolar INSA in the year 2019

**Materials:** Whiteboard, laptop, LCD projector, markers, charts, lesson plan, eraser.

Time 5 Minute s	<b>Pre- activity</b>  The teacher will have students read a page containing one story named “my first day at school”. During this period, students are going to look for the words they do not know so that they get acquainted with the details of the information
Time 7 Minute s	<b>DURING ACTIVITY</b>  -Students will form groups of 4 people  -Ss’ will talk about the experiences they have had the first time they arrived to high school.  - Ss’ have to write their ideas according to the example previously give.  -Ss’ are going to perform orally the activity so that they show what they have gotten from the previous directions.
Time 20	<b>EXERCISE</b>



<p><b>minute</b></p> <p><b>s</b></p>	<p>- First, students will make a story telling based on the one previously given.</p> <p>- They will choose a person in the group.</p> <p>Then this person will read the story giving details talking about their experience of their first day at high school, while the others members are recording him or her with their cellphones. Also, they will demonstrate their proficiencies on the task showing the level of learning process that has been obtained during the sessions.</p> <p style="text-align: center;"><b>Story: My first day at school</b></p> <p>Once upon a time, there was a little girl who lived in a faraway city, she was so happy because her first day a school was nearly, so her mother woke up early to prepare everything for her little daughter. The little girl could not sleep that night thinking how fantastic would be to go to school and meet her teacher and new friends.</p>
<p><b>Time</b></p> <p><b>12</b></p> <p><b>minute</b></p>	<p><b>POST ACTIVITY</b></p> <p>-Students will share their video story-telling with the teachers to make the corresponding analysis.</p>

## APPENDIX E1

### ORAL PERFORMANCE

To describe video presentations, self video recordings, and video story telling efficiency to improve second year high school students section “J” oral performance at Centro Escolar INSA in the year 2019.

**Table 1: Intensive practice**

Question	Opinion	Analysis
<p>1-Do you consider that students are exposed to intensive practice in English classes?</p>	<p>Well, I consider that students are not really ready to do that I mean they need to practice more and more because the time here in the school is quite short, and I think from my point of view they just study English as the schedule time, so they do not practice at home since the time to practice at school is very short, the teacher has to push them because students do not do it by themselves.</p>	<p>In words of Dueñas N. (2019) students are not exposed to intensive practice in English classes due to the schedule time for English classes at school is not enough to fulfil all the aspects in students English learning. Moreover, students do not practice English at home, so they just practice it at school making students practice poorly as it is aforementioned the school time is pretty short. Besides, Nelson Dueñas (2019) states that students are not willing to learn English, so they do not practice by themselves.</p> <p>It is important to mention that to learn English as a foreign language involves time, effort and practice, so those aspects assure that the key of students oral performance improvement relies on practice since it has been proven that oral practice serves to overcome fears and insecurities, to imitate sounds that are not part of our mother tongue's, to acquire fluency and coherence, to learn from mistakes and more; however, it</p>

		<p>is not only the teachers' duty to make sure that students speak in English in the classes, but also it is the students' duty to seek a way to be more exposed to the language. According to Nunan (1991), speaking is one of the skills that have to be mastered by students learning English. The speaking skill has to be developed throughout the consistency of true and intensive practice.</p>
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**Source: Researchers' own creation**

## APPENDIX E2

**Table 2: Speaking activities**

Question	Opinion	Analysis
<p>1How important were speaking activities in English classes?</p>	<p>Well, speaking activities were useful for students because they become familiar to talk in English, and if the teacher does not do speaking activities, students will never practice by themselves, or they are going to look for someone to practice or to speak in English just in classes, so speaking activities become very good for them since they become familiar with their classmates, and the teacher that guides the activities, so I think speaking activities are really nice practice for them.</p>	<p>To develop speaking activities, there must be involved the speaker and the listener or only speaker involved. Regarding to speaking activities, Nelson Dueñas (2019) states that speaking activities are useful for students since they become familiar with the English language, but the teacher has to implement speaking activities in the classroom in order to make students practice by themselves, or make them look for someone to develop speaking activities inside the classroom, so speaking activities are helpful for students since they become familiar with the English language, and there come up a good rapport between them, and the teacher who guides the speaking activities. Performing speaking involves many aspects like gestures and expressions that lead the receptor into more information to be adapted in the current time conversation. Furthermore, in words of Hybel (2001), speaking is any process in which people share information, ideas and feelings.</p>

**Source: Researchers' own creation**

## APPENDIX E3

**Table 3: Oral production**

Question	Opinion	Analysis
<p>1-Do you consider that oral production was putting into English classes to develop oral performance?</p>	<p>Yes, oral production help students to speak and to talk with other since the teacher give them the material, the teacher helps students guiding them in phonetic, and they also learn how to be fluent while speaking, so oral activities help them to become familiar with the language in the English process.</p>	<p>In words of Nelson Dueñas (2019) oral production was putting into practice in English classes since it helps students to develop oral performance in the classroom, he also states that teacher’s guidance in important aspects such as: phonetics, fluency and speaking support students in becoming familiar with the English process. Furthermore, Brown (2004) states that it is expected that students do not only speak meaningfully and fluently but also produce accurate utterances. Therefore, speaking is not a matter of producing random sounds that would not intimate in semantics to what is meant to be exposed. Else, (Harmer, 2000) states that speaking is expressive sound counterpart to aid require somewhat more complex abilities. He adds that oral language or speaking is the most confidential form of immediate communication.</p>

**Source: Researchers’ own creation**

## APPENDIX E4

**Table 4: Fluency**

Question	Answer	Analysis
<p>Do you consider that students have fluency while speaking English in different activities?</p>	<p>To be honest, no. It is quite difficult for them because they started studying English since 7th grade in public schools but still, they did not reach fluency while speaking; on the other hand, just few, one or two students, received classes in private schools. Year by year students have a new teacher who do not push them to practice, to speak and to become familiar with the language, also the time devoted to English at school is very limited for them to develop the language and acquire new vocabulary.</p>	<p>Rodney (1973) states that “The language skill is an extremely complex notion, and needs quite explanation and interpretation” which means that not only time devoted to the English learning is important but how meaningful the time is in each class. Time is really important to learn a language but for those who had not been exposed to the language before they need more explanation and a more punctual interpretation of the English language and to do so, they need more time than the one stated for every class at Centro Escolar INSA (3 hours per week). Brown (2012) in an ESL class setting, used voice recordings and self-assessment; this proves the importance of time investment’s positive impact in the English learning process, more specifically in the English oral skill improvement because time correctly devoted and invested in English</p>

		classes lead students to a better comprehension of the target language for they have time to clarify doubts, correct their mistakes (through feedback), practice, share, compare and refuse ideas in the oral form and so on.
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**Source: Researchers' creation**

## APPENDIX E5

**Table 5: Natural language**

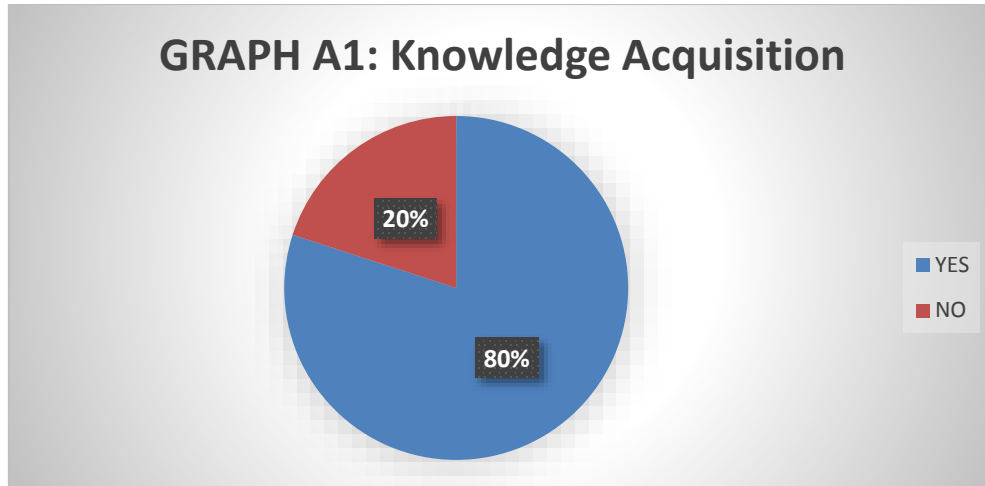
Question	Answer	Analysis
<p>Do you consider that students utilize natural function language in English classes?</p>	<p>Actually, the functions they use are the ones you taught because they only use what they are taught in the moment; they do not remember what they saw last year but what they are studying in the moment so they do not prioritize the importance of the English language because they do not learn the things; they just remember for the moment in which they have to talk in English.</p>	<p>Cameron (2001) says “speaking is the active use of language to express meanings so that other people could make sense of them”. That is to say, if students could recognize the value of the English language, they would speak to express any idea that comes to their minds because after all, the language is to communicate but the poor English background is due to the neglection towards the language as the researchers could observe during classes, the students refused to participate at the beginning of the interventions when they were asked to do so; such thing proved the poor interest towards the English subject existence. Necessity and interest towards something makes people seek for a way to reach what they need or what they want but when such feeling is missing.</p>

**Source: Researchers' creation**



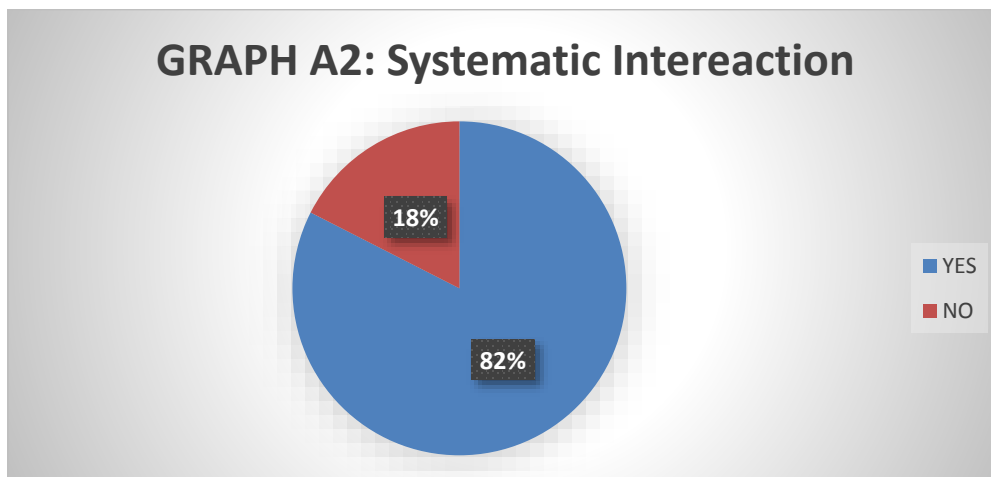
# VIDEO PRESENTATION

## APPENDIX F1



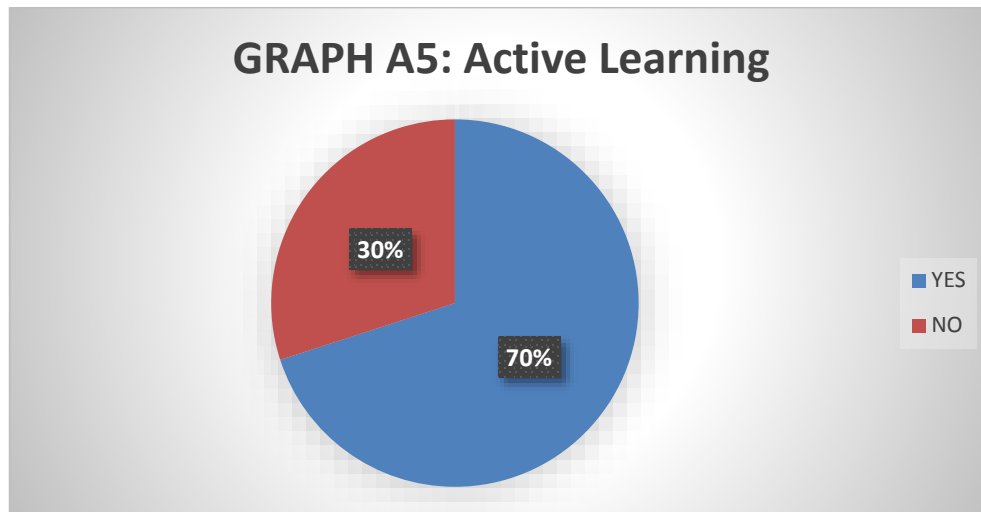
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## APPENDIX F2



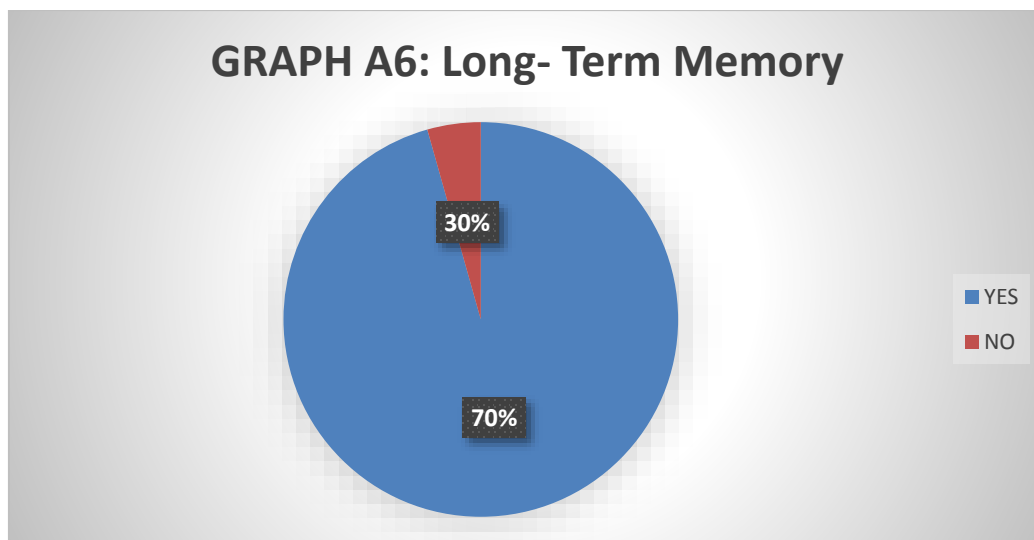
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### APPENDIX F3



Source: researchers' own creation

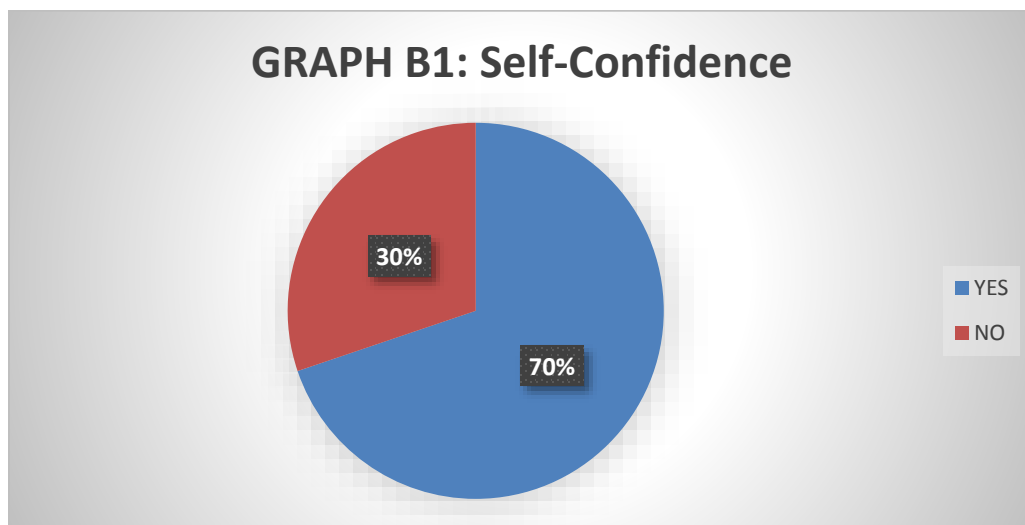
### APPENDIX F4



Source: researchers' own creation

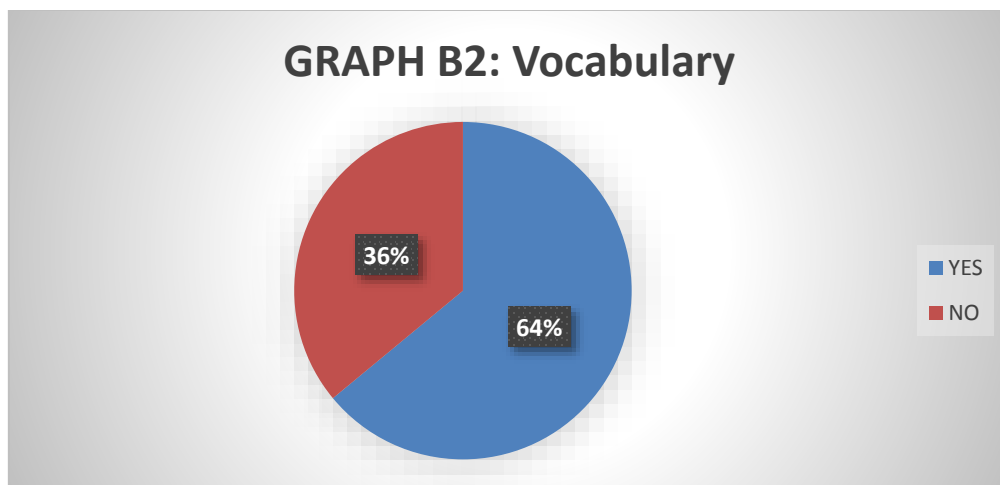
## SELF VIDEO RECORDINGS

### APPENDIX G1



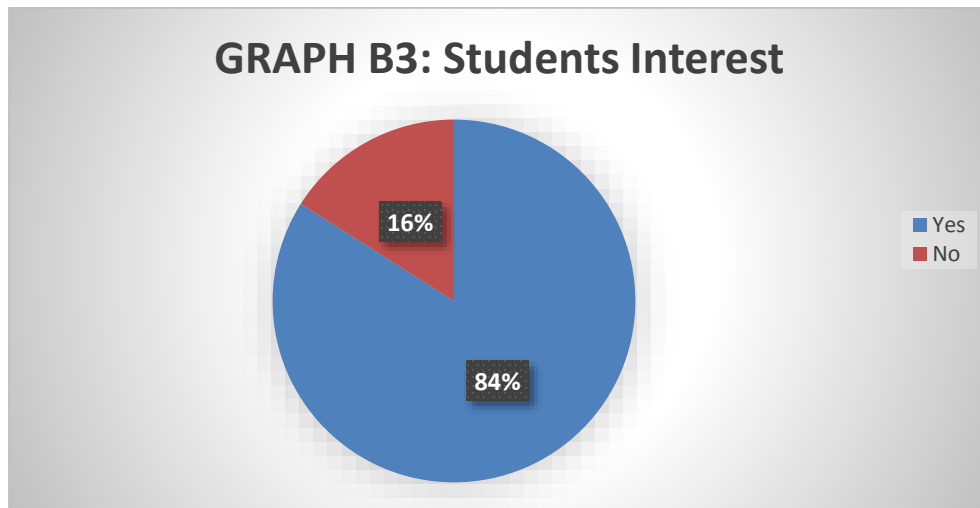
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### APPENDIX G2



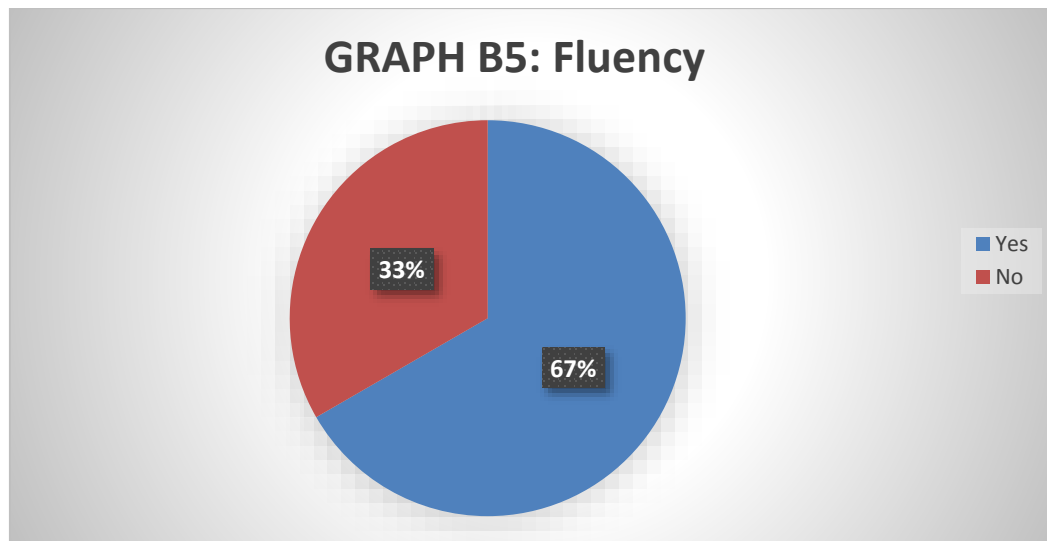
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### APPENDIX G3



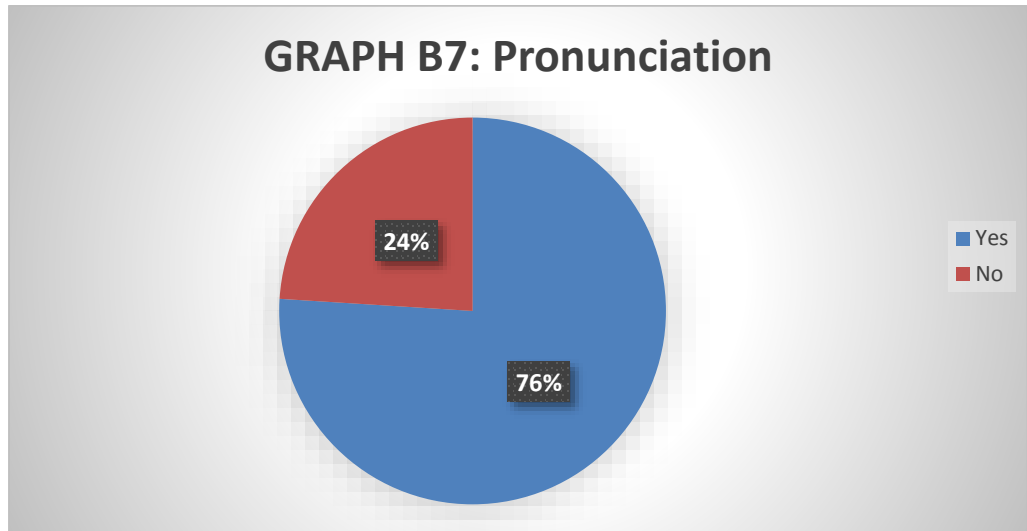
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### APPENDIX G4



Source: researchers' own creation

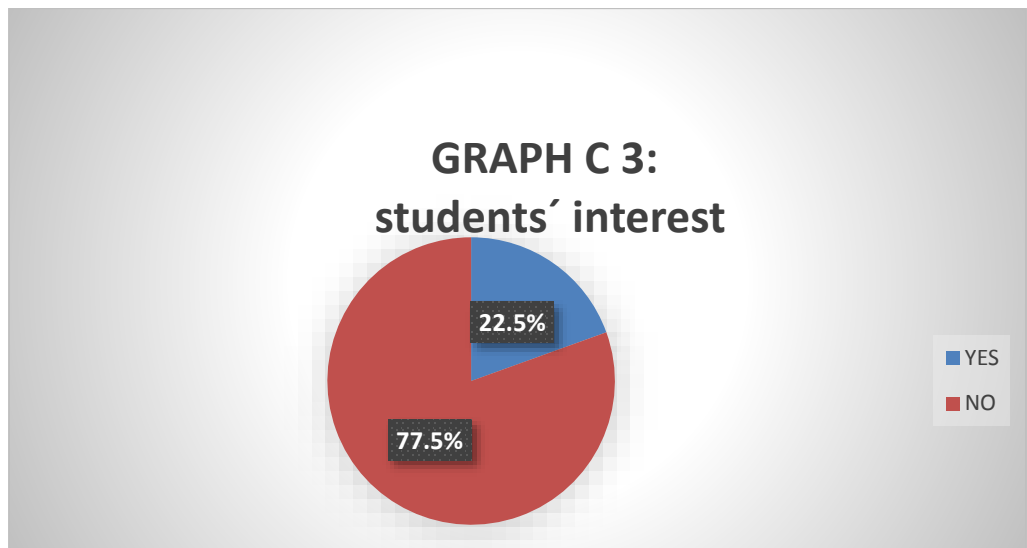
## APPENDIX G5



Source: researchers' own creation

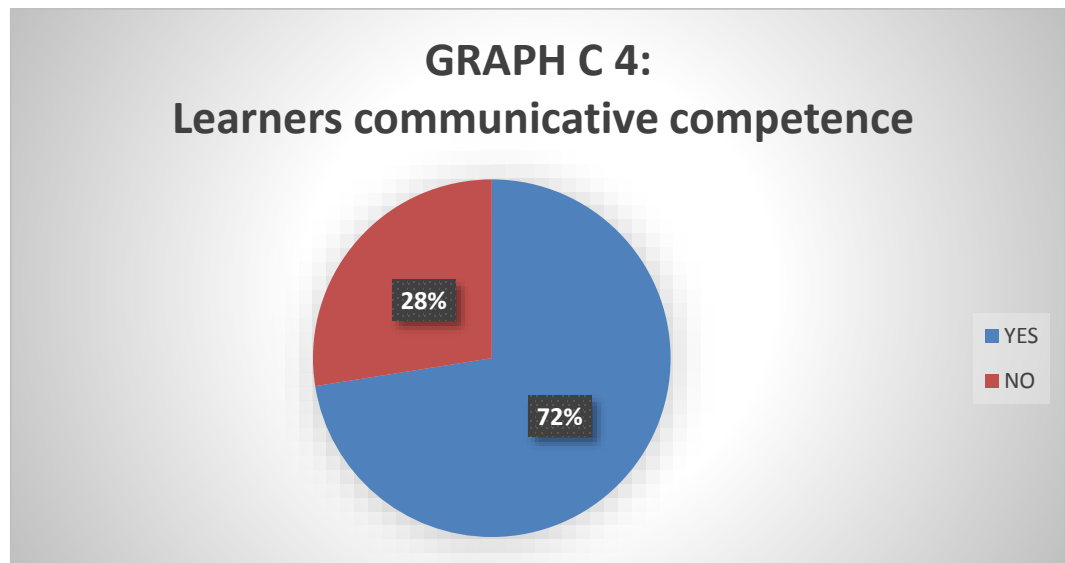
## VIDEO STORY TELLING

## APPENDIX H1



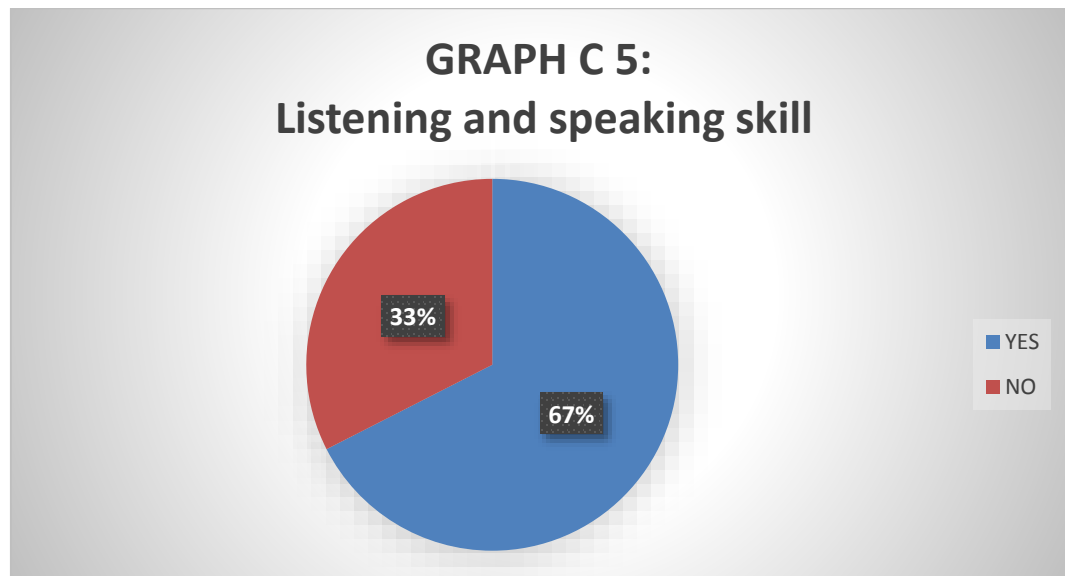
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## APPENDIX H2



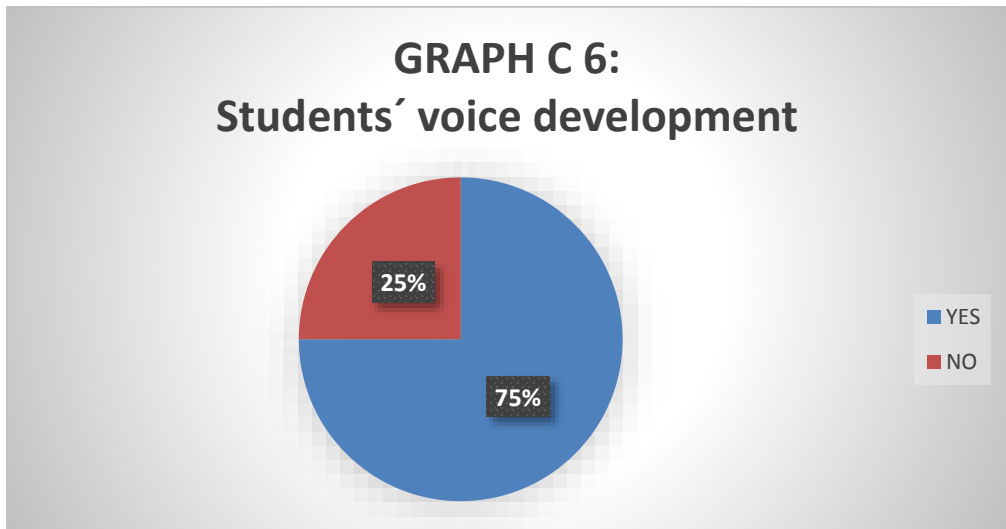
Source: Researchers' own creation

## APPENDIX H3



Source: Researchers' own creation

## APPENDIX H4



Source: Researchers' own creation

## APPENDIX I

N°	TIMELINE	MONTHS	FEBRUARY				MARCH				APRIL				MAY				JUNE				JULY				AUGUST							
			WEEKS				WEEKS				WEEKS				WEEKS				WEEKS				WEEKS											
		PERSONNEL IN CHARGE																																
1	DESCRIPTION OF THE PROBLEM	RESEARCH TEAM																																
2	ESTABLISHMENT OF OBJECTIVES	RESEARCH TEAM																																
3	STATE OF THE ART	RESEARCH TEAM																																
4	METHODOLOGY	RESEARCH TEAM																																
5	ELABORATION OF RESEARCH TOOLS	RESEARCH TEAM																																





## APPENDIX J

### Budget

The following tables show an estimated amount of money that the researchers will need to carry out their investigation. All the things that are presented are the basic needs, the necessary supplies and services that are going to be indispensable and useful in this research work.

### Supplies

In this chart or table # 1 the researcher teams present the necessary supplies for making this research in the proper way; all supplies that are presented in this table will be: pencils, pens, bond paper, etc.

<i>Type of supplies</i>	<i>Description</i>	<i>Cost per item</i>	<i>Total items</i>	<i>Total cost</i>
<i>Office supplies</i>	Pens	\$0.35	10	\$3.50
	Pencils	\$0.25	10	\$2.50
	Printer ink	\$ 12.00 black ink	5	\$60.00
	Printed paper	\$ 0.10	800 sheets	\$80.00
	Stapler	\$3.00	1	\$3.00
	CDS	\$2.00	4	\$8.00
	Markers	\$2.50	5	\$12.50
<b>Total:</b>				<b>\$169.50</b>

### Services

The investigation will require having some services in order to carry out the project in which the researchers included photocopies, binding, internet, and other expenses such as food, transportation and electricity.

Service	Cost per service	Total cost
<i>Photocopies</i>	\$0.05 / page 500 copies	\$25.00
<i>Internet</i>	\$35.00 a month	\$35.00
<i>Other expenses</i> <i>(food, dress, transportation, and electricity)</i>	\$5000.00	\$5000.00
<b><i>Total</i></b>		<b>\$5,060.00</b>

# APPENDIX K

## PICTURES



