



Facultad de Educación

Escuela de Educación en Inglés

ACTIVIDAD DE TITULACIÓN

THE EFFECT OF THE USE OF MONOLOGUES IN THE FORM OF VIDEO
CAPSULES TO FOSTER ORAL PRODUCTION IN EMERGENCY REMOTE
LEARNING.

Trabajo de Investigación para optar al Grado de Licenciado en Educación y al Título
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ABSTRACT

Learning a foreign language might be the Achilles' heel for certain people, and for Chileans, English is the one. In Chile, people tend to avoid learning a foreign language, particularly when it comes to managing how to communicate orally. So, the natural question to ask is: What can we do to get students to speak more in the English class in the target language in Emergency Remote Learning? The aim of this research was to determine the effect of the use of monologues in the form of video capsules as a way to foster oral production in seventh-grade Chilean students in emergency remote learning (ERL) using topics or themes that suit their preferences and fit with the requirements proposed by the Chilean Ministry of Education. To achieve this goal or objective, a set of three interventions in a span of four weeks was carried out where the five participants from 7th grade had to record a video of themselves using given prompts and instructions that were evaluated using a checklist based on pronunciation, grammar, fluency, and timing. The results showed that even though oral communication's improvement in the participants was not high, through the use of videos, at least three out of five participants improved their speaking performance in relation to the beginning.

Keywords: *video capsules, oral communication, language, speaking.*

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1.- INTRODUCTION

Throughout our practicum experiences from 2018 to 2021, we were able to notice that even though the National Curriculum indicated that students in seventh grade should be able to master an A2 level of English, based on the levels provided by the Common European Framework of References (CEFR) and the information provided by the English Learning Objectives stated by the Chilean Ministry of Education, they are not able to speak in the target language at the A2 level. Our observations have shown that students are unable to create, use and express simple sentences in English according to the A2 level. Moreover, it was also possible to observe that in the classroom they are unable to hold conversations grammatically correct in the target language. Furthermore, they can utter isolated words and repeat chunks, but they cannot say coherent simple ideas about any topic previously seen on the thematic units of the national curriculum. This has become worse during the last two years because of all the problems students and teachers have had to face due to the world's current health emergency, the restrictions imposed by the spread and surge of COVID-19, and the implementation of remote learning as a way to ensure learning continuity for students. The implementation of remote learning by schools has come with a series of adaptations to an online course content delivery via digital platforms such as Zoom, Google Meet, or Google Classroom to establish a semblance of order. For those reasons, in order to attend classes, students needed to have access to the Internet and to have their own technological devices to connect to classes, such as a smartphone, tablet, or computer.

For those students who did not have access to either the technology or the Internet, the class was basically done through worksheets picked up by their parents and in the same cases delivered to their homes. From the very beginning of this global pandemic, we have noticed, thanks to our own practicum experiences, that students, as well as teachers, were not familiar with these platforms, the quality of the connections was poor, and there was little to no speaking or listening done during the synchronic sessions. Because of the pandemic and the continuity of the use of online classes, we need to find new ways to get students to speak in English. So, in light of the preceding information, the question we must ask ourselves is what can we do to get students to speak more in the English class in the target language in Emergency Remote Learning?

2.- THEORETICAL FRAMEWORK

2.1. The Need to Master English in Chile

Throughout the years, society has been experiencing many changes in our own way to communicate with others, especially with people who do not speak the same language. Consequently, we have been encouraged to learn and acquire a language spoken worldwide, in this case, English. Thus, the fastest way to communicate with others is through oral communication, in other words, speaking.

According to Rao (2019) *“English has become the fastest increasing language in this modern world and it occupies the status of a commercial language by connecting the East and the West and the North and the South”* (p. 66). Therefore, it is imperative to acknowledge that the English language has become an essential part of the growth of big and small companies; it is being learned by most people worldwide because of its trade of copper and food with the world. Therefore, speaking English can make a person's career, get them a promotion, or advance their studies. The web page of ETSGlobal.org (2020) mentioned in their post ‘Why is it important to learn English?’ that knowing English helps you to reach your goals. For that reason, English has become part of the National Curriculum for elementary and high school education. However, it is known that in Chile there is very little exposure to English, so the language cannot be taught as a Second Language; on the contrary, it is taught as a Foreign Language, which according to Richard Nordquist is the study of English by non-native speakers in countries where English is not the dominant language (2020).

In Chile, there have been multiple factors that have changed the perspective on how English has been taught to our students; one of them, as mentioned before, deals with the possibility of new opportunities. ETSGlobal.org (2020) points out that English opens the door to the world and allows an individual to communicate with global citizens, building international relationships, and allowing people to know a culture that is different from their hometown. Consequently, not only the Chilean Ministry of Education has taken this valuable information into consideration when constantly updating the National Curriculum, but also schools and parents themselves want their children to learn the language to have a chance to get better opportunities, both professional and personal in the future.

2.2. English in Chile and the National English Curriculum

The National Curriculum had been written with the specification of being compulsory from fifth grade onwards, and optional with a set of proposals from first to fourth grade. The National Curriculum follows CEFR standards or Can-Do-Statements, it is based on the Communicative Approach, and it is thematic or proposes the work with thematic units. This means that across all the thematic units in each grade level, language is present as Functions, making the teaching of lexis and grammar implicit.

Furthermore, with the current health situation we are going through globally, in our country, the Ministry of Education has come up with a “Curricular Adjustment” where schools must prioritize the four skills above the contents of the units. This Curricular Adjustment has been a new challenge for teachers and students, mostly because teachers must consider that students must put into practice the skills, beyond teaching them grammatical and lexical contents.

Thus, to contextualize this adjustment, to teach Modal Verbs, for example, teachers must find a way to teach them by focusing on the use, whether in listening, speaking, reading, or writing. For instance, if the teacher focuses on speaking skill, the student needs to be provided with a language function to use these modal verbs, and at the same time use this function to communicate in the target language. As a result, students will be able to put into practice the contents and develop the main skill of the lesson.

2.2.1. Understanding the Communicative Approach and Language Functions

In Lehmann (2016) it is stated that the Communicative Approach is directly related to communicative competence, which is understood “as the ability to interact with another person by linguistic means, which one learned to see through and to estimate their effects, without fear or complexes and to understand others communicative intentions...” (p.27). Likewise, this oral communication implies a communicative purpose, which finds a place in Language Functions. These functions rely on what students do with the language while speaking; more specifically, they need a real-world context provided by the teacher where they can practice oral communication. Considering detailed information on this real-world context in EFL teaching, Azizifard (2012) states that this context “may provide more information about the time and place of using language functions. Context helps students visualize the story which in turn improves comprehension.” (p. 1194). Thus, a language function must require a context for students to speak, for example when teaching them how to ask for an apology and apologize to others, they need a context where they can use expressions such as “sorry”; “my bad”; “I beg your pardon”, and this context is determined by the function

“Giving and asking for an apology”. Therefore, considering what the Chilean curriculum establishes, it is stated that *“At the educational level, skills are crucial because learning involves not only knowing, but also knowing how to do, and the ability to integrate, transfer and complement the various learning in new contexts.”* (Mineduc, 2016, p. 8). Furthermore, when the National Curriculum refers to the oral communication, it is possible to find the following: *“Expressing oneself orally consists of communicating a message with an adequate pronunciation and in an intelligible way when participating in oral exchanges, conversations and presentations”* (Mineduc, 2016, p. 45). Consequently, oral communication requires integrating previous knowledge in linguistic aspects such as grammar, lexis, and pronunciation, in relation to a determined context provided by the language function.

2.3. Language level - Four skills

Like all other languages, the English language deals with four linguistic skills that measure learners’ linguistic knowledge and comprehension in relation to the language itself. These skills rely on two bigger types of knowledge, which are productive and receptive knowledge. Laufer & Goldstein (2004, as cited in Pignot-Shahov, 2012), claim that “productive knowledge is usually associated with speaking and writing while receptive knowledge is associated with listening and reading” (p.38). Nonetheless, most of the time these skills rely on one another to attain the mastery of the four skills successfully.

These receptive and productive skills are the following:

- Listening
- Reading

- Writing
- Speaking

2.3.1. Listening, Reading, Writing and Speaking

According to Ali Nur (2019), listening is defined as “a receptive skill in the sense that learners are not actively involved in the learning process”. Whereas Kuchkarova (2021) affirms that “listening comprehension is a complicated mental process in which Speech signals are assigned meaning with the help of linguistic knowledge and world knowledge” (p. 980). Considering the preceding definitions, it is necessary to understand that even though there is no active participation while listening to something in particular, there are still some important mental and cognitive processes that enable the learner to build meaning out of listening comprehension, receiving input, and decoding the message to convey meaning.

When it comes to Reading as a skill, Nunan (2003, as cited in Mart 2012) points out that reading can be understood as “a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension.” (p.92). Therefore, learners must have a written input that matches their interests in order to make sense of the text, as well as a partial or total understanding of the text itself. Ali Nur (2019) pointed out that “unless you find out what you want to read, the learning will be less interesting for you than if you know what you are doing”. Thus, finding an adequate source to read that matches learners’ interests and needs is a must in the current Chilean educational system.

Writing involves a series of multiple processes such as mastering a wide range of lexis, as well as grammar, to combine them in a final product where thoughts and feelings can be expressed. According to Ali Nur (2019), “writing is an expression of these thoughts and feelings by using visible signs”. Whereas Huy (2015) states writing as “a complex metacognitive activity that draws on an individual’s knowledge, basic skill, strategies, and ability to coordinate multiple processes” (p.54). Consequently, it is imperative to master prior knowledge in the target language related to grammar and lexis in order to produce written output.

Last, but not least, it is important to comprehend what speaking is about. Along the lines of understanding Oral Production or speaking skills, Ali Nur (2019) stated that speaking can be understood as an oral, learned, and transferable skill which is one of the most commonly used skills by many individuals to convey meaning while communicating with others. Likewise, Nunan (2003, as cited in Mart 2012) pointed out that “speaking is a productive aural/oral skill, and it consists of producing systematic verbal utterances to convey meaning” (p.91). Because of its wide use, speaking has become a very essential skill for language learners. In other words, speaking is understood as a systematic process used more than other skills to communicate ideas, feelings, and opinions to others by nurturing the ability to manage a wide range of lexis and linguistic features, which are inherent characteristics of all languages.

2.4. Oral Production

When it comes to oral production, it is necessary to understand that the goal of communication relies on comprehension. Hernández (2019) found the following:

“Oral skill is perhaps the most important skill that each student has to develop because it is an instrument that helps each person to create an assertive communication (...) improving their interaction with the world, creating an environment in which they will be able to express their own ideas and thoughts.” (p. 24)

Thus, oral production in an EFL setting is a skill that needs to be developed if learners are willing to express themselves in a second language. Additionally, learners ought to manage a determined range of grammatical and linguistic features according to the level of English in which they are. On the other hand, Lalangui (2021) states that “oral expression is a complex process that encompasses much more than acoustic sounds organized in linguistic signs and regulated by grammar.” (p.43). Likewise, it is imperative to mention that existing schemata about these linguistic features are necessary to create just a simple, coherent, and cohesive utterance in the target language. Consequently, teachers are constantly seeking different approaches that match learners’ interests and needs, for them to rehearse progressively, as well as the enhancement of communication between two or more individuals in the target language.

2.5. Strategies to Foster Oral Production

As stated earlier, learners need to practice the target language by means of using different communicative strategies when learning. Ali Nur (2019) proposed a set of 14 speaking strategies that had a positive effect on learners from different countries. Nonetheless, for the purpose of this research, only four strategies were considered because they match the intended results when implementing them in the creation of video capsules, as well as in the classroom.

The first strategy is known as choral drills, where Ali Nur (2019) stated that “is a thorough training in speaking, especially by means of repetition (...), where the whole class repeats after their teacher several times”. Additionally, it is important to mention that when using choral drills, it is expected that the whole group of learners participate, building confidence among them and their learning process. Likewise, it is imperative to point out that even though drilling may currently seem an obsolete technique, the idea of repetition aims to clarify phonological aspects of speaking such as pronunciation, prosody, and intelligibility. Therefore, students who present poor linguistic development for the level, as well as the ones who demonstrate an adequate or good linguistic development for the level when learning English; through drilling, they can have the chance to understand how words sound by following a model.

The second strategy is mainly carried out in peers, between learners, or teacher and learner, following a sense of “question and answer”, where the one who is answering has already been exposed to the subject of the question, whereas the one who is asking also has to formulate a well-structured question.

The third strategy deals with “storytelling”, which involves that learners listening to a story comprehensively, and there is usually a task associated with the story. Therefore, implementing storytelling to rehearse speaking “serves as a source of prediction, comparison, and evaluation in understanding as well as following stories and narratives” (Ali Nur, 2019). Likewise, as stated earlier, language skills are usually interconnected; in this case, listening is the main skill, but the secondary skills behind the task can be related to reading, writing, and/or speaking.

Finally, the fourth strategy is “elicitation”, which can attract learners who are not willing to participate in speaking tasks. Ali Nur (2019) claimed that “it is a technique or procedure that is designed to get a person actively producing speech...”. Consequently, by using elicitation as a tool to foster oral production, some learners are prone to engage with upcoming speaking tasks in their learning process.

As stated in the introduction, the worldwide health crisis has prevented students and teachers from having regular classes, diving headfirst into an unknown world of online teaching and learning. This has meant that for the last 15 months most teachers have been teaching through their computers and tablets to students who have been reluctant to turn on their cameras or microphones due to different reasons, and teachers have had to seek adequate new strategies to get the students to continue learning. So, with the current health situation, where classes have been mostly online, it was urgent to look for existing approaches, analyze the theory behind, and transform them into new ones when implementing them in an online teaching context.

3.- RESEARCH OBJECTIVES

3.1. General Research Objectives

Determine the effect of the use of monologues in the form of video capsules as a way to foster oral production in seventh-grade Chilean students in emergency remote learning (ERL) using topics or themes that suit their preferences and fit with the requirements proposed by the Chilean Ministry of Education.

3.2. Specific Research Objectives

3.2.1. To identify activities that have been done during ERL to practice oral production.

3.3.2. To assess the impact of the use of video capsules as tools to enhance oral production in L2.

3.3. Type of investigation

This research is an educational action research. Furthermore, with this type of investigation, we hope to not only generate a rewarding experience for the educational center selected but also to measure students' ability to communicate their ideas in L2.

3.4. Sampling procedure

The sampling procedure of this research project comprehended a sample of convenience as the corpus of investigation since we work with the school and level who agreed to cooperate in this research.

4.- METHOD

Research is a process that tries to provide answers to certain issues in specific contexts. Investigators choose a research methodology that facilitates the procedure of obtaining information. As maintained by Jonker (2011), "The essence of methodology is structuring one's actions according to the nature of the question at hand and the desired answer one wishes to generate" (p. 21). Thus, this research aims to make a complete description of the observed phenomenon considering the methodologies used in a 7th grade class in RM, Chile by using a qualitative method of investigation. Vaismoradi states that (2013) "Qualitative research methodology is a subjective and descriptive means of discerning in-depth meanings of events, occurrences, or phenomena from the perceptions of participants" (p. 12)

As stated above, the chosen methodology to be used will be qualitative since it was intended to obtain detailed information regarding a phenomenon, to describe the active methodologies and pedagogical innovations used by the teachers. The main objective of this type of method was to observe the level of oral participation that students had when attending the English class. Developing a formative and summative assessment, which facilitated the process of obtaining information about the current academic students' situation and provided us with results as the investigation process continued, correspondingly. The development of this research was directed to a certain group to assess and identify the amount of participation throughout the investigation.

4.1. Participants

This investigation took place in a seventh-grade public Scientific-Humanistic educational institution from the Metropolitan Region located in Puente Alto, Santiago. This is a mixed-gender school with a primary and secondary education level. This course had a total of 45 students with an average age from 12 to 13 years old.

There were two different learning modalities, which were face-to-face and remote learning. In the first one, some students had the chance to attend school in hybrid lessons in the morning. This only happened to half of the group since the rest of them remained at home in online classes via Zoom. For this investigation, it was only considered the second learning modality since the interventions were made via the Zoom platform.

The participants were five students selected by the headteacher who had shown poor or rich linguistic development for the level.

4.2. Evaluation tools

The instruments used for this research to gather data were three checklists to assess language use in terms of oral pronunciation, coherence, and grammar, as well as the prompts in the form of test instructions for students to do. Two of the three checklists consisted of 6 items which assessed 1) Student answers to the question provided; 2) Use of verbs; 3) Use of simple sentences to answer the question; 4) Speaking is clear and distinct; 5) Voice volume and body language are well executed; 6) Length of the answer in terms of time. For further information on the checklist, please see annexes 2 and 3.

The last checklist had an extra item that asked for the use of at least two adjectives when answering the question. For a closer view of this last checklist, see annex 4.

The first checklist and task served as an oral diagnostic intervention, seeking to know the students' speaking level. This promoted students' oral skills by the creation of a speaking interaction in the classroom. The aim of this intervention was to evaluate the level of mastery of Past Simple tense when answering questions using regular and irregular verbs in affirmative and negative forms. As far as the prompts go, the first prompt was a question that involved the following contextualized situation: "Because last year, the government announced that COVID-19 started to be a global pandemic, making everybody wear a mask and stay in their houses in quarantine". Within this context, students were asked: "What did you do under quarantine?" which had to be orally answered for a minimum of 15 to 30 seconds.

The second checklist and task were based on the same situation; however, in this opportunity, the objective was to know how students orally express the things they did under quarantine using 3 affirmative Simple Past sentences and 1 negative Simple Past sentence. This activity had to be recorded by the students in a video format, in a minimum of 25 to 35 seconds.

Finally, as in the aforementioned cases, the third checklist and prompt were applied under the same context, but with the difference of being graded. Apart from that, there were extra requirements, such as mentioning at least 2 adjectives to describe how they felt under quarantine and a longer amount of time on the video capsules, from 45 seconds to 1 minute.

For a detailed explanation of the evaluation criteria, please go to annexes 2, 3, and 4.

4.3. Procedure

Since the objective of the research was to improve oral production by making short videos, the participants were asked to create three videos, one after each intervention session or lesson, with proper feedback. It was intended to carry out a total of 3 interventions in a span of 4 weeks. To this extent, the students' tutors or parents were asked to sign a written agreement that dealt with the use of images, since the sample's average age was 12 to 13 years. (See Annex 1 for further information)

4.3.1. Proposed plan

The intervention consisted of a diagnostic session, plus three sessions in which students were invited to a virtual meeting, and they were explained what they had to do during the upcoming weeks before implementing the sessions. Furthermore, in this virtual meeting, the students were asked to answer the question "What did you do under quarantine?" in 15 to 30 seconds, aiming to check students' speaking skills when answering a question using the Simple Past tense. Likewise, it is important to mention that the diagnostic session took place on November 11th at 16.30. The sessions were online using the Zoom platform, and all the remaining sessions were always scheduled at 16:30.

Table 1 - (Interventions' Timetable)

Date / Session	Content or function	In-class tasks	Prompts	Video Task
11 Nov	Diagnosis (graded)	Describe the things you did under quarantine in a minimum of 15 to 30 seconds.	"What did you do under quarantine?"	Not considered
15 Nov	Affirmative and negative Past Simple.	Describe the things you learned to do under quarantine.	"Considering the things, you did under quarantine... What did you learn to do? (play an instrument, cook something, etc.)"	Record yourself in a video of a minimum of 25 to 35 seconds describing the things you learned to do under quarantine.

22 Nov	Affirmative and negative Past Simple.	Describe a problem they had under quarantine.	“What trouble(s) did you have under quarantine? Mention at least one.”	Record yourself in a video of a minimum of 35 to 45 seconds describing a problem you had under quarantine.
26 Nov	Test (graded.) Affirmative and negative Past Simple sentences and Adjectives.	Express how you felt about the pandemic.	“Considering what you did under quarantine, the things you learned, and the problems you had. How did you feel about the pandemic?”	Record yourself in a video of a minimum of 45 seconds to 1 minute expressing how you felt about the pandemic.

As it can be seen in table 1, the first intervention, or session 1, consisted of recording themselves answering a question based on the same contextualized situation given in the diagnostic test. In this opportunity, they had to describe what they had learned to do under quarantine.

The requirements to achieve this activity were the incorporation of a video with a minimum of 25 to 35 seconds, at least 3 affirmative Simple Past sentences, and at least 1 negative Simple Past sentence.

In the second intervention, as stated in table 1, students were asked to describe a problem that they had had under quarantine. The essential items to do in this exercise include a videotape of a minimum of 35 to 45 seconds using at least 4 affirmative Simple Past sentences, and at least 2 negative Simple Past sentences.

As it is illustrated in table 1, in the third intervention, students were asked the following question: Considering what you did under quarantine, the things you learned, and the problems you had. How did you feel about the pandemic? The requirements to achieve this activity incorporated a video of 45 seconds to 1 minute, using at least 5 affirmative Simple Past sentences, at least 3 negative Simple Past sentences, and at least 2 Adjectives.

Finally, as represented in table 2, the contents covered in each session required a learning objective for students to know what they were expected to do during the activities, except for the objective of the intervention of December 3rd, where students were given the chance to reflect upon their videos based on the feedback provided after handing in their videos. For a detailed look of the organization of the interventions, please see the table below.

Table 2 - (Organization of Lessons and Activities)

Interventions	Date	Objectives	Activities
Session 1	November 11th	Students will be able to orally describe their lives during the quarantine last year using Simple Past, and affirmative and negative sentences that describe what they experienced back then.	The following question is asked to students: “What did you do under quarantine?” Looking for students to describe the things they did under quarantine in a minimum of 15 to 30 seconds. After that, the explanation of intervention

			number 2 is made, asking for doubts and questions before ending the session.
Feedback and Session 2	1 November 15th	Students will be able to orally describe their lives during the quarantine last year using Simple 'Past, and affirmative and negative sentences that describe what they experienced back then.	The following question is asked to students: "What did you learn to do?" Searching for students to describe the things they learned to do under quarantine by recording themselves in a

			<p>video of a minimum of 25 to 35 seconds. Apart from that, feedback from the previous intervention is delivered, and the explanation of the following one is presented.</p> <p>Asking for doubts and questions before ending the session.</p>
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<p>Feedback 2 and Session 3</p>	<p>November 22nd</p>	<p>Students will be able to orally describe their lives during the quarantine last year using Simple Past, and affirmative and negative sentences.</p>	<p>The following question is asked to students: “What trouble(s) did you have under quarantine?”</p> <p>Looking for students to describe a problem they had under quarantine by recording themselves in a video of a minimum of 35 to 45 . Apart from that, feedback from the previous</p>
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			<p>intervention is delivered, and the explanation of the following one is presented.</p> <p>Asking for doubts and questions before ending the session.</p>
Feedback 3 and Session 4	November 26th	<p>Students will be able to orally describe their lives during the quarantine last year using Simple Past, affirmative and negative sentences, and Adjectives that describe what they experienced back then.</p>	<p>The following question is asked to students: “Considering what you did under quarantine, the things you</p>

			<p>learned, and the problems you had. How did you feel about the pandemic?"</p> <p>Searching for students to express how they felt about the pandemic by recording themselves in a video of a minimum of 45 seconds to 1 minute. Apart from that, feedback from the previous intervention is delivered, and</p>
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			<p>the explanation of the following one is presented.</p> <p>Asking for doubts and questions before ending the session.</p>
Feedback and Closure	4 December 3rd	Students will be able to orally express their feelings and emotions towards their experience with the project.	<p>Feedback from the previous and last intervention is delivered,</p> <p>asking for doubts and questions before the end of the session, generating a</p>

			safe rapport by saying goodbye and thanking the students for their participation in the project.
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5.- RESULTS

As stated above, five students were chosen by the headteacher considering their poor or rich linguistic development based on the level in terms of speaking. In an overall view, the results of the diagnostic test or prompt 1, showed that three out of five had a level that was higher or richer than the grade level, while the remaining two had a level under the one they were supposed to have according to their grade level. When students were answering the diagnostic questions, it was possible to observe that even though there were a few mistakes in terms of word order or pronunciation, three out of five students (A, B and D) were indeed able to speak spontaneously according to the A2 CEFR level stated previously, while the other two students (C and E) were not able to speak right away, they had to think first, write down their ideas, and even use tools such as Google Translator.

The results of the first intervention or prompt 2 in general, showed that the same three out of five students (A, B and D) maintained their level, meanwhile the student (E) had a slight improvement in speaking, and the one left (C) kept on the same level. As illustrated in table 2 with the words in bold, one of the commonalities between these five students was that each of them clearly expressed the verbs in the Past Simple form. In relation to students' performance in their video capsules, it was similar in comparison to the diagnostic session in terms of development because even though students A, B, and D made a few mistakes related to lexis, they managed to convey their ideas spontaneously without extra help, using a clear voice tone, and always looking at the camera. In the case of students C and E, student C only read the

question and gave one short answer using an affirmative sentence in Past Simple tense, and the rest of the video the student spoke in L1, whereas some of the sentences expressed by the student E were almost unintelligible such as the one underlined in table 2. Additionally, all the students were evaluated using a checklist based on six criteria. (see Annex 3 for a detailed analysis)

Table 3 - (Student's Video Transcript Task 1)

STUDENT	TASK 1 SPEECH TRANSCRIPT
STUDENT A	In quarantine I was able to improve my arting skill. I was also able to work on my self-esteem and my security. Another things I learned was learning to understand my emotions.
STUDENT B	In this quarantine I had so much free time, so I learned play skate, I cook, eh..., cookies. I... I painted , mm..., but, I didn't learn ... lettering.

STUDENT C	Hello, how are you, espero que se encuentren bien y hoy dia les vengo a presentar mi video. y, y dice así "What did you learned to do?" I learned to play a metallophone. See you on Monday. Nos vemos mañana lunes, nos vemos, chao.
STUDENT D	Some problems I had at the beginning of the quarantine were that they won't not let me go anywhere, I had to disinfect everything, and when I say everything it's everything.
STUDENT E	Hi, in quarantine I learned to play guitar electric, <u>to cook many things</u> and tricks with the biciclet.

The second task followed the same procedure, but this time students had to receive feedback about the first task one by one, so they were able to consider these suggestions for the second task. These recommendations were based on the pronunciation of the -ed ending of the regular verbs of past simple. This was taught by the following examples: “*Under quarantine, I cooked **/kukt/** rice*”, “*Under quarantine I needed **/’ni:dɪd/** to go out*”, “*I loved **/lʌvd/** to visit my friends before the pandemic*”. After giving feedback, the students were given instructions about the second task and what they were expected to do.

The results of the second intervention or prompt 3 demonstrated that the same students, A, B, and D, maintained their level, but this time the student E had a slight improvement in speaking, and the one left kept on the same level. In relation to the analysis of students’ performance on the completion of task 2, it can be stated that in spite of mistakes related to lexis of students A, B, and D, they were also able to express their ideas clearly, using an adequate voice tone, and even including hesitations by unconsciously making use of interjections as shown in the words in bold in Table 3. Student C repeated the same procedure seen on task 1; in other words, the student introduced the topic in L1, read the question and answered it using only one short phrase, and then said goodbye. Conversely, student E demonstrated clear signs of improvement when performing the task because more lexis was added, including the way that the message was conveyed implies that the student considered and reflected on the feedback given previously.

Additionally, it is important to mention that at the end of student E's video capsule, the speech was barely understandable, however, this issue did not affect the content. Additionally, it is imperative to remember that all the students were evaluated using a similar checklist based on the same six criteria. (See Annex 3 for further information)

Table 4 - (Student's Video Transcript Task 2)

STUDENT	TASK 2 SPEECH TRANSCRIPT
STUDENT A	Eh... My problem I had was that I could not go to school, and I missed going a lot. I missed singing, my friends, and because of that the friendship weakened a little.

STUDENT B	<p>When the quarantine start I had so much free time, so I didn't kill the energy, and.. every day I had insomnia. Another problem... is that the online class... I don't understand so much and for me is so difficulty make the homework. Thank you, bye.</p>
STUDENT C	<p>Hello, how are you? hoy les vengo a presentar mi video de "What do... did you have under quarantine?". Qué problema tuve bajo la cuarentena, y el problema que tuve bajo la cuarentena fue: The problem I had under quarantine was visiting my parents. Eh... bueno, eso fue todo, eh... nos vemos el viernes, así que bye, cuidense.</p>
STUDENT D	<p>Hum... In quarantined I learned to play the saxophone, I learned to make a few desserts, and I improvided my drawing skills, and all of that was just with practitce</p>

STUDENT E	<p>In quarantine my problems were that I lost friends but it did not affect me so much. I lost contact with family and I had not seen my father. My brother left my house but he is happy. Despite everything...</p> <p>- <i>unintelligible</i> - .</p>
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In the final task after meeting the students, the day after the revision of the video capsules related to task two, the same procedure was carried out, students were given feedback based on their videos in a general form, as a group, explaining to them that they were good at, but that there were also some issues related to the grammar, fluency, and timing of most of them. The analysis of the transcriptions showed that they improved the pronunciation of the ed- ending of regular verbs, instead of saying /kuked/, they said /kʊkt/, and their confidence when speaking, lowering the nerve produced by expressing their ideas in English by executing oral production in a second language.

As a whole, the results of the last intervention or prompt 4 show that students A and B were able to maintain their speaking level, and student E had an improvement in terms of the use of words. Regarding the performance of student C, the results showed that the predominant language was Spanish, and only producing short phrases in English with written support, however, little improvement can be seen when reviewing the students' oral production in the last task.

On the other hand, student D did not send the video due to personal issues. Furthermore, as it can be seen on table 4, most of the students improved their answers, making connections with their own lives and interests during the quarantine.

Table 5 - (Student's Video Transcript Task 3)

STUDENT	TASK 3 SPEECH TRANSCRIPT
STUDENT A	In the pandemic I felt a little anxious and sad because I did know... I know what was going to happen, but and at the same time very happy for all the things I was able to learn and the new people that I was able to met.
STUDENT B	When the quarantine started , I felt very stressed because I didn't understand the online class, and it was difficult for me to do make the homework. I was also at home all day, so I was bored all day because I could not do any of activity at home. Another thing that stressed me was that I had a lot of homework in class but I didn't understand.

STUDENT C	Hello. How are you? Hoy les vengo a presentar mi video de la pregunta que dice así: "How did you feel about the quarantine?" Cómo nos sentimos en la cuarentena. Bueno, y la respuesta es... Good and bad because the good thing is that I can spend more time with my family, and the bad thing is that we can't go out as much. Bueno, espero que les haya gustado, pero mucho muchísimo... el vídeo así que nos estaríamos viendo el martes a las cuatro y media así que bye, cuidense.
STUDENT D	<i>The video was not sent.</i>

STUDENT E	<p>Hi, in quarantine my emotions were very scared for I will I could be happy, and the other angry or sad. At the beginning of the quarantine, I felt happy because there was no class but I felt unmotivated and alone, but now I feel happy and more tired at the same time and I don't know why, but to go to school and able to spend time with my family and friends.</p>
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Having reviewed and compared the students' performance in relation to the diagnostic task and the three video capsules they were asked to record, the data gathered shows that students A, B, C, and E always showed the same attitude towards the video in terms of how they expressed themselves, but unfortunately the student D was not able to submit the last task as stated earlier.

As it can be seen in chart 1, the expected time of the video capsules improved progressively in each video capsule, challenging the students and their abilities. Nevertheless, none of the students achieved the minimum time of the video capsules delivered before.

Chart 1 - (Linguistic Diagnostic Performance)

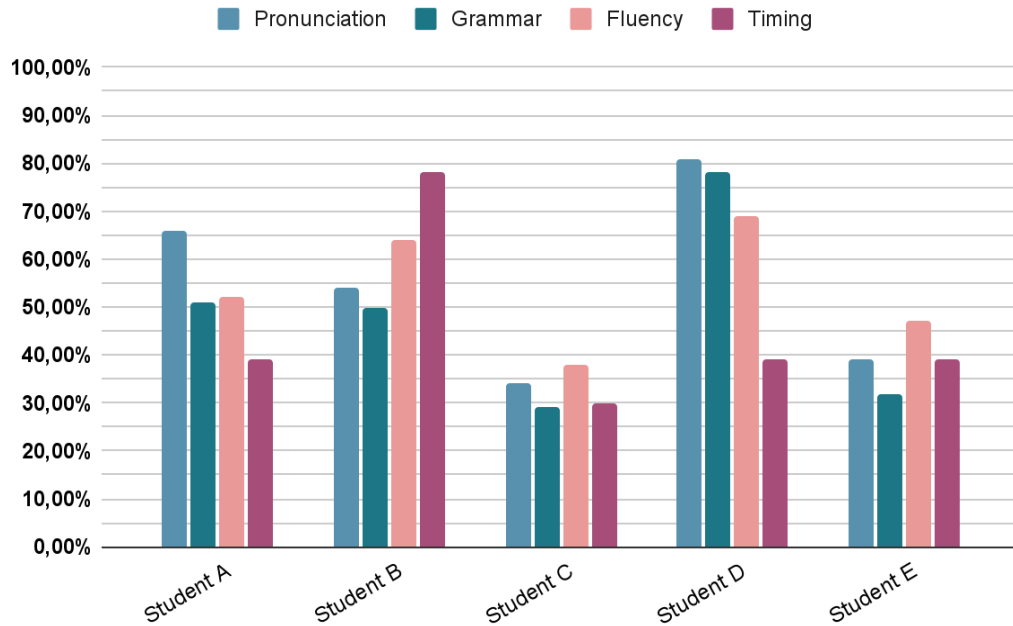
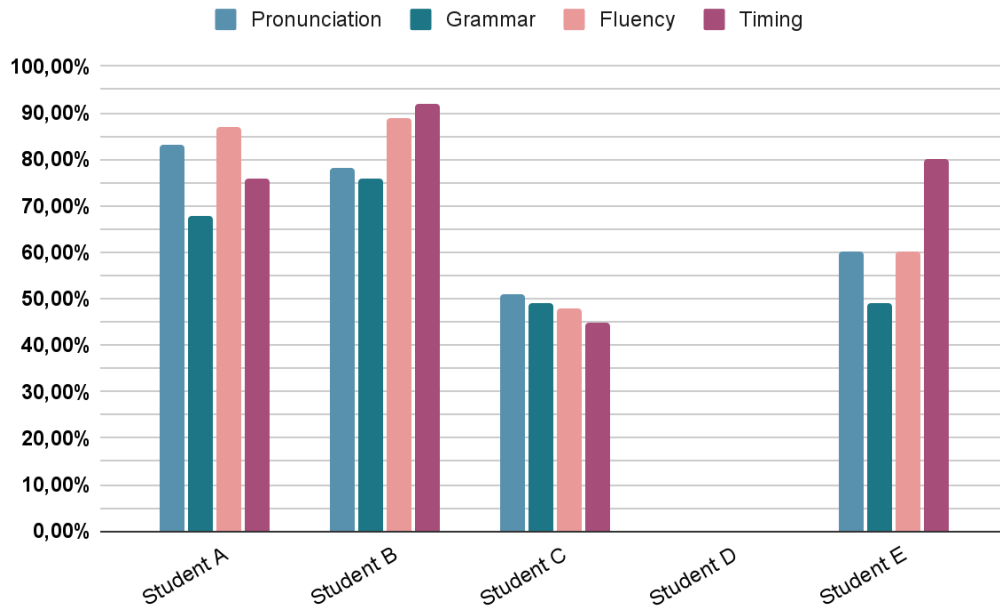


Chart 2 - (Linguistic Graded Performance)



As it is shown in the previous charts, throughout the interventions and the feedback given by the teachers, students demonstrated an increase in the aspects of pronunciation, grammar, fluency, and timing of speaking between the diagnostic test and the graded one. Firstly, students A, B, and D demonstrated higher results on all the criteria while comparing them with students C and E, a situation that remained in the last graded intervention. Despite that, all students showed an improvement of pronunciation and grammar criteria, students A, B, C, and E illustrated a betterment in pronunciation of the ed-ending of regular verbs in their video capsules, while student D disappeared from the table since the student did not send the video, therefore it was impossible to express the results in the same way they were expressed in relation to the performance of students A, B, C, and E.

Secondly, according to the grammar aspect, the same students were able to create complex sentences with the correct use of the simple past tense but still made some elementary mistakes.

Thirdly, in terms of fluency, students were able to connect the questions with their life experiences and demonstrated a serious commitment to the investigation, which helped them to feel free while recording the videos, avoiding obstacles of articulation, nervousness, or faltering.

According to the length of the videos, in the diagnostic test, none of the participants accomplished the minimum required, while in the graded intervention most of them showed a predisposition to cooperate and create a video in the time requested. Furthermore, through the use of adjectives, students were able to create a personal

link with the questions, with better answers in an extensive period of time, and expressing their emotions at the same time.

At last, as far as other results that were not part of the objectives of this research, based on the students' feedback on the last intervention about how they felt recording these videos, there is evidence that students were able to answer the questions using their own realities during the pandemic, including personal aspects of their lives, and expressing themselves in an emotional sense. Furthermore, when comparing the students' performance in the diagnostic session and the last session where most of them had handed in the videos, all of them indicated that they felt more confident video by video, so it was possible to conclude that even though this was not part of the objectives of this investigation, it was relevant and worthy of acknowledgment in this part, since this was an unexpected, but well-received finding.

6.- DISCUSSION

Having thoroughly analyzed all the videos, it can be concluded that students still have problems when it comes to the development of speaking a Second Language spontaneously. Even though some of them were able to speak spontaneously with whatever came to their mind, others needed to look for the translation, and even had written what they said in the video capsule, proving that speaking spontaneously was still an ability that needed to be developed constantly over time.

Alongside the fact that students could not improvise while speaking or could not keep up with a conversation without second-guessing themselves, there were multiple factors that could have affected the results such as the way the interventions were supposed to be implemented, the time, and the effects of the current health situation in relation to students' feedback.

Firstly, the video capsules were supposed to be implemented in a different school, with a different social context, and using a different approach in terms of grammar and lexis, but even though the school had agreed to cooperate with the investigation, at the last minute the agreement was canceled due to internal reasons that were not explained in detail. Therefore, the implementation of the video capsules had to be redesigned, looking for another school, talking with the school's teachers to explain what the intervention was about, selecting students with poor or rich linguistic development in terms of speaking. Considering the preceding situation, less time was available for the interventions.

Having a short span of time to carry out the different procedures to gather and select data clearly affected the course of the investigation. For instance, the intervention sessions were thought to be carried out as fast as possible, making it almost non-viable to give adequate feedback and comments to help students in the development of oral production.

Another issue is the problem that comes with the pandemic itself. Not having the opportunity to interact with students face to face, to give them instances to practice and make corrections with them in person, had a great impact on the students' performance along with the work done. According to the ASKe (Assessment Standards Knowledge Exchange) (2012) providing face-to-face feedback helps to go beyond simple correction to develop better understanding, states that it personalizes individual student feedback, and encourages dialogue.

Leaving behind the details of the procedure in terms of having a definite sample, time, and feedback; there were also positive results that were evidenced. There were students such as A, B, and D who always followed the same procedure on their video capsules, in other words, the way they expressed themselves in each video capsule was similar, making few mistakes in terms of grammar use and lexis, but producing a coherent speech that matched the requirements presented in each task, therefore it can be concluded that implementing video capsules helps to foster students' confidence. In relation to student E, at the beginning of the tasks, it was possible to observe that the student used a few vocabulary items and visual support with notes, but after being provided with feedback, the student included more vocabulary items based on the question that had to be answered. On the other hand, as stated earlier,

student C mainly used L1 along the three video capsules recorded while speaking and only using short phrases but taking into consideration these phrases that answered the question each task had assigned, analyzing from the first to the last video capsule that the student recorded, a little improvement was made in the third video, where the student added more information than in the previous tasks.

Additionally, during these interventions, there was an improvement in the pronunciation of the ed-ending of regular verbs. At the beginning of the tasks, students pronounced the verbs as they saw them, nevertheless, through the feedback given, students were able to learn how to correctly pronounce the “ed” at the end of the regular verbs in the Past Simple tense.

Another important point to highlight is that the participative role of students in terms of responsibility was improved, demonstrating it through the successful achievement of videos, its submission on time, and the addition of personal information about their lives in quarantine. Apart from that, the positive attitude and confidence shown in the video capsules improved, decreasing the nervousness and the fear of making mistakes.

Based on the general objective presented in this investigation, it can be concluded that the use of video capsules about topics that suit students’ preferences, had a positive effect on their self-confidence and a slight improvement on their oral production. They were able to orally express what they were asked for and how they felt under quarantine using adjectives to describe their emotions and the Past Simple tense to tell their experiences.

On the other hand, according to the school context, and in relation to the first specific objective of this research, during ERL there were no activities to practice oral production, since the focus was on the grammatical aspects of the language, so even though this slight improvement on how students could express their experiences in every structure in a proper way, it is quite relevant, because they were able to dominate the tenses.

Likewise, in relation to the second specific objective of the research, it is crucial to mention that at the end of the diagnostic test, students seemed flushed, and their voices cracked when answering the question, being evidenced on their faces, they explicitly expressed that they felt anxious and nervous because they had not had the opportunity to do it before in a long time. Nevertheless, at the end of the interventions in the closure session, students were given the chance to reflect and share their thoughts about the experience they had since the first session until the last one, and all of them agreed that while recording the videos, they felt more comfortable and their anxiety levels were decreasing session by session since they had had enough time to do it, showing confidence and fluency at the moment of speaking based on the comments and suggestions given when receiving feedback on their performance.

Even though there was evidence of improvement, there were some limitations or problems that may have had an impact on the results. For example, there were few intervention sessions as stated earlier. This was because of the problem with the first school which at the moment to start the interventions, they changed their minds, and a last-minute replacement was needed. Therefore, if the number sessions had been longer, the results would have been more representative. Likewise, the first school's

context was far different from the school who agreed to cooperate with the interventions in terms of English level and social context, so it may or may not have had a different impact when implementing the sessions understanding that the first school was above the national average English level, and most of the students had been to a foreign country. On the other hand, the English level at the school which was part of this research was below the national average English level, and there were huge gaps in terms of contents among the students because of the pandemic. Even though the level of English was very low, students managed to communicate their answers acceptably. Moreover, it is vital to understand that every educational context is different and that the expected level of oral production will also vary.

Another limitation considered deals with the way in which the feedback was given to students. As pointed out before, even though the research aimed to measure the effect of the video capsules in ERL, providing face-to-face feedback in a detailed manner would have been more effective for students, but considering the availability of the resources, it was imperative to continue the plan arranged with the participants.

Overall, taking into consideration the impact generated on the students from a linguistic point of view, as well as from an attitudinal point of view, it was possible to conclude that implementing video capsules to foster speaking on five 7th grade learners helped to open a different perspective towards the practice of oral production, which has been a persistent problem throughout the years, but considering the health emergency, it was possible to carry out this approach in an online format, obtain results from the participants, and leaving the door open for further investigation on the matter.

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ANNEX

ANNEX 1 - AUTORIZACIÓN DE USO DE IMÁGENES



Santiago, 05 de Noviembre del 2021

Autorización de uso de imágenes/vídeos para fines investigativos

Estimado apoderado/a:

Comunicamos a usted, que, en el marco del trabajo de investigación para optar al título de profesor de Inglés para enseñanza básica y media en la Universidad Católica Silva Henríquez, las docentes en práctica de dicha asignatura, Valeska Noemí Muñoz Barraza y Gabriela Ignacia Jiménez Quitral, junto a su grupo de trabajo, están realizando un proyecto ligado a la producción oral en la segunda lengua, en el cual se necesitan breves video cápsulas (30 a 50 segundos) de algunos estudiantes para hacer un análisis investigativo de ellas. Para ello, requieren de su autorización para poder recepcionar y hacer uso de estos registros audiovisuales, **con un fin única y exclusivamente investigativo**. Por otra parte, es importante recalcar que, al momento de incluir todos los datos analizados en los resultados de esta investigación, **la identidad de su hijo/hija permanecerá totalmente anónima, y la información recopilada no será divulgada en ningún otro lugar**. Solo tendrán acceso el docente en práctica con su grupo de trabajo.

De antemano agradezco la contribución tanto a la investigación, como al desarrollo del proceso de enseñanza-aprendizaje del estudiante en la producción oral en inglés.

Yo, _____, RUT: _____

apoderado/a del estudiante _____, RUT:

_____, **AUTORIZO/ NO AUTORIZO** el uso de imagen de mi hijo/hija

para fines investigativos en la producción oral de una segunda lengua.

Firma apoderado/a

Firma Profesora

Firma Docente en Práctica

ANNEX 2 - CHECKLIST TASK 1

Criteria	Yes	No
The student explains what he/she learned under quarantine.		
The student uses verbs in past simple tense.		
The student includes simple sentences in the answer.		
Speaking is clear and distinct.		
Voice volume and body language are well executed.		
The answer lasts at least 25 seconds.		

ANNEX 3 - CHECKLIST TASK 2

Criteria	Yes	No
The student explains a problem he/she had during quarantine.		
The student uses at least 4 verbs in past simple tense.		
The student includes simple sentences in the answer.		
Speaking is clear and distinct.		
Voice volume and body language are well executed.		
The answer lasts at least 30 seconds.		

ANNEX 4 - CHECKLIST TASK 3

Criteria	Yes	No
The student expressed how he/she felt under quarantine.		
The student uses at least 6 verbs in past simple tense.		
The student uses at least 2 adjectives.		
The student includes simple sentences in the answer.		
Speaking is clear and distinct.		
Voice volume and body language are well executed.		
The answer lasts at least 45 seconds.		