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**A STUDY ON THE USE OF
VIDEO AS STIMULUS IN
REDUCING ANXIETY AND
ASSESSING ORAL ENGLISH
SKILLS IN SECONDARY
SCHOOLS IN MALAGA**

Student: Ruiz López, María

Tutor: Dr. Gloria Luque Agulló
Dpt.: English Philology

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ABSTRACT

The present paper aimed to carry out an analysis of the use of video within two Secondary Schools in Malaga. This research was based on a theoretical framework which has led to several hypotheses. For instance, the use of video in the English classroom reduces the level of anxiety among our teenagers when they conduct the English oral exam and is a tool which facilitates the assessment of the oral skills.

This research explored the use of videos as stimulus in assessing oral English skills for 4th and 2nd years of CSE students in Malaga. We examined students' perceptions on the use of new technologies in oral tests and the different factors which contributed to increase or reduce stress and anxiety in the learning process. On the other hand, their performance was evaluated by means of oral tests to check their achievement.

The methodology of this research adopted a mixed-method approach to collect data which involved the realization of a questionnaire by teenagers between 12 and 16 years old, direct behaviour observation by the teacher and group interviews. The results obtained are shown by means of graphics, and they demonstrate that the level of anxiety and stress among students was higher when they carried out their oral presentations in front of their classmates than when they did it by recording videos.

KEY WORDS

English language, oral skills, information and communications technology (ICT), video, assessment, compulsory secondary education, competences.

1 INTRODUCTION

1.1. Justification and relevance of the study

The world we live in today is fast becoming a large international community, so foreign language teachers need to prepare their students to survive and succeed in this kind of communities. Language proficiency and communication fluency are more important now than ever and this is something that foreign language teachers need to bear in mind when they prepare their syllabus.

Compulsory Secondary Education stems from a number of significant legislative documents such as the *Common European Framework of Reference for the Teaching, Learning and Evaluation of Foreign Languages (CEFRL)* (Council of Europe, 2001) and the *European Portfolio of Languages¹ (ESP)* (Council of Europe, 2014). They lead to the concept of lifelong learning (Mackiewicz, 2002).

Lifelong learning has become a necessity for all citizens all over the world in order to be successful and competitive in a constantly changing world of work. Students need to learn a foreign language to be able to understand other cultures and customs and to communicate with other linguistic societies. Furthermore, only by learning a foreign language students will have access to better jobs, which they would not be able to obtain if they did not know a foreign language.

In connection with the concept of lifelong learning, we must underscore the seven “key competences” that foreign language students need to develop throughout the learning process and which are identified by the RD 1105/2014.

The above mentioned Royal Decree 1105/2014² (BOE, 2015a) develops the prescriptive guidelines for Compulsory Secondary Education which establishes the

¹ http://www.coe.int/t/dg4/linguistic/Portfolio_EN.asp

² <https://www.boe.es/boe/dias/2015/01/03/pdfs/BOE-A-2015-37.pdf>

core curriculum for this stage, while the National Directive 65/2015³ (BOE, 2015b) establishes the guidelines for the integration of contents, key competences and evaluation criteria. This curriculum is structured around language activities as described in the Common European Framework of Reference for Languages: understanding and production of oral and written texts.

On the other hand, we need to take into account the National Act for the improvement of Quality in Education - LOMCE⁴ (BOE, 2013) is its acronym in Spanish- passed in 2013, which regulates our educational system and has been recently implemented in all the stages and years of Secondary School, together with the LEA⁵ (BOJA, 2007a), which includes all the educational actions taken region-wide. We must pay special attention to the Regional Directive dated August 10th, 2007⁶ (BOJA, 2007b), on evaluation in Compulsory Secondary Education in Andalusia, Regional Directive dated March 17th, 2011⁷ (BOJA, 2011), which modifies the previous directive on Evaluation, and the Regional Directive dated July 25th, 2008⁸ (BOJA, 2008), on attention to diversity. These Regional Directives develop the previous decree on the basis of each individual curricular subject.

Having said this, information and communications technology (ICT) has evolved and become more important in Secondary schools over the past few decades. They have proved to be a valuable tool which needs to be taken into consideration and employed in the teaching and learning process. Finally, we should not forget that one of the main aims of teaching and learning a foreign language is to develop students' communicative competence.

³ <https://www.boe.es/boe/dias/2015/01/29/pdfs/BOE-A-2015-738.pdf>

⁴ <https://www.boe.es/buscar/pdf/2013/BOE-A-2013-12886-consolidado.pdf>

⁵ <http://www.juntadeandalucia.es/boja/boletines/2007/252/d/updf/d1.pdf>

⁶ <http://www.juntadeandalucia.es/boja/2007/166/1>

⁷ <http://www.juntadeandalucia.es/boja/2011/66/d1.pdf>

⁸ <http://www.juntadeandalucia.es/boja/2008/167/2>

1.2. Sections

Regarding the theoretical orientation, which forms section 2 of this paper, different studies have been shown to support the main topics of this study, which are the anxiety students experience when learning a foreign language and how the use of the video can reduce it. Then section 3 presents the methodology which has been employed to carry out the analysis, that is, the research design, the samples, the different variables which have been taken into account, the instruments employed for information-gathering, data collection and data analysis of the results of the questionnaires.

Following this, section 4 provides a clear-cut depiction of my main results. Section 5 presents the limitations of the study and section 6 the lines for future research. Finally, in section 7 conclusions are explained in detail. A copy of the given questionnaire (in Spanish) is enclosed in the appendix. By means of graphics we have analysed the results, they have been grouped by variables such as age of the students and sex. The age of the students was a relevant aspect because depending on the age the use of new technologies was seen as a disadvantage or an advantage, especially at the beginning of the process.

1.3. Aims of the project

The aim of this study has been to investigate the difference that the use of video makes to teaching and learning English as a foreign language in two different secondary education classrooms in Malaga, Spain. This has been, at the same time, an attempt to explore how videos affect students' confidence in the classroom and if their use reduces the levels of anxiety among our teenagers when learning a foreign language.

For doing so, it has been of paramount importance to examine students' perception of their attainment when using new technologies, together with the

advantages and disadvantages of using videos in the classroom for the teachers and students in the English subject. Through this study we have explored the reasons why the use of new technologies may reduce the levels of anxiety and improve the academic results.

1.4. Research Questions

This study has sought to answer the following questions:

1. How confident are students in using videos in the learning process?
2. Does the use of video reduce the level of anxiety among our English foreign language students or is it seen as a source for concern?
3. How do students use videos at home?
4. Are there any differences between male and female students' in terms of their use of videos?

1.5. Research hypotheses

The use of video in the English classroom is an element of motivation which facilitates the assessment of the oral skills. On the other hand, it reduces the level of anxiety among our English foreign language students.

2. LITERATURE REVIEW

New technological advances in English classrooms have made attractive the use of multimedia devices to learn and test the different skills as they reduce considerably the level of anxiety among foreign language students.

2.1. Definitions of anxiety

Dörnyei (2005:198) stated that anxiety consists of “a complex made up of constituents that have different characteristics”. Brown (1994:141) defined that “anxiety is associated with feeling of uneasiness, frustration, self doubt, apprehension, or worry”. Moreover, Spielberger (1983:1) defined it as “the subjective

feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". All these definitions give us a clear depiction of what anxiety is before delving into my research study.

2.2. Types of anxiety

Three different types of anxiety can be distinguished: "*trait anxiety*", "*state anxiety*" and "*situation-specific anxiety*" (MacIntyre & Gardner, 1989).

- *Trait anxiety* is defined as a personality characteristic (Spielberger, 1983).
- *State anxiety* is normally produced by a stimulus such as an important exam (Spielberger, 1983).
- *Situation-specific anxiety* is produced when a person has to face a specific type of situation, such as class participation, oral dissertations, examinations (MacIntyre & Gardner, 1991).

According to Alpert & Haber (1960), two different types of anxiety can be found: "*debilitating*" and "*facilitating*" anxiety:

- *Debilitating* anxiety has a clear negative influence on students' performance and exam.
- *Facilitating* anxiety keeps students motivated to succeed.

2.3. Foreign language anxiety and language anxiety

Young (1991) believed that language anxiety differs from other types of anxiety. This anxiety can produce negative effects (Zhu & Zhou, 2012). What is more, language anxiety has a clear negative effect in the learning process as students find a barrier which is quite difficult to overcome if they do not receive the appropriate mechanisms and techniques.

In order to better understand the concept of anxiety in foreign language classrooms, some definitions used by different authors will be provided. Horwitz, Horwitz & Cope (1986:128) defined *foreign language anxiety* as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. Regarding these authors (1986:128-129), “freezing” in class, “going blank” before an exam or other physiological reactions such as sweating or shaking can be considered. These reactions are observed in any English classroom where students, who suffer from anxiety, do not participate in class because of the fear of going blank or shaking.

On the other hand, MacIntyre & Gardner (1994:284) defined *language anxiety* as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning”.

2.4. Factors which exert a great influence on anxiety

Apart from the definitions mentioned above, Horwitz, Horwitz & Cope (1986) identified some factors which can have a negative effect on anxiety, such as fear of negative evaluation or test anxiety. These factors have been taken into account in my study as these elements have exerted a great influence on the results of oral tests, especially in control groups. Horwitz, Horwitz & Cope (1986) created a scale which can be used to investigate students’ anxiety level when learning a foreign language. They proved that learners who have spent a period of time abroad tend to control their anxiety when they use the target language.

Many people claim to have a mental block against learning a foreign language, although these same people may be good learners in other situations, strongly motivated, and have a sincere liking for speakers of the target language (Horwitz, Horwitz & Cope, 1986:125).

Rochelle et al (2011) stated that language anxiety can be caused by the following factors: “*communication apprehension*”, “*fear of negative evaluation*” and “*test anxiety*”:

- *Communication apprehension* occurs when trying to communicate with other people. When learning a foreign language this type of anxiety is understood as the difficulty learners find to understand others and to be understood. So, students with this kind of anxiety do not participate in English classes.

- *Test anxiety* is produced because of the fear of failing an exam. This anxiety is seen as one of the most important factors of negative evaluation among our students. “Test anxiety can be part of social anxiety, particularly in an evaluative situation where the student is asked to communicate in the target language. However, test anxiety can occur in no communicative situations, too” (Arnold, 1999:64). Students with test anxiety find difficulties to achieve the aims of the proposed task and they experience cognitive interference.

- *Fear of negative evaluation* is understood as the way in which we think other people will evaluate us. Teacher’s methodology or group pressure are factors of paramount importance which exert a great influence on this type of anxiety, especially to novice language learners. Learners who suffer from this kind of anxiety can be overwhelmed during the teaching and learning process since they think they are not going to be able to achieve the aims. So they will not be able to show what they really know.

These three factors have a clear effect on the learning process because they can interfere with our students’ achievement and motivation. So, being able to detect these difficulties should be one of the most essential aims of any foreign language teacher.

According to Ortega (2013:200), other factors produce negative consequences, that is, “high-anxiety foreign language students exhibit many symptoms, but the most common ones are two: freezing up when asked to say something in the L2 in front of the class, and blanking on the right answers during a language test despite having studied hard and even knowing the answers”.

Twenge (2000:1008) stated that “anxiety and fear primarily serve to warn of potential danger and trigger physiological and psychological reactions”. May (1977:205) observed anxiety as “an emotional response to threat to some value that the individual holds essential to his existence as a personality”.

Once again, this anxiety is seen as an obstacle to be solved, otherwise learning a foreign language successfully will not be possible. Students’ motivation is a factor that can reduce this anxiety, so using the appropriate tools when teaching and assessing a foreign language can improve our students’ participation in class, and with this, their academic results.

2.5. Components of anxiety

As far as general anxiety is concerned, different components can be distinguished. For instance, Morris, Davis & Hutchings (1981) considered that “*worry*” and “*emotionality*” played an important role throughout the whole learning process. In their opinion *worry* is in connection with cognitive aspects, “such as negative expectations and cognitive concerns about oneself, the situation at hand, and possible consequences” (Morris, Davis & Hutchings, 1981:541), and *emotionality* is “one’s perception of the physiological-affective elements of the anxiety experience, that is, indications of autonomic arousal and unpleasant feeling states such as nervousness and tension” (Morris, Davis & Hutchings, 1981:541).

These components are sometimes linked to our students' confidence. If they do not improve their self-esteem and self-confidence, they will not be able to succeed and be competitive.

2.6. Use of video in assessing oral skills

Regarding the second hypothesis of my research, a case study conducted by Soh et al.⁹ in Singapore gave a positive feedback as far as the use of video in assessing oral skills is concerned. Most students stated that the video provided them a more engaging and authentic context for conversation and gave them the opportunity to develop their communicative competence effectively.

Other benefits which have been associated with the use of videos include the development of students' oral skills as well as the improvement of their creativity by means of computer simulations (Tennyson & Breuer, 2002).

As far as the results of a study carried out by Lee (2007) are concerned, the results of using Multimedia Assisted Test of English Speaking to evaluate Korean speakers on their oral skill were quite positive. Another study conducted by Guo Ruth (2013) confirmed that students within the experimental group had fun when using video recordings. They also claimed that they would have the chance "to improve their oral presentations after watching their video recordings" (Guo R. 2013:92). Nevertheless, students in the control group described: "It is extremely difficult to assess yourself without being able to review video data." (Guo R. 2013:92).

Finally, although different studies have reported the advantages of using multimedia in assessment, the utilization of videos in assessment is still an area which need more research. This study has tried to find out other factors of stress that

⁹ Available online in http://www.iaea.info/documents/paper_371f25a16.pdf. Date of access: May, 21st, 2017.

foreign language students have to face when using new technologies to prepare their oral exams as well as the weaknesses that the use of video can present when it is used to assess their oral skills.

As overarching conclusions, anxiety is seen as a factor with negative consequences in the learning process and the integration of the video in our English classes should be seen as a tool that can solve all the problems related to anxiety, increasing that way students' motivation and participation in class.

3. METHODOLOGY

3.1. Research design

The study presents a quantitative and qualitative research design. The quantitative research comprised experimental and control groups and included different descriptive statistics such as *mode* and *mean*, which were analysed by means of an Excel programme. The qualitative research included what Denzin (1970) termed “methodological triangulation”, since a questionnaire, interviews and classroom observation were used for data gathering.

Multiple procedures were incorporated: two different oral tests through recording videos were used as instruments for the quantitative part of the study. In turn, two types of instruments were employed for the qualitative part of the study: group interviews and direct observation in class. Furthermore, a post-test questionnaire was provided to the students to collect more information on their experiences in taking a computer-based oral test where the use of video was a fundamental tool and a stimulus.

The use of these tools gave us the chance of gathering empirical data and gave us a wider perspective of the study. On the other hand, an exhaustive analysis of the data obtained supported the different studies conducted by Horwitz, Horwitz &

Cope (1986); Morris, Davis & Hutchings (1981) and Rochelle et al (2011) related to the different factors and components which exert a great influence on anxiety when learning a foreign language and other studies, such as those by Lee (2007); Guo Ruth (2013) or Tennyson & Breuer (2002) who defended the use of video as a handy tool when assessing oral skills.

To sum up, this mixed method approach helped us to obtain a more accurate and a more balanced research and provided us the best opportunity for answering the research questions of this study, which is the effectiveness of computer-mediated communication (CMC) in secondary classrooms.

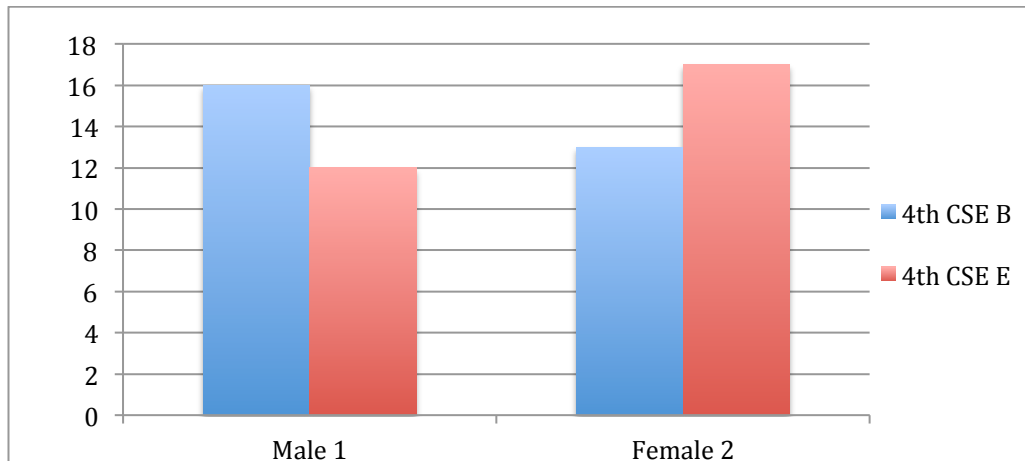
3.2. Sample

Two English teachers and four groups of 4th and 2nd year of CSE formed by a total of 122 students of two different Secondary Schools constituted the sample.

A group of each level formed part of the experimental group, while the other two groups integrated the control groups. These groups presented a similar level in their linguistic competence (bilingual groups) and similar academic results. Both groups of 4th year of CSE were formed by 29 students respectively, while the groups of 2nd year of CSE were formed by 32 students each. In the control group of 4th year of CSE there was an absentee who abandoned during the 2nd term because she was of legal age. Although this student did not assist at the end of the process, she was taken into account in the analysis because she participated in part of the experiment.

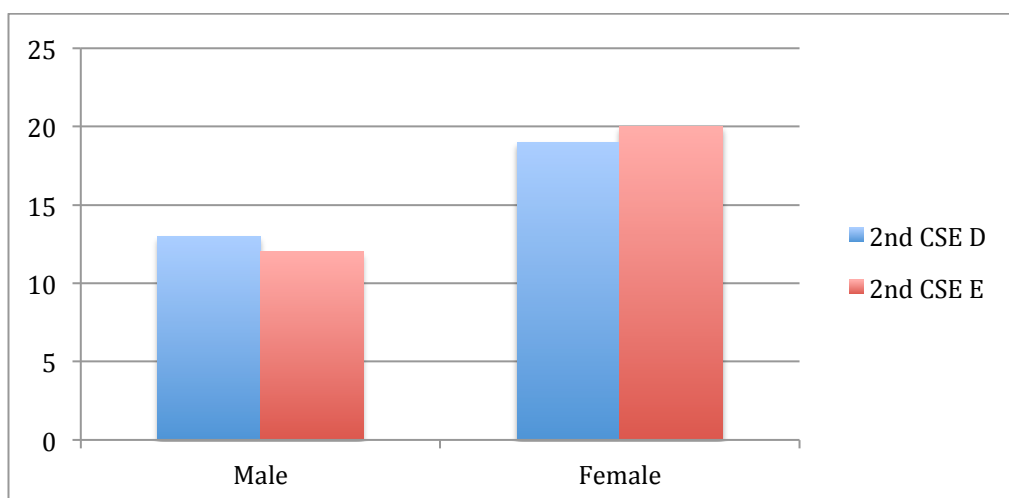
In order to carry out my study, the English oral skill was assessed in a different way in the control group than in the experimental group. In the control group, learners were evaluated in the traditional form, that is, in front of their classmates, while learners in the experimental group were assessed by means of a video they had to elaborate working in pair or in group.

Graphics have been prepared to give more detailed information about all the groups, together with a distinction of the different sexes integrating each group:



Graph 1: Experimental group (4th year of CSE-B) and control group (4th year of CSE-E)

This graph offers a visual image of the number of female and male students interviewed and evaluated in each group of 4th year of CSE. As we can observe in these graphs the number of female and male students differed in each group, this difference was taken as a possible variable which could influence in our students' results. The control group (4th year of CSE-E) was formed by 12 male students and 17 female students, whereas the experimental group (4th year of CSE-B) was formed by 16 male students and 13 female students.



Graph 2: Experimental group (2nd year of CSE-D) and control group (2nd year of CSE-E)

This graph offers a visual image of the number of female and male students interviewed and evaluated in each group of 2nd year of CSE. As we can observe in these graphs the number of female and male students is quite similar in each group. The experimental group (2nd year of CSE-D) was formed by 13 male students and 19 female students, whereas the control group (2nd year of CSE-E) was formed by 12 male students and 20 female students.

3.3. Variables

In the quantitative part of the study, two different variables were taken into consideration: dependent and moderating ones.

The dependent variables were:

- The students' English language (FL) competence (here we include grammar, vocabulary, and the oral skill).
- The students' level of mastery of the oral competence studied through the use of videos.
- The students' level of anxiety when learning a foreign language.

The following moderating variables will be considered:

- Motivation
- Sex

Teachers:

- Age
- Sex
- Teaching experience
- English level.

Students:

- Age
- Sex
- Grade
- English level

3.4. Instruments

Three main types of instruments were employed for information-gathering. For the quantitative part of the study two oral tests through recording videos (English language competence, motivation) and for the qualitative part of the study direct observation, which Brown (2001:3) classifies within non-survey tools; semi-structured interviews and a questionnaire (see appendix 1).

3.5. Data collection

In order to carry out my analysis all learners took a diagnostic test to assess their initial oral level and to ensure that those groups were appropriate for the study.

By means of a task-based approach, the teacher taught all the contents necessary to complete the final oral assignment. Before recording their videos, an outline (see below) with all the contents that students needed to deal with was provided.

Once the video was recorded and delivered, an exhaustive assessment by the teacher was carried out. The videos were shown in class in order to give students the opportunity to evaluate their own mistakes and compare their videos with those of their classmates. Another purpose was to give them more ideas to improve their future oral assignments.

When all the process was finished, they filled in a questionnaire where they valued their satisfaction when using videos and if they obtained the desired results. This questionnaire (see appendix 1) was distributed among our students in Spanish in order to obtain feasible and reliable data.

Other ways of data collection were interviews (see below) and direct observation in class. The following checklist¹⁰ (see below) was adapted from another one found on the Internet to conduct the classroom observation.

3.5.1. Outline

The following is an example of outline provided to students of 2nd year of CSE. Working in pairs students introduced themselves by answering a number of questions. Some students carried out this activity as if it were an interview. This outline was used as a brainstorming by students of both groups (experimental and control group).

<i>Introducing themselves</i>
Names
Year
Group
Age
Favourite hobbies
How often do you practise these activities?
When do you practise them?
Where do you practise them?

¹⁰ <https://www.slideshare.net/josezubia/observation-checklist>

Who do you go with?
Do you like? + Short answers

3.5.2. Interview

This interview was conducted in English and students recorded a video in group to do it:

1. GROUPS

- What difficulties have you found?
- What do you find positive about working in group?
- What do you find negative about working in group?

2. TIME

- How have you organised the time to carry out the task?
- How many hours have you employed?
- How many hours have you worked
- How could you improve the time management?

3. PROJECTS

- What do you like about the projects? Why?
- What do you hate about the projects? Why?
- Have you learnt?
- What would you change?

4. GENERAL

- Conclusion

3.5.3. Observation checklist

Group:	Number of students:
Level:	Teacher:

1. General attitude of students towards learning (motivation, interest, participation, curiosity, confidence, etc.)

Student 1:

Student 2:

Student 3:

2. Use of English (fluency, accuracy, pronunciation, etc.)

Student 1:

Student 2:

Student 3:

3. Use of mother tongue:

Student 1:

Student 2:

Student 3:

4. Distribution of the lesson (sequence of activities, time spent on each, etc): Student 1: Student 2: Student 3:
5. Students grouping:
6. Attention to students with special educational needs:
7. How are disruptive students handled?
8. Students help others with difficulties:

4. DATA ANALYSIS, RESULTS AND DISCUSSION

As it has been stated above, the study presented a quantitative and qualitative research design. The former included different descriptive statistics, such as the *mode* and *mean*, which were analysed by means of Excel programme. The *mode* was employed in our study to know the value which occurs most often within the different sections of our questionnaire and to check our students' preferences and opinions. On the other hand, the *mean* was useful to know exactly the "average", that is, we took all the numbers obtained in each section of the questionnaire and then we

divided the result by the total number of students. These findings are explained in detail below with two different screenshots depending on the level.

After analysing the data obtained, we deduced that the video is a necessary tool which has proved to be successful in the assessment of the oral skills as the marks obtained by learners were higher in the experimental groups than the marks obtained in the control groups.

Nevertheless, before analysing and comparing the results in detail, it would be interesting to pinpoint the main difference we found out between the control and the experimental groups throughout the research.

The results obtained by learners in their oral tests in the experimental groups were better than the results within the control groups. The main reasons for these results were the stress and anxiety, as students within the control groups highlighted that presenting in front of their classmates was more stressful than doing it in front of a camera. These findings reinforce Horwitz, Horwitz & Cope's (1986) and Rochelle et al's (2011) models since factors such as "*fear of negative evaluation*" or "*test anxiety*" played a fundamental role in the obtained results. Spielberg's (1983:1) definition was also reflected in the results as "the subjective feeling of tension, apprehension, nervousness, and worry" were some factors which influenced in a negative way in the academic results of the control groups.

Students in the control groups also underscored that when they carried out an oral presentation in class, they did not have the possibility to check, review or modify what they were doing, and this fact produced a feeling of insecurity. As MacIntyre & Gardner stated (1994:284) this feeling of tension is in connection with second language contexts. Furthermore, students within the control groups claimed that it was quite difficult to evaluate themselves without having the possibility of reviewing

their work, this supported Guo's (2013) study.

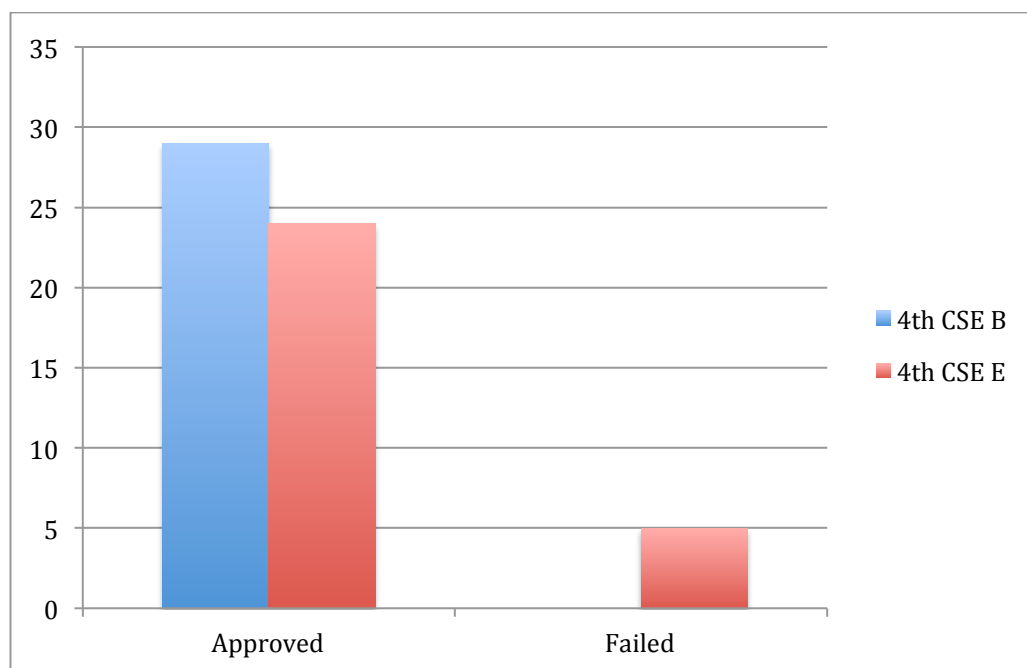
Apart from this, students integrating the experimental groups claimed that they were calm as they knew they had the possibility to change what they were doing. This supported Guo's (2013) study again. Moreover, they agreed on the fact that working in group was less difficult and more enjoyable than working individually, as they could share their knowledge and they supported each other, reducing again their level of stress in the learning process.

Nevertheless, a huge problem was found especially within the group of 2nd year of CSE, and which was also appreciated in the group of 4th year of CSE. They stated that a factor of stress was to find a suitable day to meet up with their classmates because almost all of them had extracurricular activities or, in the case of students of 2nd year of CSE, they had problems to meet their classmates after school since they depended on their parents to go to their classmates' house and to carry out their projects. We should add here that some of these students lived far away from their classmates and their parents were not available to give them a lift.

Finally, there was not a great difference between female or male students when using new technologies since they asserted that they had already learnt how to use a computer before reading a book. Other students stated that the only difficulty they had found was related to Internet connection at home, a problem which was easy to solve and which had nothing to do with the real object of this study.

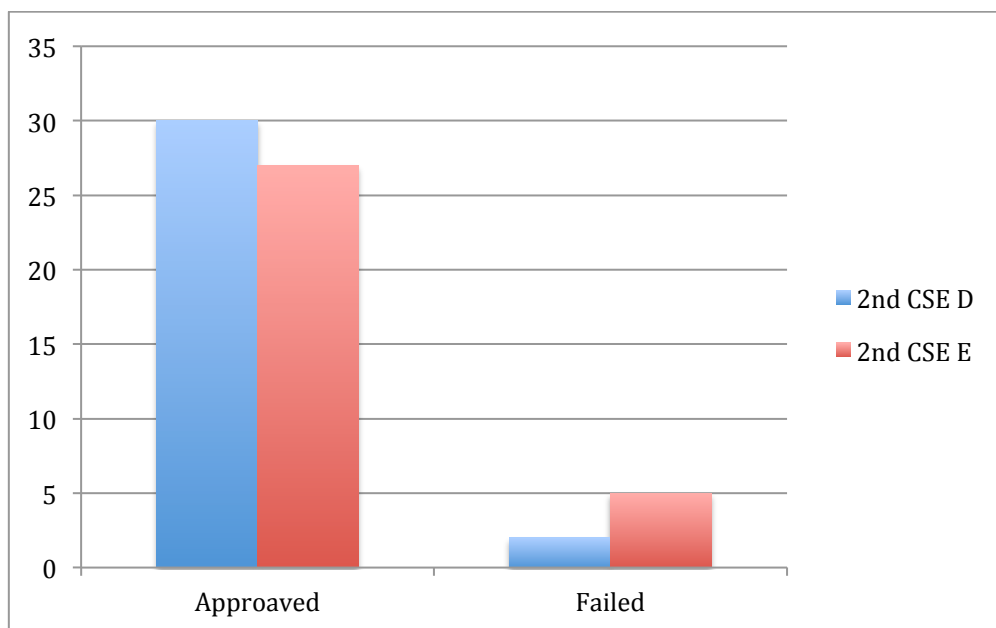
The results of this study showed that students could improve their final marks and reduce their level of anxiety through the implementation of the video as an assessment tool.

Graphics have been prepared to give more detailed information about the results obtained in each group. The blue colour corresponds to the experimental groups where the results in both levels were higher than in the control groups, which have been represented by the red colour.



Graph 3: Results: Experimental group (4th year of CSE-B) and control group (4th year of CSE-E).

This graph offers the results obtained when implementing the video to assess the oral skill. The experimental group (4th year of CSE-B) shows a 100% of students who had passed the oral exam, while in the control group (4th year of CSE-E) the results were worst as a 17% of the total number of students were not able to pass the oral exam. These results were affected by the anxiety and stress that some learners of the control group suffered when presenting their oral presentations and *the fear of negative evaluation* (Horwitz, Horwitz & Cope, 1986; Rochelle et al, 2011). They affirmed that they were not able to take the exam in front of their classmates, resulting in a complete withdrawal. The results in the second exam were similar in both groups, improving the academic results in the experimental group.



Graph 4: Results: Experimental group (2nd year of CSE-D) and control group (2nd year of CSE-E)

In this graph we appreciate that the age of students is a variable we need to bear in mind. Although the results were still better when filming a video in the experimental group, they were not as good as they were expected. The experimental group (2nd year of CSE-D) showed a higher percentage of students who had passed the oral exam (94%), whereas in the control group (2nd year of CSE-E) the results were worse (85%). Two students (6%) of the experimental group failed the first oral exam because they did not participate in the process. They stated that they did not know how to record a video.

On the other hand, the results in the control group, with 15% of students who did not pass the oral exam, were affected by the anxiety that some learners of the control group had suffered when presenting their oral dialogues in front of their classmates as they had not the possibility to modify, review or analyze what they were doing. Students stated again that they were not able to take the exam in front of their classmates, resulting in a complete withdrawal. They felt insecure and worried.

Horwitz, Horwitz & Cope (1986) and Rochelle et al (2011) identified factors such as *fear of negative evaluation* or *test anxiety* that can produce a negative effect on anxiety. This effect was clearly observed in both control groups where the results were affected by these factors. On the other hand, the *debilitating* anxiety defined by Alpert & Haber (1960) had a clear negative influence on students' performance as they did not feel self-confident to succeed.

As far as the experimental groups are concerned, one of the most significant results among the experimental groups was that students were reluctant at the beginning of the process, especially students of 2nd year of CSE, because they did not feel confident enough when they made use of the new technologies.

Nevertheless, this attitude changed throughout the learning and teaching process as they started feeling more comfortable and they even claimed that they had had a good time with their classmates, improving that way their self-esteem and academic results. The results in the experimental group of 2nd year of CSE were better in the second video since a 100% of students passed the oral exam.

On the other hand, they thought that they had reached a good command of English. Nevertheless, they still admitted that they would not be able to have a fluent conversation with a native speaker as most of the dialogues were learnt by heart.

The findings obtained in the questionnaire were analysed. The *mode* and *mean* scores for the use of video as stimulus in reducing anxiety and assessing oral English skills are shown below. The first screenshot shows the results obtained with the experimental group of 4th year of CSE and the second screenshot shows the results obtained in the experimental group of 2nd year of CSE.

	Advantage	Waste of ti	Stress	Group-wor	Individual	Better resu	Worst resu	Listen	Marks	Technologies
Student 1	3	2	3	3	3	2	3	2	4	2
Student 2	4	1	1	4	1	4	1	4	4	4
Student 3	3	1	1	3	4	2	1	3	4	1
Student 4	3	1	1	4	1	4	1	3	4	1
Student 5	3	1	1	4	1	3	1	2	3	1
Student 6	4	2	2	4	4	3	4	3	4	1
Student 7	4	1	1	4	1	4	1	4	4	3
Student 8	2	1	2	4	2	3	2	2	4	2
Student 9	4	1	1	4	2	4	1	4	4	1
Student 10	4	1	1	3	1	4	1	3	3	1
Student 11	1	3	2	4	2	3	1	2	2	3
Student 12	1	3	2	4	2	3	1	2	2	3
Student 13	4	1	1	3	2	2	1	4	3	1
Student 14	3	2	2	3	2	2	2	3	3	2
Student 15	4	1	1	4	1	4	1	4	4	1
Student 16	3	1	1	3	1	2	2	3	3	2
Student 17	4	1	2	3	1	2	1	4	4	2
Student 18	4	1	2	4	1	2	2	4	4	1
Student 19	4	1	1	1	4	4	4	3	3	2
Student 20	4	1	2	4	2	3	3	3	3	3
Student 21	3	1	1	3	3	2	4	4	3	1
Student 22	3	1	1	2	4	1	3	3	1	1
Student 23	3	1	1	4	4	4	1	3	3	1
Student 24	3	1	3	4	1	3	3	3	2	1
Student 25	4	1	1	3	1	4	1	3	3	1
Student 26	1	3	2	4	1	4	1	2	2	1
Student 27	1	3	2	4	2	3	1	2	2	1
Student 28	4	1	1	3	2	2	1	4	3	1
Student 29	3	2	2	3	2	2	2	3	3	2
Mediana	3	1	1	4	2	3	1	3	3	1
Mean	3,137931	1,413793	1,517241	3,448276	2	2,931034	1,758621	3,068966	3,137931	1,62069
Moda	4	1	1	4	1	2	1	3	3	1

Screenshot 1: Experimental group – 4th year of CSE-B

After analyzing the findings obtained in the questionnaire and bearing in mind the *mean* scores, students' opinions differed between the different experimental groups.

Within the 4th year of CSE most students (3.13) thought that the use of video was helpful to develop their oral skill and gave them confidence and self-esteem. They also claimed that they preferred working in groups (3.4) than individually (2). Furthermore, they stated that listening to their recordings was a very useful technique (3.06) to improve their future assignments and that their marks corresponded to their effort (3.1). Regarding anxiety, almost all of them (1.5) mentioned it was not stressful to record the video. They also recognized that they did not feel anxiety when using new technologies (1.6).

On the other hand, bearing in mind the *mode*, the questions which received a higher value were those related to the advantages that the use of video could offer

(4) and the benefits of working in group (4). Nevertheless, the questions with lower value were those where they claimed that the use of video was not a waste of time (1), it did not add stress to the learning process (1), they did not prefer working individually (1) and the one related to their results (1).

	Advantages	waste of tir	Stress	Group-wor	Individual	better resu	worst resul	Listen	Marks	Technologies
Student1	3	2	3	3	3	2	2	1	3	3
student2	3	2	2	2	3	3	2	4	3	3
student3	3	2	3	3	3	4	4	1	4	1
student 4	2	2	2	2	3	2	2	2	3	1
Student5	4	1	4	4	2	1	1	3	4	3
Student6	3	2	4	1	4	3	1	2	4	4
Student7	1	2	1	3	4	2	1	1	4	1
Student 8	4	1	3	3	1	4	1	3	2	3
Student9	3	2	1	2	2	4	1	3	4	3
Student10	4	1	4	2	3	3	1	3	4	3
Student 11	4	2	4	1	1	3	2	3	4	2
Student 12	4	2	3	4	2	2	1	2	1	4
Student 13	4	1	4	3	2	4	1	4	4	1
Student 14	4	1	1	4	1	3	1	1	4	3
Student 15	3	2	3	2	4	2	3	1	4	2
Student 16	3	2	1	1	4	4	1	1	1	1
Student17	4	2	1	3	3	3	3	3	3	1
Student18	3	1	3	4	3	4	1	3	4	1
Student19	3	1	3	2	1	2	4	4	1	1
Student20	1	4	3	3	1	1	3	3	1	4
Student21	2	1	3	2	4	2	3	3	3	3
Student 22	3	3	3	2	4	3	3	4	2	4
Student 23	3	2	3	2	3	2	3	3	2	3
Student 24	3	1	3	4	1	3	1	3	4	4
Student25	1	4	3	1	4	1	3	3	1	4
Student 26	3	2	3	3	3	2	2	1	4	3
Student27	3	2	2	4	1	3	2	1	2	2
Student28	2	3	2	1	4	2	2	3	4	1
Student29	3	2	3	3	3	2	2	1	4	2
Student30	4	1	1	3	2	2	1	3	3	2
Student31	4	2	1	4	4	3	4	4	2	3
Student32	3	2	3	3	3	2	2	3	4	4
Mean	3	2	3	3	3	2	2	2	3,5	3,5
Mode	3	2	3	3	3	3	3	3	3	3

Screenshot 2: Experimental group – 2nd year of CSE-D

As far as the 2nd year of CSE is concerned and taking into account the *mean* scores, students stated that the use of video was helpful to develop their oral skill and gave them confidence. For them working in groups (3) had the same results than working individually (3), although they underscored the fact that working in groups was funnier and they met their classmates.

On the other hand, they stated that listening to their recordings was not a very useful technique (2) to improve their future assignments, but they agreed on the fact that their marks corresponded to their effort (3.5).

Regarding anxiety, almost all of them (3) mentioned it was stressful to record the video because they had problems to meet up with their classmates since they

had different extracurricular activities. They also recognized that they found problems (3.5) when editing the videos as they did not know how to do it. Nevertheless, they thought that at the end of the process they already knew how to conduct a video presentation.

Bearing in mind the *mode*, almost all the questions received the same value (3), except the questions where they claimed that the use of video was not a waste of time (2).

As we can observe the age was a variable to take into account as students' opinions and preferences differed between both experimental groups. On the other hand, within each group almost 100% of students preferred using videos, instead of presenting in front of their classmates, as in their opinions it was more stressful due to the fact that they had not the opportunity to change what they were doing. They also claimed that they would feel embarrassed. Rochelle's (2011) *fear of negative evaluation* played an important role within this type of oral assessment since some students, especially in the 2nd year of CSE, claimed that the pressure exerted by the group was huge.

On the other hand, the findings of this research have proved that the results of the study conducted by Soh et al ¹¹ in Singapore are quite similar to the ones we have obtained here since the use of video in assessing oral skills was completely successful and a very useful tool to assess our students' oral English skills.

5. LIMITATIONS OF THE STUDY

Several limitations to this study should be taken into account when analysing the results and implications. For instance, the sample size is small including four

¹¹ http://www.iaea.info/documents/paper_371f25a16.pdf

groups of compulsory secondary education (two groups of 2nd year CSE and two of 4th year CSE) and two teachers.

On the other hand, the enviromental characteristics of these students within two unique settings have possibly influenced the findings obtained. In addition to this, generalization of learner experiences should not be made, as other students, classes, familiarity with the use of new technologies or even, content areas can give us a different result.

6. LINES FOR FUTURE RESEARCH

Among the different lines that could be followed to broaden the results of this research, we should underscore the following ones:

- Including other ways of data collection instruments where interviews, teacher's diary, tests, and classroom observation can be included.
- Working with a more numerically and geographical representative sample.
- Integration of a higher number of variables.

7. CONCLUSIONS

The aim of this study was to investigate the effectiveness of using videos as a tool to assess the English oral skill in teaching and learning the L2 in two secondary education classrooms and to examine students' preferences when taking the oral exam and their level of anxiety to improve the quality of the teaching and learning process.

The results obtained in this study allowed us to answer the research questions which were posed. Moreover, after analysing the findings, we could state that students prefer videos to carry out the oral exams instead of doing them in front of their classmates since they feel more confident and they avoid the "*fear of negative evaluation*" and "*test anxiety*" defined by Horwitz, Horwitz & Cope (1986) and

Rochelle et al (2011). Following Ortega (2013), other factors produced negative consequences within the control groups such as “blanking on the right answers” during the language oral exam, although they assured they had studied and they knew all the dialogues.

At the same time, students within the experimental groups claimed that working in groups has a lot of advantages since they can share their knowledge and experiences and it is funnier than working individually. Nevertheless, they also stated that some students worked more than others and this was a factor of confrontation among them. This was seen as a factor of stress and anxiety within the classroom observation as tension was felt in some groups. May (1977:205) observed anxiety as “an emotional response to threat to some value that the individual holds essential to his existence as a personality”.

Finally, the results obtained in the oral exams when recording a video were better than presenting in front of their classmates, so as Lee’s (2007) study, we can conclude saying that the results of using Multimedia Assisted Test of English Speaking to evaluate our students’ oral skill was quite positive.

To sum up, Brindley (1989:73) stated that teachers and students must be aware of each other’s necessities and resources must be selected taking into account learners’ expectations and what the teacher thinks he or she can provide. In my opinion, teachers and students must work together, so cooperation is an essential ingredient to be successful not only in the teaching process, but also in the learning process.

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Appendices

Data Collection Instruments

Appendix 1: QUESTIONNAIRE

The following questionnaire is the one which has been delivered among our students. It has been distributed in Spanish in order to obtain feasible and reliable data.

QUESTIONNAIRE TO ASSESS OUR STUDENTS' SATISFACTION WHEN USING VIDEOS.

Sexo:

Edad:

Grupo:

Rellana el cuestionario según la siguiente escala: 1 totalmente en desacuerdo; 2 en desacuerdo; 3 de acuerdo; 4 totalmente de acuerdo.

1 2 3 4

1. Pienso que el uso del vídeo me aporta ventajas a la hora de desarrollar mi destreza oral y me da seguridad.
2. Creo que el uso del vídeo es una pérdida de tiempo y no sirve para el objetivo propuesto.
3. El vídeo puede acarrear un estrés añadido al examen oral.
¿Cuál? _____.
4. Trabajar en grupo es mejor que trabajar de forma individual.
Razones: _____.
5. Prefiero trabajar de forma individual.
Razones: _____.
6. Mis resultados obtenidos en las pruebas orales han sido mejores que cuando me han evaluado dicha destreza en clase.
Razón: _____.
7. Mis resultados obtenidos en las pruebas orales han sido peores que cuando me han evaluado dicha destreza en clase.
Razón: _____.

8. Escuchamos después en clase las grabaciones para así mejorar pronunciación y presentación.
9. Las notas de mis compañeros y la mía propia corresponden al esfuerzo realizado.
10. Tengo dificultades para hacer uso de las nuevas tecnologías (no sé cómo hacer una grabación, cómo pasar el vídeo a un formato que pueda entregar a la profesora) y esto me causa estrés e inseguridad.

Indica tu progreso desde la primera grabación hasta la última:

Responde las siguientes preguntas de forma breve:

1. ¿Qué problemas habéis encontrado a la hora de realizar vuestra grabación? (¿os ha resultado fácil quedar con vuestro compañero/s?, ¿hay compañeros que han participado menos que otros?, si lo has hecho, ¿qué otros problemas has encontrado?)
2. ¿Dichos problemas os han causado estrés? Si es así, ¿cómo los habéis solventado?
3. ¿Qué situación genera más estrés: el uso del vídeo o la presentación oral delante de los compañeros? Justifica tu respuesta e indica qué formato prefieres y el motivo.

Appendix 2: Example of a questionnaire filled in by a female student of 2nd year of CSE.

QUESTIONNAIRE TO ASSESS OUR STUDENTS' SATISFACTION WHEN USING VIDEOS.

Sexo: Mujer Edad: 13 Grupo: 2ºESO

Sexo: Edad: Grupo:

Rellana el cuestionario según la siguiente escala: 1 totalmente en desacuerdo; 2 en desacuerdo; 3 de acuerdo; 4 totalmente de acuerdo.

1 2 3 4

1. Pienso que el uso del vídeo me aporta ventajas a la hora de desarrollar mi destreza oral y me da seguridad. 4

2. Creo que el uso del vídeo es una pérdida de tiempo y no sirve para el objetivo propuesto. 1

3. El vídeo puede acarrear un estrés añadido al examen oral. 4

¿Cuál? Tener que quedar porque hay que estudiar más cosas y no había tanto tiempo.

4. Trabajar en grupo es mejor que trabajar de forma individual. 4

Razones: Sí, porque nos ayudamos.

5. Prefiero trabajar de forma individual. 2

Razones: No, porque es mucho más fácil y divertido hacerlo en grupo.

6. Mis resultados obtenidos en las pruebas orales han sido mejores que cuando me han evaluado dicha destreza en clase.

Razón: Mis notas han sido iguales.

7. Mis resultados obtenidos en las pruebas orales han sido peores que

cuando me han evaluado dicha destreza en clase.

Razón:

Mis notas han sido iguales.

8. Escuchamos después en clase las grabaciones para así mejorar pronunciación y presentación. 3

9. Las notas de mis compañeros y la mía propia corresponden al esfuerzo

realizado. 4

10. Tengo dificultades para hacer uso de las nuevas tecnologías (no sé cómo hacer una grabación, cómo pasar el vídeo a un formato que pueda entregar a la profesora) y esto me causa estrés e inseguridad. 3

Indica tu progreso desde la primera grabación hasta la última:

En la primera no tenía ni idea de como editar el vídeo, pero después aprendí y los demás vídeos los edite mejor.

Responde las siguientes preguntas de forma breve:

1. ¿Qué problemas habéis encontrado a la hora de realizar vuestra grabación? (¿os ha resultado fácil quedar con vuestro compañero/s?, ¿hay compañeros que han participado menos que otros?, si lo has hecho, ¿qué otros problemas has encontrado?)
2. ¿Dichos problemas os han causado estrés? Si es así, ¿cómo los habéis solventado?
3. ¿Qué situación genera más estrés: el uso del vídeo o la presentación oral delante de los compañeros? Justifica tu respuesta e indica qué formato prefieres y el motivo.

1. Tener que quedar porque algunas veces no podíamos quedar todas juntas. Si. Que hubiese pocas horas en clase para hacerlo y tener que subirlo a Edmodo.
2. Si. Al grabar me divertía y se me iba el estrés.
3. La presentación oral porque si te equivocas no puedes volver a grabarla.

Appendix 3: Example of a questionnaire filled in by a female student of 4th year of CSE.

Cuestionario para valorar satisfacción de los alumnos

Sexo: Mujer Edad: 15 Grupo: 4-B

Rellana el cuestionario según la siguiente escala: 1 totalmente en desacuerdo; 2 en desacuerdo; 3 de acuerdo; 4 totalmente de acuerdo.

1 2 3 4

1. Pienso que el uso del vídeo me aporta ventajas a la hora de desarrollar mi destreza oral y me da seguridad. 4

2. Creo que el uso del vídeo es una pérdida de tiempo y no sirve para el objetivo propuesto. 1

3. El vídeo puede acarrear un estrés añadido al examen oral. 2
¿Cuál? _____

4. Trabajar en grupo es mejor que trabajar de forma individual. 4
Razones: Te da seguridad y cada uno puede aportar algo.

5. Prefiero trabajar de forma individual. 2
Razones: _____

6. Mis resultados obtenidos en las pruebas orales han sido mejores que cuando me han evaluado dicha destreza en clase. 3
Razón: _____

7. Mis resultados obtenidos en las pruebas orales han sido peores que cuando me han evaluado dicha destreza en clase. 3
Razón: En clase me pongo más nerviosa

8. Escuchamos después en clase las grabaciones para así mejorar pronunciación y presentación. 3

9. Las notas de mis compañeros y la mía propia corresponden al esfuerzo realizado. 3

10. Tengo dificultades para hacer uso de las nuevas tecnologías (no sé cómo hacer una grabación, cómo pasar el vídeo a un formato que pueda entregar a la profesora) y esto me causa estrés e inseguridad.

Indica tu progreso desde la primera grabación hasta la última:

He aprendido a mejorar la
calidad de los vídeos.

Responde las siguientes preguntas de forma breve:

1. ¿Qué problemas habéis encontrado a la hora de realizar vuestra grabación? (¿os ha resultado fácil quedar con vuestro compañero/s?, ¿hay compañeros que han participado menos que otros?, si lo has hecho, ¿qué otros problemas has encontrado?) A veces es difícil quedar todos un día.
2. ¿Dichos problemas os han causado estrés? Si es así, ¿cómo los habéis solventado? No.
3. ¿Qué situación genera más estrés: el uso del vídeo o la presentación oral delante de los compañeros? Justifica tu respuesta e indica qué formato prefieres y el motivo. La presentación oral delante de los compañeros.

Appendix 4: Example of a questionnaire filled in by a male student of 2nd year of CSE.

QUESTIONNAIRE TO ASSESS OUR STUDENTS' SATISFACTION WHEN USING VIDEOS.

Sexo: Edad: Grupo: Masculino : 13 : 2º ESO

Rellana el cuestionario según la siguiente escala: 1 totalmente en desacuerdo; 2 en desacuerdo; 3 de acuerdo; 4 totalmente de acuerdo.

1 2 3 4

1. Pienso que el uso del vídeo me aporta ventajas a la hora de desarrollar mi destreza oral y me da seguridad. 4
2. Creo que el uso del vídeo es una pérdida de tiempo y no sirve para el objetivo propuesto. 1
3. El vídeo puede acarrear un estrés añadido al examen oral. 1
¿Cuál? No he tenido motivo de estrés
4. Trabajar en grupo es mejor que trabajar de forma individual. 4
Razones: Porque hay mas ideas y es más fácil.
5. Prefiero trabajar de forma individual. 1
Razones: No me gusta trabajar individual porque me siento solitario en ese proyecto
6. Mis resultados obtenidos en las pruebas orales han sido mejores que cuando me han evaluado dicha destreza en clase. 3
7. Mis resultados obtenidos en las pruebas orales han sido peores que

cuando me han evaluado dicha destreza en clase. 1

Razón:

Porque en las pruebas orales me confío más.

8. Escuchamos después en clase las grabaciones para así mejorar pronunciación y presentación. 4

9. Las notas de mis compañeros y la mía propia corresponden al esfuerzo

realizado. 4

10. Tengo dificultades para hacer uso de las nuevas tecnologías (no sé cómo hacer una grabación, cómo pasar el vídeo a un formato que pueda entregar a la profesora) y esto me causa estrés e inseguridad. 3

Indica tu progreso desde la primera grabación hasta la última:

La ayuda de mis compañeros aunque yo no monte el vídeo me sirvió mucho porque gracias a otros quedaron muy bien.

Responde las siguientes preguntas de forma breve:

1. ¿Qué problemas habéis encontrado a la hora de realizar vuestra grabación? (¿os ha resultado fácil quedar con vuestro compañero/s?, ¿hay compañeros que han participado menos que otros?, si lo has hecho, ¿qué otros problemas has encontrado?) la hora, lugar, fecha para quedar

2. ¿Dichos problemas os han causado estrés? Si es así, ¿cómo los habéis solventado? todos # un poco si, pero nos relajamos y buscamos la manera de solucionarlo.

3. ¿Qué situación genera más estrés: el uso del vídeo o la presentación oral delante de los compañeros? Justifica tu respuesta e indica qué formato prefieres y el motivo.

La presentación delante de mis compañeros porque me pondría nervioso y se me olvidaría.

1. # La verdad que había uno que se destruía mucho

Appendix 5: Example of a questionnaire filled in by a male student of 4th year of CSE.

Cuestionario para valorar satisfacción de los alumnos

Sexo: Masc. Edad: 15 Grupo: 4ºB

Rellana el cuestionario según la siguiente escala: 1 totalmente en desacuerdo; 2 en desacuerdo; 3 de acuerdo; 4 totalmente de acuerdo.

	1	2	3	4
1. Pienso que el uso del vídeo me aporta ventajas a la hora de desarrollar mi destreza oral y me da seguridad.		<u>2</u>		
2. Creo que el uso del vídeo es una pérdida de tiempo y no sirve para el objetivo propuesto.	<u>1</u>			
3. El vídeo puede acarrear un estrés añadido al examen oral. ¿Cuál? _____			<u>2</u>	
4. Trabajar en grupo es mejor que trabajar de forma individual. Razones: <u>Aprendes a trabajar de forma conjunta.</u>				<u>4</u>
5. Prefiero trabajar de forma individual. Razones: <u>Me aplica lo suficiente.</u>		<u>2</u>		
6. Mis resultados obtenidos en las pruebas orales han sido mejores que cuando me han evaluado dicha destreza en clase. Razón: <u>Porque he tratado de perfeccionarlo más.</u>			<u>3</u>	
7. Mis resultados obtenidos en las pruebas orales han sido peores que cuando me han evaluado dicha destreza en clase. Razón: <u>Ya que en clase desarrollo la fluidez al hablar en público.</u>			<u>2</u>	
8. Escuchamos después en clase las grabaciones para así mejorar pronunciación y presentación.				<u>2</u>
9. Las notas de mis compañeros y la mía propia corresponden al esfuerzo realizado.				<u>4</u>

10. Tengo dificultades para hacer uso de las nuevas tecnologías (no sé cómo hacer una grabación, cómo pasar el vídeo a un formato que pueda entregar a la profesora) y esto me causa estrés e inseguridad.

2

Indica tu progreso desde la primera grabación hasta la última:

Responde las siguientes preguntas de forma breve:

1. ¿Qué problemas habéis encontrado a la hora de realizar vuestra grabación? (¿os ha resultado fácil quedar con vuestro compañero/s?, ¿hay compañeros que han participado menos que otros?, si lo has hecho, ¿qué otros problemas has encontrado?)

Los problemas principales han sido los problemas a la hora de quedar con compañeros y los problemas de encontrar los materiales para la grabación.

2. ¿Dichos problemas os han causado estrés? Si es así, ¿cómo los habéis solventado?

A la hora de quedar sí y los hemos solventado poniéndonos en contacto entre nosotros.

3. ¿Qué situación genera más estrés: el uso del vídeo o la presentación oral delante de los compañeros? Justifica tu respuesta e indica qué formato prefieres y el motivo.

La presentación oral ya que exponer en directo ante un público es más estresante.