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**PROJECT PRIOR TO OBTAINING APPLIED LINGUISTICS IN  
ENGLISH LANGUAGE BACHELLOR'S DEGREE**

**TITLE:** THE EFFECT OF BLENDING LEARNING USING VIDEO-  
BASED BLOGS AND THE SPEAKING SKILL DEVELOPMENT IN  
STUDENTS ATTENDING 1<sup>st</sup> YEAR OF BACHELLOR AT “MARCEL  
LANIADO DE WIND” HIGH SCHOOL, IN MACHALA, IN THE FIRST  
TERM, 2015-2016 SCHOOL YEAR

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## **DEDICATION**

I dedicate this research project to Jehovah God for giving me wisdom and strength throughout this path. In the same way, I would like to dedicate this project to my parents, family and boyfriend who have always supported me all this time with their encouragement and time to help me achieve this goal. Finally, I would like to dedicate this project to the people I work with and especially to my students who are the reason I strive to become a better teacher and professional every day.

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## **ABSTRACT**

The primary purpose of this project was determining the effect of Blending Learning using Video-Based Blogs and the Speaking Skill development in students attending 1<sup>ST</sup> year of bachelor at “Marcel Laniado de Wind” High School, in Machala, in the first term, 2015-2016 school year.

An experimental and control group participated in this project. The control group consisted of 21 students who during this research used traditional speaking practice activities. On the other hand, the experimental group which was formed by 22 students used video-based blogs through the website Kidblog. The classes were held twice a week during a period of three months.

A speaking pre-test, post-test and rubric were applied to determine the English speaking skill development in both groups.

The results of this investigation demonstrated that students who participated in video based blog activities had a higher development and improvement of their speaking skill than the students from the control group who were not exposed to type of activity.

### **KEY WORDS:**

- **VIDEO-BASED BLOGS**
- **BLENDED LEARNING**
- **SPEAKING SKILL**

## **RESUMÉN**

El propósito principal de este proyecto fue determinar el efecto del Aprendizaje Combinado usando Video Blogs y el desarrollo de la expresión oral en estudiantes que asisten al 1er año de bachillerato en el Colegio Marcel Laniado de Wind, en Machala, en el primer periodo, del año lectivo 2015-2016. Un grupo experimental y de control participaron en este proyecto. El grupo de control consistió de 21 estudiantes quienes durante la investigación usaron actividades de expresión oral tradicionales. En contraste, el grupo experimental el cual estaba formado por 22 estudiantes usaron blogs a base de video a través de la página web Kidblog. Las clases se llevaron a cabo dos veces a la semana durante un periodo de tres meses. Un pre-test y post-test oral y rubrica fueron aplicados para determinar el desarrollo de la habilidad oral en ambos grupos. Los resultados de esta investigación demostraron que los estudiantes que participaron en las actividades de video blogs tuvieron un desarrollo y avance superior en su expresión oral a la de los estudiantes del grupo de control quienes no fueron expuestos a esto tipo de actividad.

### **PALABRAS CLAVE:**

- **VIDEO BLOGS**
- **APRENDIZAJE COMBINADO**
- **EXPRESIÓN ORAL**

# PART I

## RESEARCH PROBLEM

### 1.1 Problem Identification

Learning a new language such as English can be very challenging for students at all levels of education. Even though, students spend years trying to learn a language and acquire the four skills, one of the principal problems they face is being able to communicate or speak the language effectively. This problem is especially noticeable in Ecuador that has placed itself with an English level of “low” according to the independent EF English Proficiency Index 2014. Ecuador is one of the countries with the lowest English levels in the region and educational institution face the challenge to improve students’ communicative skills.

In this research, it was found that a high number of students at “Marcel Laniado de Wind” High School have a problem in developing their speaking skills in the English language. Even though, these students spend many hours each day studying the foreign language, most of them have difficulties to speak and communicate efficiently.

The first reason of why students are not able to develop the speaking skill in the English language is the use of inadequate teaching methods in the classroom. Many teachers are still using traditional methods and techniques that are out of date and limit the progress that students can have in the learning process. This results in the inadequate development of linguistic skills because students do not get the opportunity to acquire the communicative skills that are necessary to master a second language.

Another reason that affects the development of the English speaking skill is that students may not find learning another language meaningful or useful in their lives. They are not eager to learn the language because they just see it as a requirement and not as an important subject that can open a great deal of opportunities for their future goals in their personal lives and careers. Therefore, this results in a memory-focused learning

because the learning experience is not significant to their lives and does not relate to their own personal experiences.

In addition, teacher-centered approaches limit student participation and construction of knowledge in the classroom. This creates a situation where students feel unmotivated to speak the language because they are so used to a learning system where teachers control all the class and they just sit and listen and therefore they are not able to interact with each other and practice the language. Students also do not feel confident to speak the language because they feel afraid to make mistakes. Therefore, the environment and the opportunities that the teacher creates is very important to make students feel comfortable to speak and practice the language without any type of hesitation.

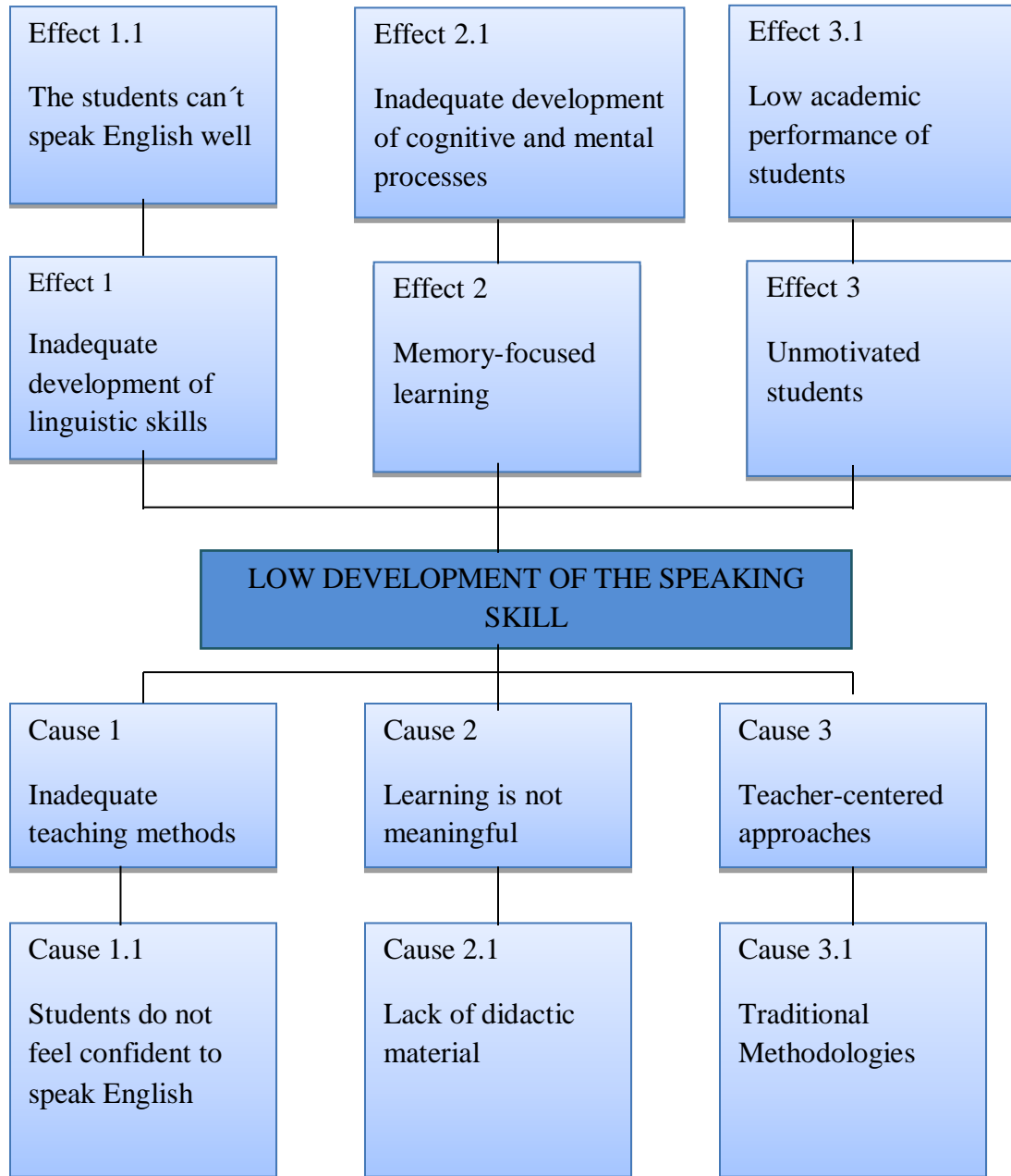
On the other hand, the lack of didactic material and different resources a teacher uses has a direct impact in how a student learns. Nowadays, students learn in different ways and they are exposed to technological resources that could be used to their advantage in order to help them in the development of their cognitive and mental processes when learning a new language.

Also many teachers are still using traditional methodologies because this is the way they have been teaching for many years and they do not see the necessity to change their methods and strategies. One of the reasons is the lack of professional development and the right attitude to embrace new teaching techniques that have positive affects in the learning experience of students that can help them develop faster their productive skills.

Nowadays, there is a wide variety of didactic resources available to be used with students to help them develop their English skills faster than ever before. Information and Communication Technologies offer tools that English teachers can incorporate in the teaching process in order to expand the students' learning experiences in real and authentic contexts that will help them acquire communicative skills in a shorter period of time. Therefore, this research aims to analyse the relationship between the use of video-based blogs and the development of the speaking skill in the English language.

In order, to identify the causes and effects of this research problem, the tree-technique has been applied. The problem tree that has been developed helps us gain a deeper understanding to carry on effectively this investigation and find results that will bring new insight to the topic of this study.

**PROBLEM TREE**



**Figure 1 Problem Tree**

## **1.2. Problem-formulation**

“What is the relationship between the use of video-based blogs and the students’ development of the speaking skill in the English language?”

## **1.3. Objectives**

### **1.3.1. General**

- To determine the effect of blended learning using video-based blogs and the speaking skill development in the English language.

### **1.3.2. Specific**

- To establish an effective blended instruction model for the speaking skill development of students.
- To investigate the effects of the blended learning model in the speaking skill development of the English language.
- To develop teacher training sessions to increase the variety of didactic material used in the classroom.

## **1.4. Justification**

As English is becoming a language used worldwide, it continues to be taught in schools all over the world. However, there is the concern that even though students study English for years they have difficulty to develop their communicative skills more than their receptive skills. Therefore, teachers look for new ways to reach students and help them in the learning process and ICT (Information and Communication Technology) tools have been integrated in Education. However, results throughout the years have shown that technology itself is enough to help students in their learning process. Therefore, Blended Learning which is a methodology that combines face-to-



face and virtual teaching has been adopted in many EFL classrooms to help students improve their skills.

In recent years, Internet blogs have been used as a new communication and publication medium. Video-based blogs offer the opportunity for its users to deliver personal opinions, share ideas with others, and interact and communicate on the internet with the incorporation of text, images and videos. In addition, the usage of these tools can motivate students and engage them in the learning experience. English classes sometimes tend to be monotonous and boring; however, the situation can change when teachers use tools that encourage team work and discussion.

This research is of great importance because students at Marcel Laniado de Wind High School have difficulties in the development of their communicative skills. There is the concern that even though students study English for many years and many hours each week they are not able to develop their speaking skills as fast as the other skills. Therefore, teachers need to explore new ways to reach students and help them in the learning process. Past studies suggest that the usage of technological tools such as Video-Based Blogs is a high indicator in the development of the speaking skills of students. In the same way, computer assisted language learning can promote collaborative learning and offer a comfortable environment for interaction among students.

The development of this research is very significant in order to investigate the effect of the blended learning model using video-based blogs in the speaking skill development of students. Hence, this investigation will help teachers understand how to establish an effective blended instruction model for the speaking skill development of students.

# PART II

## THEORETICAL FRAMEWORK

### 2.1. Theoretical and Conceptual Focus

The rapid technological growth and advances in the Internet have opened new opportunities for language teaching and learning where instructors can choose from a variety of tools to promote a collaborative environment. Incorporating these types of tools can motivate language learners to participate more actively who would otherwise be intimidated by face to face interaction. Computer assisted language learning can promote a constructivist environment where students can feel comfortable to speak the language and interact with others.

A very popular web tool that is being used for many educators are internet blogs which allow teachers and students to promote an environment where students can engage in discussions and express their opinion not only with text but also with videos and images. The term for a blog where videos are used are called video-based blogs or vlogs. These types of blogs can be used as a collaborative tool for students groups, and instructors can use them as a medium for such tasks as delivering news, messages and resources encouraging discussions and giving feedback and comments. (Shih, 2010)

Research has shown that language abilities such as speaking are developed through the interaction with others. Therefore, foreign language classes should provide various opportunities for students to communicate in the target language, since students learn better through practice with others. (Bailey 2004)

A constructivism teaching model is emphasised with the use of video-based blogs through resourcing, cooperating and interacting with people. The role of the instructor is to act as the guide of the students and create a learner-centred approach. This method will help students acquire the target language through communicating with the teacher and their classmates in various task and activities of their interest. (Zhilhong Lu, 2010) In the same way, students will become actively involved in their own learning

process through interesting activities that will keep them engaged and will help them collaborate with each other.

Blogs provide a different way of approaching education because it requires students to take ownership of their ideas which gives them power over their learning. (Boyd, 2013) The great thing about blogs is that it can motivate students to personalize their own pages and include videos that help them improve and practice their speaking skills. Students will also become self-aware of their pronunciation, fluency and mistakes when recording a video. This will help them to pay close attention to how to organize their thoughts and sentence structure when speaking to others.

There are different types of blogs for educational purposes. The two types of blogs are the individual blogs and the community blogs. The individual blogs are where students post ideas and thoughts independent of their classmates. In this type of blogs, they have control over the information presented and they can choose their own topics. Even though, these blogs encourage self-reflection, they also limit opportunities for community building. On the other hand, community blogs are where students contribute information to a larger community of learners. These blogs maximize dialogue and participation which is important in acquiring a new language. (Mitchell Bartholomew, 2012)

According to Dr. Boyd, blogs in education are mainly used for reflective learning and social communication. Reflective learning is included in blogs that are about students' personal opinions, ideas and experiences. Reflective learning can be also achieved through video blogs because it helps students learn how to express their own ideas and relate previous with new experiences in the English language. In the same way, social communication through blogs promotes communication with other students and a wider community. It makes the class more learner-centered and collaborative. (John Alexander, 2013)

Another important aspect of using video blogs is that when students know their work will be watched by a wider audience they take extra care in producing it. It also gives them more time to prepare their ideas and makes them feel more comfortable because they can record several times until they get the right video clip. They can also get feedback from the teacher and other students which creates an interactive environment. In addition, vlogs help in the development of other skills such as writing, reading and listening. However, the main focus in this study will be the development of the speaking skill.

It is also important to recognize that all educational tools have their limitations if not used properly. First, students need to be aware of how and why they are asked to use video blogs. They need to understand the purpose of each activity assigned; otherwise they will feel frustrated and give up on the task. Next, teachers need to choose how much and what kind of guidance they are going to provide to their students. For example, teachers should include information of how to use blogs and how to record videos so students feel confident in participating in the different assignments. Finally, one of the biggest limits faced in blogs is the lack of comments and feedback presented by students. There could be limited participation from some students. Therefore, teachers need to come up with strategies that have everyone communicating in blogs. (Boyd, 2013)

The effective use of blogs in language acquisition depends on how teachers use it in the classroom. Technologies should not be used to “replicate traditional pedagogical practices, new technologies should be introduced in ways to challenge those traditional conceptions of learning”. (Boyd, 2013) This means that when using video-based blogs these should be based in a learner-centered approach so that students become engaged in the learning experience. In addition, this will also allow them to improve their critical thinking and analytical skills. Therefore, the teacher needs to create assignments that allow students to interact with each other and develop their linguistic skills faster.

There have been positive results in studies conducted using Vlogs. One of this studies is called “Blended Learning using video-based blogs: Public speaking for English as a second language students”, which was developed in the National Pingtung University of Science and Technology in Taiwan. The investigation demonstrated that a blended learning model using video-based blogs could be an effective for language learners to learn public speaking productively and effectively. In the same way, there was evidence that 80% of students improved their speaking skill in the English language.

The present research proposes to use a blended learning model with the use of video-based blogs to help students attending 1<sup>st</sup> year of bachelor at Marcel Laniado de Wind High School to improve their speaking skills through an approach that integrates both technology and collaborative work among students and teachers. The results of this research will provide evidence to English teachers as whether or not to consider using video-based blogs to improve students’ English speaking skill.

## **2.2. Structure**

### **2.2.1 Blended Learning using Video-Based Blog**

#### **2.2.1.1. An overview of Blended Learning**

Education has experienced important changes in recent years due to the fact that traditional methodologies have been replaced for new ones. One of the most important changes that education has faced is being able to incorporate the always rapid changing information technologies into the educational system. The internet and multimedia platforms offer a wide range of materials where instructors have more opportunities to interact with their students not only inside the classroom but also outside this one. One

of these course methodologies is called “Blended learning”, which are learning activities that combines online and traditional face to face instruction.

The term “blended learning” is generally applied to the practice of using both online and in-person learning experiences when teaching students. It is realised in teaching and learning environments where there is an effective integration of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to the use of technology combined with the best features of face to face interaction. (Krause, 2007) This helps create a more effective experience for both instructor and students. In the same way, blended learning facilitates online collaborative learning among students which enhances the learning experience of students.

There are different kinds of resources online that teachers can choose from to incorporate them in their blended learning course. One of these resources is called “Internet Blogs”. In recent years, blogs have emerged as a “new communication and publication medium” and they are seen as a fresh way to share ideas, opinions and interact with others. (Debra Bath, 2010)In addition, blogs facilitates team building, feedback and evaluations. Also, it helps teachers to organize tasks for students because blogs allow instructors to deliver news, messages, resources, and giving feedback and comments more easily. Blogs itself include several tools that can be used to interact with others. One of these tools is videos. Videos can be very helpful in English classes because it allows students to feel comfortable when speaking another language about a topic of their interest that could be part of a real-life situation.

Video-based blogs allow students to participate in different kinds of task such as to record themselves and practice several times before publishing a video. These types of blogs allow students more time to organize their thoughts and prepare what they want to say in another language. In the same way, carefully structured activities planned for students allows them to reflect on and evaluate their work in the group, while providing suggestions for improvement. Blogs create opportunities for cooperative learning which

helps students improve their English skills. In addition, the blending learning approach creates a personal space for students so they can feel safe to express themselves and to interact with others.

### **2.2.1.2. The Importance of Blended Learning**

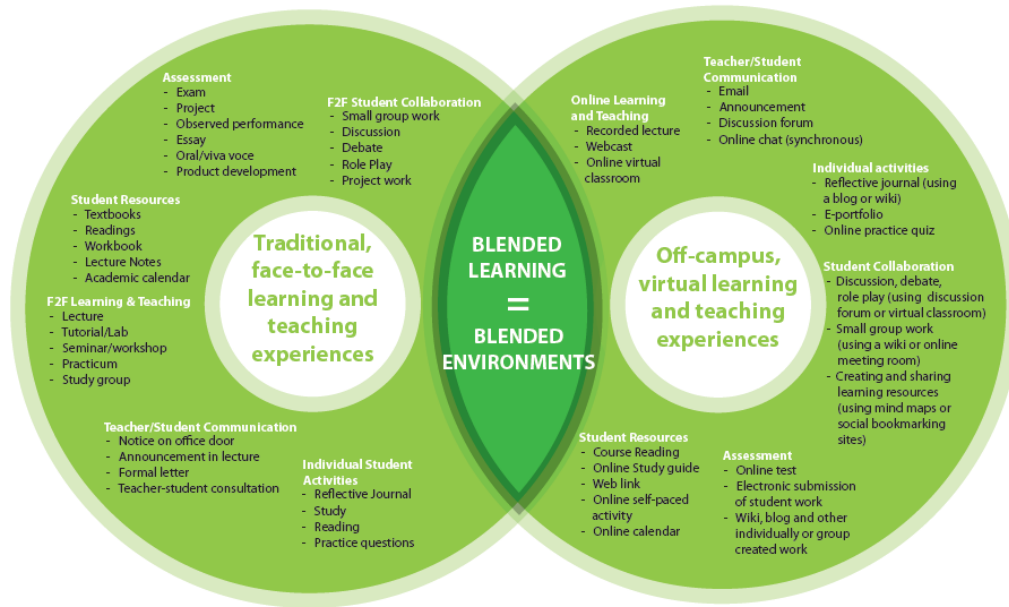
Blending learning gives the opportunity to educators to effectively integrate ICTs into course design to enhance the teaching and learning experience of their students. In the majority of the cases, blending learning can help teachers achieve better students' experiences and outcomes, and more efficient teaching and course management practices. In the same way, it is not just a matter of using technology because we have to use it in class; blended learning is about finding better ways of supporting students in achieving the learning objectives of the class and providing them with the best learning and teaching experiences, as well as offering teacher support when developing their assignments. (Debra Bath, 2010)

### **2.2.1.3. Face-to-Face Instruction**

Nowadays, the term blended learning primarily means integrating the use of technology in course design and delivery. This approach can benefit English teachers by supporting their face-to-face teaching, large groups, and small group learning, self-direct learning, communication between the teacher and individual students or groups of students, as well as between students themselves.

The following figure illustrates some of the possibilities for integrating blended learning into a course.

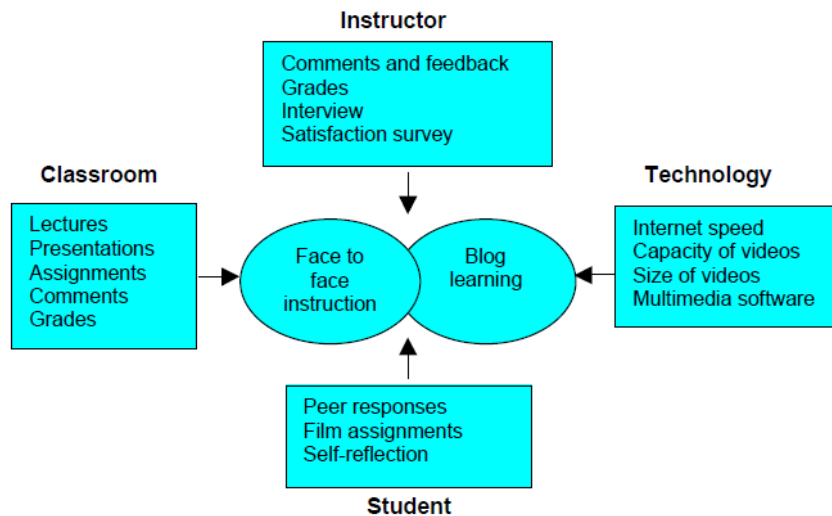




**Figure 2 Possibilities for blended learning**

Source: (Debra Bath, 2010)

The instructor does not have to choose all the possibilities that offers blended learning. In this research project, we will choose the following model which implements four primary blended learning elements:



**Figure 3 Blended Learning Elements**

Source: (Shih, 2010)

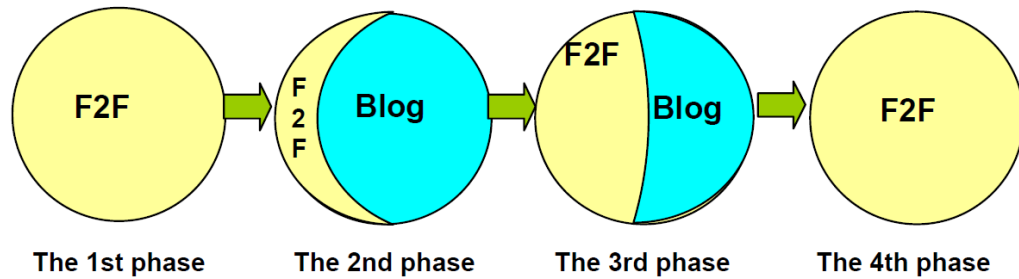
#### **2.2.1.4. Classroom**

##### **2.2.1.4.1. Lecture**

Lecture is a word used in education to describe oral instruction given by a teacher in front of an audience of learners. Therefore, lecturing is a teaching method that involves, primarily, an oral presentation given by an instructor to a body of students. Many lectures include some sort of visual aid, such as a slideshow, a word document, an image, or a film. Some teachers may even use a whiteboard to emphasize important points in their lecture or to summarize the information the students need to understand in order to complete the task. (C.Paris, 2014)

In this project, the lecture will be developed by the teacher using a PowerPoint presentation where the instructor will explain what the project is about, the objectives and how the task will be developed each week. In the same way, the students will be given handouts of the slideshow so they can keep it in their records for future reference. In the lecture, the teacher will explain how the groups will be formed and will give a list of possible topics that students will use to develop their speech and record it in video. And, most importantly this face-to-face instruction will give the instructor the opportunity to explain students how to use the website where they will publish their blogs.

The face-to-face instruction will take place during the four phases of the project, so that students receive the support needed to organize their work and become knowledgeable in the use of video-based blogs. Here is an example of a model to follow to implement the project:



**Figure 4 Blended Learning Model**

Source: (Shih, 2010)

#### 2.2.1.4.2. Presentations

Presentations are a very important part of blended learning because it allows face to face instruction where the teacher and students can communicate in a manner that can enhance the teaching and learning process and improve their productive skills.

In the fourth phase and last part of the project, all the students will present their revised videos to the class. The class will be able to exchange ideas and comments about the videos. The students will have the opportunity to engage in live communication and discussion with the instructor and classmates about the topic of their choice and the development of their video. In addition, there will be a questions and answers session after each presentation so that students can interact with each other and make questions about their video.

#### 2.2.1.4.3. Assignments

Assignments are tasks or activities that require student's engagement and a final product that enables instructors to assess whether students know or don't know what they have been taught. They represent the most common way to assess learning. (Austin, 2015)

There are different types of assignments that help teachers assess students' linguistic skills. There are essays, writing or research papers, oral presentations, projects, case studies, group assignments, etc. In addition, technology has expanded the range of assignments that we can create for students. There are interactive web tools that can help students develop their communicative skills in another language.

Blogs are one of these tools that can help teachers create interactive assignments for students where they can develop tasks in a collaborative way with their peers and instructor. However, when creating any type of assignment is important that instructors follow these steps:

- Identify Purpose
- Select Assignment Type
- Construct Assignment
- Develop Grading Criteria
- Determine the Type of Feedback
- Prepare Students
- Monitor Student Progress
- Grade and Evaluate Assignment

First of all, teachers must understand the learning outcome they want to achieve in order to identify the purpose of the assignment. Secondly, instructors must decide the type of assignment and the skill they want to assess through that assignment. Thirdly, the construction of the assignment is crucial to its success. The task must have specific details and clear instructions in how it must be developed so that the assignment can be completed on time and in an organized manner.

The fourth step deals with developing the grading criteria. Students must have a clear idea of the teacher's expectation and how they will be graded. Also, teachers can

provide examples of an assignment that has been developed as a model for students. Next, teachers must determine the type of feedback they will give students so that they can have an idea what areas they need to improve. Feedback can be either formal or informal depending in the learning process of the student.

Another important step is to prepare students. They must be prepared to develop the assignment the best way possible. They should have all the information related to the assignment such as the criteria, the due date, and an opportunity to make questions related to the task. In the same way, it is important to monitor students' progress and this can be done through the grading of drafts previous the final assignment. This allows teachers to track the learning process of each student. Also, students' progress can be monitored through peer assessment which is very helpful with large classes. Finally, assignments must be graded and evaluated so that the instructor can reflect on the final product of their students and if the outcome of the assignment was fulfilled. (Austin, 2015)

The Blended Learning approach can use different types of assignments to offer the face-to-face and online experience to students. In this research, blended learning was facilitated through the use of video-based blogs which was the assignment that students needed to complete in this learning outcome.

The assignment through video-based blogs was that students had to create a blog where they would post videos that they recorded of themselves giving a speech of a topic of their interest. For this assignment, groups were formed so that students could make comments and feedback to their group members' videos. The purpose of this assignment was to assess their speaking skills in the English language.

The first part of the assignment was to log in the blog and post an introduction about themselves and the topic of their choice. As well, as the points they were going to cover in their speech. This was to monitor the progress of students and to give them feedback on their topic and what they were going to talk about.

The second part of the assignment was to record a video of their speech and post it in the blog. Next, the instructor and students will give feedback on what aspects of oral production of each student should be improved. Then, students had to revise their video,

make the changes suggested by their peers and teacher and upload the second video to the website. Finally, the assignment had to be presented in class so that there could be a discussion and a question and answer session about each student's video.

#### **2.2.1.4.4. Comments**

Blogs offer different tools but one of the most important ones is enabling visitors to have the option to respond to published posts. The website "Kidblog" which was the educational blog used with students allows teachers and students to leave comments. In the same way, the instructor can review the comments and there is an option to approve or disapprove the comments of the students before they are posted. This gives teacher the opportunity to check that all comments in the blog are appropriate and respectful.

Comments are part of the collaborative work that is included in the methodology of blended learning. Comments allow students to express their ideas and opinions about the videos posted by students. In the same way, it helps students criticise in positive way their classmate's work. This effective tool is part of all types of blogs and helps the blogger to evaluate his/her strengths and weakness in their speaking skill. Therefore, comments contribute to the learning process of students in the usage of video-based blogs. However, classmates are not the only ones making comments on blogs; teachers also play an important role in assessing their students speaking ability. In fact, teachers play the most important role in helping students improving the way they speak English.

In video-based blogs teachers will give specific feedback in what needs to be improved by students. The fact that teacher interacts individually with students will give them the opportunity to give a better assessment where they can help students improve their speaking performance. In the same way, the fact that the video is permanently in the blog can help teachers replay it as many times and provide students with comments they need to progress in their productive skill. Also, students feel more comfortable and are willing to correct the way they speak or make improvements because they do not feel

embarrassed to be corrected right after they say a word. It gives students the opportunity to practice and become better when they communicate in English.

#### **2.2.1.4.5. Grades**

Grading in education is a process where instructors apply a standardized measurement of varying levels of achievement in a course. The grades assigned to students depend on how the teacher wants to breakout the activities developed in the video-based blogs to evaluate their students. In this project, video-based blogs are used to assess speaking skill performance. There were four parts that students needed to include to participate fully in the blog and obtain their final grade. The following is a breakdown of how they were graded:

**Table 1**  
**Grading Breakdown**

Introduction	10%
Video 1	40%
Video 2	40%
Comments	10%

#### **2.2.1.5. Online Instruction**

#### **2.2.1.6. Technology**

##### **2.2.1.6.1. Internet Speed**

The performance of an internet connection is based on the number of bytes per second that data travels from the user's device to the Internet (upload) and from the internet (download). Therefore, internet speed differs dramatically depending on the

type of connection. In addition, the broadband delivered via different technologies, and the type of technology determines the range of speeds delivered to the computer. (Salway, 2015)

Internet speeds determines how quickly you can access information, download files, or in this case post videos in a blog. Therefore, internet is crucial to be successful when posting a video in a blog. Also, speed can determine the quality of the video you are watching, or audio you are listening to. This will affect how fast others can watch a video posted in a blog. If the internet speed fails it may cause problems to run the video effectively.

Internet speed can affect greatly the effectiveness of video blogs because it influences how fast a video can be uploaded in blog. Depending on the internet connection, a video make take several minutes or even hours to upload. The time it takes to upload also depends from the size of the video. Therefore, instructors must plan carefully video blog activities because the internet speed at school or student's house may not be so fast and this could create problems for students who wish to upload the video. That is the reason why things like size and time of video and internet speed must be considered before assigning students video-based blogs. Otherwise, the project may fail and students will become unmotivated to use blogs.

#### **2.2.1.6.2. Capacity of Videos**

The capacity of videos that can be uploaded in the blog “Kid Blog” is not limited to a specific number. Students are allowed to post as many videos as they want. Being able to post video is a feature offered by many blogs. Students are not limited to only doing written assignments but also speaking related activities that will help them develop and practice their speaking skill.



There are many blog sites that may put a restriction to the amount of videos that can be uploaded. Consequently, it is important that instructors plan the capacity of videos they want to use in their lessons so that they not encounter any problems that limit the videos that students can post in the websites.

#### **2.2.1.6.3. Size of Videos**

The size of the videos can differ according to the blog website being used. For example, the majority of educational blogs limit the size of videos that can be uploaded. Likewise, the size of the video that can upload in the blog depends on the type of account that the instructor is using. There are blogs that are free and others that offer additional features for a minimum price paid monthly.

Kidblog is a blog that has both a free and paid account. One of the main differences, however, is that the paid account allows a bigger size of videos to be uploaded. The size of videos that are allowed is 100 MB for the free account and 500 MB for the premium account. Therefore, it is recommended that students reduce the size of the video as small as possible. This can be done through online video converter websites. In that way, students can reduce large size videos to very small videos with the same quality. Also, a small size video can be uploaded faster in the blog and in less time.

#### **2.2.1.6.4. Multimedia software**

Multimedia refers to the integration of multiple forms of media, which includes text, graphics, audio, video, etc. In video-blogs students made a presentation involving audio and video clips which is considered a multimedia presentation.

The multimedia software used by students was optional. There are different types of software that students can use when recording a video. Some examples of popular

multimedia software used by students are: Adobe Premier Software, Windows Movie Maker, Flipagrams and iMovie.

## **2.2.2 The Speaking Skill in the English Language**

### **2.2.2.1 Interactive Process of Speaking**

Speaking is defined as an interactive process of constructing meaning that involves producing and receiving and processing information. (Brown, 1994). Also, according to the Merriam-Webster Dictionary speaking is defined “as the process of saying words to express thoughts, feelings, opinions, etc., to someone.”

### **Teaching Speaking**

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into

account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation. (NCLRC, 2004)

#### **2.2.2.1.1. Grammar**

Grammar is the method of describing the way people usually use language in both spoken and written forms. (Vito, 2006) Another definition of grammar is that is “a system that puts word together into meaningful units”. (Morenberg, 1997)

Grammar does not only mean that we know how language is structured but that we know how to use this structured system that allows speakers and writers to create sentences in the English Language and that allows listeners and readers to understand those sentences. Many teachers and students tend to associate grammar with the formal form of language which is used in writing and in formal oral presentations. Therefore, grammar can result boring for students and even though they may be able to produce correct forms on exercises and tests, they make mistakes when then try to use the language in context and in real life situations.

It is believed by many language teachers that grammar must be taught the way the first language is acquire. This means that when a child first acquires a language it is exposed to a great deal of the language without having grammar instruction. In a similar way, it is assumed that students will absorb grammar rules as they hear, read and use language in communication activities.

## **The Communicative Competence Model**

The model recognizes that explicit grammar instruction helps students acquire the language more efficiently, but it incorporates grammar teaching and learning into the larger context of teaching students to use the language. Language teachers using this model teach students the grammar they need to know to accomplish defined communication tasks. (NCLRC, 2004)

## **Goals and Techniques for Teaching Grammar**

- Teach the grammar point in the target language or the students' first language or both in order to facilitate understanding.
- Limit the time devoted to grammar explanations to 10 minutes, especially for lower level students whose ability to sustain attention can be limited.
- Present grammar points in written and oral ways to address the needs of students with different learning styles.

## **Guidelines for Instruction**

- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with a purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use

(Sheppard, 1998)

### **2.2.2.1.2. Pronunciation**

Teaching and learning pronunciation can be very challenging for both teacher and students. Also, instructors may not find enough time to give pronunciation enough attention in class. In the same way, students may create psychological barriers they need to overcome to feel comfortable in speaking the language. A way to overcome these challenges is teaching students not to sound like native speakers but helping them learn the core elements of Spoken English so that they can be easily understood by others or in other words developing a pronunciation that is “listener friendly”. (Gilbert, 2008)

Pronunciation is defined as “how we produce the sounds that we use to make meaning when we speak”. It also includes the particular consonants and vowels of a language, aspects of speech beyond the level of individual segments, such as stress, timing, rhythm, intonation, phrasing, and how the voice is projected. All these form part of pronunciation and they all work together in combination when we speak, making it someone’s pronunciation easy or difficult to understand. (Linda Yates, 2009)

### **Importance of Pronunciation**

Pronunciation when speaking is very important because it does matter how good a student’s vocabulary or grammar is if no one can understand them when they speak. In order to be understood a learner needs a “practical mastery of the sounds, rhythms, and cadences of English and how they fit together in connected speech”.

### **Teaching Pronunciation**

It is important to take an approach to teaching pronunciation that allows for sequential development as follows:

- Listening
- Awareness
- Control
- Practice
- Extension

**Table 2**  
**Techniques to teach Pronunciation**

Area of development	Technique	Mode
Listening	Learners listen to some words. They might discuss with the teacher what stress is and where is placed in the different words and then listen to more examples.	Auditory
Awareness	Teacher uses actions to correspond with stressed syllable in words.	Visual
	Teacher uses action with sound to correspond with stressed syllable in words.	Auditory/Visual
	Teacher marks stressed syllables without the written form.	Visual
	Teacher uses non-meaningful vocalization to demonstrate stress pattern.	Auditory
Control	Learners use actions to show stressed syllables as they say words.	Visual/Kinesthetic
	Learners use actions with sound to show the stressed syllables as they say words.	Auditory/Visual/Kinesthetic
	Learners look at marked stressed syllables with or without the written form as they say words.	Visual
	Learners point at marked stressed syllables with or without the written form as they say words.	Visual/Kinesthetic
Practice	Learners practice using the words in context.	Auditory/Visual/Kinesthetic
Extension	Learners use the words in less structured activities such as dialogues and roleplay.	

Source: (Linda Yates, 2009)

### **2.2.2.1.3. Vocabulary**

Vocabulary refers to the students' understanding of oral and print words. It also includes the conceptual knowledge of words that goes well beyond a dictionary definition. Acquiring vocabulary is a building process that occurs over time as they make connection to other words, learn examples and non-examples of the words and related words, and use the word accurately within the context of the sentence. (Graves, 2006)

Vocabulary is one of the most important steps in Language Acquisition. Language learning can be made interesting and interactive with the instruction of appropriate vocabulary exercises. When dealing with vocabulary one should take into account three important aspects of words: their form, their meaning and their distribution. (Mehta, 2009)

#### **Strategies to teach Vocabulary**

As stated by Mehta ( 2009) some of the key strategies to teach new vocabulary are the following:

##### **Definitions**

Definitions are useful when expresses in terms that can be easily understood by students. Therefore, students should be taught how to use and refer to authentic and reliable dictionaries.

##### **Self-defining Context**

Context helps guess the meaning of a new word. It also develops and intensive reading habit and better understanding of the vocabulary.

### **Antonyms and Synonyms**

The use of antonyms and synonyms to teach vocabulary can help students comprehend easily the meaning of words. In the same way, this strategy helps students understand the different shades of meanings of a word and enrich their vocabulary.

### **Dramatization**

Many situations and words can be easily dramatized and this method helps students easily learn new vocabulary.

### **Pictures and Drawings**

These can be used to successfully show the meaning of a word and sentence. There is no need to be an artist and have a lot of time because handmade pictures can be really useful to introduce new words.

### **Realia**

Real objects or models of real objects can also be used to teach students new vocabulary. The teacher must carefully choose the objects to be used in order to not make its use excessive.

### **Series, Scales, Systems**

The meaning of words that form part of well-known series can be made clear by placing them in their natural order in the series. Examples: months of the year, days of the week, numbers, etc.



#### **2.2.2.1.4. Background Knowledge**

Background Knowledge is possessed by everybody and in the learning process we use it to construct new meanings and learn new things. In education, background knowledge can be defined as “the knowledge students have, learned both formally in the classroom as well as informally through life experiences”. (Hermann, 2010) Likewise, background knowledge also includes content knowledge, academic language and vocabulary necessary for comprehending content information. This plays a strong role in all English skills, including speaking, because when students have knowledge about a particular topic, they are better to recall and elaborate in the topic.

Studies have shown that when a topic being discussed in class is more relevant to students when they have previous knowledge and can relate to it with their personal experiences. (Robertson, 2015). It also serves the purpose of validating students’ lives, culture and personal experiences.

#### **Resources to include material that connects with background knowledge**

Teachers can enhance the learning experience using a variety of resources in order to make the material more relevant for students so they can expand their vocabulary and knowledge to elaborate oral or written assignments. The following are some ideas to use resources effectively:

- Learn about students' backgrounds and find culturally relevant resources to teach content
- Use resources that go beyond the textbook that will engage students and involve them in the learning process so that they find elements they can connect to and learn from.
- Use literature, stories, and folktales from other cultures as a way of encouraging students to connect what they are reading to their own experiences.
- Use storytelling in the classroom.

### **2.2.2.1.5. Fluency**

Fluency is related to the term “fluent” that means that a speaker is able to correct the structures of a language at normal speed, being able to speak naturally meanwhile concentrating on the content delivery rather than the form or structure of a language. (Yang, 2013)

Fillmore (1996) defined four abilities of speaking fluently:

- a) The ability to talk at length with few pauses
- b) Be able to produce the sentences coherently, reasoned and semantically
- c) Have appropriate expressions in a wide range of contexts
- d) Be creative and imaginative in language use

### **Strategies to increase fluency**

The following are some strategies to help students increase fluency: (Keith)

- Read a newspaper or magazine article and then talk about it with friends
- Watch a TV show or movie or watch or listen to the news, and talk about it
- Keep an oral fluency journal to keep a record of how the conversational skills are improving
- Record voice giving a speech and analyse strengths and weaknesses

### **2.2.3. Effect of Blended Learning using Video-Based Blog on the Speaking Skill Development**

#### **2.2.3.1. Activities**

The blended learning model offers a wide range of possibilities that can be integrated in the English course. One of these tools is video-based blogs that can be used in classes to help students develop their communicative skills in an interactive way.

##### **2.2.3.1.1. Video-Based Blogs**

The term for a blog where videos are used are called video-based blogs or vlogs. Vlogs are a type of personal publishing of video that are made of edited sequences which normally include interactive elements such as the posting of reflections and comments that can be added by the writer or others. These types of blogs can be used as a collaborative tool for students groups, and instructors can use them as a medium for such tasks as delivering news, messages and resources encouraging discussions and giving feedback and comments. (Shih, 2010)

Research has shown that language abilities such as speaking are developed through the interaction with others. Therefore, video-based blogs allow students to participate in different kinds of task such as to record themselves and practice several times before publishing a video. These types of blogs allow students more time to organize their thoughts and prepare what they want to say in another language. In the same way, carefully structured activities planned for students allows them to reflect on and evaluate their work in the group, while providing suggestions for improvement. Blogs create opportunities for cooperative learning which helps students improve their English skills

The benefit of using video-based blogs is that it can motivate students to personalize their own pages and include videos that help them improve and practice their speaking skills. Students will also become self-aware of their pronunciation, fluency and

mistakes when recording a video. This will help them to pay close attention to how to organize their thoughts and sentence structure when speaking to others.

### **How to use vlogs**

According to Susan Gail Taylor from Hybrid Pedagogy, she recommends to follow these ideas to take advantage of vlogs: (Taylor, 2013)

- 1) Use vlogs as community building tools: When students begin the class, have them film vlogs as a way of introducing themselves to their peers. In this stage students can become familiar with the technology involved with filming vlogs and learn about each other, and the teacher can set the stage for a wide variety of expected activities for the class.
- 2) Use vlogs as collaborative tools: Have students work in groups or in pairs and film their work. Here, students can discuss their suggestions for revision in an informal manner, yet still be prompted to provide meaningful feedback. This assignment can help students learn the value of collaboration and improve their communicative skills in real time. These vlogs can be uploaded to a blog website and viewed by assigned peer groups or grouped by writing issue and viewed by students who need feedback on that issue.
- 3) Use vlogs as reflective tools after major projects: Reflections can help students realize what their strengths and weaknesses are and to set goals they would like to achieve with each project. These vlogs can be uploaded to a class and viewed as a class activity to prompt discussion over learning outcomes, informal means of expression, and the writing process, among other things. Using vlogs this way will not only help students develop their speaking skills but also their writing and critical thinking skills.

## **Method Suggestions**

The following are some methods suggestions in vlogging can be successfully employed as a basis of an oral communication course. This section will review hardware, software, and hosting websites, suggest thematic content of vlogs, and examine ways vlogs can be evaluated:

### **Hardware**

One might assume that students need some type of computer to vlog. While vlogging can certainly be done with a computer, the smartphones of today—equipped with a video camera and Internet capability—allow students to create and post vlogs without ever touching an actual keyboard. If students do want to use a computer, it must have a webcam. It should be noted that, as a general rule for any technological application, the newer the hardware, the better the results.

### **Software**

Teachers using the Blended Learning approach should have the ability to view video files from either format. VLC is an open-source media player that can be downloaded freely to either platform, and it plays video files from both formats. With regard to capturing video from various forms of cameras, sometimes additional software is necessary. PC users can download a freeware version of NCH Debut video capture software that can transfer videos from a webcam or camera device to a hard drive. Mac users can use the Photo Booth application that comes with Mac OS X and iOS 5.1 for iPhone and iPad videos.

Although video editing is not necessary for vlogging, students may enjoy adding music, film clips, images, and written messages into their vlogs. To edit videos, Windows Movie Maker, which comes with Microsoft Windows, can be used with PCs.

Mac, iPhone, and iPad users can use iMovie to edit videos. Again, such flourishes are not necessary for a vlog audio diary, but if video editing bolsters student enthusiasm, it should not be discouraged.

### **Video Hosting Websites**

Once students have completed their videos, they need to find a way to share them with the teacher and / or the class. Although this can be most easily accomplished through the Internet, if access is problematic, students could submit their vlogs via USB memory cards. If Internet access is available, a number of websites could be considered to host the videos. The following are some examples:

#### **YouTube.com**

YouTube is perhaps the most famous online video hosting site, and students are likely to be quite familiar with it already. Setting up an account and uploading a video to YouTube are relatively easy activities. The problem with YouTube lies with privacy. Often students, parents, and / or teachers are concerned with the notion of images being freely viewable by anyone.

However, YouTube users can use certain settings to designate their vlogs as private, viewable only to those who receive the exact URL (Uniform Resource Locator).

#### **Facebook**

Facebook is another video hosting option. Teachers can create a private Facebook group for each class, so that the contents are viewable only by class members. Some teachers might be nervous about being Facebook friends with students (and vice versa); however, separate Facebook accounts could be created for the designated purpose of academic interaction. A significant advantage to using YouTube and Facebook for vlogging is that various video types are not an issue—all videos will play on any computer with an Internet connection.

## **Dropbox**

The internet website Dropbox is a cloud-based storage service. Dropbox lets users share 2 gigabytes (at a minimum) of web space with each other. Any kind of file—word processing or PDF documents, audio files, ZIP archives, videos, etc.—can be privately shared online. Students can record and optionally edit their videos and then save the videos to a private Dropbox folder to be viewed only by the teacher or authorized class members.

## **Kidblog**

Kidblog is an educational blog used by teachers and students around the world. It is a blog website simple and easy to use. It not only allows students and teachers to connect but also to parents who want check their kids' progress in class. This websites offers a lot of advantages and one of the most important ones is that it helps students publish their blogs safely online. In the same way, teachers can monitor the activity of their students in an easy way.

There are two kids of account that can be open by teachers. The first is a free account that offers basic features limits the size of videos that can be uploaded in the web to 100 MB. On the other hand, there is a teacher premium account that offers features such as unlimited classes set up, personalized student themes, class connections, and most importantly to upload large media files of up to 500 MB. If bigger sizes of videos need to be uploaded a video converter website such as *clipchamp.com* can be used. The premium account has a low cost of \$29 per year which offer teacher and learners the opportunity to video-based blog safely and set up privacy settings according to their preferences.

## **Lessons and Content**

As homework, vlogs can function in several ways. One idea is for the vlog to be simply a periodic oral diary. Students are encouraged to speak freely and extemporaneously about whatever is on their minds for a specific number of minutes. A second idea is for the teacher to give a certain topic or question for the students to talk through for a specific number of minutes.

Some examples might be:

- a general self-introduction
- a how-to demonstration of something the student is good at or a meal he or she is skilled at preparing
- an interview (and simultaneous translation) of an L1 friend or family member
- an introduction of a pet
- a trip to a favourite neighbourhood place (if the student is using a smart phone or laptop)
- anything related to content being discussed in class, or a reaction to assigned reading

## **Evaluation**

With regard to evaluating student vlogging, any number of standards might be employed.

Ideally, these standards ought to reinforce the speaking criteria maintained in class. A rubric that assesses oral skills is recommended to evaluate students using video-based blogs.



### **2.2.3.1.2. Instructor and students' feedback**

Constructivists believe that interaction between students and teachers involving such things as debating, questioning, negotiating and discussion lead to deeper understanding of problems. In the same way, discussions trigger interest and extend the topic into further issues and problems. One of the ways in which interaction and discussion could be encouraged in a blended learning environment is through feedback. (Moriarty)

Feedback generally refers to the listener's or reader's response given to the learner's speech or writing. (Heidy Dulay, 1982) Blogs provide opportunities for language learners to receive and give feedback among classmates and teachers. In the same way, blogs have created an online environment where learners engage in the teaching process with a space for student centered learning where the teacher acts as a facilitator.

According to Grant Wiggins in his book "Feedback for Learning" he provides seven keys to effective feedback which are the following:

#### **Goal-Referenced**

Effective feedback requires that a person has a goal, takes action to achieve the goal, and receives goal-related information about his or her actions. Learners need to be clear about the specific goal of a task or lesson, so it is of great importance to remind them about the goal and the criteria by which they will be assessed.

#### **Tangible and Transparent**

Any useful feedback system involves not only a clear goal, but also tangible results related to the goal. The best feedback is so tangible that anyone who has a goal can learn from it.

Teachers are sometimes so busy concentrating on "teaching" that they fail to notice that few students are listening or learning. This means that teachers should make sure that students understand the feedback that is being given so that there are positive results.

### **Actionable**

Effective feedback is concrete, specific, and useful; it provides actionable information. Actionable feedback must also be accepted by the student. Many so-called feedback situations lead to arguments because the person given the feedback is not sufficiently descriptive. Actionable feedback about what went right is as important as feedback about what didn't work. It is important to recognize both the strengths and weaknesses of each student when developing the task.

### **User-Friendly**

Even if feedback is specific and accurate, it is not of much value if the user cannot understand it or is overwhelmed by it. Too much feedback is also counterproductive; better to help the student concentrate on only one or two key elements of performance than to create a big load of information coming in from all sides.

### **Timely**

Feedback should be given in a timely manner because students will not benefit a great deal if they had to wait for too many days to know about their performance in the assignment or task. In that way, students will be able to work right away while the information is still fresh in their minds so they can make improvements and learn from their mistakes.

**Ongoing**

Adjusting our performance depends on not only receiving feedback but also having opportunities to use it. What makes any assessment in education formative is not merely that it precedes summative assessments, but that the performer has opportunities, if results are less than optimal, to reshape the performance to better achieve the goal.

**Consistent**

To be useful, feedback must be consistent. Clearly, performers can only adjust their performance successfully if the information fed back to them is stable, accurate, and trustworthy. In education, that means teachers have to be on the same page about what high-quality work is. By extension, if we want student-to-student feedback to be more helpful, students have to be trained to be consistent the same way we train teachers, using the same exemplars and rubrics.

## **2.3. Hypothesis formulation**

### **2.3.1. Working Hypothesis**

The usage of blended learning with video-based blog influences effectively the students' speaking skill development in the English language.

### **2.3.2. Null Hypothesis**

The usage of blended learning with video-based blogs in the classroom does not influence the speaking skill development on students.

## **2.4 Research Variables**

### **2.4.1. Independent Variable**

Blended learning using video-based blogs

### **2.4.2. Dependent Variable**

The students' speaking skill development in the English language

# **PART III**

## METHODOLOGICAL DESIGN

### 3.1. Research type and design

The type of research is quasi-experimental which is formed by a control group and an experimental group. In both groups a pre-test and post-test are administered in order to make a quantitative data analysis. In this investigation project it will be observed the effect of Video-Based Blogs (independent variable) in an English class and its influence on the Speaking Skill (dependent variable). The type of research used will allow the researcher to manipulate the independent variable to analyze its effect with the dependent variable.

The instruments used to obtain results will be administered to both groups at the same time. The experimental group will use video-based blogs with a blended learning approach and the control group will not receive the treatment. The pre-test will indicate the English speaking level of both groups at the beginning of the research. And, at the end a post-test will be given to both groups in order to analyze the effect that the proposed activity had on the dependent variable.

This research is quantitative because its results will be measured using statistical procedures through the excel program. This will provide the researcher with specific results that will help analyze better the English speaking level of students before and after the experiment. Also, it will allow making a comparison among both groups as to understand better the impact that the independent variable has on the dependent variable.

### 3.2. Population and sample size

The population of this research consisted of 43 students. The students were from two sections of 1<sup>st</sup> of Bachelor of Marcel Laniado de Wind High School. The treatment group was from section A which included 21 students and the control group was from section B with 22 students.

### 3.3. Instruments for data collection

The instruments for data collection were a pre-test and a post-test which evaluated students' speaking skill before and after the implementation of the methodology of video-based blogs. Students were assessed at the beginning of the class with a pre-test to evaluate their speaking skill. Then, students were assessed after the experimental group used video-based blogs and the control group used regular videos for three months.

A rubric was used to assess students' speaking skill in terms of grammar, pronunciation, vocabulary, background knowledge and fluency.

### 3.4. Variables matrix

**Table 3**  
**Variable Matrix**

<b>VARIABLES</b>	<b>DEFINITION</b>	<b>DIMENSIONS</b>	<b>SUBDIMENSIONS</b>
<u>Independent Variable</u>  Blended learning using video-based blogs.	It refers to the combination of face-to-face and online instruction with the use of video-based blogs which are a type of personal publishing of video that are made of edited sequences which normally include interactive elements such as the posting of reflections and comments that can be added by the writer or others.	Face-to-face Instruction	Classroom Lecture Presentations Assignments Comments Grades
		Online Instruction	Technology Internet Speed Capacity of videos Size of videos Multimedia software

<p><u>Dependent Variable</u></p> <p>The students' speaking skill development in the English language.</p>	<p>Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. The form and meaning of speaking are dependent on the context in which it occurs.</p>	<p>Interactive Process of Speaking</p>	<p>Grammar Pronunciation Vocabulary Background Knowledge Fluency</p>
<p>Blended learning using video-based blogs and the speaking skill development in the English language.</p>	<p>The effect of blended learning using video-based blog on the speaking skill development</p>	<p>Activities</p>	<p>Video-Based Blogs Instructor and students' feedback</p>

### 3.5. Field work

The field work of this research took place at Marcel Laniado de Wind High School located in Machala, El Oro Province in the first term of 2015-2016 School Year.

### 3.6. Data Processing and analysis

Quantitative Data was collected in this research. First of all, the results of the pre-test and post-test from both groups was collected. Secondly, data was tabulated, analysed, and interpreted by using Excel software. The results were interpreted making conclusions to test the hypothesis.

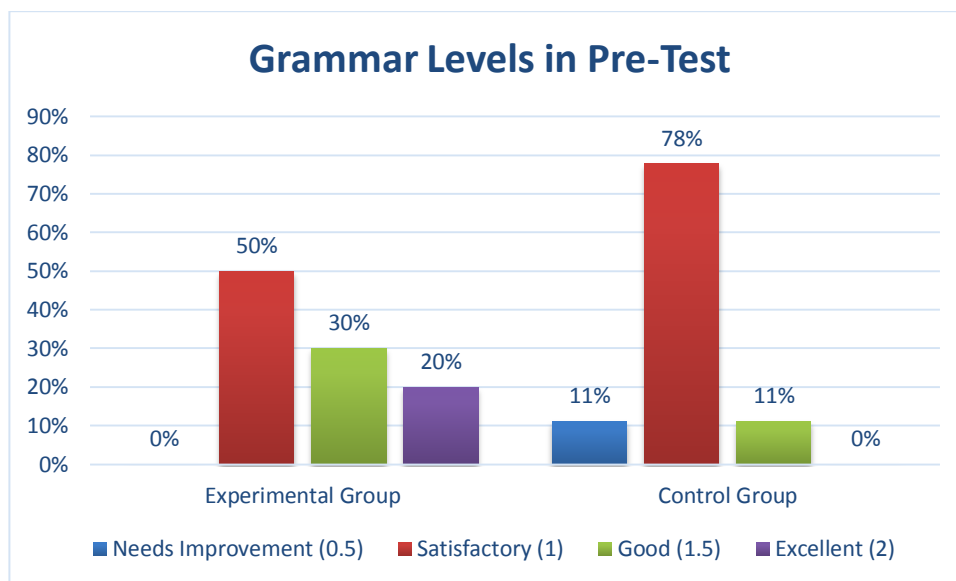


# PART IV

## TESTING THE HYPOTHESIS

### 4.1. Graphical Presentation of Results

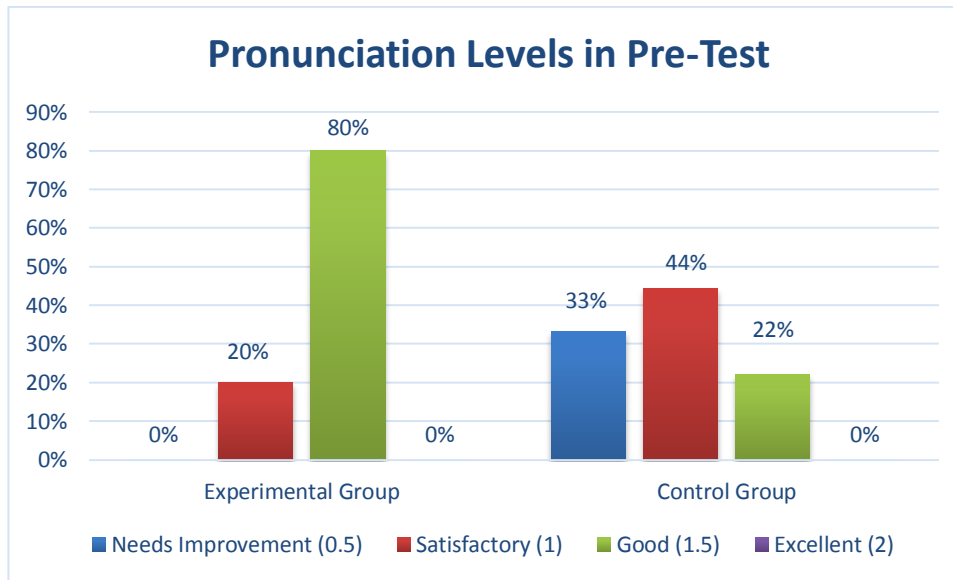
#### 4.1.1 .Analysis and Interpretation of the Pre-Test results



**Figure 5 Grammar levels in Pre-Test**

#### **Analysis and Interpretation:**

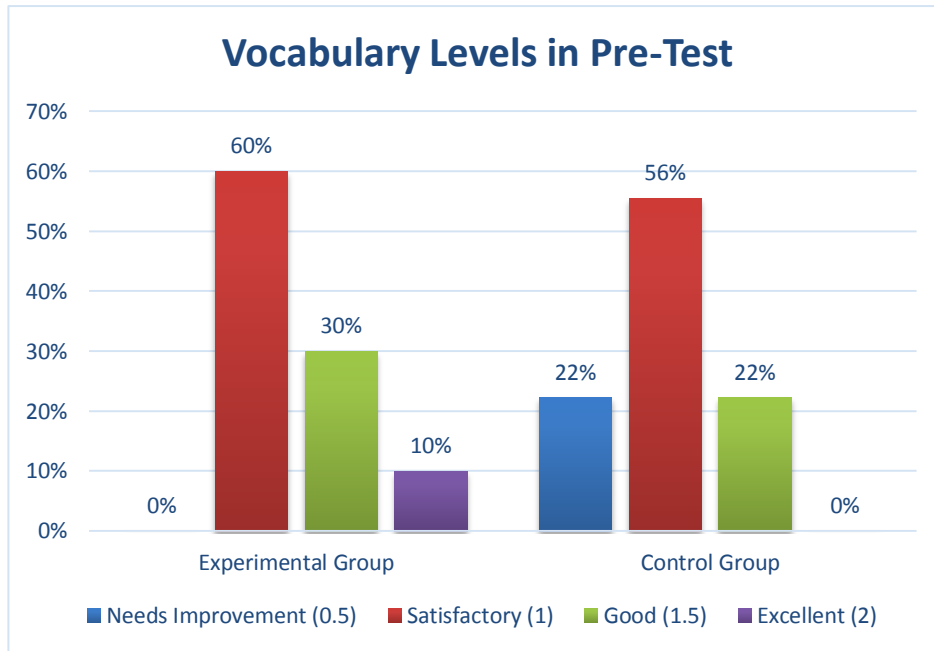
According to the results 50% of students in the experimental group showed a satisfactory level in their grammar. A 30% showed good grammar achievement and the 20% left showed an excellent grammar level. On the other hand, students from the control group showed different results with an 11% of students who need improvement and 78% reaching a satisfactory grammar level. And finally 11% showed to be good speakers in the control group. Therefore, it is noticed that the experimental group has better grammar levels than the control group because most of the students in the experimental group obtained either satisfactory, good or excellent results while the control group had some students who still need to improve their grammar and the majority of students is in satisfactory or good and nobody got excellent.



**Figure 6 Pronunciation levels in Pre-Test**

**Analysis and Interpretation:**

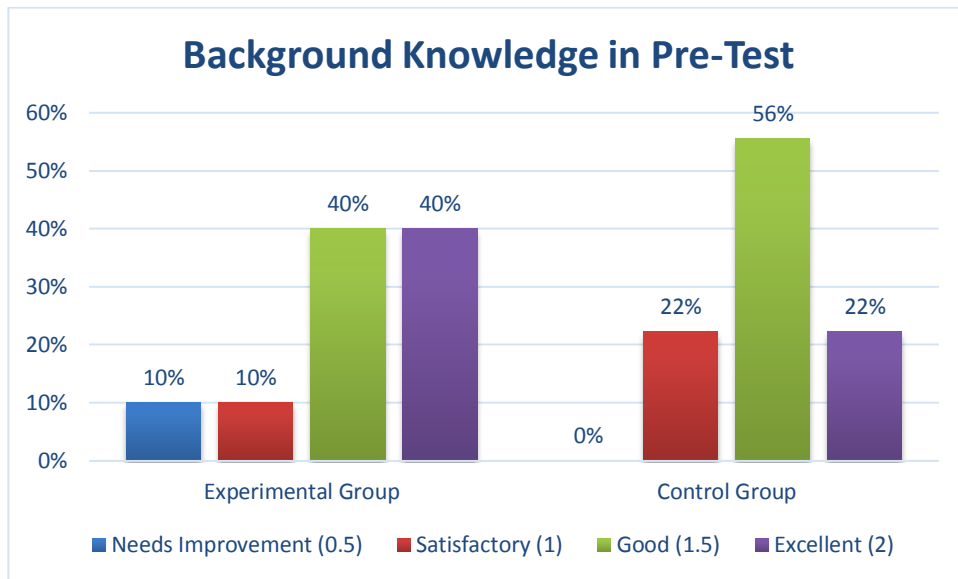
This graph shows that in the experimental group 20% of students showed a satisfactory pronunciation level and 80% demonstrated a good pronunciation level. In contrast, the control group has a 33% of students who need improvement. Also, there were a 44% of students who have a satisfactory level in their pronunciation. Finally, the 22% of students left showed a good pronunciation level. These results showed again that the experimental group has a better pronunciation level than the control group because most of them scored satisfactory and good in the pre-test. However, the control group has a high percentage that scored a grade that shows that they have a lot to improve in their pronunciation.



**Figure 7 Vocabulary levels in Pre-Test**

**Analysis and Interpretation:**

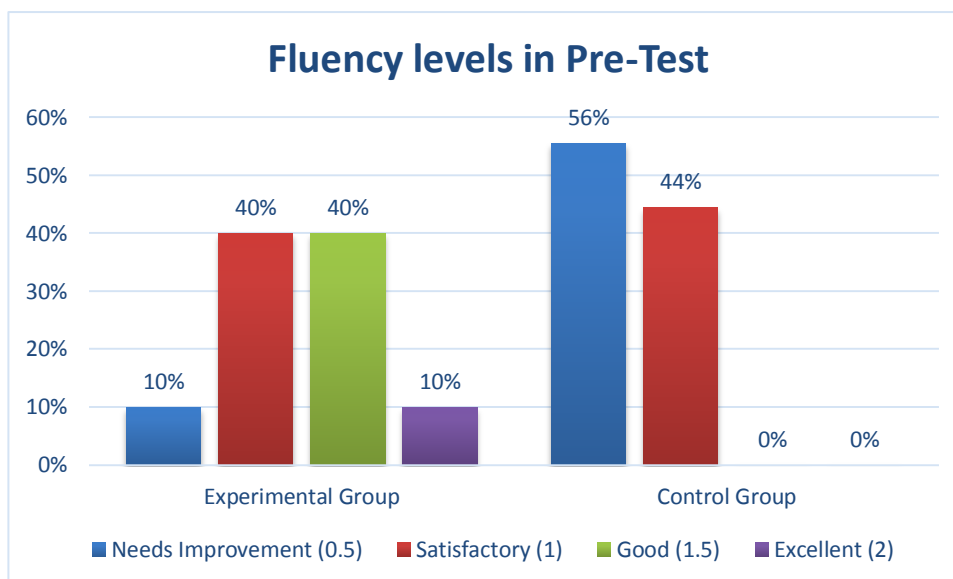
According to the results shown in the graph above the vocabulary levels in the experimental group demonstrate a 60% of students with a satisfactory level, 30% with a good level and a 10% with an excellent vocabulary level. On the other hand, students in the control group showed 22% of students who need improvement with their vocabulary. Also a 56% of the students revealed a satisfactory level and the 22% left demonstrated a good vocabulary level. Therefore, these results in the pre-test showed that both groups have similar vocabulary levels with the exception of the experimental group who has some students with an excellent vocabulary different from the 22% of the control group who need improvement.



**Figure 8 Background Knowledge levels in Pre-Test**

**Analysis and Interpretation:**

This graph shows that in the experimental group 10% of students respectively belong to students that need improvement and have a satisfactory level in their background knowledge. Also, there was a 40% of students who scored in both good and excellent. On contrast, the control group had a 22% of students with satisfactory levels, 56% with a good level and a 22% with an excellent level in background knowledge. These results showed that the control group was slightly better in the background knowledge demonstrated in the pre-test because a higher number of students were in satisfactory, good or excellent.

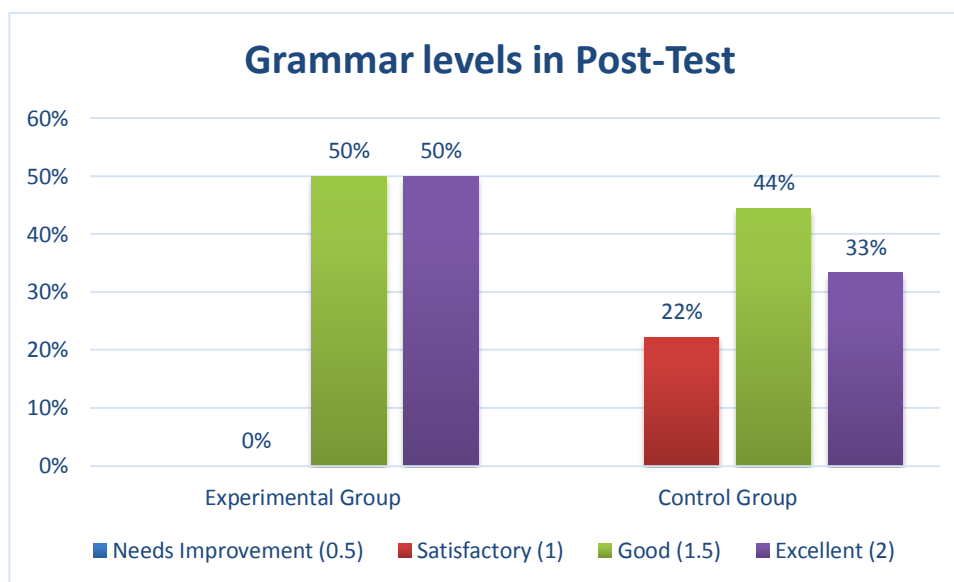


**Figure 9 Fluency levels in Pre-Test**

**Analysis and Interpretation:**

The graph shows that the experimental group has a 40% of students in both the satisfactory and good levels in fluency. This means that 80% of students have an adequate fluency level. There is also a 10% who are placed in excellent and a 10% who need improvement in their fluency. On contrary, the control group has very low fluency levels because 56% of the students need improvement and 44% have a satisfactory level. As a result, the pre-test shows that the experimental group has better fluency level in the English language than the control group.

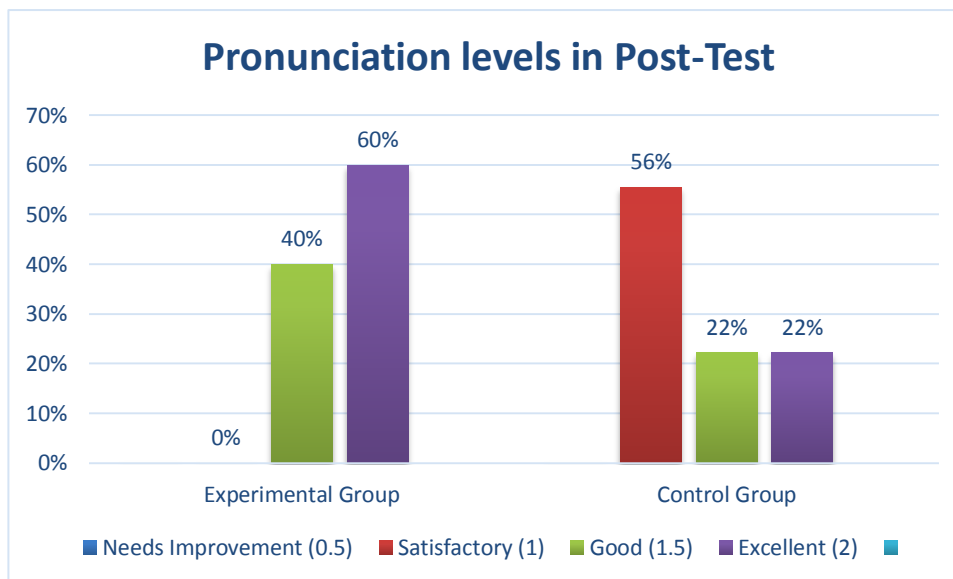
#### 4.2. Testing the hypothesis or analysis of result



**Figure 10 Grammar levels in Post-Test**

#### **Analysis and Interpretation:**

Incorporating Blended learning with the use of video-based blogs showed positive results in the experimental group with 50% of students achieving a good grammar level and the other 50% achieving an excellent grammar level. However, 22% of the control group demonstrated satisfactory grammar level, while 44% showed good grammar level and 33% achieved an excellent grammar level. Therefore, video-based blogs had a positive impact in the improvement of the speaking skill in grammar. On the other hand, students from the control group had students with average grammar level and rest with reasonable grammar levels.

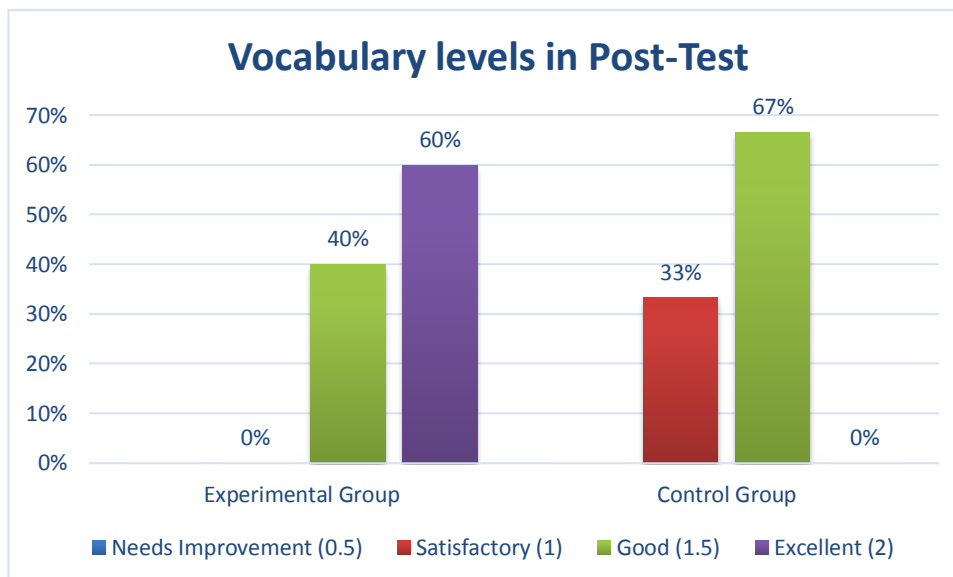


**Figure 11 Pronunciation levels in Post-Test**

#### **Analysis and Interpretation:**

Incorporating video-based blogs had a positive effect in the experimental group in their pronunciation level because 40% of students obtained a good pronunciation level and 60% achieved an excellent grammar level. Meanwhile, in the control group there were 56% of students with satisfactory pronunciation level which shows an average English pronunciation while in the experimental group there was 0% with this level. In the same way, in the control group 22% of students respectively showed both good and excellent pronunciation level, which were very low percentages compared to the experimental group.

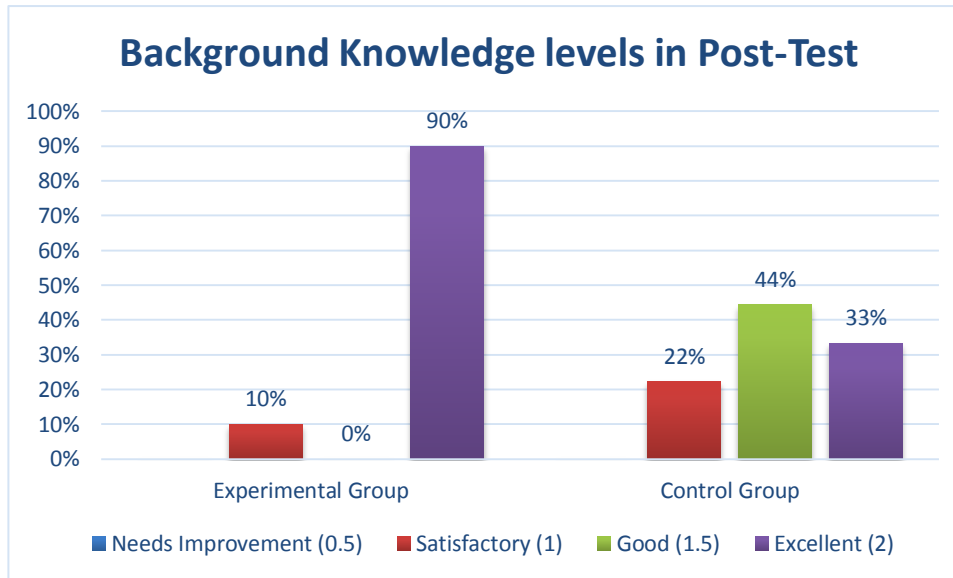




**Figure 12 Vocabulary levels in Post-Test**

**Analysis and Interpretation:**

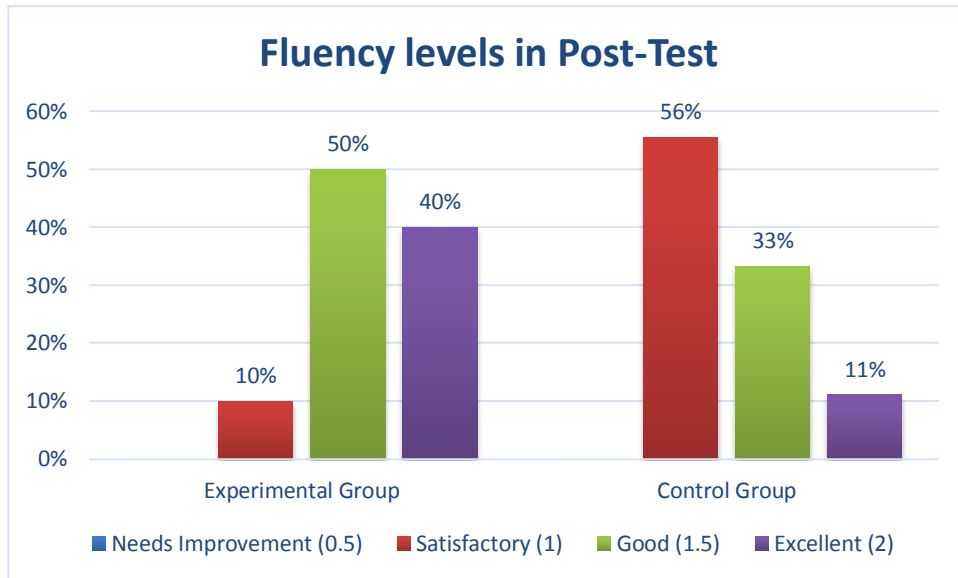
Video-based blogs in the post-test demonstrated that in the experimental group 40% of students achieved a good vocabulary level and 60% obtained scored excellent in vocabulary level. There were 0% of students who were in satisfactory or who need improvement. On the contrary, the control group presented 33% of students in the satisfactory level and 67% achieved good in their vocabulary level. This means that the experimental group achieved better vocabulary with blended learning than the control group.



**Figure 13 Background Knowledge levels in Post-Test**

**Analysis and Interpretation:**

This graph shows that in the post-test the experimental group demonstrated excellent background knowledge on their presentation, 90% of students scored excellent and only 10% were in satisfactory. Instead, the control group had 22% in satisfactory, 44% in good and 33% in excellent on their background knowledge level. This demonstrates that the majority of students who used video-based blogs had a better background knowledge on the topic than the students in the control group.



**Figure 14 Fluency levels in Post-Test**

**Analysis and Interpretation:**

According to the results shown in the post-test of fluency levels of both groups, it was found that students in the experimental group had a better performance than students in the control group. In the experimental group only 10% scored satisfactory. On the other hand, the control group had 56% of the students with satisfactory. That means that their fluency was somehow poor. In the same way, the experimental group had 50% of the students with a good fluency level, but the control group only had 33%. Finally, 40% of the experimental group achieved an excellent fluency level; however, the control group only had 11% with the same result. For that reason, the experimental group shows that their fluency level was superior and higher than the control group.

# PART V

## CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Conclusions

1. Blended learning with the use of video-based blogs had a positive effect on the development of the speaking skill in the experimental group as shown in the results and percentages gathered in this investigation. Therefore, confirming the hypothesis that students can improve their oral skills with the use of video-based blogs.
2. The independent variable which is blended learning using video-based blogs proved to be an effective technological tool to help students develop and improve their speaking skills in the English language.
3. The dependent variable which is the speaking skill was developed effectively in the majority of students from the experimental group. Before the investigation, most students in this group had a satisfactory level but it was highly improved by achieving good and excellent communication skills. In the same way, a small percentage of students with a lower speaking skill also improved and reach a satisfactory or good level after using video-based blogs.
4. The lack of speaking related activities and usage of interactive and technological tools in the classroom limits students' progress and improvement of their communicative skills.

## **5.2 Recommendations**

1. It is recommended that teachers incorporate a blended learning approach with the use of interactive technological tools that give students the chance to practice and improve their communicative skills.
2. Collaborative task should be given to students so they can improve their skills with the help of their instructor and classmates.
3. Teachers should use video-based blog activities to develop and improve students' speaking skill.
4. The English Department should organize workshops about blended learning and how to use different technological tools as video-based blogs to help students develop and improve their speaking skill.

# **PART VI**

## PROPOSAL

### 6.1 Stakeholder Analysis

**Table 4**  
**Stakeholder Analysis**

Groups	Interest	Perceived Problems	Resources and Instructions
Students	Develop an excellent English speaking level so they can communicate in an effective way.	Lack of speaking practice in the class.	Be motivated to practice and try new activities to improve their English speaking skill.
Teachers	Encourage students to develop and improve their English speaking skill with a new approach involving technology.	Traditional methodologies used in class  Lack of teacher training development in the use of technological tools in the class	Incorporate a Blended learning approach in language teaching.  Use technological resources to help students improve their English speaking skill.
High School	Achieve a proficiency English level in students.	A poor English speaking level in students.	Provide teacher training sessions in the use of new strategies and approaches with the use of technology.



		Limited use of technological tools in English classes.	Give access to technological resources to both students and teachers.
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## 6. 2 Problem Tree

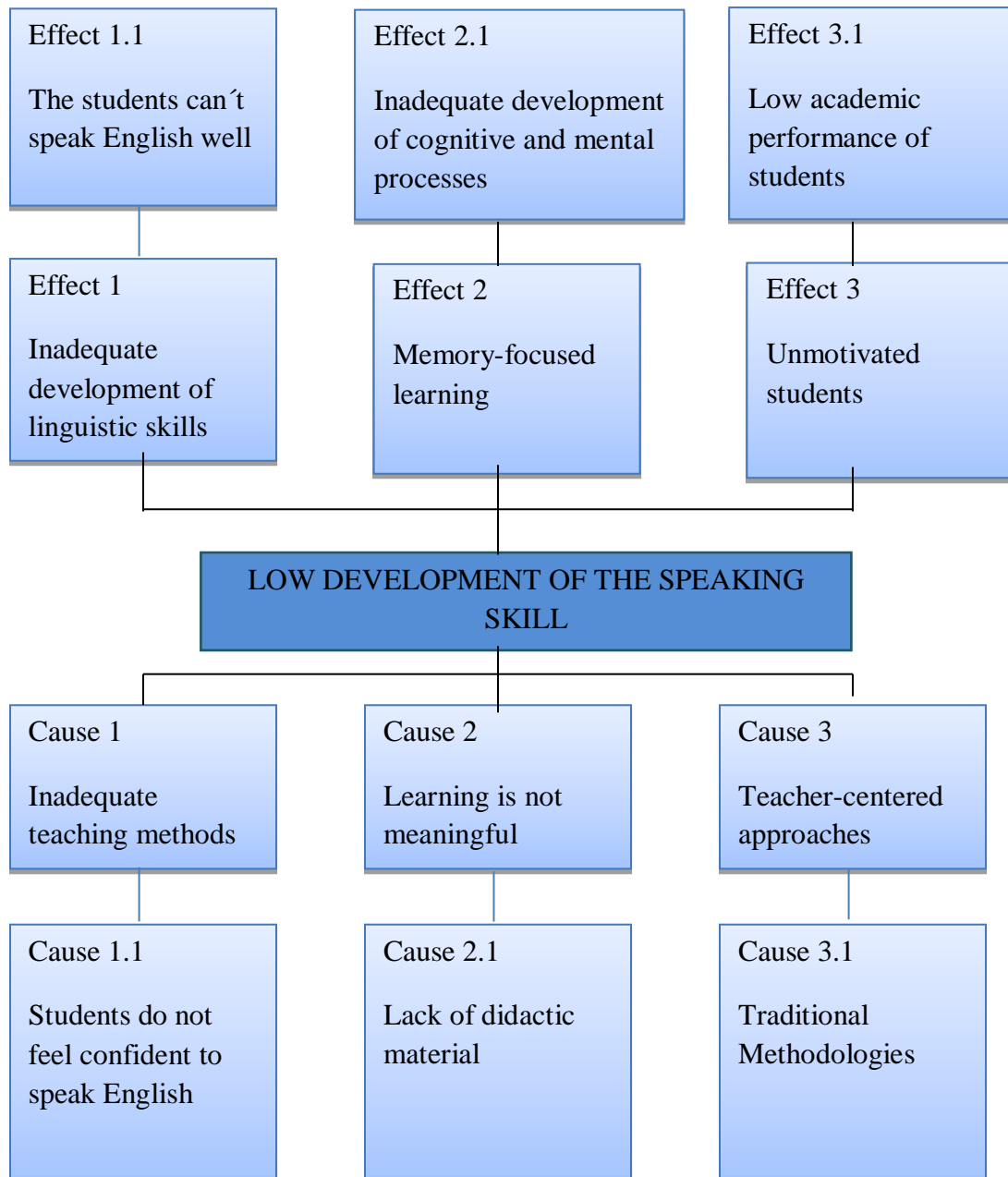


Figure 15 Problem Tree

### 6.3 Objective tree

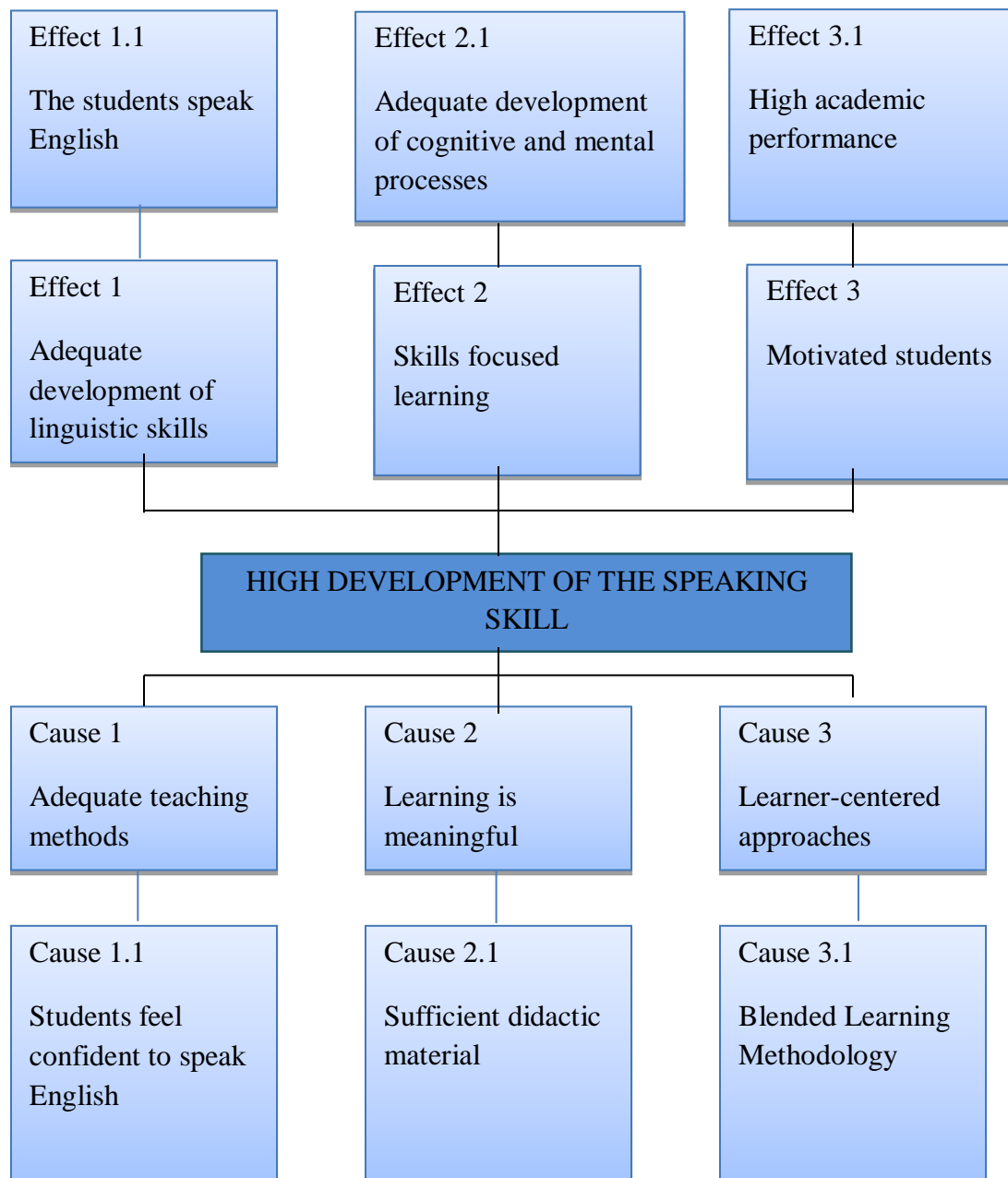
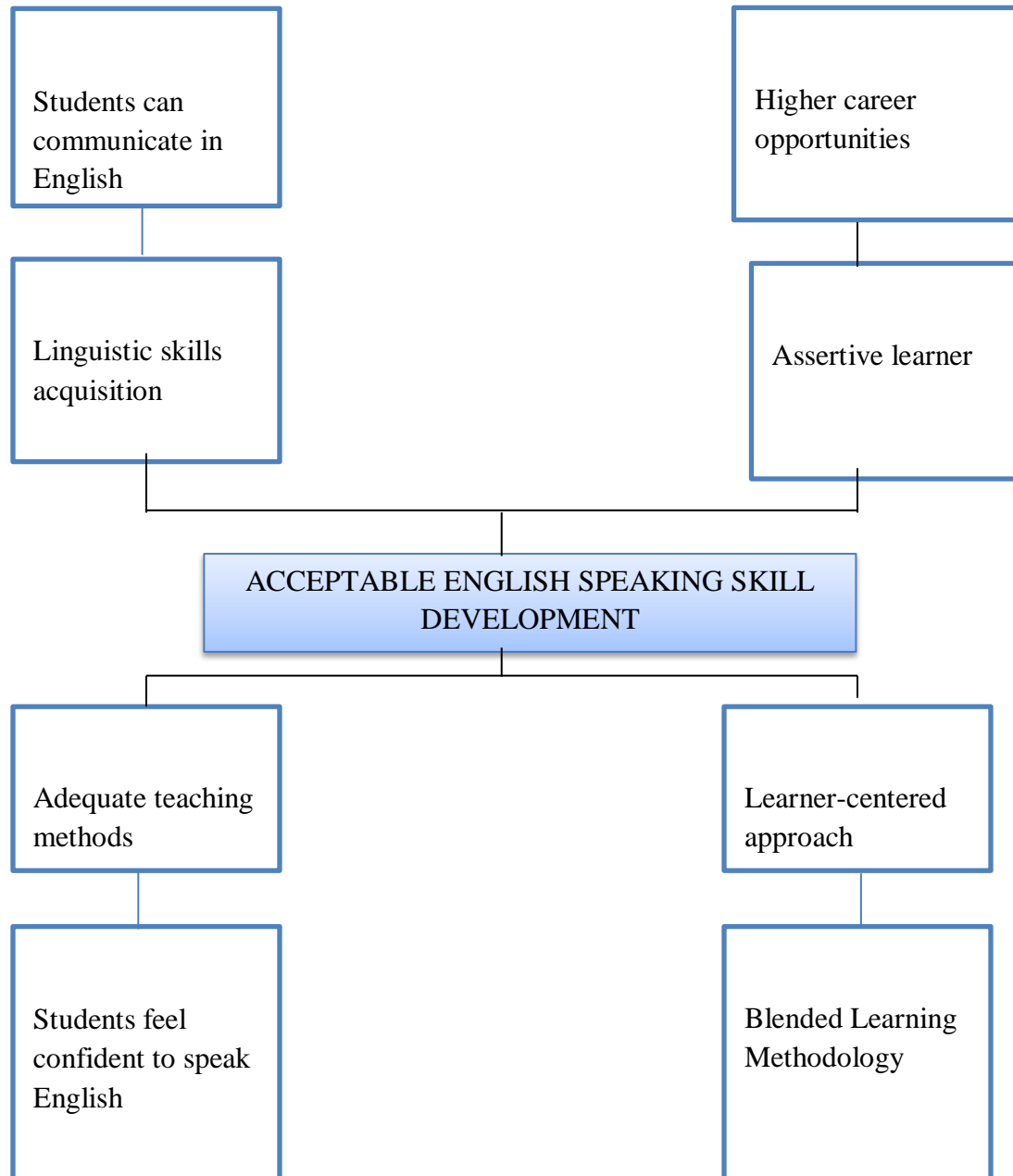


Figure 16 Objective Tree

## 6.4 Alternative Analysis

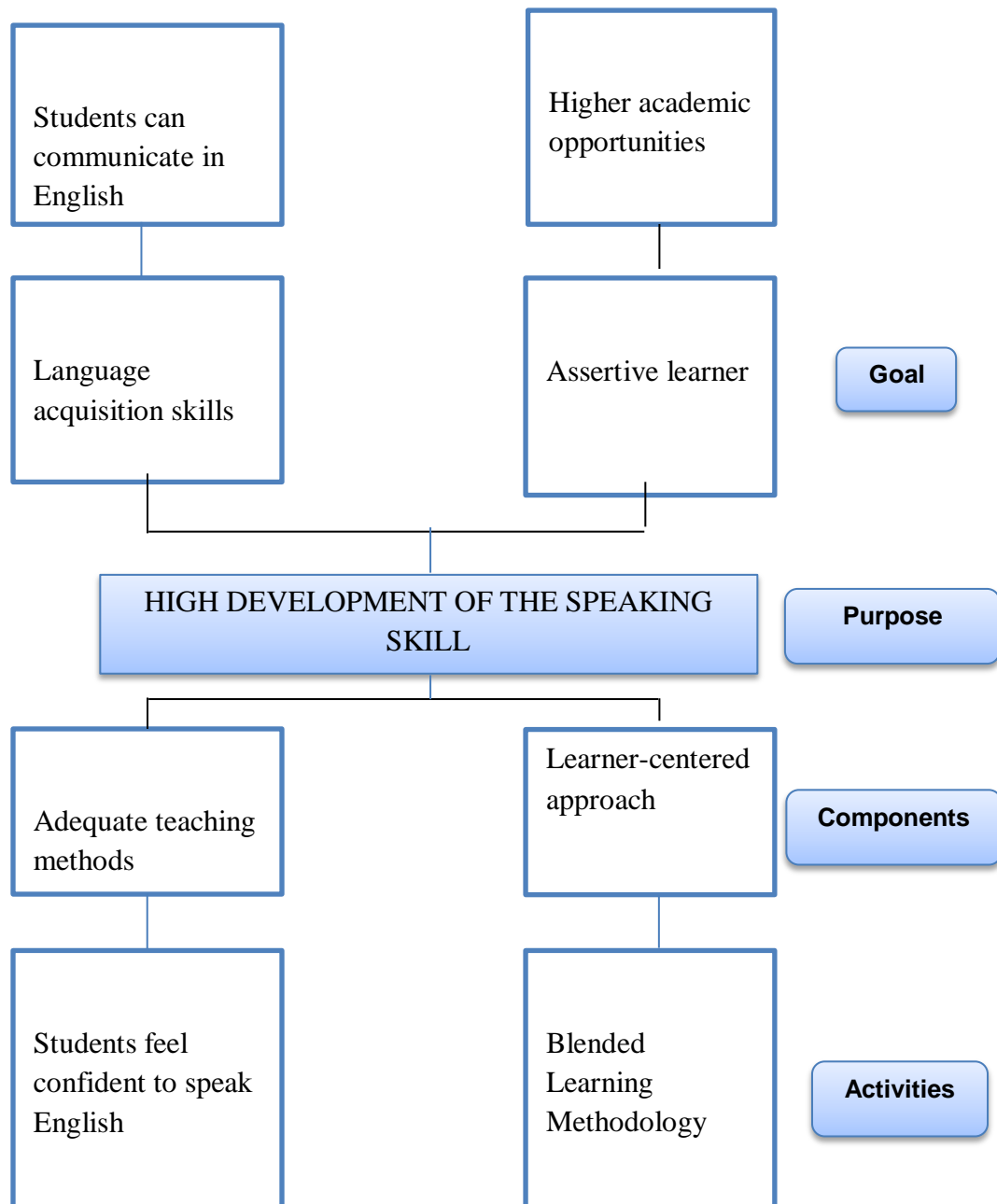


**Figure 17 Alternative Analysis**

Option 1: Students feel confident to speak English

Option 2: Blended Learning Methodology

## 6.5 Analytical Structure



**Figure 18 Analytical Structure**

## 6.6 Analysis of the Objectives

**Table 5**  
**Objective Analysis**

Narrative Summary	Indicators	Verifiers	Assumptions
<p><b>Objective</b></p> <p>-To determine the effect of blended learning using video-based blogs and the speaking skill development in the English language.</p>	<p>-Students' results on the Post-Test</p>	<p>-Scores on the speaking post-test</p>	<p>Students feel motivated to speak English</p>
<p><b>Purpose</b></p> <p>-To improve students' English speaking skill with the use of video-based blogs.</p>	<p>-80% of students from the experimental group achieve a good or excellent level on the speaking skill pos-test</p>	<p>-Scores on the speaking post-test</p>	<p>Students have access to a blog account</p> <p>Students have access to a computer and internet at home</p>
<p><b>Components</b></p> <p>-Use of technological resources</p> <p>-Blended learning</p>	<p>-Teachers develop activities that include video-based blogs</p> <p>-Students participate in the development of a video-based blog</p>	<p>-Teacher' survey on use of technological resources</p> <p>-Student's participation on activities</p>	<p>Teachers know how to use technology related activities in class.</p> <p>Students are willing to participate on online collaborative task</p>

	-Students collaborate with teacher and other classmates to develop their video-based blog	-Students' participation and video-based blog upload on the platform	
<b>Activities</b>	<b>Resources</b>	<b>Cost USD\$</b>	<b>Budget</b>
-Video-based blogs  -Teacher training sessions on how to use a variety of didactic material. (Duration: 2 hours session every week for 1 month )	Free/Paid Blog Membership Video software Computer Lab Internet Projector Copies Markers	\$24,99 - - - -\$5,00 \$4,00 Total = \$33,99	Area English Directors working along with computer teachers to train teachers on how to use a variety of didactic technological material.





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## GLOSSARY

**Audio-visual aids:** Training or educational materials directed at both the sense of hearing and the sense of sight; films, recordings, photographs, etc., used in classroom instruction, library collections, or the like.

**Blended learning:** It refers to a course methodology or learning activity that combines online and traditional face to face instruction.

**Cognitive process:** The performance of a cognitive activity or a processing and movement that affects the mental contents of a person such as the process of thinking or the cognitive operation of remembering something.

**Constructivism:** It refers to a theory where people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences.

**ICT:** It stands for "Information and Communication Technologies." ICT refers to technologies that provide access to information through telecommunications.

**Teacher-centered approach:** A teacher-centred approach is one where activity in the class is centred on the teacher.

**Video Blogs:** It refers to a video clip gallery which is organized in chronological order, published by one or more authors where reflections and comments can be added by the writer or others.

## APPENDIX

<b>Book</b>	Introduction to Research in Education (8th Edition, 2010)
<b>Compilation</b>	Lic. Marco Morales (2010) The Key to Write a Research Project Outline  Modelo Educativo y Pedagógico de la UEPRIM
<b>Research</b>	Boyd, P. (2013). The Researcher: An Interdisciplinary Journal. Blogging in the Classroom: Using technologies to promote learner-centered pedagogies.
<b>Research</b>	John Alexander, D. B. (2013). Common Ground. Creating classroom community with reflective blogs.
<b>Research</b>	Shih, R.-C. (2010). Blended learning using video-based blogs: Public speaking for English as a second language students. Australasian Journal of Educational Technology.
<b>Research</b>	G. Livingston (2012) Use Reading and Audio Visual Materials to Develop Communication skills in students. 1-12
<b>Research</b>	Zhilhong Lu, L. H. (2010). A research on a student-centred teaching model in a ICT-based English audio-video speaking class. International Journal of Education and Development using ICT.
<b>Research</b>	“El Principito y Marcel Laniado de Wind School”