



Enhancing English Speaking Skills through Video Creation and the Affective Filter Theory

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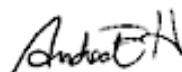
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## **Dedication**

This research paper is sincerely dedicated to our team, who taught us to persevere through hard times, to maintain friendship by overcoming challenges together with profound patience; they provided us with a great sense of enthusiasm and strength when we thought of giving this up.

Moreover, we dedicate this research paper to our parents, who encouraged and inspired us in conducting this study; finally, to our close friends, who were always willing to advise us with love, who granted us with imaginative thinking for engaging the learners involved, who reminded us of the fact that this research would make a difference in the children's relationship with English and the importance this would have.

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### **Abstract**

The current research considers how the inclusion of video creation into the classroom can foster students' oral skill in English; thus, from April to June 2023, young learners at ISA English Academy enrolled in ingenious video-based activities, which were carefully designed so as to replace traditional speaking exercises. Furthermore, these assignments established from Stephen Krashen's Affective Filter Theory, pointed out emotional safety, as well as creativity, essentials for reducing anxiety and encouraging authentic communication.

Moreover, as students were recorded introducing themselves and the person they loved the most, they not only practiced pronunciation and fluency but also grew more confident and engaged.; hence, this personal and emotionally relevant task created a completely safe and meaningful environment for their language use, achieving this way a deeper student investment and participation. Finally, the results demonstrate that when students feel supported and empowered the affective filter drops, then confidence rises, and real communication starts.

*Key words:* Affective filter theory, speaking skill and video creation.

## Resumen

La presente investigación considera la manera en la que la inclusión de la creación de videos en el aula puede fomentar la habilidad oral en inglés de los estudiantes; así, de abril a junio de 2023, jóvenes aprendices de la Academia de Inglés ISA participaron en ingeniosas actividades basadas en videos, las cuales fueron cuidadosamente diseñadas para reemplazar los ejercicios tradicionales de expresión oral. Además, estas tareas, basadas en la Teoría del Filtro Afectivo de Stephen Krashen, destacaron la trascendencia de la seguridad emocional y la creatividad como principios para reducir la ansiedad y fomentar una comunicación auténtica.

De igual forma, al ser grabados presentándose a sí mismos y a la persona que más amaban, los estudiantes no solo practicaron pronunciación y fluidez, sino que también aumentaron su confianza y compromiso; por lo tanto, esta tarea personal y emocionalmente significativa creó un entorno completamente seguro y relevante para el uso del idioma, logrando así una mayor inversión y participación por parte del estudiantado. Finalmente, los resultados demuestran que cuando los estudiantes se sienten apoyados y empoderados, el filtro afectivo disminuye, la confianza aumenta y empieza la comunicación verdadera.

*Palabras clave:* Teoría del filtro afectivo, habilidad oral y creación de videos.

## **Introduction**

Speaking skills in a foreign language are commonly one of the most challenging elements for students; meanwhile grammar and vocabulary can be studied quietly, speaking takes courage, spontaneousness, and emotional equilibrium. Thus, many learners feel embarrassed when they speak in English for the reason that they are absolutely afraid of making mistakes, as well as being corrected in front of their peers. Taking this into consideration, progress is restricted by these feelings of anxiety, which also prevent them from becoming confident English speakers; therefore, it is crucial to examine strategies that demote fear and encourage active participation in a more comfortable and creative learning space.

That is why, the Affective Filter Theory, which was introduced by Stephen Krashen, explains that emotions such as fear, anxiety, and low self-esteem act as a mental block that prevents language from being acquired naturally; on the other hand, when learners feel safe, motivated, and supported, their affective filter is lowered, and they are more willing to participate actively. This project is based on this theory and focuses on creating a learning environment where emotions are taken into account, and where learners feel empowered to speak without fear. One way to achieve this is through video creation, which gives students the chance to prepare and express themselves in a calm and familiar way.

In this research, video creation was used as a main strategy to help students at ISA English Academy improve their speaking skills. The students were invited to record short videos in which they talked about personal topics, such as their favorite person or a special memory. It is possible to reflect on the fact that his activity was not only engaging but also emotionally

meaningful. As a result, students started to gain confidence and enjoy the process of speaking English; the aim of this thesis is to show how combining emotional safety with creative digital tools can open a new path to learning and communication in the English learning process.

## **Chapter 1 : Contextualization**

### **1.1 Macro Context**

To start off, in Colombia the learning of English as a foreign language is viewed as a national priority; that is the reason why the Ministry of Education has developed legitimate standards that regulate English teaching from primary school to higher education, which accentuate the magnitude of communicative competence, especially the ability to speak in real-life situations. Notwithstanding, despite these efforts, the English level among students in many regions continues low. One of the main challenges is that learners often do not have enough opportunities to practice speaking in a way that feels natural, meaningful, and emotionally safe.

Digital transformation has become a central concern in education over the past years. Thus, Colombian schools and academies have started to integrate technology into the classroom by using tools like videos, apps, online games, and digital platforms to support language development, as well as to improve teaching and learning processes; Nevertheless, these tools must be used in thoughtful ways that consider students' emotions, interests and learning styles, as it is not enough to add technology to the classroom, but it is necessary to create experiences where students feel included, understood, and free to express themselves.

Furthermore, this research project is harmonized with the national vision of education and innovation as it focuses on improving English speaking skills while supporting students' emotional well-being, which is one of the central needs of the current educational system. The project offers a practical example of how national goals can be supported through localized actions that are sensitive to the real needs of learners; through this study, it is aimed to contribute

to the discussion on how emotional factors, as well as creativity, and digital literacy can work together in order to create better learning experiences.

## **1.2 Micro Context**

The micro context of this study is ISA English Academy, a private language institution located in Bogotá, Colombia. The academy has a strong focus on bilingual education and uses a communicative approach to teaching English; it offers a dynamic learning environment that includes games, projects, and the use of digital tools. The academy's mission is to help students feel confident and capable when using English in real life. It is an ideal place to explore creative strategies like video creation because it values both academic and emotional growth.

Moreover, the participants taken into consideration for this study were 14 students from 8 to 12 years old, who were registered in Classroom 4; they had different levels of experience with English, but most of these learners shared fear of speaking as something in common. Throughout the first observation and surveys, it was evident that many students evaded participating in class since they felt judged, embarrassed, or both; some of them were worried about their pronunciation, while others were afraid of being laughed at; all these emotional blocks created a high affective filter that influenced their ability to confidently use English.

As a reply to this picture, the teacher-researchers designed a series of video-based exercises for students to work with support; they were given the chance to prepare, record, and edit their videos in a calm setting instead of being forced to speak in front of everyone; which allowed them to control their learning rhythm, as well as focus on pronunciation and receive individualized guidance. Equally important, the topics of the videos were chosen to connect with

the students' emotions by including themes like family, hobbies, and personal experiences; this approach made the classroom a place where students could grow emotionally and academically, as well as reduce their anxiety levels.

## **Chapter 2: Problems**

### **2.1 Description of the problem**

Speaking is such an essential part of language proficiency that not only should it comprehend at least 44% of classroom activities, according to Nunan (2001); but it must also fulfill the standards established by the Colombian Ministry of Education. Nevertheless, students in Classroom 4 from ISA English Academy lacked a wide range of speaking-related skills, as indicated in official documents. These include, as outlined by the Ministerio de Educación Nacional República de Colombia (2006), to spell unfamiliar words, discussing routine activities, and asking and answering questions about familiar objects, among others; all the previously mentioned students presented a prominent difficulty when it came to develop these abilities.

### ***2.2 Formulation of the Problem***

Taking everything into consideration, the research question that is presented is *how does applying video creation enhance speaking skills in ISA classroom 4 students?*

### ***2.3 Justification***

The essentialness of addressing this issue remains in the recognition of the educational meaning of frustration and fear, particularly as it relates to emotional and psychological barriers in language learning. This research is grounded in the Affective Filter Theory; which, according to Laine (1988), refers to the invisible psychological filter that can either facilitate or complicate the process of acquiring a language. Based on this theory, the proposal was to incorporate video creation as a strategy to reduce anxiety and prevent negative emotions that may obstruct the development of speaking skills in a second language.

## **2.4 Objectives**

### **2.4.1 General Objective**

The general objective of this project is to analyze the impact of video creation on enhancing the speaking skills of ISA institution students. Moreover, three specific objectives have been established

### **2.4.2 Specific Objectives**

1. To identify the opportunities that video creation could have as a resource to enhance speaking skills.
2. To determine the digital resources students must count on for creating their videos.
3. To demonstrate students' improvement and increase of self-confidence through video creation.

## **Chapter 3: Referential Framework**

### **3.1 Literature Review**

Taking into consideration that video creation is a crucial subject matter in the technological era, it was essential to inquire in different backgrounds in which some studies were carried out; so as to identify how video creation can assist learners develop speaking skill in different contexts. Therefore, the studies that are mentioned in this chapter include the following terms: affective filter theory, speaking skill and video creation, and are categorized by international and national origin. The main characteristics and contributions from these are highlighted in line with the objective of the current study.

The first researchers cited, Alba and Betancur (2020) focused on discovering how oral production might be built using WhatsApp videos in order to raise cultural awareness among Eighth-grade EFL students from IPN School. Additionally, this study used a qualitative approach, for collecting data through surveys, field notes, interviews, audio and video recordings, with the purpose of identifying the role of using WhatsApp videos in the process of developing oral production in an EFL classroom, in addition to describe the cultural experiences that learners can have throughout interactions with native and non-native English speakers in this environment.

According to Alba and Betancur (2020) the results that were achieved at the end of this study were that through the videos made by the students using WhatsApp in which they talked about different cultural experiences, there was evidence of a very large increase in their fluency, pronunciation and confidence.

Another study that was taken as a reference for this research is the one made by Spring (2020) which had the objective to discover if projects based on video-creation can influence

learners' oral proficiency; analyzing complexity, fluency and accuracy. Equally important, this research used a qualitative approach for the purpose of collecting data through field notes to analyze the speaking test data of 40 adult students from an EFL classroom, whose L1 was Japanese and participated in a class where they created short videos. Hence, aspects from complexity, accuracy and fluency were examined to search for enhancement in their oral proficiency.

According to Spring (2020) the results of this study were that, through the creation of videos, the Japanese university students participating in this research, improved their fluency, complexity and accuracy at the end of the project; which demonstrated the fact that the production of videos actually enhanced learners' speaking skill in a foreign language.

The third study was developed by Stander (2022) who sought to discover the connection between language learning approaches, emotional factors and grammatical ability. Likewise, this research used a mixed approach, since the data collection instruments were questionnaires, which were used with the objective of determining if there is an association between Language Learning Strategies, Language Power and Affective Filter, to recognize which characteristics are involved; and investigate the effect they have on the acquisition of the second language and the learning strategies of these.

The research questions considered by Stander (2022) were: Is there a correlation between affective filter, language teaching strategies and the power of languages? What affective filter elements are involved? And how do these components influence foreign language acquisition and second language learning? In this manner, the results obtained, according to the researcher, show that compensatory and emotional strategies need to be executed to counteract anxiety and improve self-esteem and self-confidence, and that the application of language

learning schemes increases students' learning power. Finally, anxiety, stress or nervousness negatively affect second language acquisition, while self-confidence, motivation and self-esteem have the opposite effect.

The next study was carried out by Alastair (2022) and it had the objective to explore the nature of student engagement with digital video production in classroom-based learning; as well as, to what extent it is a motivational resource and by characterizing student engagement with it. For this purpose, a mixed approach was used for collecting data through ethnographic observations, carried out in the classrooms. And surveys of secondary English teachers' motivational practices.

In this manner, the finding revealed by Alastair (2022) was the way Digital Video Production activities fall into four broad thematic categories, such as: popular culture videos, travel-themed videos, video adaptations and news or documentary videos. According to the responses provided to the open question in the survey, in relation with the activity descriptions provided by the teachers.

The fifth study was by Cowie and Sauki (2021) whose objective was to describe recent technology that can be used by teachers, as well as students, for creating and sharing digital videos for language learning. For this purpose, there were two research questions, related to the way videos can be more engaging and useful, in addition to the fact whether the use of video creation enhances existing pedagogy. Thus, the methodology kept in mind was qualitative, since the mains to collect data were surveys.

Introducing the discoveries in Cowie and Sauki (2021) community building, direct instruction and language practice can actually be strengthened through the use of video; even in face-to-face classrooms. Finally, the researchers also reflected on the way the affordances of

video creation, for teaching and learning a foreign language can be explored to enhance language acquisition for learners.

The last research taken as a reference was developed by Gil (2022) whose objectives were to co-design with the learners a language learning gamification program, as well as to apply it and evaluate its impact comparing students' affective filter levels before and after its implementation. For these aims, a mixed approach was used through questionnaires and observations.

Finally, the findings in Gil (2022) include the fact that there is a positive impact of gamification on reducing learners' affective filter, observed in their self-confidence and motivation, in addition to the reduction of their levels of anxiety.

In summary, this chapter linked the current study to the previous literature which focused on the same research field: video creation, speaking skill enhancement and affective filter theory. The purpose of mentioning these studies is to grasp how students could develop speaking skills through video creation, increasing their self-confidence and proficiency; taking into consideration learners' feelings throughout their process. In this manner, it is crucial for teachers to be creative for them to apply video creation, as well as many other technological tools. In order to avoid generating negative feelings in learners that may prevent them from learning and developing speaking skills in a foreign language.

### **3.2 Theoretical framework**

Throughout this theoretical framework, the compositions are defined with the purpose of obtaining a better understanding of this project, keeping in mind the significance of them when proposing the enhancement of English Speaking Skills through Video Creation and the Affective

Filter Theory. Therefore, the key words of this project are: affective filter theory, speaking skill and video creation.

### ***3.2.1 Affective filter theory***

Affective filter is described by Laine (1988) as the invisible, psychological filter that either benefits or discourages the process of language acquisition. Consequently, this reflects how essential are feelings for the learning process.

Furthermore, agreeing with Krashen (1982) Affective Filter Theory explains that language acquisition process is influenced by variables such as learners' motivation, self-confidence and anxiety, which are crucial elements named in the previous key words.

Finally, it is worth it to mention that, as stated by Forman (2011) this not only applies to language classrooms, but can also be valid for mainstream education classrooms, where humour is often noted to increase student motivation, decrease anxiety (affective factors), creates a more conducive learning environment (more humanistic), and a more authentic environment. In particular to second and foreign language learning, humour is often noted to contribute to students' learning in terms of understanding how words are formed. (p.541-565).

### ***3.2.2 Speaking skill***

#### **3.2.2.1 Definition**

Agreeing with Nunan (2004) speaking “involves producing systematic verbal utterances to convey meaning (...) speaking must have the ability to be listened to by others; it has temporary and immediate reception; it has an intermediate feedback from the listener during the conversation with others”. Hence, speaking is described as spoken language with a meaning, which is received by listeners.

### **3.2.2.2 Characteristics**

There are six essential aspects to be taken into account, to be fluent at speaking English; according to Harmer (2001): confidence, accuracy, fluency, finding the right words, showing where the speaker is going, keeping the listeners interested and sounding natural. As a matter of fact, these are crucial since they trigger assertive communication.

In the context of language education, the integration of digital technologies has become increasingly essential, particularly when aiming to lower affective barriers and foster student engagement. Prieto (2022) highlights in her doctoral dissertation that digital competence involves not only the knowledge and technical skills to operate ICT tools but also the attitudes and frequency of their use in educational environments. This perspective aligns with the implementation of video creation in the current study, as such digital practices require teachers to not only be technologically prepared but also emotionally attuned to students' needs. When teachers possess strong digital competencies, they can more effectively create safe, motivating, and emotionally positive learning experiences—conditions emphasized by Krashen's Affective Filter Theory. Consequently, teacher readiness in terms of digital literacy is a critical factor that directly influences how successfully video-based strategies can be deployed to enhance speaking skills while simultaneously minimizing anxiety and encouraging authentic communication among learners.

### **3.2.2.3 Strategies to develop speaking skill**

Finally, according to Van Ek (1987) this speaking skill is absolutely related to “social competence, including motivation, attitude and self-confidence; to handle social situations which are involved in the skill to interact”. Thus, this is quite linked to Harmer's perspective, for the

reason that speaking incorporates a social competence that has the purpose of keeping the listeners attentive, as well as sounding natural.

### ***3.2.3 Video creation as a tool to develop speaking***

#### **3.2.3.1 Definition**

In conformity with Rodgers & Dohnnchadha (2018) student created digital video, also known as (SCDV) indicates the process in which students, individually or collaboratively, take place in the creation of a short video using online software programs and cooperate in research, filming, directing, storyboarding, scripting, practice and interpretation, editing and other post-production activities.

#### **3.2.3.2 Characteristics**

Additionally, it's worth it to mention that according to Campbell & Cox (2018)

the student created or authored digital video assignment was perceived by the participants as a personalized learning activity; how the participants' created the video, the content of the video, and the tools used for digital video creation reflected students' choices which motivated the students to produce a video that they would use again and again. (p.11).

#### **3.2.3.3 Strategies to develop video creation**

Equally important, according to Alpay & Gulati (2010) "using student generated video creation enabled students to gain increased competency; and efficacy in using technology". This means that making use of videos created by the students works as a transversal strategy, since not only does it help them improve their technology skills, but also their speaking skills in a foreign language.

Recent doctoral research has emphasized the broader relevance of digital tool integration in educational contexts, particularly in fostering students' autonomy and future readiness. In line with the current educational landscape, Buitrago Rojas (2023) emphasizes the importance of strengthening both digital and entrepreneurial competences among university students, highlighting them as essential skills for addressing the challenges of the post-pandemic labor market. His research, conducted in a Colombian higher education institution, revealed that while students showed strong usage of user-oriented technologies and communication platforms, there were significant gaps in the use of tools related to academic support, content creation, and data analysis. Moreover, although many students demonstrated an understanding of entrepreneurship, few had concrete plans to start their own ventures. These findings suggest a pressing need for educational initiatives that integrate creativity, innovation, and technological fluency—skills that are highly relevant in projects like the one proposed by Lancheros and Montañez, where video creation serves as both a digital and expressive tool for language learning and confidence building.

### **3.3 Legal Framework**

This research project development is supported by diverse national as well as institutional laws and regulations that guide educational practice in Colombia, especially in language learning and the safeguard of children's rights; it is imperative to mention the legal framework that guarantees this study respects educational policies, ethical principles, and students' emotional and personal integrity. Since the participants of this research are minors, all legal norms concerning the protection of children were taken into account during the design and implementation of the project.

One of the most significant references is the Ley General de Educación (Law 115 of 1994), which defines the principles and purposes of education in Colombia; according to this law, education must promote the full development of students, including their intellectual, emotional, and social skills; it also highlights the significance of learning foreign languages as a way to equip learners for the issues of globalization and to open chances in academic and professional fields. In this sense, the use of video creation as a tool for learning English supports the law's focus on innovation, creativity, and the use of meaningful learning experiences.

Additionally, this research respects the standards of the Colombian Ministry of Education applied to English language learning; the document "Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés" (2006) establishes that students must grow in communicative skills, including speaking, listening, reading, and writing. The guidelines also emphasize the need to generate motivating and safe learning environments that contemplate students' needs, preferences, and feelings; the video-based activities developed in this study were aligned with these standards and encouraged authentic and confident oral communication in English.

It is also relevant to specify Law 1098 of 2006, known as the "Código de Infancia y Adolescencia" (Childhood and Adolescence Code), which protects the rights of children and teenagers in Colombia; then, according to this law, children have the right to express themselves freely and to share activities that contribute to their personal development, always in a safe and respectful environment. During this project, all students' participation was voluntary, and informed consent was obtained from their parents before any video recording took place; the videos were used exclusively for academic purposes and were produced with the emotional safety and dignity of the students as a priority.

## **Chapter 4: Methodological Design**

This chapter introduces the way the current project was guided as a means to answer the subsequent research question: How does applying video creation enhance speaking skill in ISA English Academy classroom 4 students? The information related to the methodology is developed in the following structure: type of study, research method, setting, participants, data collection instruments and procedures.

### **4.1 Type of study**

#### **4.1.2 Qualitative Research.**

The project was undertaken as qualitative research, which according to Bryman (2008) emphasizes on the descriptive analysis of data, rather than quantitative. That is the reason why a deeper characterization of the elements taken into consideration for the development of the investigation is crucial. In addition to that, agreeing with Patton (1990) this type of study “typically focuses in depth on relatively small samples; even single cases, selected purposefully” (p.169). Thus, the goal of the research is to analyze the specific case chosen at ISA English Academy classroom 4.

Furthermore, as stated by Sandelowski (2004) qualitative research is aimed at scrutinizing the social world comprehended, interpreted and experienced by human beings, which adding to Denzin and Lincoln’s contribution (2008) is extremely connected to interpretive, as well as cultural studies.

### **4.2 Method of Investigation**

#### **4.2.1 Action Research.**

This project was inspired by McNiff (2013), since she describes action research with the notion that every single phenomenon contains inside its potential for its constant renovation, as

well as arrangement. Thus, its focus on observing and reflecting in order to solve an issue that is highly encouraging. Finally, agreeing with Lewin (1948), it is crucial to raise the self-esteem of minorities, ending in their pursuit of independence, equality and cooperation through this type of research.

In addition to that, according to Cornish, et al. (2023), there are several steps for a project design, which oriented this investigation and are the following: building relationships before establishing working practices; then, understanding the issue, followed by observing, as well as gathering and generating materials; finally, planning and taking action. Ultimately, citing Adugu (2021), this type of research encourages the empowerment of the implied population by focusing on issue-solving. Thus, this research was deeply reassured by the impact this method of investigation is likely to have.

### ***4.3 Procedures***

In order to execute the project, some steps were established. First of all, it was crucial to analyze students' feelings and practice activities preferences through a survey, which was double-checked by an expert in the field of research; then, it was essential to introduce video creation activities and ensure they were aligned with the curriculum; moreover, the third step was to implement pre- and post-assessments to measure the impact on speaking skills; after that, it was important to monitor the affective filter through surveys, which consisted of emoticons that were chosen by each learner to represent their feelings at the very start and the end of the sessions; having finished, it was critical to reflect on the positive impact video creation had on learners' speaking skill enhancement, depicting reliability through the process itself, which is evident by analyzing students' confidence when speaking in each different stage of the video project.

#### ***4.4 Setting***

For this research, the chosen setting was ISA English Academy, which according to Isacolombia (n.d) is a private educational institution looking forward to innovating constantly, incorporating information and communication technologies (ICTs). Furthermore, with their experience of more than thirteen years and their own teaching method, they have successfully completed bilingual processes with over 1,500 learners. Moreover, the classroom was number 4, which contained the amount of fourteen students, who are described in a more detailed way in the following section.

#### ***4.5 Population and Sample***

The purposefully selected participants of this research were students from classroom 4 at ISA English academy; the sample consisted in 14 learners, 6 females and 8 males between 8 to 12 years old. These students had a basic English level and had been part of the academy during two to twelve months. Additionally, they were part of the video creation project once a week, throughout Saturdays from April 29<sup>th</sup> to May 27<sup>th</sup> in 2023.

Equally important, all of the learners were characterized to be afraid of speaking English due to their fear of error, causing them to avoid participating in front of their classmates, because of some of their judgements, as well as jokes when mistakes were made. Finally, all of the students were proposed the video project, with a special personalized tutoring space with the teacher, which motivated them to make mistakes and enjoy them as part of the learning process.

#### ***4.6 Data Collection Instruments***

Agreeing with Marshall and Rossman (2016) data collection is the most crucial source and evidence in order to corroborate theory, to provide an answer to the research question, as well as to inquire new ones related to the research objectives. In this line of thought,

trustworthiness of the study, its usefulness, its measure, and its value are determined by data collection. Thus, the data used in this research project were collected in the classroom using a set of three tools: Field Notes, Surveys and Lesson Design.

#### **4.6.1 Field Notes.**

According to McKernan (2006), this instrument is used to take extensive and detail-oriented notes of the observed phenomena, as well as the participants and their behavior in the natural context, which was deeply useful for establishing the problem statement, and characterizing the study target population. The main purpose of this tool was to register the behavior, the interaction between teacher-students and students-students occurred inside the classroom during the pedagogical intervention. In addition, through field notes it was possible to reflect on the details that were strong, as well as the improvement opportunities.

#### **4.6.2 Surveys.**

Agreeing with Phillips and Carr (2010), surveys “are used to collect data primarily about students’ perceptions, feelings, or attitudes about skills, concepts, or other classroom issues” (p.197). In addition, this instrument was used to become closer with the process that the learners had in their speaking skill, as well as affective filter through this project accomplishment, which resulted in the understanding of their perceptions throughout the whole step by step development. Thus, surveys made it possible to contemplate the feelings from the range provided to students, which concluded in the evident increase of their positive emotions throughout the process.

#### **4.6.3 Lesson Design.**

For the seek of the execution of this project, as part of the lesson design, interviews were chosen. As stated by Phillips and Carr (2010), interviews are defined as actions to ask questions

to students, to obtain a deeper view of the research problem, in this case of the speaking skill, which is the one learners were mainly practicing. Finally, interviews were essential for measuring the students' improvement when talking about highly enjoyable topics for them, as well as to analyze the knowledge they acquire throughout the execution of the complete investigation. Another trait worth it to be mentioned is the visible confidence growing in each student in the development of the video project, which was a detail that highlighted the essentiality of interviews as the cornerstone of the lesson designs.

## **Chapter 5: Pedagogical Intervention**

This chapter presents the pedagogical intervention carried out with the students of Classroom 4 at ISA English Academy; the main goal of this intervention was to improve students' English-speaking skills through the use of video creation, while also considering their emotions and confidence as part of the learning process. Taking Krashen's Affective Filter Theory, the intervention was carefully designed to create a safe and motivating space where students could express themselves freely, without fear of judgment or making mistakes; each session was carefully planned to balance linguistic goals with emotional support, encouraging learners to take ownership of their learning.

Throughout the diverse phases of the intervention, students were lead to record videos on familiar and personal topics, such as describing someone they love; these tasks were not only meaningful but also emotionally appealing, assisting students to develop a stronger connection with what they were learning. It is also worth it to mention that the teacher played a key role in providing encouragement, feedback, and personalized support; by using a combination of structured activities, creative tasks, and emotional reflection, the intervention aimed to reduce students' anxiety, increase their participation, and improve their oral production in English in a joyful and personalized way.

With the purpose of examining the data collected through the instruments selected, it was essential to closely scrutinize each piece of information to see what it can unveil about both now and the future. This way, trying to understand the story behind the data. Moreover, every piece of it is a clue, which leads the research to a better understanding, extracting the most crucial insights for achieving a complete analysis.

### *5.1 Field Notes*

The first instrument that was explored was field notes. In this case, it was decided to reflect on the following labels for approaching them in an in-depth manner: engagement strategies, project overview, session activities, affective filter control, emotional impact and progress and reflection. These were taken into consideration for every single one of the seven sessions in which the research took place.

As a starting point, on April 22<sup>nd</sup> the emotional impact was analyzed through an anonymous survey in which students described their feelings when speaking English; from this, the outcome was the video creation, as an engagement strategy, chosen by 64% of the participants; then, on April 29<sup>th</sup>, the engagement strategy was to propose children to be like their favorite streamer for recording their videos; additionally, the emotional impact and the affective filter control were explored by asking students to talk about the person they loved the most. As a session activity, they brainstormed together for compiling the video edition ideas; finally, as a project overview, the parents were sent an informed consent for their kids to be able to be recorded throughout the process.

After that, on May 6<sup>th</sup>, the emotional impact was considered through a session activity in which learners were given fifteen minutes to write sentences in which they compared themselves to their most-loved person. As part of the affective filter control, the teacher highlighted the positive impact they had in their beloved person's life. Equally important, it was evidenced that learners had found more confidence in preparing what they would say, which allowed them to manage their video recordings in a better way. In addition to that, on May 13<sup>th</sup>, children were taken out of their comfort zone by asking them to mention in the video their most-loved person's three favorite elements from nature, without any preparation. Then, as a session activity, they

wrote on a piece of paper what that person had done last holiday, using a regular, as well as an irregular verb in the past tense. Moreover, the engagement strategy was recording their videos after the written production had been checked by the teacher. Finally, as part of their progress and reflection, students felt their confidence increasing when using words that they were really familiarized with, as nature elements vocabulary.

Besides, on May 20<sup>th</sup>, as a session activity, the students presented their semestral exam. Having finished, they recorded some short videos, mentioning their person's birthday, as part of the engagement strategy. In addition, the affective filter was controlled by providing them with assistance for their exam, giving them clues for the two questions they found the hardest. As the project overview, the video was simple as this was the shortest project advance. After that, on May 27<sup>th</sup>, the participants recorded one video thanking for watching as a session activity and another one saying they loved the chosen person as the emotional impact. To conclude, on June 2<sup>nd</sup>, as part of the progress and reflection, learners watched the final product and shared their thoughts about it; as emotional impact, they showed themselves happy with the video and felt comfortable seeing their process. Then, for controlling the affective filter, the teacher congratulated the kids. Finally, as a session activity and engagement strategy, she provided feedback for each one highlighting their strengths, improvement opportunities, as well as tips to enhance. Generating this way a complete process for enhancing learners' speaking skills.

Furthermore, having compiled the field notes, the data was analyzed through six categories: engagement strategies, project overview, session activities, affective filter control, emotional impact, as well as progress and reflection. These features can be found analyzed in depth in the annexes section.

## *5.2 Surveys*

In order to comprehend students' feelings, as well as improvement strategies, it was decided to create a survey of five questions, each of which are analyzed in depth in the following paragraphs. Hence, the criteria kept in mind was related to students' feelings, thoughts, desires, preferences and reflections.

The first question written in the survey was: How do you feel when the teacher asks you to speak in English in class? The results were distributed as follows: 14% of the students indicated that they feel confident and are not afraid to speak in English, 50% feel a little nervous but can try, and 35% feel very scared and do not want to speak in English. Thus, the first percentage indicates that a minority of the students feel completely comfortable and confident using English. Furthermore, half of the students (50%) feel nervous but are willing to try; this is a positive sign, since although they do not feel completely confident, they are willing to overcome their nervousness and practice speaking English. Finally, 35% of the students feel very scared and do not want to speak in English; this is a significant percentage, showing that a large proportion of the students experience a high level of anxiety when speaking English. Hence, addressing this anxiety is crucial to help these students participate more actively in class activities and improve their language skills.

The second question taken into consideration was: What do you think makes you feel fear when speaking English in class? Then, the results were distributed as follows: 7% of the students indicated that they do not feel fear and enjoy speaking in English, 42% think they might make mistakes, and this makes them nervous, and 50% worry that others will laugh if they say something incorrect. This way, it was identified that only 7% of the students do not feel fear and

enjoy speaking in English; this is such a small minority, suggesting that most students experience some level of anxiety or concern when speaking English. After that, 42% of the students feel nervous because they think they might make mistakes. This indicates that almost half of the students are concerned about accuracy and potential errors in their English speaking, contributing to their anxiety. Finally, half of the students (50%) worry that others will laugh if they say something incorrect. This is the most common factor for fear when speaking English in class, that is why it was crucial to provide special support to every single learner.

Then, the third question added in the survey was: Would you like to receive more help to feel more comfortable speaking English? The results were distributed as follows: 14% of the students indicated that they feel quite comfortable speaking in English, 28% believe that a little more practice could help them, and 57% express that they would like to receive much more help and practice. Consequently, only 14% of the students feel quite comfortable speaking in English, revealing that a minority of the students do not feel the need for more help or practice to improve their comfort in speaking English. Equally important, 28% of the students believe that a little more practice could help them feel more comfortable speaking in English, showing that this group could benefit from additional opportunities to practice in a supportive environment. Finally, the majority of the students (57%) express that they would like to receive much more help and practice, reflecting a significant need for additional support for most students to improve their comfort and confidence in speaking English.

Additionally, the fourth question seeks to understand which activities would help students feel more confident when speaking English in class. It provides three options for activities: board games, practicing conversations with friends or classmates, and creating videos with teacher

support. Being the students who selected board games 21%, practicing conversations with friends or classmates 14%, and creating videos with teacher support 64%. This depicts children are engaged by this activity that involves structured language practice, technological integration, as well as professional guidance. Moreover, it allows students to apply their language skills in a controlled setting with the assistance of their teacher, providing valuable feedback and support.

The last question was interested in analyzing what learners would advise themselves to feel more calm speaking English. Thus, the following results were obtained: "Remember that everyone makes mistakes, and it's an opportunity to learn." 28%. This advice emphasizes the importance of adopting a positive attitude towards mistakes and seeing them as part of the learning process, suggesting that the students who chose this option value the mindset of learning and growth. After that, "Take deep breaths and speak slowly, there's no rush." Selected by 50%. This advice highlights the importance of calmness when speaking in English, emphasizing that there's no need to rush. Students likely see this as a way to reduce anxiety and improve clarity in communication. Finally, "It's better not to speak in English; it's better to stay quiet." Chosen by 21% of the students, who expressed the idea that it's better to refrain from speaking in English. This advice reflects a mindset of avoiding uncomfortable situations or potential mistakes by opting out of participating in English conversation.

### ***5.3 Lesson Design***

Firstly, on April 29th, 2023, students were involved in a series of activities planned to enhance their oral proficiency in English. Thus, as the opener, they rapidly reviewed drawings of personality adjectives and guessed these using the board game Shaky Sketch, facilitating the

practice of essential listening and speaking skills; in the presentation stage, they were part of a "Who Wants to Be a Millionaire" dynamic, including short and long adjectives, comparatives, and superlatives, which led them to generate questions and responses; in the guided practice stage, students were introduced to the video project and shared their innovative and creative ideas, providing an opportunity for free oral expression.

Then, for the communicative practice stage, students made teams and played a board game where they asked and answered questions using the present continuous tense, encouraging oral communication in a practical setting; finally, in the closing, students recorded the first video for the project, they introduced themselves and described their personality with five adjectives; To summarize, the lesson plan presented a structured approach with activities pointed at enhancing students' oral proficiency in English through video creation as part of this research.

On the other hand, on May 6th, 2023, the lesson plan was intended to include video creation, this way enhancing students' oral proficiency in English. In the opener, instead of playing hangman with nature-related vocabulary, students recorded a video explaining nature-related words in English. This adaptation allowed them to practice pronunciation and oral fluency. In the guided practice section, students were instructed to record a video in which they responded what they were doing at that moment and compared their loved ones to themselves using short and long adjectives

In the communicative practice, instead of just reading aloud clues and attempting to determine the date was changed for students to record a video providing clues about a date and challenging their classmates to guess which date they were referring to; this change facilitated

the practice of orality and peer interaction; in the closing segment, instead of reviewing "wh-" questions on the wall with images, students were asked to produce a video, answering to "wh-" questions while showing related images; through this activity they practiced oral expression and concept connection. In summary, the lesson plan was modified to incorporate video creation; providing students a more creative and significant approach to improving their oral expression skills as part of a research project focused on strengthening oral skills in English.

On May 13th, 2023, the lesson plan was adapted to incorporate video creation, this way enhancing students' oral proficiency in English. In the opener, rather than simply listening to an audio recording and moving to the corner of the classroom, students were asked to record a short video presenting the dates mentioned in the audio. This change allowed them to practice their oral and presentation skills. During the presentation phase, rather than playing a "Who Wants to Be a Millionaire" game focused on irregular verbs; students recorded a video explaining the use of irregular verbs in the past tense; this activity gave them a chance to practice explanations and pronunciation.

In the guided practice stage, rather than answering a question about what their most loved person did on a certain date, students were instructed to record a video narrating a story in the past using both regular and irregular verbs; this task allowed them to practice oral storytelling in English; in the communicative practice stage; rather than playing a board game to create statements and questions in the past tense, students worked in pairs to record a video in which they asked open-ended questions on a specific topic; promoting oral interaction; finally, during the closing stage, instead of simply reviewing wh- questions on the wall, students were tasked with recording a video where they answered wh- questions about a particular subject; this

exercise helped them to practice formulating oral answers in English. In summary, the lesson plan was revised to incorporate video creation, offering students a more creative and significant way to enhance their oral expression skills as part of a research project on strengthening English speaking skills.

Equally important, the criteria that was taken into consideration was focused on students' perceptions of each lesson. That is the reason why at the start, as well as at the end of each session, they were kindly requested to select one of the five emoticons on the board. Always illustrating the fact that students indeed experienced a more positive mindset at the final point of each and every single class.

To sum up, the pedagogical intervention carried out in Classroom 4 at ISA English Academy showed how video creation can be a powerful and meaningful strategy to enhance students' speaking skills in English. The sequence of planned activities allowed learners to engage with the language in a personal and emotionally safe way, helping them overcome their fear of speaking in front of others. As the sessions progressed, students showed increased confidence, greater fluency, and a more positive attitude towards using English to express themselves.

Additionally, the emotional component of the intervention—based on Krashen's Affective Filter Theory—was key to the success of the project. When students were invited to talk about topics that mattered to them, and when they felt supported by their teacher, they became more relaxed and willing to participate. The videos served not only as academic tasks but also as creative spaces for self-expression. This experience demonstrates that when emotions,

creativity, and technology are combined in a thoughtful way, students are more likely to grow both linguistically and personally.

## Chapter 6: Results

This chapter presents the main results obtained after implementing the pedagogical intervention based on video creation; the research was guided by three main objectives: (1) to identify the opportunities that video creation could offer to enhance speaking skills, (2) to determine the digital resources students needed to create their videos, and (3) to demonstrate students' improvement and increase of self-confidence through video creation. The findings were supported by data collected through surveys, field notes, and lesson observations.

Regarding the first objective, one of the most meaningful discoveries was how emotionally meaningful topics positively affected students' participation; when students were invited to speak about someone they loved, such as a family member or friend, their speaking became more fluent and heartfelt. The emotional connection to the assignment reduced anxiety and encouraged students to take risks with the language. Field notes show that learners were more engaged and even excited when preparing and recording their videos; this experience depicted that when the activity has personal relevance, students feel more motivated and safer to express themselves.

The second objective was focused on identifying the digital resources needed for video creation; the results showed that students primarily used smartphones with a camera, as well as simple apps such as CapCut or InShot for editing; a quiet environment and some guidance from the teacher were also crucial. At the beginning, a few students did not count on access to all the tools needed, but thanks to the support of the teacher, these needs were met. This made the video

project accessible to everyone, proving this way that with minimal resources and proper support, digital strategies, like video creation can be successfully used in any classroom.

In relation to the last objective, survey data and classroom observations from the field notes depicted that students' self-confidence increased throughout the intervention. Before starting the project, only 14% of students felt confident speaking English, while 50% felt nervous and 35% were too scared to speak; after multiple video activities, students mentioned feeling less anxious, more motivated and comfortable; this growing confidence was also evident in their final videos, where their pronunciation, fluency, and expression had noticeably enhanced.

Moreover, one particularly essential insight from the data was that students appreciated having control over their video process; being able to rehearse, choose their words, and record in a safe space made them feel empowered. The classroom atmosphere also changed as it became more supportive; teacher feedback played a key role, as it was not only corrective but also motivational, helping students feel proud of their progress.

In conclusion, the outcomes of this study support and confirm that video creation is a powerful pedagogical tool that fosters meaningful speaking practice and emotional safety; it also supports students not only in developing technical speaking skills such as pronunciation and fluency, but also in gaining the confidence needed to communicate freely in English. Then, the alignment between the data and the original objectives proves that emotionally relevant content, digital tools, and teacher support can successfully reduce the affective filter and lead to authentic and enjoyable language learning process.

## **Chapter 7: Conclusions**

Taking into consideration all the research process, it concludes as a highly motivating experience both for learners and for teachers. Thus, the main conclusion that is extracted is that considering learners' feelings, perspectives, as well as appreciated details are crucial elements for building an engaging and safe environment for learning, the lower the affective filter is, the more enjoyable the learning experience will be. In this specific research, video creation was a significant resource for enhancing speaking skills by as well lowering the affective filter.

Furthermore, an opportunity for future research is the promising use of artificial intelligence tools for video creation, these may offer even more engaging and emotionally rich learning experiences customized according to each learner. As a final reflection, the future holds limitless possibilities, and it is with excitement and determination that the learning path is built, seeking learners' wellness and enjoyment throughout a process that has an essential impact on students' existence.

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## Annexes

### *9.1 Field Notes*

Date	Topic
Saturday, April 22 <sup>nd</sup> 2023	This session, students answered a short survey anonymously, in which they described their feelings when speaking English. Additionally, an engaging outcome was the strategy of video creation chosen by the 64% of the participants.
Saturday, April 29 <sup>th</sup> 2023	<p>This session students were introduced to the project itself, proposing them to be like their favorite streamer. Thus, in this first recording opportunity, learners prepared their self-introduction, as well as five personality adjectives that described them, and they mentioned the person they love the most. It was evident that participants were quite excited about talking about people they cherished. Moreover, on this day we built a brainstorming together with everyone's ideas for the video edition.</p> <p>Equally important, this Saturday the parents were sent the informed consent through the WhatsApp group for children to be able to participate in the project.</p>
Saturday, May 6 <sup>th</sup> 2023	<p>This session, learners talked about what they were doing at the moment of recording. Then, they were given fifteen minutes to write sentences, in which they compared themselves to the person they loved the most. After that, once the sentences had been checked by the teacher, they recorded themselves comparing them to the chosen person. Having finished, the teacher highlighted the positive impact they had in their beloved person's lives.</p> <p>Something additional that was analyzed in the session was that children found more confidence in preparing what they would say, which allowed them to manage their video recordings in a better way.</p>
Saturday, May 13 <sup>th</sup> 2023	This session, the participants mentioned in the video their most-loved person's three favorite

	<p>elements from nature, without any preparation. Then, they were asked to write on a piece of paper an answer for the inquiry about what that person had done last holiday, using a regular, as well as an irregular verb in the past tense. Having the answers been checked by the teacher, they recorded their videos.</p> <p>An important detail was that students felt their confidence increasing when using words that they were really familiarized with, as nature elements vocabulary.</p>
Saturday, May 20 <sup>th</sup> 2023	<p>This session the students presented their semestral exam. Having finished, they recorded some short videos, mentioning their person's birthday.</p> <p>This session, the affective filter was controlled by providing them assistance for their exam (which could be a tensioning moment), giving them clues for the two questions they found the hardest. Then, the video was simple as this was the shortest project advance.</p>
Saturday, May 27 <sup>th</sup> 2023	<p>This session the participants recorded one video thanking for watching and another one saying they loved the chosen person.</p>
Saturday, June 2 <sup>nd</sup> 2023	<p>This session the learners watched the final product and shared their thoughts about it, they showed themselves really happy with the video and felt comfortable seeing their process. Finally, the teacher congratulated the kids and provided feedback for each one highlighting their strengths, improvement opportunities, as well as tips to enhance.</p>

## ***9.2 Surveys***

Survey: <https://forms.office.com/r/F1w2YhKmKh>

Results: [Survey Results - ISA Classroom 4](#)

## ***9.3 Lesson Design***

Lesson plans: [Lesson Plans - ISA](#)

Brainstorming: [Brainstorming](#)

Video: <https://youtu.be/VTbyFz9PI0s>



#### *9.4 Parents' Informed Consent*

Survey: <https://forms.office.com/r/K0tpMdYAOB>

#### *9.5 ISA Academy Informed Consent*

Academy Authorization: [Informed Consent ISA.pdf](#)

#### *9.6 Affective Filter Compilation*

[Affective Filter Survey - Research by Montañez and Lancheros](#)

#### *9.6 Data Analysis*

Data Analysis Excel: [Data Analysis - English Speaking Skill Development with Video Creation and Affective Filter](#)