



**MÁSTER EN TECNOLOGÍAS DE LA INFORMACIÓN Y LA
COMUNICACIÓN EN LA ENSEÑANZA Y EL TRATAMIENTO DE LENGUAS**

Título de Investigación:

**EL VÍDEO-SIMULADOR EN FORMACIÓN
PROFESIONAL PARA LA MEJORA DE LA DESTREZA
ORAL EN LENGUA INGLESA**

**VIDEO-SIMULATION IN VOCATIONAL EDUCATION
TO IMPROVE ENGLISH SPEAKING SKILLS**

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1. Introduction

This investigation was inspired by Russell Stannard (2011) whose intervention in the TESOL Madrid Convention brought to light how to easily use new technologies for speaking fluency development as part of a group of Japanese students' homework.

Our study was therefore set out from the following hypothesis:

- Video-simulations aid to improve the speaking skill in English for VET.

This study, which consists of video-simulations recorded by the students, intends to achieve the following objectives:

1. To observe if video-recording activities help students build-up their confidence and develop a positive attitude towards the production of language, that is, the Speaking Skill.
2. To verify if video-simulation activities can aid VET students recall expressions and vocabulary specific to their professional contexts.
3. To test if teacher, peer and auto-evaluation help students acquire autonomy along their learning process towards improvement through critical thinking.
4. To demonstrate that video-simulation activities are possible despite the barriers that can be encountered.
5. To examine in what measure VET teachers and English teachers for VET use video-recording and video-visualizations and the benefits they imply.
6. To define the different implications of video-recording for face to face and distance learning in the English for VET classroom.

As society advances, communication and so the way languages are taught have constantly changed throughout the times, as a result of how society has evolved and its social priorities.

If we look back to the origins of Second Language Acquisition (SLA), the Grammar-Translation Method (GTM) based itself on the translation of classical texts and the memorizing of long lists of vocabulary. The purpose for learning a Second Language (SL) at that moment was the mere study and understanding of classical texts, rather than communication among speakers. In the same way, different other methodologies were created with other objectives and purposes for the learning of the SL later onwards.

However, the European Union has totally changed the notion of SLA lately. Everything has changed towards the importance of the unity and economic well-being of the EU, which measures have even become stronger due to the current economic crisis. The extreme relevance of trade exportations within the EU, make the learning of English as a communicative tool 'a must'. English is considered to be the 'lingua franca' for communication among EU countries. This has to be thus reflected in the educational programmes of our country, which is proved to be the fourth country in the EU in which less people speak English and one of the countries which has missed most export possibilities due to it (CILT, 2006).

Clear evidence of our disposition to change this can be found in how the old Vocational and Educational Training (VET) Programmes based on the Spanish Organic Law (LOE) have shifted to append the subject of English for Specific Purposes (ESP) in the new VET Programmes based on the new LOGSE law. Not only this, but the project of a new possible educational law (MEC, 2013, p.9) being recently discussed and approved, means to redirect a larger number of students towards Vocational Education before they finish their Obligatory Secondary School.

Some reasons for this may well be the high rates of unemployment in Spain which have forced a vast number of people to migrate and the clear German leadership within the EU and its need of well-trained VET workers (Alonso, 2012). Germany has planned to spend 40 million euro on the education of German language of thousands of unemployed Spaniards who may like to work there, as the language is the main barrier that stops them from looking for a job there (Efe, 2012).

What is more, there are other several EU countries like Norway, Austria, the Netherlands, Belgium, Denmark, Finland, Sweden, France and Switzerland which have low unemployment rates and are coming to Spain to hire workers (Sánchez, 2012). Therefore, the teaching of English for ESP within the VET classroom is essential to both comply with the law and open students a gate towards employment.

On the other hand, the progressive upcoming of new technologies not only to our lives, but also to education, provides us with an exceptional tool that can aid us reach our objectives. Nonetheless, even though everything mentioned previously evidences the obligatory nature of the ‘speaking skill’ acquisition, the truth is that it is sometimes difficult for teachers to expel the teaching tradition they have themselves seen in their education.

2. Theoretical Framework

2.1. CEFRL, Speaking Skills & Key Competences

In 2001 the Council of Europe constituted a document that established key criteria for the teaching, learning, and assessing of languages in Europe. That is the Common European Framework of Reference for Languages (CEFRL), which established the Communicative Methodology to be the main methodology to be used in the ESL classroom in order to acquire the Communicative Competence. According to the CEFRL (Europe, 2001, p.13), “Communicative language competence can be considered

as comprising several components: *linguistic*, *sociolinguistic* and *pragmatic*. Each of these components is postulated as comprising, in particular, knowledge and skills and know-how.” Thus, the aim is not only the linguistic acquisition, but also its pragmatic use to the different context and learning the culture insights of the language learnt. Accordingly, SL teaching should be different according to the pragmatic use students will make of it, which is clearly marked in Vocational Education and which is going to be shown in the later study.

In addition to this, other Key Competences are mentioned which ‘represent a combination of knowledge, skills and attitudes that are considered necessary for personal fulfillment and development, active citizenship; social inclusion; and employment’ (Eurydice, 2012, p.7).

The competences relevant to this study and the use of recording videos in the ESL classroom to foster the Speaking Skill are:

- The Digital Competence, which we would work through Video Creation and Video Sharing.
- The Sense of Initiative and Entrepreneurship, which is developed through the creation of students’ own dialogues and video settings, as well as the creative topics used, such as the video on students’ inventions.
- Social and Civic Competence, which is developed through group work and cooperation.
- Cultural Awareness and Expression, which is learnt through cultural aspects to be taken into account in dialogues, courtesy forms and contextual registers.
- Autonomous Learning, which is facilitated by technological tools they can use on their own outside the classroom.
- Learn to Learn, which is developed by auto and peer correction of errors when visualizing themselves speak and interact.

According to the Commissioner responsible for Education, Culture, Multilingualism and Youth, Androulla Vassiliou (Eurydice, 2012, p.3):

The European Commission has just released a Communication on Rethinking education: Investing in skills for better economic and social outcomes (1). In response to the new social, economic and technological realities, the Communication calls for renewed action to build skills for the 21st century, stimulate open and flexible learning and prioritise investment in education and training. This report has been produced in support of the Communication on Rethinking Education [...] It reviews and analyses current national policies for developing the key competences for lifelong learning (2).

The Eurydice Report (2012, p.7) also states that further emerging initiatives are needed to implement these Key Competences and ‘enhance the use of transversal competences’ such as the previously mentioned Digital, Civic and Entrepreneurship Competences. Therefore, our study regarding Video Recording in the ESL classroom would comply with the EU priorities to work on in education and would implement the previous Competences towards the students’ Communicative Competence acquisition.

As mentioned previously, the Communicative Competence was set by the CEFRL as the main competence to be achieved when learning a language, that is, the capability of speaking and interacting with other speakers in real communicative situations. Notwithstanding, Austin (1962) had already reviewed the importance of speech in context and considered both speaker and listener interaction in his *Speech Act Theory* and Juan Mayor Sanchez (1988) beheld Van der Geest, Wunderlich, Hymes and Habermas as the ancestors of the Communicative Competence as such. Alongside, when evaluating speaking, the listening skill is not evaluated as such, but it is in fact inherent in the communicative process, as students should be able to both speak and understand other people’s utterances.

In addition, the CEFRL established ‘can do’ prescriptors for teachers to evaluate students’ competence level, and what is more important and will later be further analysed, students’ self-assessment towards their autonomy in language learning.

(Table 1: Europe, 2001)

SPEAKING SELF-ASSESSMENT GRID		
	SPOKEN INTERACTION	SPOKEN PRODUCTION
A1	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can use simple phrases and sentences to describe where I live and people I know.
A2	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
B1	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
B2	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
C2	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

According to the CEFRL, the processes of ‘reception and production (oral and/or written) are obviously primary, since both are required for interaction’ (Europe, 2001, p.14). As indicated in table 1, not only spoken production or locutionary act is assessed,

but also interaction with other speakers, proper understanding and interpretation of the other speakers' message or perlocutionary act.

As a result, Language Level Examinations have been promoted in Spain lately, to help citizens account for their language level both at academic and professional level. These examinations are also available in Secondary and VET Schools every year, to promote students' language interest and awareness of how relevant can the English language be for their future careers. Followingly, table 2 and table 3 show the assessment grid at a basic A2 level with which examiners assess students' spoken level. There are two tasks that students have to perform: one is a monologue (to show his/her individual linguistic competence) and the other one is a dialogue (to show his/her interaction with another speaker in a real situation). Both tasks are assessed on Pragmatic and Linguistic Terms which are shown in table 2 and table 3 respectively. At Pragmatic Level students are assessed on which measure they accomplished the 'task', their 'fluency', 'coherence and cohesion' and 'interaction'. At Linguistic Level students are assessed on their lexicon and sentence structure 'richness', 'correction' and 'pronunciation'.

The student is required to obtain a total of a 60% in the Speaking Skill like in the other three skills assessed in the examination (Listening, Reading & Writing). The Conditional Fail can only be resorted to if the student fails only one of the four skills and fulfills further requirements such as having over 80% in the English subject of the previous year.

(Table 2: Conselleria d'Educació, 2009)

A2 EXAMINATION LEVEL ASSESSMENT GRID		
PRAGMATIC COMPETENCE IN 1) MONOLOGUE 2) DIALOGUE		
PASS 60-100%	CONDITIONAL FAIL 50-60%	FAIL 50-0%
<p>Task: despite doubts and slips, the student accomplishes the task objective. The content is relevant.</p> <p>Fluency: Pauses, doubts and reformulation can be evident.</p> <p>Coherence and cohesion: ideas are organised in a simple but clear way. It is easy to understand. The vocabulary and sentences used are simple and linked with limited or suprasegmental basic lexical elements (intonation, pauses, rhythm, accent...).</p> <p>Interaction: the student reacts and cooperates without a problem. He/she intervenes, initiates, ends the conversation and points out when he/she doesn't understand, although there is some lack of spontaneity, uses simple but appropriate sentences and strategies.</p>	<p>Interaction: the student accomplishes the task objective with some difficulties and tries to talk about most points. Some points can be irrelevant.</p> <p>Fluency: sometimes discourse is broken by long pauses to look for expressions, articulate less familiar words or correct his/her speech.</p> <p>Coherence and cohesion: it is sometimes difficult to understand due to lack of connectors or anaphoric elements or errors in their use, although in general it doesn't prevent global comprehension.</p> <p>Task: the student reacts and cooperates with some spontaneity. Intervention strategies are sometimes inappropriate.</p>	<p>Interaction: the student finds it difficult/very difficult to accomplish the task. The student deals with few main points or the ones he/she deals with are irrelevant.</p> <p>Fluency: there is no continuity due to the many pauses to look for expressions, articulate words or autocorrect him/herself. Pauses are so long he/she cannot continue speech.</p> <p>Coherence and cohesion: it is often difficult for the student to say what he/she means. Connectors' use is limited to the most basic and lineal like the repetition of 'and' many times or appealing to native language. The student makes isolated and very basic sentences. There are long silences.</p> <p>Task: Interventions are mostly monosyllabic. No control of basic interaction and cooperation strategies are shown.</p>

(Table 3: Conselleria d'Educació, 2009)

A2 EXAMINATION LEVEL ASSESSMENT GRID		
LINGUISTIC COMPETENCE IN 1) MONOLOGUE 2) DIALOGUE		
PASS 60-100%	CONDITIONAL FAIL 50-60%	FAIL 50-0%
<p>Richness: structures are brief and simple, generally memorized. Lexical recourses are quite basic and limited to concrete, colloquial and predictable.</p> <p>Correction: the student makes some systematic mistakes of structures, lexicon or pronunciation but don't prevent comprehension. There is a clear influence of the native language which doesn't prevent comprehension.</p> <p>Pronunciation: it is quite clear and comprehensible although it may need repetition. Foreign accent is evident.</p>	<p>Richness: the repertoire of structures and lexicon is quite limited, obviously memorizing or rehearsed. This may bring to be repeated to be understood.</p> <p>Correction: comprehension can sometimes require an effort due to important systematic basic structures, lexicon or pronunciation. The native language influence can make difficult part of the discourse's comprehension.</p> <p>Pronunciation: the native language influence is quite obvious, making it difficult sometimes to understand the student.</p>	<p>Richness: very often lacks of basic or lexical structures. The student uses very brief, isolated and fore-rehearsed expressions that are not natural. Communication is based in repetition, reformulation or pronunciation.</p> <p>Correction: he/she takes too much effort to be understood due to the many errors in structures, lexicon or pronunciation. The student leaves sentences incomplete.</p> <p>Pronunciation: it is very often difficult to understand due to deficient pronunciation.</p>

Furthermore, as a consequence of the great relevance of evaluating the Speaking Skill, the government decided in 2010 that the University Entrance Examination in Spain (PAU) would also assess the Speaking Skill with the English Subject Examination. Despite this, this measure was finally postponed to 2014 maybe due to the lack of time, space and difficulty in organization for the great number of students (about 17,000 according to foreseeing statistics for PAU Exam in 2012) who must take all their subjects' examinations in just three days (Decajú, 2011).

Nonetheless, the new LOMCE Educational Programme recently approved (further analysed in the next section) has abolished this centralised University Entrance Examination to pass this duty on to the Universities, which will then select students within the still vague government policies. However, a new section 6 has been added to the article 26: 'The Spanish or co-official language will only be used as a support in the SL learning process. The oral expression and comprehension will have a priority' (MEC, 2013, p.16). Hence in any case, teachers should prepare students in the ESL classroom for the clear tendency towards the acquisition of the Communicative Competence and the four skills assessment in English.

2.1.1. VET Legislation

The Educational Programmes of the Vocational Qualifications analysed consider that one subject in its programme should be taught bilingually both in Spanish and English by a professional required to have at least a B2 level competence in these languages. However, due to the scarce number of teachers available with these requirements, it is English teachers in most cases who must instruct the English language and its contextual use in a professional real situation, that is to say, English for Specific Purposes (ESP).

ESP has been defined by some as ‘the teaching [of English] for academic purposes [EAP], or for vocational or professional purposes [EVP or EPP], as opposed to EGP, English for General Knowledge and skills (Brunton, 2009; Carver, 1983; Hyland, 2006, cited in Tsao, p.128). Additional contents are basically contextual and lexical, especially due to the high amount of ‘technical vocabulary’ to be learnt. In either case, both the Vocational teacher and the English teacher lack complete confidence in both the technical and linguistic fields. We must though comply with the Educational Programmes that will shortly be detailed within ESP classroom.

The LILAMA project (IRS, 2012) studied how different organizations training in Vocational Qualifications in Italy, Spain and France applied the CEFRL in accordance with the level required as well as the training content for their specific purposes. This project remarked that only one of the organizations studied did focus on ESP, and the rest limited the educational design to generic linguistic assessment or the groups’ specific purposes. Unfortunately, this shows that we are still generally far from the EU objectives of an actual pragmatic teaching of the SL.

As mentioned previously, LOE added up in most cases the subject of English that was void in LOGSE. However, some specific LOGSE Vocational courses, such as Prevention of Professional Risks and Commerce, already offered English, probably because of their professional nature. We can discern some differences in the Vocational Educational Programmes based on LOGSE and the ones based on the new LOE. Their contents are fairly similar, although LOE programmes differentiate between ‘Spoken Production’ and ‘Spoken Interaction’ just as the CEFRL establishes.

Followingly we will detail the contents in the Educational Programmes of the Vocational Qualifications hereby studied (Conselleria d’Educació, 2013):

1) Vocational Qualifications based on LOGSE: (*Advanced VET in Prevention of Professional Risks, Intermediate VET in Commerce and Marketing*)

a) Spoken production:

- Produce spoken messages in a foreign language. Answer the phone identifying the interlocutor. Find out the reason of the call. Note down specific data to transmit it to who it may concern. Answer questions of easy solution. Ask questions in a telephone conversation.
- Simulate a conversation at a visit or an interview: introduce oneself using structures and strategic connectors (asking for clarifications, inquiring information, asking a person to repeat).
- Value the attitudes and behaviour of professionals in the foreign country in a communicative situation, from the visualization, audition or reading of an authentic document and differentiate professional characteristics of the foreign country.
- Travelling or visiting a company at foreign country of the sector, answering a proposed questionnaire, selecting corresponding options of possible behaviours in a specific professional situation.
- Participation in everyday life conversations and on professional situations.
- Glossary of socio-professional terms.
- Formal aspects (appropriate attitude towards the interlocutor in the foreign language).
- Functional aspects (participation in contextual dialogues).
- Use of frequent expressions and idioms in professional fields and basic structures of socio-professional interaction.
- Development of communicative ability using strategies at hand to familiarize with other ways of thinking and ordering reality with interpretative and spoken text production rigour.

- Socio-professional aspects: behaviour analysis of own country to foreign country in the possible professional and everyday life situations.

2) Vocational Qualifications based on LOE: (*Advanced VET in Commerce and Marketing, Advanced VET in Tour Guiding and Events Management and Intermediate VET in Business Management and Administration*)

a) Spoken production:

- Registers used in the emission of spoken messages depending on formality.
- Specific terminology of the professional activity. «False friends».
- Expressions and idioms used frequently in the professional field. Basic formulae of socio-professional interaction within the International scope.
- Grammatical resources: verbal tenses, prepositions, phrasal verbs, prepositional verbs, utterances, expressing condition and doubt, passive voice, relative clauses, indirect style and modal verbs, among others.
- Other linguistic resources: linking and preferences, suggesting, argumentations, instructions, agreements and disagreements, hypothesis and speculations, opinions and advice, persuasion and warning.
- Phonetics. Consonant and vowel sounds and their combinations and clusters.
- Linguistic markers of social relationships, courtesy norms and register differences.

b) Spoken interaction:

- Informal spontaneous conversations about everyday life and their professional field. Participation. Personal opinions. Exchange of information of personal interest.

- Resources used when planning the spoken message to facilitate communication sequence. Use of circumlocution and paraphrasing to replace linguistic needs and mechanisms to offer discourse coherence and cohesion.
- Spoken discourse and means to express what would like to be expressed. Adaptation to a situation and to the listener, adopting an appropriate register.
- Strategies to participate and maintain interaction to negotiate meanings: paratextual elements, clarify opinions, summarizing, asking or repeating with other words what has been said to confirm a mutual understanding.
- Turn-taking.
- Supporting, showing understanding and asking for clarification, among others.
- Intonation as a cohesive resource of spoken texts: use of intonation patters.

Eventually, even if not all Vocational courses have yet changed to LOE, the new LOMCE has just been approved, which will imply more changes to the future educational programmes. The reason for these changes seem to be the need to channel students towards employability and stimulate entrepreneurship, as well as avoid the high rates of school failure and dropouts in Spain shown by the PISA studies (MEC, 2013), something that is argued about school presidents, teachers as parents who believe this programme is discriminatory and will generate even more school failure and dropouts (Efe, 2013).

Among some of the changes, we may highlight the new division of the Secondary Obligatory Education into two blocks: the first block will constitute three years and the second block will be the fourth year. The latter will divert into two options: High School (academic education) or Vocational Education (applied education). This means Vocational Education will therefore gain more importance in the Spanish Educational System which will be accessed an earlier stage. Not only this, but the old Initial

Vocational courses (IVET) will now append the subject of English language that was not contemplated in the previous programme.

All these changes have come as a consequence of a European Union agreement towards an ‘economic restructuring’:

The Bruges Communiqué of December 2010 which defines the European VET strategy up to 2020, calls for an active policy to enhance the potential of VET to support smart and sustainable growth, and to turn VET across the EU into a highly attractive learning choice. [...] An effective VET system can facilitate innovation and economic restructuring. (Commission, 2012c, p.1)

In addition, the controversial Decree 74/2013 (España, 2012) on Dual Vocational Education has also recently been passed. This programme, which is now on trial in some Vocational Colleges, has been based on the German vocational model by which students study at the same time they do their work placement in a company. Contrary to the current general programme in which students take 15 months in-class training and a 3 months in-company work placement, in the Dual programme the work placement is extended and students are able to learn theoretical and practical skills in the class at the same time they put it into practice in a company straight away. This is directly linked with the need of connecting theory and praxis, principles and reality, just like it is being done with SL teaching nowadays.

2.2. Other Research on Video Creation

There has been much recent research about the benefits of video creation for the ESL classroom, although less research on its implementation for the ESP classroom, which we will deal with in our later investigation. We will hereby bring to notice some of the latest research relevant to our study.

Yasemin, K. (2011) researched on the design and implementation of a face-to-face speaking course for first year higher education Turkish students, in which one hour out of four per week was devoted to viewing and evaluating video recorded speaking tasks assigned as homework. The results confirmed through a series of video-recordings analysis and surveys that students made noticeable improvement of their oral communicative skills and that the video camera as a technological tool had a positive impact on their SLA, as well as on their critical views and evaluations of their own and their peer videos.

Watchob, Ph. (2011) goes further with his study to point out that video-recording enhances learner autonomy. He concludes that through the recording of videos inside and outside of the classroom, students are allowed the time and space to activate their critical thinking and they are closer to embrace autonomous learning. He warns however that using technology just for the fun of it does not necessary mean better SL teaching, but this must be done through a patterned and guided work before and after the videos for students to develop critical evaluation skills. He also considers that integrating the skills of reflection, evaluation, critique, listening, speaking and writing together with great motivation is a prerequisite to learner autonomy.

Moreover, Hirschel, R., Yamamoto, C., & Lee, P. (2012) carried out research on video-recording with student participants ($N=123$) of the Sojo University in Japan. Students recorded one video at the beginning of the academic course in April and another at the end of the year in December. After passing on a questionnaire to students, results appear to indicate that student videos are in direct relation with a positive effect upon students' interest, enjoyment and confidence in speaking English. Although students' perceptions were not linked to increased general English ability or ability to

interact in English, yet they reported higher scores of improvement than a control group ($N=107$), as well as the previously mentioned interest, enjoyment and confidence in speaking English.

Regarding the different tools possible to record videos, Gromik, N., & Anderson, N. (2010) stress the amazing power of cell phones with which one can, not only make conventional calls, but also record videos and voice, take pictures, write notes, compose and also listen to music, watch audio visual material, use a bilingual dictionary, send text messages...etc. Besides, unlike not so many years ago, all of us carry them everywhere and all the time with us. Their study consisted of a pre and post-test survey to 102 Japanese university students of EFL about producing in-class cell phone-based audio-visual resources. Research was conducted in the period 14 weeks, in which students were asked to record a 30-second cell phone-based video every week. Results have revealed that students gained benefits from using this technology, as students improved speech production. A final impromptu speech of 16 random students with no limit on time showed that not only could they speak longer but also increase the number of lines and words uttered.

Finally, Butler-Pascoe, M. E. (2009) highlights how much technology can facilitate the teaching of ESP and presents countless tools/resources and models of their implementation in the ESP classroom. The study examines two ESP courses (construction and tourism) that reflect the attributes and principles of technology-enhanced ESP teaching. Nevertheless, there seems to be no specific research on the benefits of video-recording for Vocational courses and ESP, as we will tackle in our study.

2.3. Barriers in the classroom

In this section we will briefly explore the different barriers that can be encountered when teaching the Speaking Skill in the classroom through ICT, which will be further on dealt with and fathomed in our study.

Firstly we will focus on the barriers to the teaching of the *Speaking Skill*:

- Degree of exposure to L2

According to the European Commission the clearest differences between educational systems were found in the informal language learning opportunities through media. Five educational systems use dubbing (or voice-over), whereas half of the educational systems use only subtitles (NQ) on television and in movies (Commission, 2012a, p.67).

More specifically Spain is a country in which there is barely no exposure, apart from music, to the English language. Relatively low means are found for the TL2 of Spain, Estonia, France, the Netherlands, Poland and Sweden.

Therefore, if students are not exposed to the language outside of the classroom, there is no real need to use it for any purpose. The more students are exposed to a language, the more confident they will be with the reception and use of the language. Thus, the classroom (2 or 3 hours per week) is the only space and moment in which students can be exposed to L2.

Nonetheless, as mentioned previously, it is sometimes difficult for teachers to expel the teaching tradition they have themselves seen in their education. Even if the law and the CEFRL express that the four skills must be taught and assessed some teachers (though each time fewer) do so. Although it is true there are many other restrictions and

barriers, that we will mention, and teachers often find themselves with no support from the government or society, putting the Speaking Skill aside cannot be tolerated.

Consequently, curricula in a dozen countries or regions within countries recommend teachers to put more emphasis on oral skills (i.e. listening and speaking skills) in foreign language teaching to younger pupils (Eurostat, 2012). In fact, in most educational systems most emphasis is placed on the Speaking Skill, which is perceived by students as the 2nd most difficult skill following the Writing Skill (Commission, 2012a, p.30). This seems quite obvious, as both Writing and Speaking are production skills, whereas Reading (perceived as the easiest) and Listening are reception skills.

- Number of students

According to Eurostat (2012) maximum class size norms vary quite substantially between countries in the EU, ranging from 33 pupils in the United Kingdom (Scotland) to 17 in Slovakia.

In Spain, the growing numbers of students in the classroom, which due to the crisis have increased to 36 students per classroom, make it a lot more difficult for the teacher to take control and really make sure that students are using the SL. This may be especially in Intermediate Vocational Training Courses in which most of the students are 16-18 years old and are more playful and get easily distracted. However, motivating activities together with knowing they will also be assessed on the Speaking Skill is usually a good motivation. The number of students in VET will not be a problem as we will further on show in detail.

Allegedly, teaching speaking requires special and individual attention and care. Too large a number of students in one class also make it difficult to assess the Speaking Skill, as a speaking exam in class could take a very long time, as well as any other speaking activity.

- **Heterogeneity in the English for VET classroom**

Heterogeneity in the ESL classroom is common, as it is very difficult that all students have the same levels and characteristics in the same class. However, heterogeneity in the VET classroom is extreme, especially in Advanced VET courses in which most of the students have studied High School. This implies that some of them have a high school level of English. Nevertheless, many of them studied it long ago and may have forgotten quite a lot, or some of them have never even studied English, but French, so they start learning English from scratch. Thus, we have high school level students mixed with students with no knowledge of English at all. This makes it difficult for the teacher, who must start teaching from the very basics of the language and go through them quickly, and must select activities in which both high level (B1) and basic level students (A1) can develop at their own levels. It is extremely hard for basic level students though, who must acquire a B1 level in only 2 years, and in the case of students studying the Advanced VET in Prevention of Professional Risks, who must acquire it in just 1 year. If we compare this with the Official Language School in Spain, they settled 4 years before the B1 level acquisition, which reflects the big difference and the huge effort many students must make. Therefore, video-recording can be an exceptional activity for motivating students and activating their language production, as well as building their confidence in language learning. On the other hand, Intermediate VET students usually have lower levels of English (A1-A2) as some of them have finished the last year of Secondary Obligatory School (4th of ESO) but some of them even haven't, so the gap is usually not very big among them.

Finally, just mention the non-correspondence between LOE and CEFRL regarding the levels to be acquired by students at the end of High School, as LOE states students will acquire an A2 level by the end of High School (2nd of Bachillerato), whereas in reality they are being taught structures up to a B2 level in order to be prepared for their

University entrance examination. In turn, the PIALE programme (*Programa Integral de Aprendizaje de Lenguas Extranjeras*) (2010-2020) aims that students finishing High School acquire a B1 level and that students finishing Secondary Obligatory School acquire an A2 level (Solaz, 2013), which is more in concordance with what is being taught in reality. Therefore, this should be revised and further analysed and researched.

- Time

According to Eurostat (2012) the time allocated to foreign languages as a proportion of the total taught time does not generally exceed 10% in the countries which determine the number of hours at central level.

Although the new possible educational law LOMCE would increase the hours of study of compulsory subjects (English, maths and science), yet it is complicated to cover the curriculum contents in the classroom and have time to experiment and delight in the use of new technologies and innovative activities. The pressure will even be greater as students will have to pass a new set exam similar to the English GSCE after 3rd of ESO, which may mean devoting more time to Grammar Competence and the Writing and Reading Skills which will be assessed.

- Lack of English Manuals for specific Vocational Courses

Some Vocational Training Courses which have a bigger number of students, or that by their professional nature English is more needed and used (like commerce or tourism), do have very complete specific manuals of ESP that train the four skills.

Notwithstanding, the vast number of VET courses do not have an ESP manual to the detriment of the students learning (Prevention of Professional Risks, Mechanical Manufacturing, Electricity, Robotics...). They do exist for higher levels, which may mostly be applied to university level students. But they do not exist for A1-A2 levels as

publishing companies state it is not worth it for the little amount of students. Just like Brunton (2009) stated 'ESP is generally designed for intermediate or advanced students', with which we may disagree, as low level students should also be able to acquire a low level competence in specific vocabulary and ESP just like in EGP. Even though some VET Courses like Mechanical Manufacturing and Electrical Installations have all of a sudden increased enormously in student numbers, yet they need to use general English manuals or a general manual of Technologies because of the non-existence of specific manuals to those VET courses.

Therefore, students will not be able to work on specific professional future situations that will help them in their professional future. Even, some of the specific manuals have also been written by specialists in the matter and not by or with the aid of a language specialist. Thus, they many times totally disregard some skills like the Speaking and the Listening Skills and will only focus on the Grammar Competence and the Writing and the Reading Skill.

Secondly, we can also call attention to these barriers to the *use of ICT* in the classroom:

- **Lack of Teachers' and Students' Expertise**

Teachers generally like feeling in control of the classroom and tend to like being the Almighty, whereas in reality it is the students who should take most active part and teachers be set aside just for guidance. Many times teachers avoid using and experiment with new tools or new activities. It is the fear of not knowing quite well about technology and the fear of losing control that stops them from innovating and making their classes more motivating.

Research by Eurostat (2012) shows that, in most of the countries or regions within countries, participating in the European Survey of Language Competence ICT is not regularly used during language lessons according to students. Teachers seem to use ICT for their teaching mostly outside of the classroom, but they less frequently use it during lessons and they don't often use web content for their classes. As for students, they seem to use ICT outside class for several purposes but less often for TL homework.

Anyhow, things are changing little by little and there are each time more teachers ready to learn about new technologies and incorporate them to their classes. In the same way, each time students are more familiar with new technologies, often, even more than teachers are. So students can often be a great aid for teachers. Most students now grow up surrounded by this technology which is so new to us. They are the so called 'digital natives'. It is true that there are still some students who don't have a computer or internet access at home, but it is becoming the exception and it easy to contemplate this as we will show in our study results.

- Lack of Technological Means

It is quite shocking though, that in a world in which new technologies are getting to be so important, and where it is very common most people have a computer and internet access at home, educational institutions are still not well-equipped technologically speaking.

Considerable differences were found between educational systems regarding the presence of a multimedia lab (PQ) in schools (from less than 25% to more than 45% of the schools) and the presence of a virtual learning environment (PQ) (from less than 10% to over 45% of the schools). The availability of software for language assessment and language teaching (PQ) is, however, overall quite low. (Commission, 2012a, p.55)

This may even worsen due to the economic crisis, as Brussels has already warned Spain and other EU countries that by cutting educational budgets they are risking their future economic growth and competitiveness (Agencias, 2012).

2.4. ESP & the Vocabulary Competence

Firstly, we may differentiate and point out some differences between CLIL and ESP, which are fairly similar bearing in mind both use the TL in order to teach or learn non-linguistic contents. According to Bruton, L. & Woźniak, M. (2013) ESP students' profile is often professional or post graduate and language tends to be perceived as a tool for expressing what students already know, whereas in CLIL students would merely learn new and unknown contents. We could add to this, though, that CLIL is basically used in EGP to change students from a linguistic focus into a non-linguistic and more motivational focus. Contrary to this, ESP is a complement to EGP. ESP is a lot more specific about the English in use in a specific professional sector, and therefore, it is extremely important that the needs of students and their sector are analysed before course design.

What specially differences ESP from EGP is the specific vocabulary and expressions or jargon which are only known by a specific professional sector, and which derives in the extreme importance of the Vocabulary Competence. We may follow with a quote by David Wilkins (1972): "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." This quote clearly expresses the importance of the Vocabulary Competence in SLA. To achieve the Communicative Competence, accuracy is not as relevant as fluency and the ability of interaction and producing speech.

In addition, the European Commission (2012a, p.59) also states that of the three linguistic competences (Vocabulary, Grammar, Pronunciation), most emphasis is reported to be placed on Vocabulary in all educational systems.

Moreover, according to Shejbalová, D. (2006, p.10) the process of learning vocabulary is primarily the ability to recall the word and recognize it in spoken and written form. We could add to this the importance of recalling the word in a specific context, something that will be worked on in our study.

Consequently, researchers distinguish between three types of memory: short-term (up to a few seconds), working (up to 20 seconds) and long-term memory (durable over time) (Thornbury, 2002, p.11, cited in Shejbalová). Thornbury listed a number of principles that have to be followed in order to move new materials into long-term memory: repetition and retrieval, spacing in time, pacing to adapt to learners, use into context, cognitive depth, personal organizing through conversation and role-play activities, imaging and mnemonics, and conscious attention. Our study will also further demonstrate that all these principles are reinforced through the recording of videos in the ESL classroom.

If all this applies to English for General Purposes (EGP), it seems clear that vocabulary is even more significant to ESP and any professional field. Hutchinson and Waters (1987, cited in Tsao) defined ESP as ‘an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning’ (p. 19). Thus, in order to verge upon VET students’ needs, implementing ESP and strategies to recall vocabulary in specific contexts will be extremely noteworthy for their professional future.

Whence, we could highlight the special importance of one of the principles listed before: use in a specific context. This is the so called ‘use it or lose it’ principle. Most

research data note down to strategies of acquisition and recalling of vocabulary through visual aid and motivational activities among others. However, it is by activating vocabulary and by producing language (writing and speaking) more than by receiving the language (reading and listening) that students can remember vocabulary better and move it to their long-term memory. Therefore, activities of language production are decisive for ESP learning.

On the other hand, vocabulary should not only be learnt in specific contexts due to contextual power to making students recall lexicon, but also because the meaning of the vocabulary specific to Vocational Training courses may differ from the meaning in EGP. However, it is also true that very often technical words related with the students' vocational fields are Latinate words, so it may often be easy for students to understand their meanings.

Actually, Akbari, Z. (2011) demonstrated with her study of vocabulary learning in the context of medical sciences that students tested through the reading of ESP books could understand the essence of texts even though they had difficulties in understanding all words, since they have already acquired the necessary concepts in their L1.

Through Akbari's study, the students tested learnt some Vocabulary Learning Strategies (VLSs) like inferring words' meanings through context and assigning words SL synonyms, which they were not using before as they preferred to look for L1 synonyms in bilingual dictionaries. Memorisation seemed to be the easiest and quickest way for students to learn the meaning of new words, however this only lead to short-term memorisation, meaning that contextualizing those words and activating them is what really moves the lexicon to the long-term memory.

Finally, just like McCarthy (1990:12) claims, 'in vocabulary teaching there is a high importance of collocation'. Student should thus go beyond the word and pay attention to

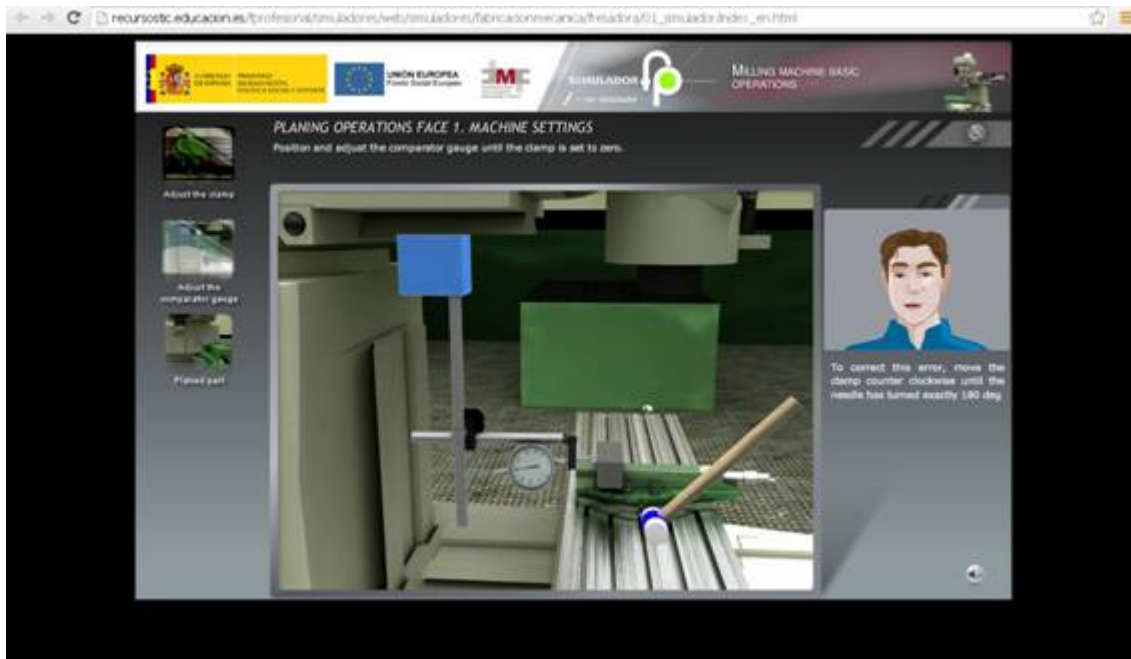
the phrase, clause, sentence, and even the paragraph in which the word is located (cited in Akbari). This is directly linked to the importance of learning set sentences and expressions that students can use in specific contexts, which can help them economise and be more confident when producing oral utterances in a given professional situation.

2.5. VET & Professional Simulations

According to Álvarez, A., Hamann, M. & Rico, V. (2010) there are 3 types of simulators: for research, for entertainment and for learning. Although we will focus on the later, we can also observe they all share the following characteristics:

- They try to imitate real life situations or mechanisms (in VET they are professional real situations).
- There is a specific task-objective to be accomplished (often a problem to solve) by the user (in VET the purpose is to accomplish a specific professional task).
- They interact with the user/learner and their correct/incorrect response may produce alterations.

With the purpose of approaching professional situations, Enrique Palacios and Lucas López (2010) have designed nine different Vocational Training Simulators for different Vocational Training courses (made available to the public by the Spanish Ministry of Education). These simulators can be played in 6 different languages, including Spanish and English, which can also be extremely helpful and useful for ESP purposes.



(Capture 1: Mechanical Manufacturing Simulator in English - Lucas López, 2010)

These simulators are basically games that represent real life professional situations. The game component is highly motivational adding to the lack of risks of failure in real situations. Not only children, but adults also like playing, and bringing games into the classroom totally changes the traditional class. Besides, the classroom with desks and a blackboard does not resemble at all the real professional settings and working atmosphere, something that simulators can easily do.

Among the diverse advantages that professional simulations have, García A. (2012) mentions the following:

- Better vocational training is achieved through the practice of real future professional contexts, which subsequently means more competence in the labour market.
- Students learn to take decisions and solve in-coming problems.
- Simulators apply the contents studied in class, so they are the perfect complement to acquired in-class training.

- They also help students get familiarised with new technologies both for the class and other fields.
- Simulators can be accessed anywhere and anytime wished.
- They provide with the possibility of experimenting without running any risks, enabling them of making mistakes and repeat actions until getting a good result.

Not only this, but most universities in the USA are currently using simulators to make sure their students are acquiring the best skills and advanced academic training. A good example is the Registry of Cardiovascular Specialists and Assistants (RCS), a public, non-profit company that develops a challenging certification for cardiovascular professionals, and has lately incorporated Sionix ANGIO Mentor Simulator to its Educational Curriculum (PRNewswire, 2013).

What is more, the Serious Games Initiative (Scholars, 2013) focused partly on projects involving the use of games in education, training, health, and public policy. Funded at the Woodrow Wilson Center for International Scholars in Washington D.C, they began researching in 2002 to then design several types of Serious Games and to obtain numerous awards. Over the last several years such projects have begun to emerge as an important outgrowth of the gaming industry. The number of non-entertainment games under development is rapidly increasing.

However new this all may seem, computer simulation developed hand-in-hand with the rapid growth of the computer, following its first large-scale deployment during the Manhattan Project in World War II to model the process of nuclear detonation. In the 1960s and 1970s it started being used for language learning through the Computer

Assisted Language Learning (CALL), which has developed a wide range of ICT applications and approaches to teaching and learning foreign languages, from the "traditional" drill-and-practice programs that characterised CALL to more recent manifestations of CALL, e.g. as used in a virtual learning environment and Web-based distance learning.

As mentioned in the previous section, ESP is essential for Vocational Training, as SL teaching should adapt to learners needs. Alike computer simulations, our study intends to bring real life professional contexts to the SL classroom by using video-recording tools. Through reproducing the professional settings and/or using props and the acting out of dialogued roles, students will be able to experience those situations in advance and acquire the necessary competences, speaking and problem-solving skills to respond to those real professional situations.

2.5.1. Face to face & Distance Learning. Characteristics for Video-simulations

As we will study the use of video-simulation activities in both Face to Face Learning and Distance Learning, taking into account their educational characteristics is essential for determining different methodological implications, as will be later on expose in the results. Followingly are therefore detailed the differences and similarities of these two educational means of instruction (table 4).

The study done by De Freitas, S. & Roberts, G. P. (2011) in which they analysed if e-learning materials for both face and distance learning can support the same quality and quantity of teaching and learning, positively confirmed their hypothesis that distance e- learning can maintain or increase the quality and quantity of teaching.

Therefore, that distance learning students are not obliged to attend class can be no excuse for training and assessing the Speaking Skill in the same way face to face

students are. In this case, we will later analyse how video-recordings can help and the differences in their classroom implementation.

(Table 4: Face to Face & Distance Learning differences)

		Face to Face Learning	Distance Learning
Similarities		All skills and competences must be learnt and assessed, including the Speaking Skill. Real time education.	
Differences	Time and Space	The time and space is established by the educational institution. Need to commute, higher cost. Personal treatment and attachment.	Education adapts to time and space of learner. No need to commute, low-cost. Also facilitates some physical collective and individual classes. More personalised attention in class. Easier to share documents and information. Information can be very updated thanks to the internet.
	Activities	Guided in-class learning at a given pace. Students can also do speaking activities in class.	Autonomous learning at a given pace. As students cannot come to class, they cannot do other speaking activities with partners.
	Students	Students know each other, which facilitates cooperative work. Students are younger, mostly teenagers (from 16 up to 25 years old). Very few students work and study at the same time.	Students may not know each other as they generally don't come to class. Students are older, mostly adults (25 up to 60 years old). Most students work and study at the same time.
	Assessment	Video recordings are shared in the classroom with peer students (teacher, peer and self-assessment).	Video recordings are not shared in the classroom (teacher and self-assessment).

2.6. Error Treatment in SLA

'It was not until the 1970s that EA [Error Analysis] became a recognized part of applied linguistics, a development that owed much to the work of Corder' (Ellis, 1994:48). Stephen Pit Corder established EA in the 1960s, in opposition to the behaviourist Contrastive Analysis (CA). The latter intended to predict learners' errors in SLA by contrasting both the learners' L1 and L2. However, many mistakes could not be predicted with a simple comparison of similarities and differences between both languages. On the other hand, Corder introduced a new term called 'interlanguage' (IL)

which referred to the process and middle point of language acquisition between L1 and L2. According to Corder, learners' should learn L2 through a series of hypothesis that they will test to finally find the right linguistic form. That is, the teacher should be a facilitator and should not tell learners L2 rules directly, but should let them infer, explore and find the rules for themselves so that learners get each time closer to L2.

Nonetheless, both EA and CA falter in methodological procedures. They seek to understand how errors work and develop through the L2 learning process, but they fail to analyse errors in the reception of messages and contextual meaning. On this side, pragmatics studies how the transmission of meaning depends not only on structural and linguistic knowledge of the speaker and listener, but also on the context of the utterance. Therefore, context and speakers' meaning agreements as well as coherent speech have been worked on and assessed in our study.

Moreover, we should point out the difference between error correction in L1 and L2. Krashen S. D. (1981) already made a difference between language 'acquisition' and 'learning'. According to Krashen, adults do not lose the 'acquisition' capabilities for L2 that children have for L1 acquisition, and states that explicit error correction has no effect.

This can be seen in a recent study by Solaz, E. (2013). She compared and analysed written compositions of students in lower and upper Secondary school levels in several schools. The study concluded that the patterns of basic errors seem to be very similar in both stages and learners need time to internalize and discover L2 rules. That means, even if students in higher level courses used more complex vocabulary, basic mistakes made in earlier stages were still being made. Therefore, in the same way writing is an active process of skill development and gradual elimination of errors as the learner internalizes the language (McLaughlin, 1988, cited in Solaz), speaking is so too.

Another specific distinction EA made was that between ‘error’ (in competence) used for SLA and ‘mistake’ (in performance) for L1 acquisition. Therefore, we will use the term ‘error’ all throughout our dissertation.

2.6.1. Teacher, peer & self-correction of errors

The most important to our study, however, is not mere error analysis but classroom implications and how ‘corrective feedback’ (CF) is accomplished. Chaudron (1977) defines CF as the ‘teacher reaction that transforms, disapproves or demands improvement of the learner utterance’.

Lyster and Ranta (1997) investigated CF and learners’ oral responses to feedback. After recording 100 hours of classroom activities, they classified teachers’ responses to learners’ incorrect utterances into six categories: explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition.

Consequently, explicit teacher correction is not the only and best type of feedback. In fact, it is implicit feedback that makes learners reflect on their learning and that is more effective. In our study, collective and peer assessment was used in order for students to learn from others’ errors, as well as self-correction which is a lot more effective.

Teacher, peer and self-correction of errors complement each other and together constitute a solid filter for errors in SLA. In our study, after visualizing students’ videos together, the teacher can guide students, who will collectively assess the videos by checking the list of items in the rubric previously seen. But peer assessment alone is also not enough. Just like it is said about everyday life, often one cannot avoid mistakes when others point at it, but it is only through personal experience that one can realize and amend those mistakes.

Hagège, C. (1999) also points out the importance of self-correction and stresses its efficiency especially with young children, something that we will argue in our later study when seeing the differences in age. He comments that the greater the cooperation among them, the less aggressive and intimidating the corrections are. He also adds how harmful can be for learners to treat errors as if they were ‘diseases or pathological situations which must be eliminated’. Errors have to be discerned, firstly by the teacher and then by the students, as a positive and natural occurrence in SLA. Hence like Alexander Pope said ‘to err is human’ and ‘the greatest mistake you can make in life is to be continually fearing you will make one’ (cited in Hubbard, 1927). Again, in the same way in everyday life those who have been exposed to barriers in life that they have overcome, will be the strongest and will learn from those experiences and gain strategies, in order to overcome future barriers. This is also linked to the competence mentioned before of ‘learning to learn’ and leading learners towards their ‘learning autonomy’ that the CEFRL emphasises in L2 teaching.

On the other hand, a good modeling previous to the actual activity to be assessed is also extremely important. Ohta (2001) notes that if a correct form is provided learners will be able to compare their performance to that of the previous model, which may in turn stimulate hypothesis testing and infer form-meaning relationships. Hence, the significance of a good model to be displayed.

3. Method

3.1. Methodological Procedures and Instruments

Firstly, according to the subject of study and the period of time we will follow a cross-sectional method, taking into account that our study will focus on two different representative subsets (a group of face to face VET students and a group of distance

learning VET students) at different specific time (2011-2012 and 2012-2013 respectively). A longitudinal study with the same group of students is sometimes difficult in state schools in Spain, due to the possible constant movements of the researcher from one college to another.

Moreover, the research will constitute a quantitative and qualitative procedural triangulation on the one hand, and the triangulation of information resources (VC1 and VC2) on the other. According to Pino (2009) ‘the larger and more plurimethodological a research is, the more possibilities one has to get to know the different dimensions of a reality always complex and uncoverable’. Thus, research will be mixed and the variables used will be both experimental and descriptive. The degree of abstraction will be applied and the degree of generalization will be the action.

Quantitative research will be done through closed-ended questions to analyse the statistical data extracted from students’ perception of video-simulation activities on three axes: their learning of the speaking skill, the realization of videos and their evaluation. As mentioned previously, teachers’ use of video-simulation and video-visualisation as well as their perception will be also analysed. In turn, qualitative research will be done through open-ended questions within those questionnaires, in order to acquire a more faithful and descriptive answer.

The instrument used for this investigation has been the ‘questionnaire’ which has been designed ‘ad hoc’ to analyse: 1) mainly students’ perception in VC1 and VC2 of their own learning process in speaking skills through the recording of videos; 2) the use of video-recording and video-visualising by other VET teachers and English teachers for VET in VC1 and VC2. That is, 6 questionnaires to 6 groups (2 groups of students and 2 groups of VET teachers and 2 groups of English teachers for VET) (appendix).

The *questionnaire* for *students studying face to face in VC1* is composed of 42 questions of which 35 are closed-ended questions in order to make it easier for students to answer (27 dichotomous, 5 multiple choice, 2 Likert scale and 1 multiple answer) and 7 are open-ended questions, in order to get to know better some of their opinions.

The *questionnaire* for *distance learning students in VC2* is composed of 46 questions (the same as for VC1 but with some variations) of which 10 are leading questions due to the fact that some students didn't record videos. In turn, 34 are closed-ended questions (18 dichotomous, 8 multiple choice, 5 Likert scale, 2 multiple answer and 1 rank-order scale) and 12 are open-ended questions, in order to get to know better some of their opinions.

The *questionnaire* for *VET teachers in VC1* is composed of 28 questions of which 21 are closed-ended (10 dichotomous, 8 multiple answer, 2 multiple choice and 1 rank-order scale) and 7 are open-ended questions (4 completely unstructured and 3 contingency questions).

The *questionnaire* for *VET teachers in VC2* is composed of 30 questions (the same as for VC1 but adding and changing a few questions more related to distance learning and distance simulations). Thus, 28 of the questions are closed-ended questions, 1 of which is a leading question addressed only to distance learning teachers, (11 dichotomous, 8 multiple answer, 2 multiple choice and 1 rank-order scale) and 8 are open-ended questions (4 completely unstructured and 4 contingency questions).

The *questionnaire* for *English teachers for VET in VC1* is composed of 30 questions of which 23 are closed-ended questions (12 multiple answer, 9 dichotomous, 1 multiple choice, and 1 rank-order scale) and 7 are open-ended questions (5 completely unstructured and 2 contingency questions).

The questionnaire for *English teachers for VET in VC2* is composed of 37 questions (the same as the one passed on to English teachers in VC1 but changing and adding some questions related to distance learning and other relevant data). Thus, there are 28 closed-ended questions of which 3 are leading questions related with distance learning education (12 dichotomous, 14 multiple answer, 1 multiple choice and 1 rank-order scale) and 9 are open-ended questions (6 completely unstructured and 3 contingency questions).

As we previously mentioned in the theoretical part, our study set out from the following hypothesis: ‘Video-simulations aid to improve the speaking skill in English for VET’. After having done background research on the relevant matter, some of the objectives of our study were outlined like:

1. To observe if video-recording activities help students build-up their confidence and develop a positive attitude towards the production of language, that is, the Speaking Skill.
2. To verify if video-simulation activities can aid VET students recall expressions and vocabulary specific to their professional contexts.
3. To test if teacher, peer and auto-evaluation help students acquire autonomy along their learning process towards improvement through critical thinking.
4. To demonstrate that video-simulation activities are possible despite the barriers that can be encountered.
5. To examine in what measure VET teachers and English teachers for VET use video-recording and video-visualizations and the benefits they imply.

Then, the questionnaires for students in VC1 (academic year 2011-2012) were designed and the video-simulations were worked in the classroom for students to work on them independently outside class as homework. At the end of each evaluation students handed in their videos and they were visualized in the classroom, and further analysed and evaluated in cooperation with their peers. At the end of the academic course 2011-2012, data collection through paper questionnaires to students and teachers was done effective in order to analyse their perceptions and opinions. Then, answers were further analysed through the programme Microsoft Excel to obtain statistical percentages and representative graphs.

Followingly, the academic course 2012-2013 (VC2) brought with it a new idea, which was testing similar videos with distance learning students taking into account the difference in instruction and students' profile. Surprisingly enough, this brought a new insight of video-recording as many differences were found to implement videos in face to face and distance learning education. Therefore, a new objective was set:

6. To define the different implications of video-recording for face to face and distance learning in the English for VET classroom.

In the same way, at the end of the academic course 2012-2013, questionnaires were passed on to students and teachers to analyse their perceptions and opinions, however analysis this time was done through a tool that Google Drive offers to make online questionnaires that automatically make statistics out of the answers. The reason was the discovery of this new tool, which saved this study a lot of input-data time. However, the comparative data analysis to bring our results had to be done again with Excel as well as the graphs shown in our study.

3.2. Context

Vocational College 1 (VC1)

It is a State Vocational College in a town in the province of Valencia. It offers the following Vocational Training courses of 2 of the 3 Vocational Levels recognized by the European Union:

(Table 5: VC1 VET Courses' Offer)

	Intermediate Vocational Training (Level 2)	Intermediate Vocational Training (Level 3)
Department of IT	<ul style="list-style-type: none"> • Microcomputer Systems & Networks. 	<ul style="list-style-type: none"> • Web Application Development. (+D) <ul style="list-style-type: none"> - Multiplatform Application Development. (+D) - Network Computer Systems Administration.
Department of Tourism		<ul style="list-style-type: none"> • Travel Agencies & Events Management. • Tourist Accommodation Management. • Guide, Information and Tourist Assistance.
Department of Marketing	<ul style="list-style-type: none"> • Commerce. 	<ul style="list-style-type: none"> • Marketing & Commercial Management. • International Commerce.
Department of Administration	<ul style="list-style-type: none"> • Administrative Management. (+D) 	<ul style="list-style-type: none"> • Administration & Finances.
Department of Health	<ul style="list-style-type: none"> • Medical-care Assistant. (+D) 	<ul style="list-style-type: none"> • Clinical Analysis Laboratory.
Department of Optics		<ul style="list-style-type: none"> • Corrective Lenses Optics.

This Vocational College is 'Integrated' which means that it also offers training courses for the unemployed through the Spanish Unemployment Agency, as well as courses for companies who wish to further train their workers. This means this Vocational College stands out as highly specialized technically.

Vocational College 2 (VC2)

It is a State Vocational College in the city of Valencia. It offers the following Vocational Training course of the 3 Vocational Levels recognized by the European Union:

(Table 6: VC2 VET Courses' Offer)

	IPOP Initial Professional Qualification Programme (Level 1)	Intermediate Vocational Training (Level 2)	Intermediate Vocational Training (Level 3)
Department of Electricity & Electronics	<ul style="list-style-type: none"> • Auxiliary Operations in the Assembly of Electric Networks. • Auxiliary Operations in the Assembly of Electrotechnical Networks & Telecommunications of Buildings. 	<ul style="list-style-type: none"> • Electronic Equipment of Consumption. • Electric and Automatic Installations. 	<ul style="list-style-type: none"> • Development of Electronic Products. • Automatic Systems of Regulation & Control. • Industrial Robotics & Automation. (+D)
Department of Mechanical Manufacturing	<ul style="list-style-type: none"> • Auxiliary Operations in Mechanical Manufacturing. 	<ul style="list-style-type: none"> • Machining. 	<ul style="list-style-type: none"> • Design in Mechanical Manufacturing. • Production Programming in Mechanical Manufacturing.
Department of Chemistry	<ul style="list-style-type: none"> • Auxiliary Operations & Storage in Industries & Chemical Laboratories. 	<ul style="list-style-type: none"> • Laboratory. 	<ul style="list-style-type: none"> • Laboratory of Analysis & Quality Control. • Environmental Chemistry.
Department of Administration	<ul style="list-style-type: none"> • Auxiliary Operations of Administrative & General Services. 	<ul style="list-style-type: none"> • Administrative Management. 	<ul style="list-style-type: none"> • Secretarial Studies. • Administration & Finances.
Department of Building & Civil Works			<ul style="list-style-type: none"> • Development of Urban Projects & Topographic Operations. (+D) • Development & Application of Construction Projects.
Department of Maintenance			<ul style="list-style-type: none"> • Prevention of Professional Risks. (+D)

Like VC1, VC2 is also an 'Integrated' Vocational College which involves it is highly specialized technically.

Vocational Training offer and demand in Spain has greatly amplified in the last years and it is still doing so. In 1999 there were 2,285 Vocational Colleges and one year later this figure went up to 2,488 (MEC, 2001). Moreover, in 2011 there were 610,860 VET students and 85,618 IPQP students who registered to study VET Education, which also increased to 32,286 (5.6%) and 5,610 (7%) respectively from 2010 (MEC, 2011). This can also be seen in the statistics of VC1 and VC2. VC1 has increased the total number of official students from 650 in 1991 to 940 in 2011. In VC2 the total number of official students expanded from 472 in 2012 to 822 in 2013 which means almost twice the number in only one year.

Despite this clear increment and 32% of students in Spain studying Vocational Training and the number still increasing, VET offer in Spain is still far from the 58% of VET students of European average. This is thus reflected in the future educational legislation reforms like LOMCE, through introducing IVET into the 4th year of Obligatory Secondary School in order to persuade more students to study a Vocational Training. In 2011 there were 4,664,859 Spanish citizens with VET Qualifications however they would need to get increased in 5,489,642 more until 2020 (MEC, 2011). The main reason for this is 20% of job offers are addressed to Vocational Technicians, which makes it extremely relevant in our current economic situation with very high rates of unemployment (2011). Even further, the EU indicates that in 2020 85% of jobs will be for the same educational level of a Vocational Training, which shows why VET Education must be boosted.

Hence, VET Education offer has raised in most Vocational sectors just like table 7 shows (Adecco, 2012). Moreover, the Vocational Training sectors with which we have worked in this study (highlighted) have all increased in number of offer (Commerce,

Maintenance & Services). In turn, the Valencian Community is the 6th county out of 18 that provides with more VET Education offer.

(Table 7: Adecco, 2012)

VET DISTRIBUTION BY SECTORS IN SPAIN				
SECTOR	#	VET OFFER 2011	VET OFFER 2010	#
Industry	1	9,62%	8,30%	3
Electronics	2	9,16%	9,29%	1
Machining	3	8,16%	9,09%	2
Food Industry	4	5,70%	5,55%	5
Automotive Industry	5	5,35%	6,87%	4
Commerce	6	5,23%	3,15%	11
Information Technology	7	4,82%	3,05%	13
Telecommunications	8	4,66%	5,13%	6
Metallurgy	9	4,15%	4,10%	7
Hotel Industry	10	3,85%	2,96%	14
Energy Resources	11	3,47%	3,98%	8
Maintenance	12	3,33%	3,24%	10
Services	13	3,11%	2,38%	15
Construction	14	2,88%	3,35%	9
Pharmacy & Chemistry	15	2,76%	3,07%	12

Also, the implementing Law of the 20th of July, 2009 44 of the Regional Education Ministry meant to boost alternating the VET learning and working through distance learning in VET Education. Both VC1 and VC2 offer some of their VET courses in distance learning form, just like other VET Colleges in Spain.

Therefore, this all shows that the present study can be extrapolated to many other groups in Spain of VET Education.

3.3. Sample

After briefly describing the background of both Vocational Colleges, we will move on to specify the sample groups object of our study in the following tables:

(Table 8: VC1 students' sample)

VC1 Face to Face Students							
Professional Field		Total #	Males	Females	Ages	Average Age	Work
Intermediate VET	in Commerce	16	10	6	16-21	18	1
	in Business Administration & Management	12	2	10	16-26	18,16	2
Advanced VET	in Commerce & Marketing	9	5	4	18-24	18,13	0
TOTAL		37	17	20			3 (8.1%)

(Table 9: VC2 students' sample)

VC2 Distance Learning Students						
Professional Field		Total #	Males	Females	Ages	Work
Advanced VET	in Prevention of Professional Risks	25	13	12	18-27 (16%)	16 (64%)
					28-37 (32%)	
					38-47 (32%)	
					+47 (20%)	

As the tables 8 and 9 show, most students in VC1 and VC2 are over 18 years old. The difference in age between Intermediate and Advanced VET doesn't necessarily have to be so big. This may depend on the professional field, as in VC1 students in Intermediate and Advanced VET differ little in age. There is an obvious academic difference as Advanced VET students have to have a High School certificate or pass an entrance examination which makes them as a result be older in age.

But recently, the economic crisis has made a lot of unemployed people come back to study, so the average age is incrementing in both Intermediate and Advanced VET,

especially in professional fields with more current career opportunities like Mechanical Manufacturing and Mechatronics.

However, the Vocational Courses of our sample do show that students in both Intermediate and Advanced VET are teenagers 16-19 and young adults 20-26 in VC1 with only 8.1% working while studying.

Nevertheless, the students in VC2 differ greatly in age with students in VC1, with 64% of them being middle-aged (28-47 years old), not only because it is an Advanced VET but also because it is Distance Learning, which implies most students cannot attend class and chose therefore to study in the distance. This Advanced VET in Prevention of Professional Risks is also quite special because the profile of students is mostly people working in the building sector or maintenance who would like to step up in their jobs. 64% of them are working (still low due to the economic crisis and many people having lost their job, especially in the building sector). All these great differences will be determining for the implementation of video-recordings and our study development and results, as it will be shown further on.

Moreover, as it can be seen our students' sample will be a total of 62 which may seem low. However, we should mention that the Spanish law limits the ratio of students in Vocational Training in order not to saturate the professional sectors. Hence, the limited sample for our study, which we can yet consider representative. Nevertheless, a longitudinal study with more groups could also be done in prospective studies to acquire a bigger sample and representation.

In addition, a total sample of 50 teachers (43 VET teachers and 7 English teachers for VET) will be subject of our analysis, as it can be seen in the following tables 10-13.

(Table 10: VC1 VET teachers' sample)

VC1 VET Teachers				
Professional Field	Total #	Males	Females	Ages
Professional Guidance	1	0	2	18-27 (2%)
Health	2	0	2	28-37 (37%)
Administration	5	1	1	
Commerce	3	1	1	38-47 (56%)
Tourism	3	0	2	
Optics	3	1	1	+47 (5%)
Information Technology	2	2	0	
TOTAL	19	5	9	

(Table 11: VC2 VET teachers' sample)

VC2 VET Teachers				
Professional Field	Total #	Males	Females	Ages
Professional Guidance	3	1	2	18-27 (0%)
Chemistry	5	1	4	28-37 (22%)
Administration	2	0	2	
Electricity	3	2	1	38-47 (35%)
Electronics	4	4	0	
Prevention of Professional Risks	1	1	0	+47 (43%)
Building	3	0	2	
Mechanical Manufacturing	3	1	2	
TOTAL	24	10	12	

(Table 12: VC1 English teachers' sample)

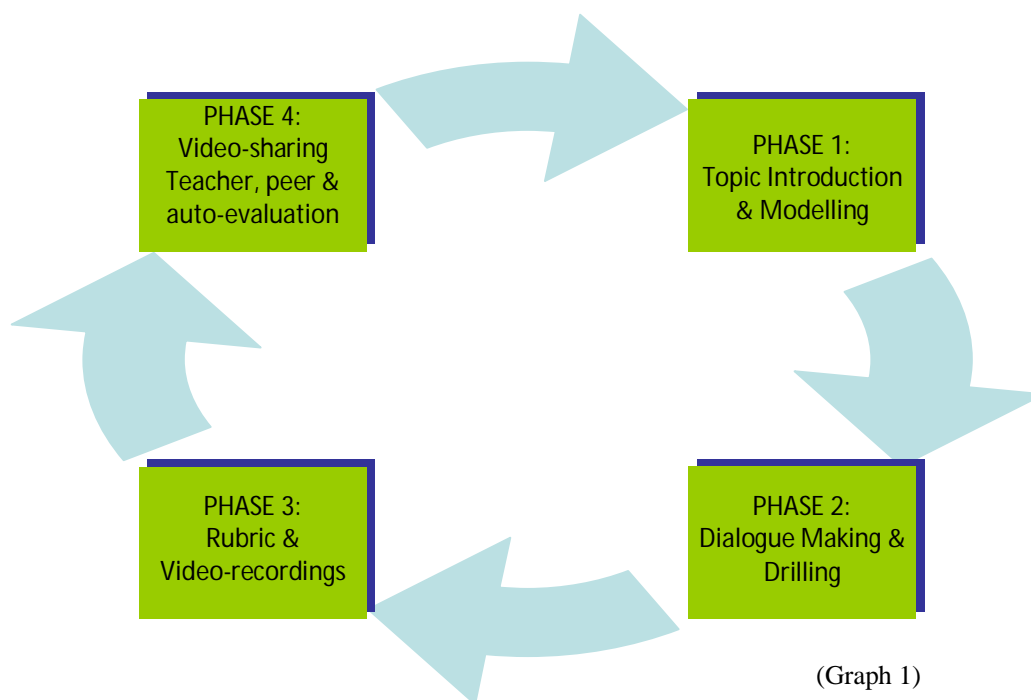
VC1 English Teachers for VET			
Total #	Males	Females	Ages
4	1	3	18-27 (0%)
			28-37 (75%)
			38-47 (25%)
			+47 (0%)

(Table 13: VC2 English teachers' sample)

VC2 English Teachers for VET			
Total #	Males	Females	Ages
3	0	3	18-27 (0%)
			28-37 (33%)
			38-47 (33%)
			47 (33%)

3.4. Description of Video Recording Activities

Hereby, we will describe the different phases gone through to test the video-simulation activities with students in VC1 and VC2 (graph 1):



Phase 1: Topic Introduction & Modelling

To begin with, the different professional situations were selected from either the set book, or if the book didn't provide with them, from other sources like the internet. The most important vocabulary and expressions related to that professional context will be studied in class through different activities (matching with meaning, matching with translation, fill in gaps...etc), which took a couple of classes or some more depending if there was a whole chapter in the course book on the topic. This is related to our objective #2:

- 'To verify if video-simulation activities can aid VET students recall expressions and vocabulary specific to their professional contexts'.

Just like Vives, M. N. (2008) highlighted, communicative interaction and the cultural component are essential in ESP. Thus, students are not only learning language,

but cultural patterns and behaviour that they will develop with their role-plays, as we know introductions in one culture or the other can be extremely different (e.g. shaking hands, kissing, bowing...etc).

(Table 14: Videos Recorded in VC1 & VC2)

	Vocational Courses	Coursebook	Video-recorded Professional Situations	Videos-recorded Everyday Life
VC1	Int. VET in Commerce	Cotton, D. et al. (2008) <i>New Market Leader Elementary</i> . Pearson Longman.	- Invent & present a product* - Meeting on a product - Video Curriculum Vitae**	- Book a Hotel - At a restaurant
	Int. VET in Business Admin & Management	Vaughan Systems (2010) <i>Inglés. Gestión Administrativa Ciclo Medio</i> . McGraw Hill/Interamericana España S.A.	Telephone conversations** - Putting through to a person. - Taking a message. - The wrong number.	- The weather forecast
	Advanced VET in Commerce & Marketing	Johnson, C. (2006) <i>Intelligent Business Pre-Intermediate</i> . Longman.	- Presentation of a company & products - Video Curriculum Vitae**	
VC2	Advanced VET in Prevention of Professional Risks	Hutchinson, T. (2007) <i>English for Life Pre-Intermediate</i> . Oxford University Press.	Changing a company date* Emergency call**	- At a restaurant - Getting a taxi - Course registration - Asking for Directions
* Adapted from course book to professional situation				
** Professional situation not included in course book.				

Therefore, all video-simulations are dialogues (except for the Video Curriculum Vitae), as in a future real professional situation students will have to interact and communicate with other people.

However, not all video-simulations have to be specific of professional situations to be helpful for students in VET. Any everyday life situation, like learning how to get a taxi, a conversation in a restaurant or any other can also be useful in a professional situation. Consequently, some everyday life video-simulations were also role-played as it can be appreciated in table 14.

In addition to this, good models of the same or similar professional context were shown in the classroom. As mentioned previously, students will compare their performance to the model (Ohta, 2001), which means a good model is key to obtain a

good result in students' videos. In some cases it is the course book that offers a dialogue on a professional situation (especially commerce course books) but some other times the course book didn't (like for Business Administration and Prevention of Professional Risks), so some were an adaptation of general dialogues (like changing a date) and some were extracted from other internet sources like YouTube (table 14).

Phase 2: Dialogue Making & Drilling

After listening or visualising similar dialogues on those professional situations, students grouped in twos or threes and were asked to write similar dialogues in one class. Together, they had to decide in collaboration what to write and which expressions and specific vocabulary to select. They were urged to use as much of it as they could in a sensible manner. The dialogues were corrected and handed out for students to move on with the next phase. It is extremely important to inform students that this is just a pattern for them but that in their later videos they do not have to say exactly what they wrote. We can otherwise run the risk that the students are more worried about recalling their line than the mere fact of communicating (Chotirat & Sinwongsuwat, 2011) which we are more interested in. The most important thing is that their videos look real and that they improvise their dialogues as they speak, which is something the students should be highlighted.

On the other hand, students will also practice in class firstly reading out loud their dialogues and then perform them in a similar way without reading in order to 'drill' some of the vocabulary and question structures like for instance 'would you like...?' among others. Repetition and retrieval are also principles listed by Thornbury (2002) to move new materials into long-term memory. Again, this supports our objective #2 in order for students to recall better ESP terms. We may also encourage students to use any other possible specific vocabulary, even if it is not the one they selected in first

instance, but that they shouldn't stop when not recalling one single word, but keep going and interact in their dialogues.

Phase 3: Rubric & Video-recordings

One of the most important things is that students know the evaluation criteria that their videos will be exposed to. Therefore, students were shown and given the following rubric for their video-making.

(Table 15: Rubric)

Rubric for Video-recording Activities			
	1-4	5-7	8-10
Contents	The video is too short or there is too little information. The dialogue is not coherent.	The video should be a bit longer or there should be a little more information. The dialogue has some incoherences.	The video is long enough and has enough information. The dialogue is coherent.
Clarity	Students' voice cannot be properly heard or understood, and image quality is very poor.	Students' voice is a bit low or cannot be heard or understood some times, and/or the image is of poor quality.	Students' voice is easy to hear/understand, and the image is of good quality.
Reality	The video doesn't look realistic. Students don't use any props (clothes, objects...)	Students use some props but the video doesn't look realistic.	Students use enough props (clothes, objects...) and the video looks very realistic.
Fluency	Students are not fluent because they either read or stay silent too long.	Students are a bit fluent and stay silent sometimes but also improvising.	Students are fluent, improvising some times.
Vocabulary	Students don't use any vocabulary or expressions studied.	Students use some vocabulary and expressions studied.	Students use a lot of vocabulary and expressions studied.
Grammar	Students make a lot of basic grammar mistakes.	Students make some basic grammar mistakes.	Students can make questions and don't make very important grammar mistakes.
Pronunciation	Students don't vocalise or their pronunciation is incorrect for understanding.	Students make some important pronunciation mistakes for understanding.	Students don't make important pronunciation mistakes for understanding.

A date for handing in their videos was established at the beginning of the second trimester, so that students recorded their videos in groups outside of the classroom, that is, as a speaking homework that will later be assessed. Some of the barriers to video-recording mentioned previously were timing, space, the number of students and lack of

ICT means, which are here tackled by doing video-recording activities for homework, which is related with our objective #6:

- ‘To demonstrate that video-simulation activities are possible despite the barriers that can be encountered’.

On the other hand, if we go back Thornbury’s principles (2002) mentioned in our theoretical part, some principles in order to move materials into the long memory were repetition and retrieval, spacing in time and pacing to adapt to learners. This means that the more often and spaced in time students are exposed to the vocabulary and expressions and the professional situation they need to represent, the better they will recall them. Moreover, homework has usually been used to review the Writing and/or Reading skills. However, the Listening and Speaking skills should also be practiced outside of the classroom. Therefore, homework provides students with space and helps them adapt to the class pace through group work and CL. This also reinforces our objective # 2 mentioned previously.

Phase 4: Video-sharing - Teacher, peer & auto-evaluation

The final but most important phase of video-recording is evaluation through which students’ performance will be assessed by their peer classmates. The videos were shown in one class, and collectively assessed following the rubric previously given and with a paper slip as guidance (table 15).

It is important to note that it will finally be the teacher who will give students their correspondent final speaking marks, to avoid students’ comradeship and that they give their friends best marks and worse marks to the least popular students. This is just meant to be a collective reflection on their performance to get better and improve, so they have to justify every single mark conferred.

(Table 15: Assessment Grid)

COURSE		COMMENTS	CORRECTIONS	POINTS
TOPIC				
STUDENT				
CONTENTS	<input type="checkbox"/> intro <input type="checkbox"/> conclusion <input type="checkbox"/> enough info <input type="checkbox"/> time			
CLARITY	<input type="checkbox"/> sound <input type="checkbox"/> light <input type="checkbox"/> vocalisation			
REALITY	<input type="checkbox"/> props <input type="checkbox"/> role-play <input type="checkbox"/> body-language			
FLUENCY 2 points	<input type="checkbox"/> reads <input type="checkbox"/> own words <input type="checkbox"/> coherence <input type="checkbox"/> silences			
GRAMMAR	<input type="checkbox"/> questions <input type="checkbox"/> basic mistake			
VOCAB	<input type="checkbox"/> Spanish <input type="checkbox"/> invents <input type="checkbox"/> expressions			
PRONUNC.	<input type="checkbox"/> imp mistakes <input type="checkbox"/> stress			
TOTAL Out of 10				

The teacher follows the rubric and elicits answers from students from each video. This act of reflecting on their peer's videos as well as their own means to support our objective #4:

- To test if teacher, peer and auto-evaluation help students acquire autonomy along their learning process towards improvement through critical thinking.

The teacher takes some notes of what is commented in class and watches the videos again back at home to assess students in more detail. This is also one of the benefits of video-recordings, as Speaking is ephemeral unlike the Writing skill which remains on paper. This is a way to perpetuate their speaking role-plays at a specific time, and allows to offer a feedback with more detail as well as enables the student and the teacher to keep better track of his/her improvement in the Speaking skill.



(Capture 1: VC1 Intermediate VET in Commerce Students)

In consequence, the students' reflection on their video-recording performances is intended to make students want to exceed in the following video. Thus, the 4 phases are a cycle (graph 1) which restarts in phase 1 bearing in mind the corrective points mentioned previously, providing the student with a critical view and learning to learn skills as well as autonomy in their learning process. Not only this, but we will also approach here our objective #1:

- To observe if video-recording activities help students build-up their confidence and develop a positive attitude towards the production of language, that is, the Speaking Skill.

As students see their development, their confidence is built up as what they have to do for improvement is pinned down, so they can address those points in other videos and learn from their errors. Seeing errors as something positive and common in the learning process is directly related to building their self-confidence.

One of the differences in distance learning is that peer evaluation within the classroom is not possible within the same conditions. In other words, it is possible to share content and video creations in the distance, as there are countless internet tools

like blogs and wikis. However, students and even more adult students felt very self-conscious. Not only this but were really reluctant to have their videos in a webpage where anyone could take their videos and infringe upon their privacy rights. This was also feared by face to face students, but the possibility of just visualizing the videos in the classroom was possible, what was not in the same way with distance learning students. Thus, the benefits of peer evaluation were not possible for distance learning, yet the extremely beneficial auto-evaluation possible through video-creation was, as our student intends to demonstrate.

In VC1 the videos were recorded during the 2nd and 3rd evaluation and evaluated at the end of each of them. Students evaluated the use of video-simulations for their improvement of the Speaking Skills through a questionnaire given (appendix) by the end of the academic course.

In VC2 the videos were recorded throughout the whole course, in the 1st, 2nd and 3rd evaluation and in the same way as in VC1 the videos were evaluated after every evaluation. However, students evaluated the use of video-simulations by the end of the first academic course, to see their initial responses and their willingness of continuity or starting a new methodology to train the Speaking Skill further on in the 2nd and 3rd evaluations.

3.5. ICT & Video Recording Tools

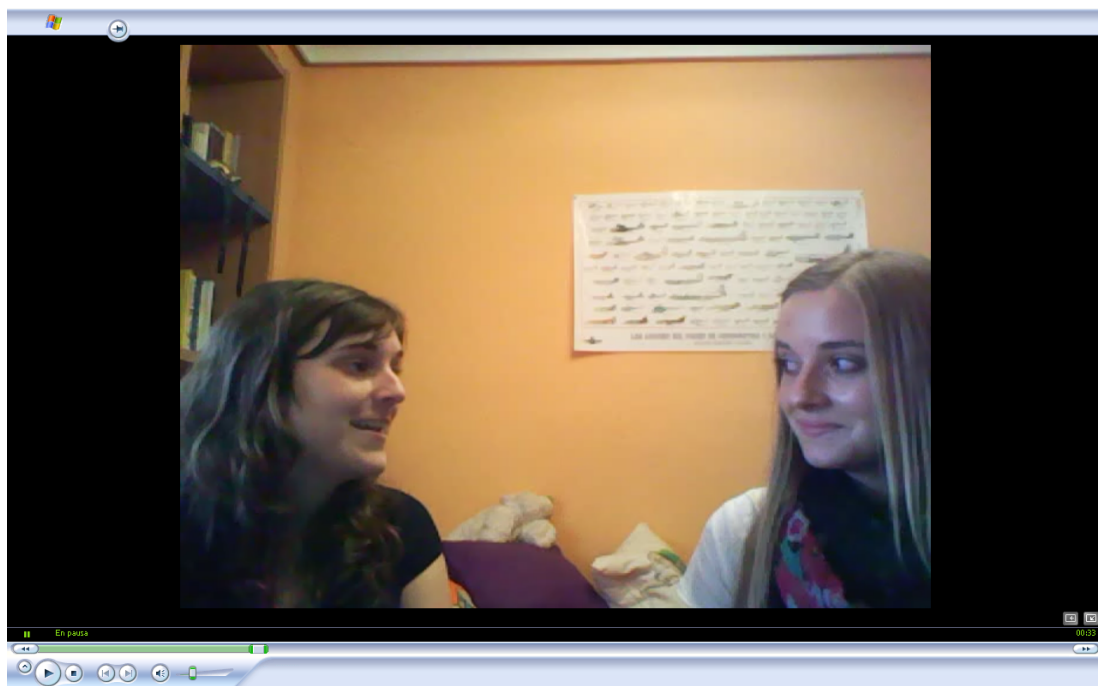
Accordingly with the phases mentioned previously, we will go back to the video recording process between phases 3 and 4 to mention the video-recording tools and the video-collection methods used throughout.

Phase 3A: Video-Recording Tools

Two of the barriers mentioned in our theoretical part were that teachers and students may lack expertise in the use of ICT, and there may also be a lack of technological means within the classroom or students may not have access to technological devices.

However, the truth is that the world that surrounds us is changing so rapidly that these barriers are completely disappearing. Students are nowadays digital natives and they most of the times know even more on ICT than the teachers. Therefore, this is another way of letting the student be an active part of his/her learning process. The teacher is not any more the almighty teacher who gives all answers, but a facilitator and helper to guide them towards their language learning autonomy.

Nonetheless, following the rubric mentioned previously, students were given a pdf file with some brief and clear guidance on how to record their videos. They could either use: a video camera, a digital camera, a mobile phone, a webcam or an online website called 'Mailvu'. All students had access to at least one of these, especially digital cameras and mobile phones with a camera. They could use any of these, as long as they complied with the rubric criteria of good image and, most importantly, good sound.



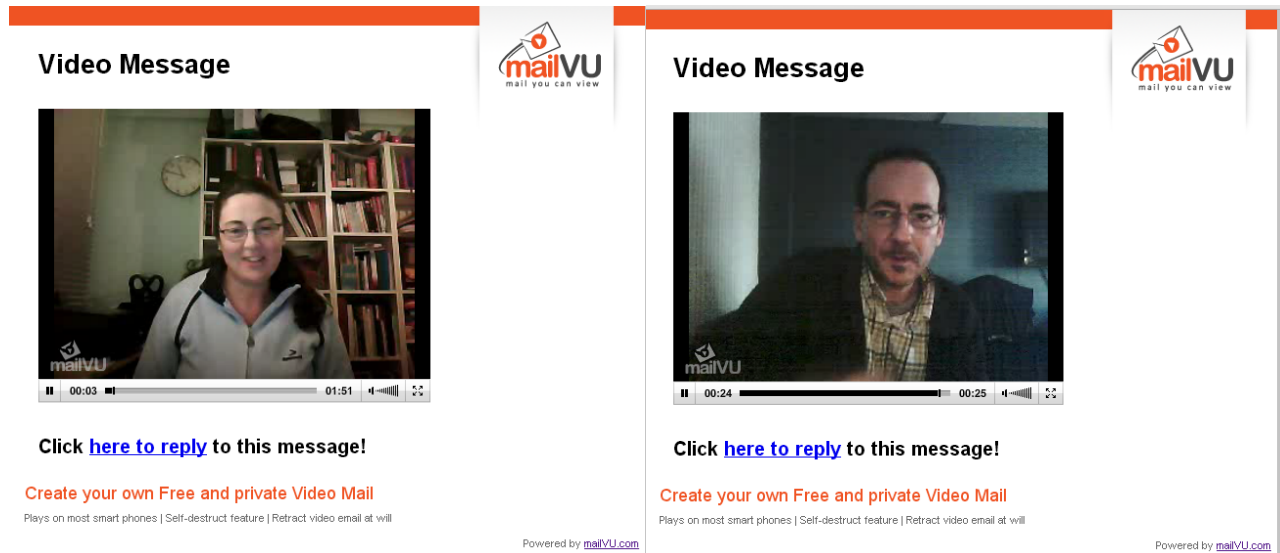
(Capture 2: VC2 Advanced VET in Prevention of Professional Risks Students)

Some of the students in VC1 also used Windows Movie Maker in order to add titles or sections to their videos and they even added music, which made students develop their creativity and made both the making and viewing very motivational. Windows Movie Maker was also used for students to produce their own Digital Curriculum Vitae (Intermediate VET in Commerce and Advanced VET in Commerce and Marketing in VC1). Despite the fact that this is directly related to their professional future, as this is not a role-play of a professional situation, it is in this study briefly mentioned. But due to its relevant and current character, it would really be interesting to dedicate further research and analysis on this topic.

Phase 3B: Video Collection

Data collection in VC1 was done with pen drives in the classroom in most cases, hotmail 'Skydrive' sharing in other cases and a YouTube link in one case. In VC2 however, data collection was mostly done via 'Dropbox' (by sharing a link to the video or by sharing a folder where videos and other homework was regularly uploaded) and with Mailvu in two instances. Mailvu lets students record themselves and send their video link to the email they desire, enabling them as well that their videos are auto-deleted in the period of time wished. All is done in 3 simple clicks which show how easy a tool it is to use.

The teacher can even reply back with another video with feedback, which was not done in this study, in which feedback was limited to written form according to the rubric, but which can also be very positive and can be specially be used with feedback in English on their speaking especially for higher levels, which would involve their practicing the Listening Skill. This was done by Stannard, R. (2011) with distance learning students, in order to give them oral feedback on their written and already marked compositions just as if they were standing right next to their teacher.



(Capture 3: VC2 Advanced VET in Prevention of Professional Risks Students)

On the other hand, the possibility of working with groups was also very positive, not only because students get to know each other better and learn to work in collaboration, but they can help each other and students knowing more on ICT can help students at a disadvantage with ICT.

Distance learning students in VC2 could also choose to do their role-plays not only with their peer mates, who they may know or not, but with any person even if not enrolled in the course (family, friends...). These aiding people were sometimes within the recording, or some other times just a voice in the background. The important thing is that they could represent and learn a specific role-play situation in their professional field, and that only the student enrolled would therefore get a mark for his/her performance.

Finally, mention that the European Commission has also stated in The Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020, that 'ICT should be used to maximise access to training and to promote active learning, as well as to develop new methods in both work- and school-based VET' (Commission, 2010, p.14). One of the main objectives for the period 2011-2020 is to fostering innovation, creativity and entrepreneurship, as well as

the use of ICT, which is something that can also be accomplished through the use of the tools and video-recording activities hereby mentioned.

4. Results

Followingly, the results from the questionnaires to students and teachers in VC1 and VC2 will be analysed. Students and teachers were asked a questionnaire (appendix) which distinguishes three parts: their opinion on SLA and the Speaking Skill, the phase of video recording and their oral skills evaluation. The results are hereby analysed partially, as the analysis of all the data would require a deeper and more extensive analysis. We will just focus on the most relevant data to our study.

We will divide results in 6 sections according to the 6 previous objectives meant to be clarified with our study. Even so, not only the data justifying the objectives will be exposed in each section, but also more data extracted from the questionnaires also related to the topic or data which helps get to concluding something towards the given objective.

4.1. Objective #1: To observe if video-recording activities help students build-up their confidence and develop a positive attitude towards the production of language, that is, the Speaking Skill.

4.1.1. English as a Lingua Franca

The first questions address the importance that English has for students and especially the importance they give to the Speaking skill especially for their professional future.

To the question *'Is it important to learn to Speak in a foreign language?'* the answer was clear. 100% of students in VC1 and VC2 agreed on the great importance that English language has in our society.

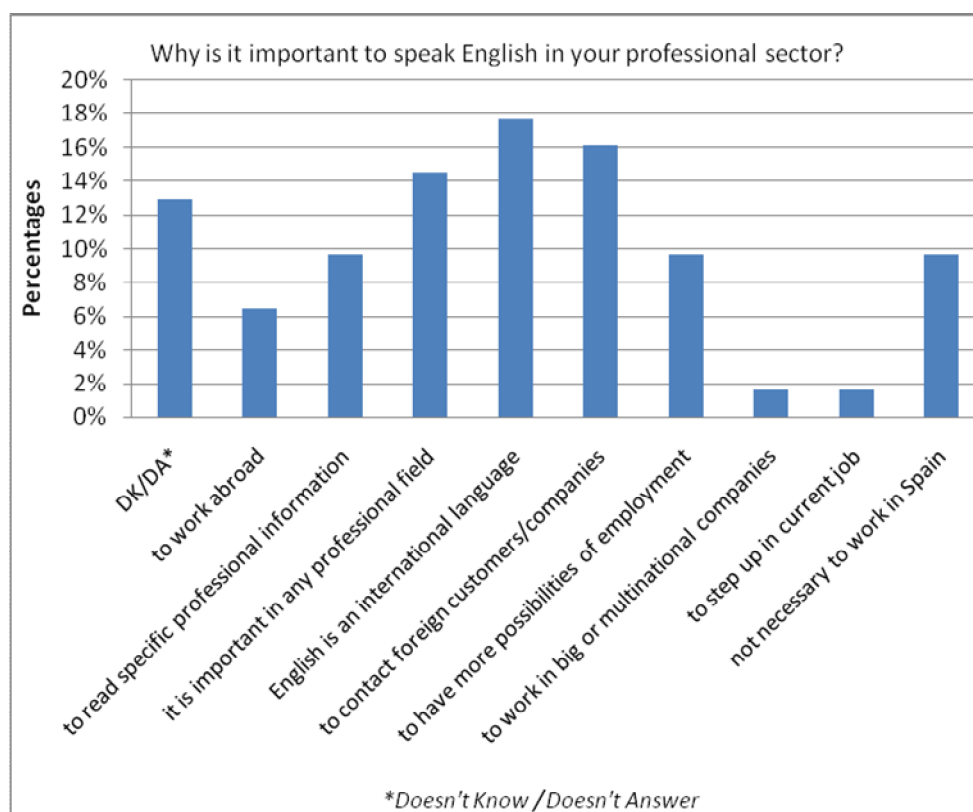
Then, an introductory general question was made '*Is it important to be a good communicator in your professional sector?*' followed by '*Is it important to speak English in your professional sector?*', to which 100% and 92% of students in VC1 and VC2 respectively answered affirmatively to the first and 100% and 72% respectively to the second. Therefore, the majority of students are certain that they will need English in their future career, although a few, 28% of students in VC2 (17.3% of all students), believe that they will not. However, they justified that in their current job they don't need English because they are working in Spain, yet they also added positive answers also given by other students, which shows that their answer only responds to their current situation, but that they may need to speak English in their sector in the future.

Among the 8 different reasons why they stated English is important for their professional sector, the most popular answers were that English is an international language or Lingua Franca and that nowadays it is important to speak it for all professional fields (graph 1) which shows the relevance they give to speaking the language for professional purposes. On the other hand, the majority of VC2 students pointed out that English is very important for them to read professional information and documents that each time more are only available in English.

This result has also been stated by the European Commission (2012a, p.68) which states that 'overall students have a positive attitude towards their [target language] TL lessons, teachers and textbook(s)' and that 'the perceived usefulness of the TL and TL learning [...] tends to be higher for English than for other languages'.

What is more, one of the videos that the students were asked to record was not a dialogue nor did it represent a professional situation, although it was directly linked to their professional future. It consisted of the making of their *Video Curriculum Vitae*, which is currently in trend in mass selection of candidates. This reveals the great

potential and importance of learning how to record videos and using new technologies nowadays. Through the videos, students are not only acquiring fluency and improving their speaking skills, but they are also acquiring the digital competence which is one of the priorities of the European Union. Thereon, the importance of making our students competent and employable for their future professional careers.



(Graph 1)

According to the results, 97% of students believe having a digital CV in English is necessary for their future. From the different reasons given, students mentioned the most the fact of having more professional opportunities and its importance when looking for a job abroad with 27% and 19% respectively.

What is more, 86% believe having a Video CV can be very positive for their professional future career, giving as most common reasons it better shows the candidate's real character and offers more opportunities in the selection process to get an interview.

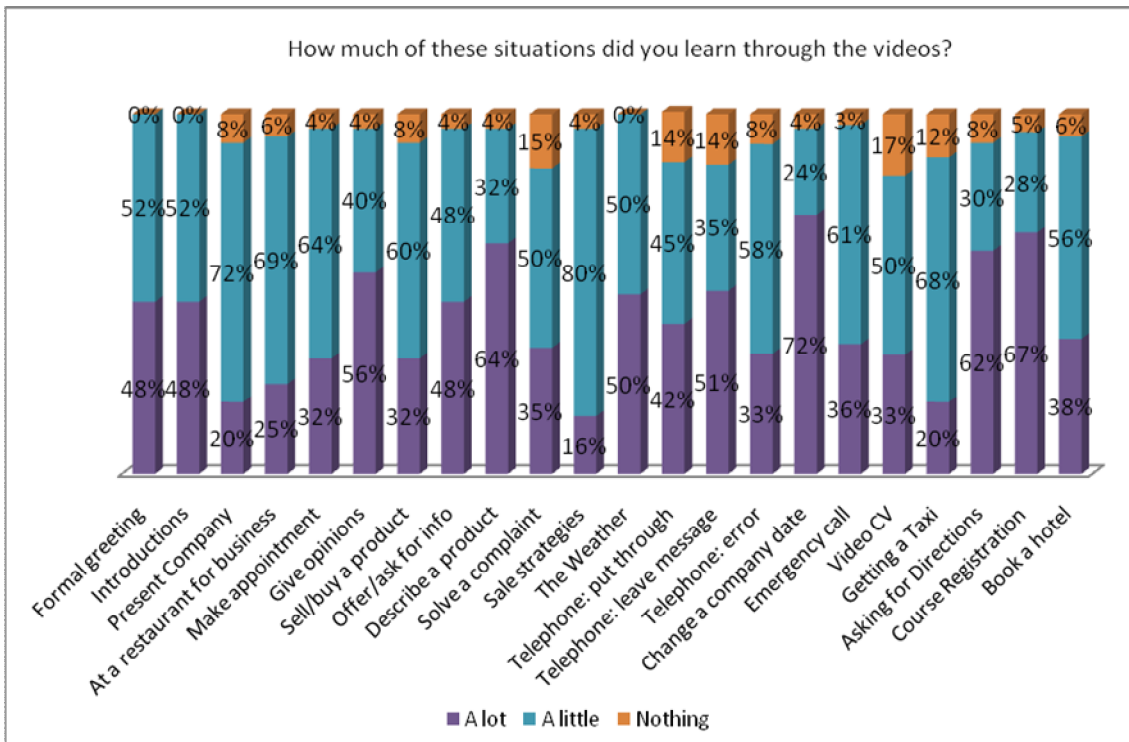
Thus, we can extract from all this data that most students already have a predisposition and a general positive attitude towards the learning of English and learning to speak English for their professional future.

4.1.2. The Speaking Skill for Specific Professional Contexts

The next questions are about what ‘speech acts’ or ‘situations’ of their professional context they have learnt to role play through the recording of videos, and in what measure they thought they had learnt them. Several of them can correspond to one video so that is why there are more concepts than videos were recorded.

The results vary but show that students mostly believe they have learnt those professional situations ‘a little’ and following the highest percentages of ‘a lot’ (graph 2). However, there are also situations in which ‘a lot’ is the first answer, like in ‘give opinions’, ‘describe a product’, ‘leave a message on the phone’, ‘changing a company date’, ‘registering in a course’ and ‘asking for directions’. In several cases the number of students responding ‘a little’ and ‘a lot’ is also quite balanced. This reflects that even if students may not perceive that their learning pace is so great, it is very positive that they can see they have learnt something and in some cases ‘a lot’ out of videos.

It is also important to take into account that students’ perception of their own learning process does not always correspond to reality, as languages need time to be assimilated and be able to see results. Students quite often express their frustration when they believe they are not advancing, when in reality they are just observing a short term learning acquisition that can only be observed in the long term. Still, the results show they are positive about having learnt some professional situations through the recording of videos, which is already a very positive thing.



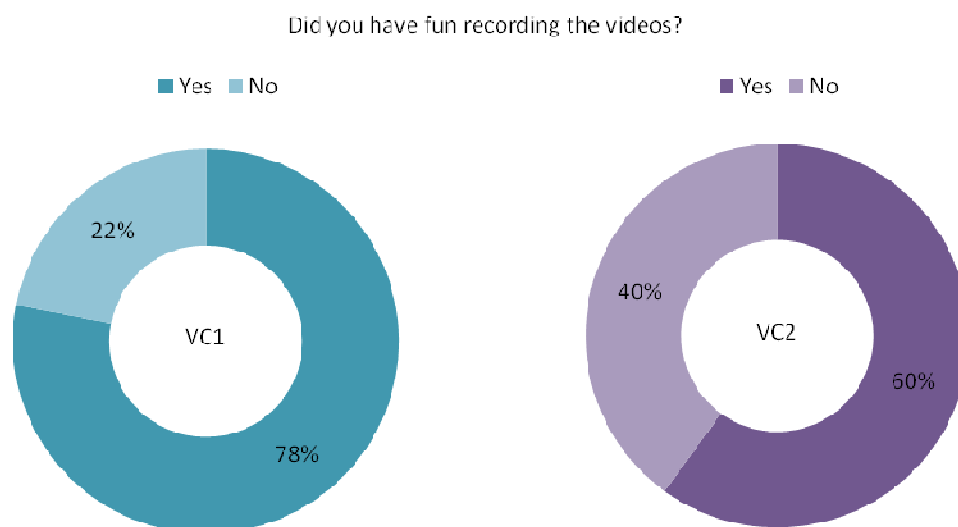
In turn, in another question, the majority of students (82.6%) think they will encounter these professional situations in their future careers. Only 12.90% don't think so, but more than half of them had previously responded they will not need English in the future due to the posts they are currently holding.

Finally, 97% of students believe that learning to speak in professional situations will help them for their professional future, which shows the total inclination and importance they give to speaking English for their professional context.

4.1.3. Motivating is engaging

Above all, one of the most important things of video recording for SLA is how motivating it is for students. However, again we can see some differences between VC1 and VC2. In VC1 78% of them confessed having had fun while recording the videos, which in turn causes a positive attitude towards the language being learnt. On the other hand, 60% of students in VC1 who recorded videos admitted they had fun when recording the videos. The slight difference may have to do with age, as adults tend to be

more shy to speak in front of a camera than teenagers, as well as more reluctant to work with new technologies. Nevertheless, both data are positive towards recording videos, as we all know that not only children but also adults learn more and better when having fun.



(Graph 3)

This is also directly related to the fact that students in VC2 did some of their video-simulations alone or with someone in their family, but none did them with their peers because of the difficulties in distance learning education as will be later on explained. Thus, students in VC1 who worked collectively in group with their peers had more fun and enjoyed more the process of recording videos.

Moreover, Eurostat (2012) emphasizes that 'motivation is a key factor in successful learning. Pupils' perception of the usefulness of the languages they learn can clearly contribute to increasing their motivation'.

In addition, Eurodyce Report (2012) declares that a 'constraint on learning progress is related to low motivation and engagement. For example, research indicates that students who enjoy reading usually read more frequently'. That is, if our students enjoy doing speaking activities such as recording dialogues, they will use English orally more and more frequently thereafter. Therefore, from the results can be inferred that

Collaborative Language Learning (CLL) also promotes students' motivation towards SLA and autonomous development. Nevertheless, even if distance learning students scored lower rates of motivation, yet the majority enjoyed recording the videos, which also reflects the motivational component of video-recording. Other CL Video Projects, like Hafner's (2011) conducted with a group of English for Science and Technology (EST) university students in Hong Kong, have also concluded the 'high potential of the technological learning environment to provide opportunities for autonomous language learning'.

(Table 16)

Did you have any problem in your video-recordings?
Which?

No	32	62%
Memorise dialogues	1	5%
Assembling videos	1	5%
Students laughed - repetitions	1	5%
Difficulty of meeting classmates	2	10%
Groupwork coordination	3	15%
Camera is difficult to use	2	10%
Pronunciation	4	20%
Sound was not good enough	1	5%
Video programme was difficult	3	15%
Changing video formats	1	5%
Sending videos to teacher	1	5%
Total students that recorded videos	52	100%

In the same way, 62% noted they hadn't had any problems whatsoever with technology and recording the videos, whereas the rest indicated that they had had some difficulties (table 16) like meeting other students, technical or sound problems, pronunciation and even one 'positive' problem, the non-stop giggles of students that made them start recording again, which again reflects the motivational side of video-recording specially in groups as mentioned previously. However, the rest of problems are easily solved again in CL, whereas distance learning students had to solve problems on their own.

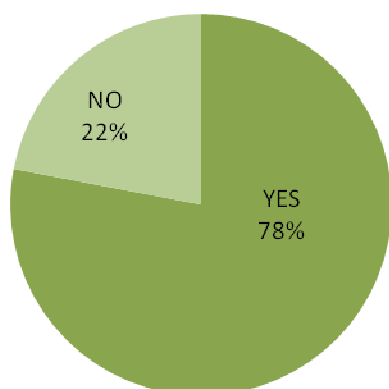
4.1.4. SLA Awareness & Self-confidence

In the third part of the questionnaire 51.6% of students remarked that they had taken an English speaking exam before, and the other half of students had never taken one before. This shows that many students are not used to being assessed the Speaking Skill. Besides, 74% considered that recording videos can help them get trained for Official European Level Certificates (like the A2 Certificate Examination which is also available in secondary and VET schools).

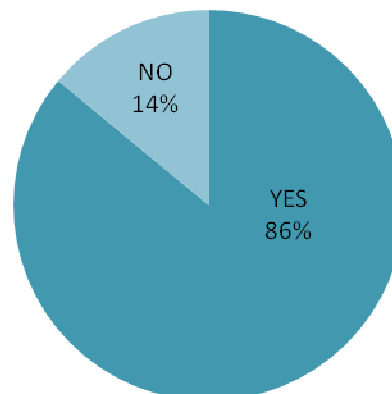
Regarding video-recordings, only 11% had recorded a video in English before, which is very few of them. Therefore, as it is something new for most students it will be through the making of several videos and their post-assessment that they will be able to outdo their performances.

In the second part of the questionnaire in VC1 students were asked about the improvement of their speaking skill through the recording of videos. Following the tendency mentioned formerly about some students not being well aware of their own learning process, a few, 22% considered they hadn't improved from the second evaluation to the third and only 14% think they wouldn't improve in the future. It is also a fact that many students in Vocational training have a negative attitude towards English. They often see it as a subject they took in Secondary school and that they never passed. Many start the course thinking 'I can't pass the English subject' and they don't feel self-confident. This is why arising motivation is extremely important, and videos among other things can make SLA a lot more attractive and fun. However, the vast majority, 78% of students think they have improved from the second to the third evaluation and 86% believe they could do better in following videos.

Do you think you did better in the 3rd Evaluation?



Do you think you can do better in the next video?



(Graph 4)

The figures show how strongly recording videos can help students build up their self-confidence, even help those more shy learners move away from self-awareness, and make them all an active part in their learning process.

In VC2 students were given the choice to either record videos or to attend class to practice the dialogues, as students had a final speaking exam based on several role-plays. Therefore, in order for them to practice they didn't only have written homework, but also speaking homework.

40% of students stated having recorded videos in the 1st evaluation and expressed their will to continue doing so. Most explained that they don't have time to attend class and therefore it is easier and faster to do at home. Some also pointed out they can review for the exam and also learn from their errors. Moreover, 24% of students alleged that they didn't record any videos in the 1st evaluation mostly due to the lack of time, but that they would like to try recording them in the 2nd and 3rd evaluation. On the other hand, 28% of students said they hadn't recorded any videos nor would they like to try. The reasons they stated were they prefer to go to class and speak face to face to people and the teacher, as well as their lack of confidence with new technologies. Thus, 24% of them stated they don't get on well with technology. This may also be related to the age of students studying this Distance Learning course, as it is usually older people who seem more reluctant to learn new technologies as younger people are already born

digital natives. Finally, 8% (2) of students had recorded videos in the 1st evaluation but wouldn't record them anymore stating one that he/she preferred to attend class and the difficulties of technology the other.

4.2. Objective #2: To verify if video-simulation activities can aid VET students recall expressions and vocabulary specific to their professional contexts.

4.2.1. ESP & the Vocabulary Competence

Speaking does not only consist on producing chunks of language, but on using the appropriate vocabulary and specific expressions in order for two professionals to communicate effectively in a given situation. Thus, it is important that students have the necessary lexicon load so that they can produce language. Therefore, students were asked to write a small dialogue on the different professional situations studied in class. That they include in their dialogue some or most of the vocabulary and specific expressions studied must be a requirement to the task, that will be later be assessed. Vocabulary is more important than grammar regarding fluency acquisition. Grammar is important because it obviously makes a difference in meaning. However, without vocabulary no absolute utterance can be produced, whereas with a cumulous of lexicon without account of grammar or syntax may still take some meaning across, even if there can be a lot of misunderstandings. Nonetheless, for low level students who need to get confidence and fluency before accuracy, vocabulary is definitely crucial. Even more relevant it is that students learn specific jargon for the professional field they will be working in and which is more difficult to learn in a manual of everyday English.

At the question of how students thought vocabulary is best learnt, 31% of students expressed the importance of learning it through real situations in order to remember them better, whereas only 8% considered best to memorise lists of words and expressions, something that may still come from the GT Method still nowadays used by

few. From this we can conclude that through the recording of videos students can foresee the real professional situations they will find in the future and recall better ESP vocabulary and expressions. However, the majority of students (61%) prefer learning vocabulary with the combination of both methods, which can also show that combining methodologies can be beneficial and that not all students learn the same way.

In addition, 3 students added in 'other' that they also learn vocabulary better through reading books, using colours and comic strips with pictures performing the role-play, which reveals the different learning styles students have. Just like Gardner's Theory of Multiple Intelligences (1983) explained, 'students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways'. He differentiated 7 learning styles: Visual-spatial, bodily-kinaesthetic, musical, intrapersonal, linguistic and logical mathematical. From here, according to Lane C. (2004), a mix of media appeals learners and it is more effective 'it satisfies the many types of learning preferences that one person may embody or that a class embodies'. This is why recording video-simulation can be the perfect combination to adapt to all learning styles as it gathers:

- Visual aid (visual-spatial style).
- Role-play performances (bodily-kinaesthetic)
- Music can be added as well as the rhythm of the language can be acquired through speaking (musical)
- Collaborative work can be done (intrapersonal)
- Dialogues written previously or even subtitles can be added to their videos (linguistic)
- Format can be given to the videos (logical mathematical)

At the question *'How do you learn to Speak ESP best?'*, the majority answered they 'agreed' and 'strongly agreed' that they learnt best with speaking activities in class (88%), learning expressions according to the context (87%), exchanging languages with natives (83%), reading dialogues (81%) and learning grammar (75%). This displays the multiple intelligences mentioned previously, as grammar and reading dialogues can be seen as useful as speaking to natives. As for learning to speak ESP through the video-recordings, a majority (60%) of students' voted they 'agreed' and 'strongly agreed', 20% voted 'neutral'. This shows that there is a positive attitude towards the recording of videos; however through the 20% of neutral answers a small doubt can be inferred. Sometimes students may think that with grammar, written exercises and the traditional GTM they learn more, which can be true, but the Speaking Skill needs also be learnt. Sometimes it is a matter of what students are used to doing, as many students, as stated previously, had never even had a speaking exam before. According to the First European Survey on language Competences (Commission, 2012a) the more difficult students say they find learning the language, the lower they score on the language tests and so the easier they find it the more proficient they are in the language. Thus, the same may happen with the different skills. Therefore, if students are not exposed to the Speaking Skill and have never recorded any videos, it may more difficult for them than other skills or competences that they are more usually trained on, like in grammar. Nevertheless, this is something that could be further analysed maybe in a longitudinal study to see how much students evolve as they get used to the video-recording method.

4.2.2. Performing: the Key to Memorising

Adding to vocabulary relevance and ESP in SLA, students selected from different methodologies how they felt they learnt vocabulary best in order to remember it for a real professional environment. To the question *'Is it important to imagine a real*

situation to remember vocabulary or expressions for that situation?’ 94% of all students believed so whereas only 6% of students didn’t. This is an extremely noticeable point for the forthcoming questions.

Thus, students in VC1 had been informed through the rubric that they would be assessed not only on language and the speaking skill, but also on using props among other things. 57% and 76% of students in VC1 stated having used props and special clothing respectively in order to make videos look more realistic. Making the videos in the real place or similar was only done by 38% of students in VC1 due to the difficulty of being able to record in a public place. Only 1 student in VC2 used props, clothing and a similar place in order to represent the video-simulation best. However, the rest were not pushed to do so due to this group characteristic, as it will later be explained.



(Graph 5)

To the question, *‘how do you imagine each situation best?’* students ‘agreed’ and ‘totally agreed’ that recording videos (62%) and representing dialogues in the classroom (61%) can help. Also, 81%, 71%, 69% of students ‘agreed’ and ‘totally agreed’ that going to the real place, using props and clothing respectively can aid recall a specific professional situation. Thus, on the one hand, students imagine best a professional situation through the use realia (props, clothing and places) and dialogue role-plays, and on the other, imagining the real professional situation helps students recall the specific vocabulary needed in a fictional dialogue, such as the videos. In turn, in a real situation, students would recall the specific vocabulary or jargon when recalling and associating it to the real situation they previously performed, in a bidirectional way as represented in graph 5.

In other words, just like in real life SL students can associate the vocabulary they learn to the situation in which they learn it, in a way that they will recall that vocabulary when again in that situation; video-simulations can emulate the natural SLA in real situations.

4.2.3. Spoken dialogues

One of the main problems was that students tried to read their dialogues instead of speaking them out freely. However much the teacher told them how important was that the dialogues were just a draft which shouldn't be said by heart like parrots, but which should be spoken out with coherence and some fluency, the temptation of reading won. Some of them clearly pasted notes on walls or places where they could not be seen on screen. Little would they think that their eyes, moving just like when a person reads out, would betray them.

However, we may comment a difference. Face to Face students in VC1 were asked to write a small dialogue as a guide for their videos. Distance Learning students in VC2 weren't asked to write a dialogue, but was just given a similar model beforehand to reproduce a similar video-simulation. Notwithstanding, 97% of students in VC1 asserted to have written a dialogue beforehand, whereas 86% of students in VC1 asserted so too. This means, even if in VC2 students weren't told to write a dialogue, it seems to be a natural process that students need a small guide to act out their role.

On the other hand, 50% of students confessed having read something in their videos, although 67% affirmed trying to be natural in their videos. This must be avoided, as we don't want our students to merely read, but to speak freely with a set of fix expressions that can help them cope through a real situation. Therefore, this is something that has to be tackled and reflected in student's marks following the rubric previously shown. Actually, as soon as students saw the consequences of their reading, they then tried to

do better in the following evaluation, which is something that would be interesting to study in a further larger investigation: how students' videos empirically improve and in which ways. The reason why it has not been done is because this is a general pre-study on students' perceptions and benefits extracted from video-simulations. Also, other teachers should be involved in the video-recordings with their students.

4.3. Objective #3: To test if teacher, peer and auto-evaluation help students acquire autonomy along their learning process towards improvement through critical thinking.

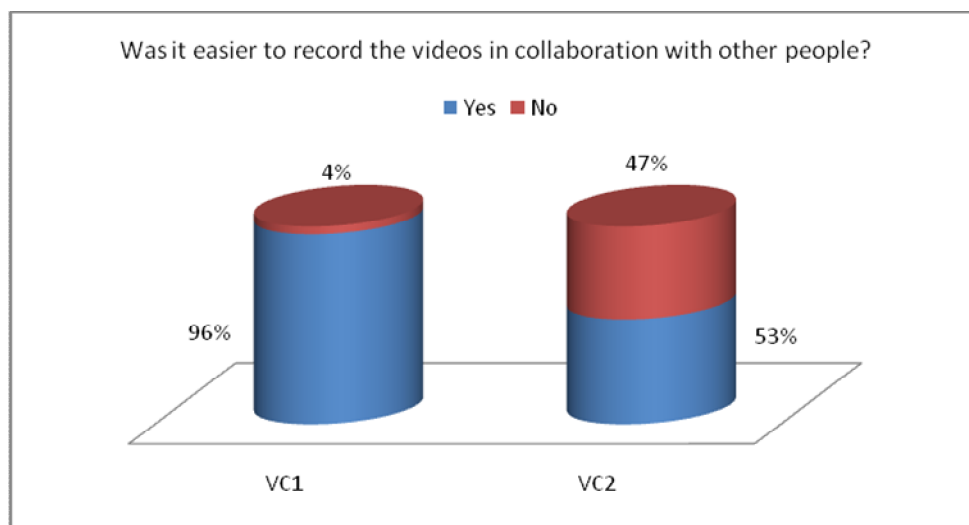
4.3.1. Collaborative learning through ICT

Another positive component of recording videos for SLA is the use of ICT (a priority of the EU as mentioned previously) and Collaborative Learning (CL) through ICT tools and by making groups. CL must be worked on throughout the whole process of the activity, so that students learn to help each other and boost up their group work as much as possible. Students were free to make their groups (four at most).

In VC1 54% and 30% made groups of 2 and 3 respectively, and only 11% recorded their videos 'alone', that is with a person who was not a student, such as a person in their family or a friend. The reason for this is one of the problems stated before, the difficulty to meet other classmates outside of the classroom. This is why the student must be given some flexibility, as long as he/she accomplishes the task successfully. Another important thing is that even if the video as a whole gives an impression, students will be assessed individually and not as a group, in order to be fair with students who have made an effort.

On the other hand, Distance Learning VC2 students also had the same flexibility, but the distance learning character made it less possible for students to get together and

socialise or work collaboratively. Thus, 46% of students in VC2 recorded their videos alone, whereas 54% recorded their videos with a person in their family or a friend.



(Graph 6)

In the same way, 96% of students in VC1 thought that recording the videos with a group of students was easier than recording them on their own, whereas only 53% of students in VC2 believed so (graph 6). This may also have to do with the difference in age, as most students in VC2 who answered negatively are in the age range 28-37 or older. Older students tend to be more self-confident when studying alone and teenagers or young adults need sometimes the support of other peers to develop self-confidence. Not only this, but the distance learning character involves autonomy in itself, so distance learning students are already more autonomous in that sense.

Yet, 76% of students in VC2 claimed that they prefer attending English classes and do the speaking activities in class with other peers. Studying languages in the distance can sometimes be difficult, as students need to be able to speak in dialogue and interact with other people, rather than speaking out monologues. Language means communication with other citizens, so students need to learn to interact and speak coherently in real professional situations they may encounter in the future. It is true though that technology brings us all together and closer through the internet in real time, but it will take some time for students and teachers to consider this new way of

education as good as the old and personal way of learning. Fiction cannot surpass reality.

4.3.2. Teacher & Peer Feedback

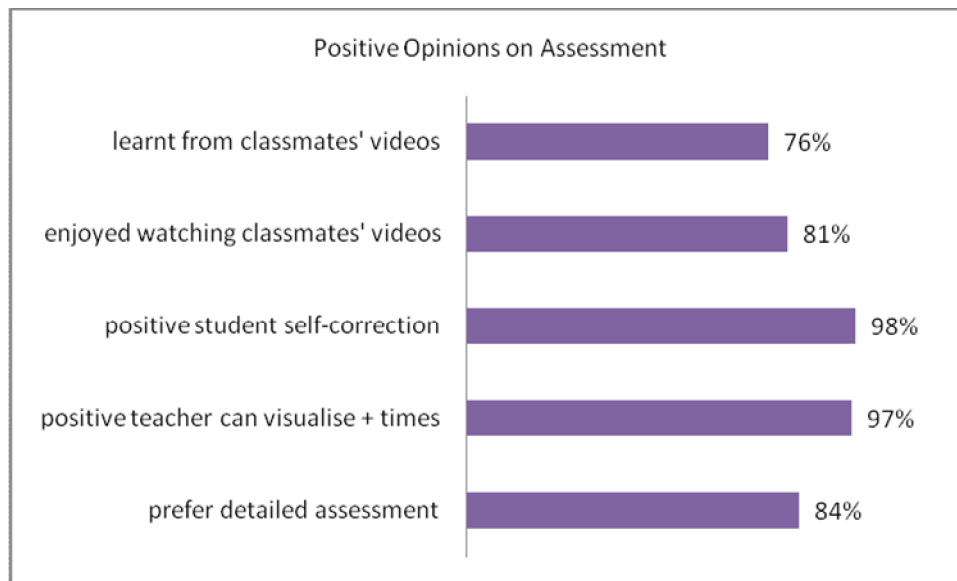
As mentioned previously, in VC1 students were assessed in three levels: teacher assessment, peer assessment and self-assessment. Teacher assessment will be taken into account for their marks; however, peer and self assessment will also be valued by the teacher in some way. In VC2 students were not assessed by their peers due to the distance learning character and other facts mentioned previously.

78% of students believe it is an advantage the teacher assesses their speaking skill through videos rather than with an oral exam and 97% believe it is positive the teacher can visualize their video several times for better feedback. This obviously implies some work on the teacher, who will have to visualise videos and give detailed feedback to students. However, the usefulness and results are students focusing on the things they must do better and know the things they do well, which provide students with self-confidence as well as promotes the learning to learn strategy for the Speaking Skill.

Moreover, 84% answered they prefer having a detailed assessment and feedback on their errors and what they must improve. This reveals students' interest for improving and excelling themselves.

On the other hand, visualising the videos in class together with peer-assessment can also be highly motivational and productive. 81% expressed having enjoyed watching their classmates' videos and 76% confessed having learnt something from them, which again reinforces moving students away from seeing errors as something to point at and laugh, but as something to notice and learn from.

It is extremely important that students learn to assess with a critical view, as well as learn to express what they think with tact and accept other people's criticism and views to grow personally and make progress. Students learn not to pick at others but to give a critical view on what should be improved and what has been good about each video. This way they also grow as individuals to be tolerant and work collaboratively towards the communicative competence.

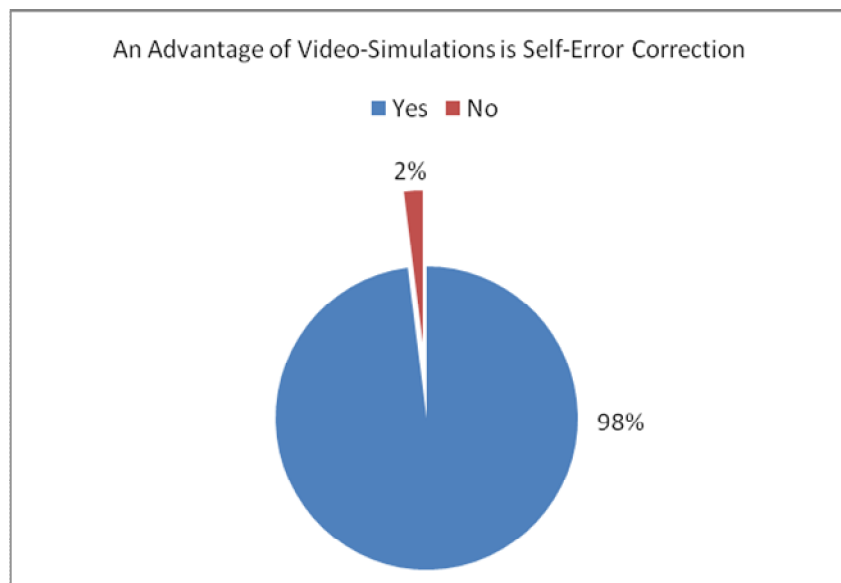


(Graph 7)

We should not forget that even if we are talking about adults, most students in VC1 were between 16 and 20 years old, so many of them are still building their self-being and identity. Some students were reluctant to share their videos with the class. We must accept that few people like watching him/herself in a camera and many students feel self-conscious as seen in previous sections. However, letting them see how much fun everyone had sharing their videos and how everyone gave collective feedback to what they had seen in a constructive way, made them gain confidence and want to share either.

4.1.1. Auto-evaluation: Learning to Learn

What is more, the autonomy and learning to learn component of video-recording through auto-evaluation is extremely relevant to mention. 98% of students believe it is an advantage to record their speaking role-plays to look at themselves and see their errors (graph 8). This answer is immensely positive. Human beings don't like making mistakes, and nobody likes seeing their mistakes. However, it is only by changing their mind, by seeing mistakes as a pathway towards enhancing their Speaking Skills that they will be able to do so, which is a message students seem to have understood. Students usually see mistakes as something extremely negative and many times don't dare to speak with fear of erring. However, educators must teach them to see errors as a part of their learning process. In the same way we learn from mistakes in life, they must learn to improve by looking and analysing them.



(Graph 8)

Secondly, it is important that even if the teacher assesses their videos and sets their marks, we give them a chance to participate with self and peer assessment. Just like one of the students best stated in one of the open questions at the end of the questionnaire *'there is no better judge than yourself'*. Nobody can make us see reality better than ourselves. However, students must also get trained on their self and peer assessment

through initial guidelines and good examples to model as mentioned previously in our study's phases.

Following this, 73% and 24% of students in VC1 and VC2 respectively put forth they had recorded the video more than 3 times before they liked the final version. The huge difference may be given not only because 44% of students in VC2 had the choice to come to class to do their speaking, but also because their videos were not going to be visualised in the class by their peers, which meant an extra pressure for students in VC1. As a contrast, students in VC1 even wrote that they had recorded the video many more times than just 3 before they liked their final version. This means they tried to correct errors they saw (not necessarily grammatical or linguistic, but also of pronunciation, intonation and others) by observing themselves.

Even more, a higher percentage (36%) stated having recorded it between 2 and 3 times. In VC1, 19% recorded the same video about 2 or 3 times and only 8% recorded it just once. Students really get perfectionist when they know their peer students will watch the video and assess them. This way they can also eliminate their errors gradually and see their progressive improvement towards language accuracy or fluency depending on their language competence.

4.4. Objective #4: To demonstrate that video-simulation activities are possible despite the barriers that can be encountered.

4.4.1. Degree of exposure to L2

As we mentioned before, students are very little exposed to the English language outside of the classroom, but even if they are in some way through songs or the internet, very few times will they have to produce language. This is why the Speaking Skill should also be part of the students' homework outside of the classroom, in the same

way other skills are like writing and reading as well as the grammar and vocabulary competence. Therefore, the recording of videos as *homework* is a perfect complement to the classroom that strengthens their SLA, self-correction and CL as well as an autonomous learning outside the classroom.

4.4.2. Number of Students & Heterogeneity

It is true that there are not always the appropriate means like time, space and number of students, like mentioned previously, to work on the Speaking Skill as it deserves. Asking the students to work in groups is a good way not only for them to work collaboratively and interact with each other, but also a more economical way in terms of video number for the teacher and the students to assess their videos.

On the other hand, video-recording activities are perfect to adapt to any levels and learning pace as well as to students' multiple intelligences. Not only this, but as they work collaboratively we can have students organised with a mixture of high-ability and low-ability students in order for them to help each other. In our case, students worked with in VC1 were quite homogeneous, unlike some other groups, so they organised as they preferred.

4.4.3. Time and Space

When dealing with any activities educators are very much concerned with the barriers of space and time, especially the latter taking into account that the Educational Programme must be accomplished by the end of the course. Hence, video-simulations are possible within the barriers of time and space, especially if we use them as homework. We could also record a video within the classroom, but we would obviously need several spaces or classroom and several classes to record just one video.

What is more, letting students record their videos outside of the classroom also gives them the space they need to recall vocabulary and move it to their long memory as we mentioned in the theoretical part of our study. This is basically the main purpose of homework, let the student work on his/her own and review concepts again outside of the classroom.

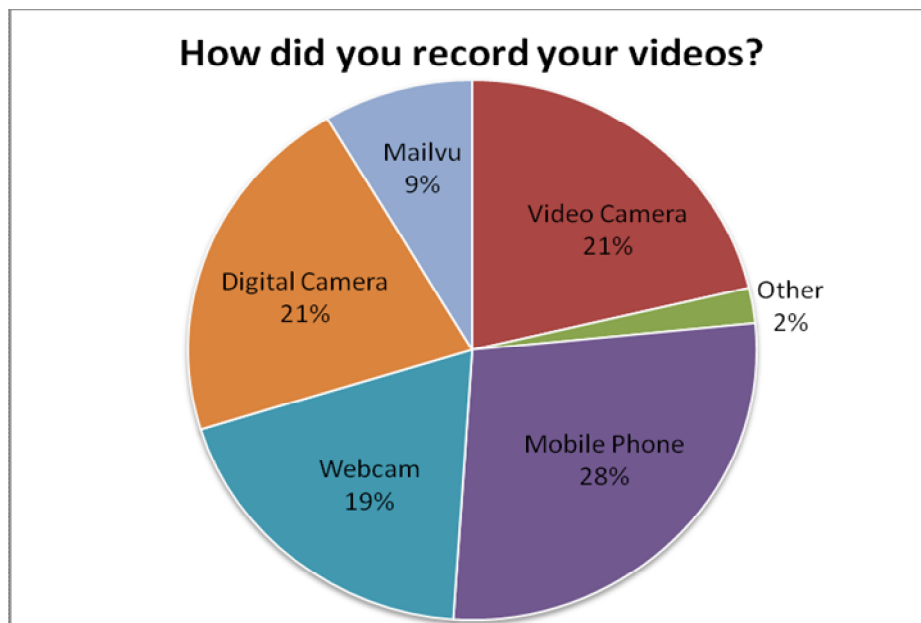
Therefore, the only time needed in the classroom would approximately be 3-4 sessions: 1 session to learn the vocabulary/expressions and visualise/listen to a similar model of the professional situation they will later role-play; 1 session to write a dialogue with their classmates (they can also write them for homework); 1-2 sessions to visualise their videos and assess them.

4.4.4. Lack of English Manuals for specific Vocational Courses

The models of professional situations can be sometimes found in manuals, but depending on the Vocational Course it may not have any role-play related to their professional field. Films or series can offer us role models of some professional fields, like the sitcom ‘Come fly with me’ which can be used for students of Tourism. The internet, though, can offer us a wide range of video-simulations, in some cases recorded by language education companies, in some others it is students from other schools that can also make our students feel identified.

4.4.5. ICT Barriers

As some students stated, especially students in VC2, technology can make it difficult for them to record videos, either because the lack of expertise or lack of technological devices. However, technology is barely no barrier anymore, as if students work in groups there is almost always one with a mobile phone with camera.



(Graph 9)

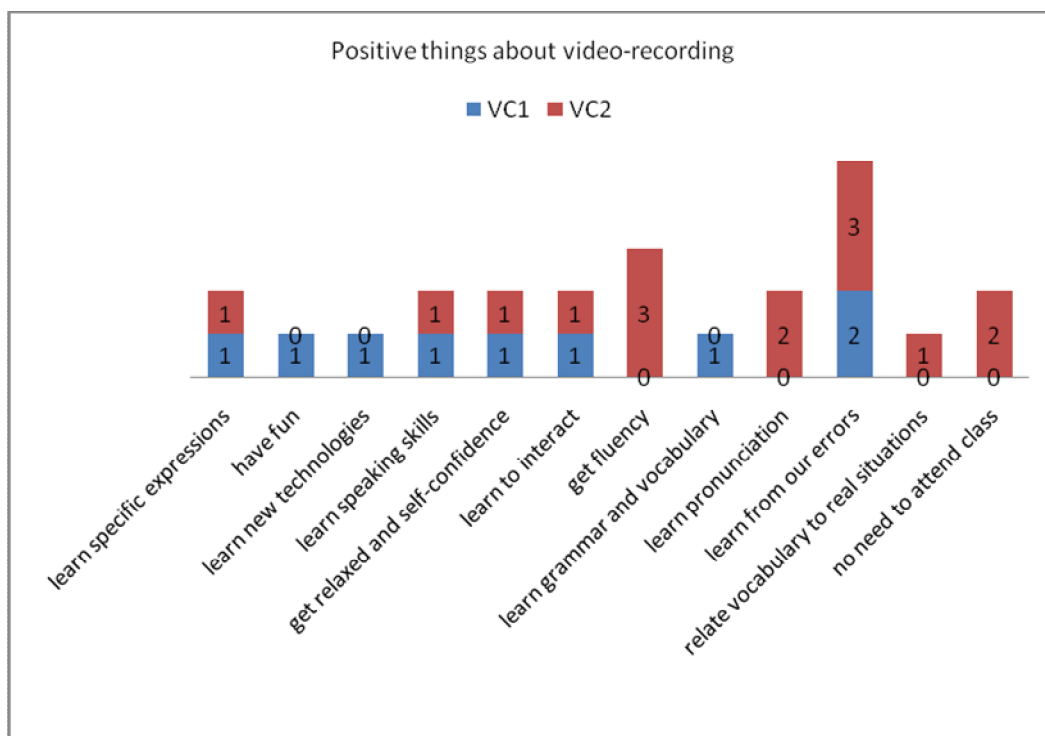
Students recorded their videos mostly with their mobile phones, followed by video camera, digital camera and Mailvu (graph 9). That mobile phone was the top answer may strike us, but mobile phones have developed greatly to be like small computers that are carried around all the time. Their cameras are also as good quality as any video camera, so they are light and handy and we do not have to worry about bad quality image and sound anymore. Lastly, one student answered in 'other' that he/she used MMedia, a service of the University of Valencia to record videos for education.

It was mostly students in VC2 that found technology a barrier, and this may be a result of two factors: 1) students didn't work in groups so they couldn't help each other in this sense. It is easy that one or the other has a video-recording technological device and that some have more expertise than others in ICT; 2) Students' age in VC2 is a lot higher than the students' in VC2. Younger people are born digital natives; therefore we could expect this barrier to disappear in the near future, although older people will always be less familiar with the latest technologies coming up than younger people.

4.5. Objective #5: To define the different implications of video-recording for face to face and distance learning in the English for VET classroom.

Relating to the differences between face to face learning and distance learning mentioned previously, the implementation of video-recording in both types of education needs to adapt to the students' profiles and needs.

As mentioned previously, face to face students in VC1 were asked to do a series of videos in groups. These were compulsory and were taken into account as their speaking marks together with a final speaking exam. In some cases like the Video Curriculum Vitae, students were also encouraged to record other voluntary videos. However, in VC2 video-recording was the alternative to doing role-play speaking activities in class. That is, students could choose to do their speaking homework through a video or attend a collective or individual class available for distance learning students.



(Graph 9)

Generally, from the positive things that students attributed to video-recording (graph 9), 'learning from errors' is the answer that stands out. This is actually one of the main differences between a common in-class speaking or exam and video-recording. Students

can look at themselves with a critical eye and embark in the learning awareness and process. Self-correction as mentioned before also develops learning autonomy which is essential in language learning and development.

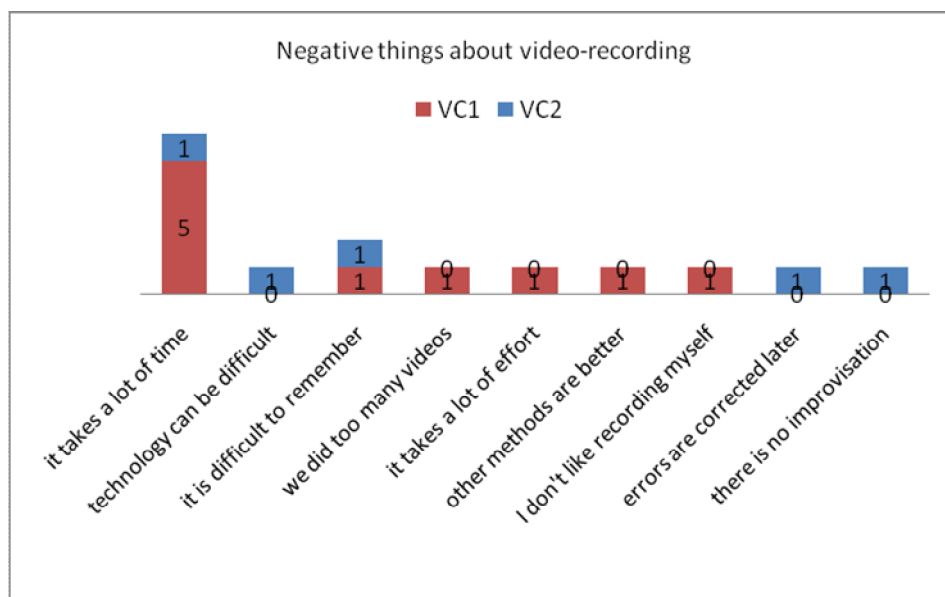
In addition, students in VC2 stressed other positive qualities: ‘getting fluency’ and ‘no need to attend classes’, as they are some of the main benefits of using videos to learn speaking in the distance. Students mostly get fluency in speaking without having to attend class, something that in many cases they can’t do due to their work. Other things students in VC2 stress are that they ‘learn pronunciation’ as well as to ‘relate vocabulary to real situations’, which in turn helps students recall vocabulary as we mentioned previously.

On the other hand, students in VC1 emphasized they learn grammar and vocabulary and they had fun recording videos. As we mentioned previously collective work makes it more fun and motivational to record videos, which is especially important among younger learners.

Other positive aspects are equally discerned by students in VC1 and VC2, like ‘learning specific expressions’, ‘learning speaking skills’ and ‘learning to interact’. But most importantly, two students stated in words that videos make them ‘get relaxed and self-confident’.

Regarding negative things that students considered video-recording has, that ‘it takes a lot of time’ is the answer that stands out (graph 10), being mostly VC1 students who answered so, maybe especially because it meant for them having to meet their classmates outside of the classroom, whereas VC2 students tended to record videos with relatives or friends. Yet VC2 students are obviously ready to take more work home because of the character of distance learning education and 44% of them state not being

able to attend class due to working-hours incompatibility. In fact, 44% of them believe that recording videos at home takes them less time than attending class.



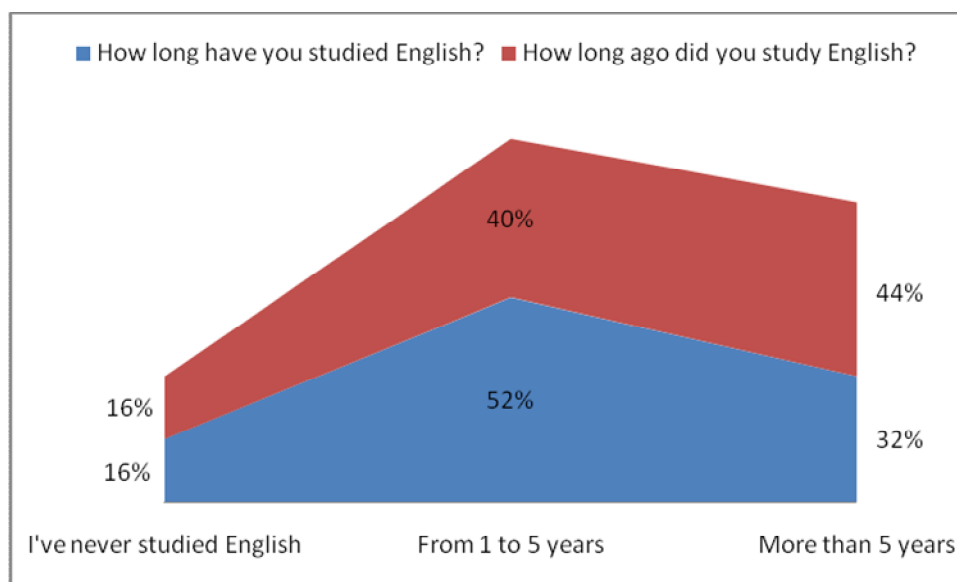
(Graph 10)

One student in VC1 also mentioned that other methods are better without specifying which and another student expressed he/she doesn't like recording him/herself. This reflects what was also mentioned before, the different intelligences and ways that different students have to learn. Nevertheless, it can be stated that video-recording gathers many different intelligences in one (collective and individual learning, kinaesthetics, music, visuals, linguistic and logical mathematical).

Another student in VC1 considered that they had 'made too many videos' which is directly related to the time consumption these videos takes on the students' side as mentioned previously. It is true that the longer students are exposed to the language the more naturally and easily they will learn the language. However, it is also true that overloading students with work can also be counter-productive and turn what is motivational and fun into the opposite. This student was a student in the group of Intermediate VET in Commerce, which is one of the groups which worked more videos than the rest. This shows that a balance between homework and classwork should be found, and students may well do one video per trimester and other speaking activities in the classroom.

Moreover, some students in VC2 also considered that ‘technology can be difficult to manage’, that through the videos ‘there is no improvisation’ unlike in real life, and that ‘errors are corrected later’ when they don’t remember about the video anymore. As for technology it was previously mentioned that students in VC2 considered it as a problem which may also be related to the older age of students, although the fact that they do not have cooperation from other peers may also make it more difficult. Students in VC1 worked in collaboration and in a group each person is usually better than the others in something, so together and helping each other everything can be a lot easier. Thus, there is always a person who handles technology better, whereas VC2 students recorded their videos on their own.

Also, both VC1 and VC2 also mentioned that it can be ‘difficult to remember dialogues’, which is actually what can make them recall those expressions later on in a future real situation.



(Graph 11)

Finally, in order to make it more clear how students in VC2 felt about the recording of videos, their questionnaire added a Likert scale question that will be here analysed. 78% of students ‘agreed’ or ‘totally agreed’ that video-simulations helped them get trained for their final speaking exam. 72% ‘agreed’ or ‘totally agreed’ that by

the beginning of the course they were quite nervous when having to do speaking activities.

Here we can go back to the first questions related to their background knowledge of the English language, there being 16% who had never studied English before, 50% who had studied 1-5 years and only 32% who had studied English more than 5 years (graph 11). As 76% of students in VC2 have a basic level of English, in many cases they had studied French, there is an additional difficulty for students with a low level of English to feel confident in the production of a language in which they still have little background knowledge. We should add to this that 44% of them haven't studied English for more than 5 years and 40% studied it about 1-5 years ago, which means they have forgotten a lot of the background knowledge they used to have.

However, 73% 'agreed' or 'totally agreed' that through video-recordings they gained self-confidence in the speaking skill, although 27% of them are indifferent. This is a very good indicator that even if students' level was low and that many of them felt nervous with speaking activities at the beginning, by practicing and recording videos they gained confidence and autonomy in their learning.

4.6. Objective #5: To examine in what measure VET teachers and English teachers for VET use video-recording and video-visualizations and the benefits they imply.

4.6.1. Video-visualisation in VET

In this section we will not only analyse the use of video-recordings by other teachers in VET Education, but also their use of video visualisations within the classroom. There is a variety of answers which shows no clear answer, but 19% and

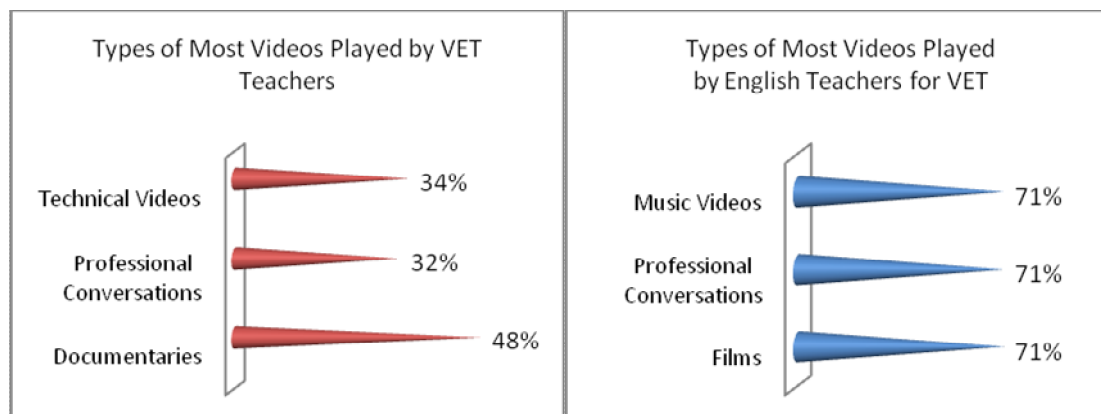
24% of teachers in VC1 declared that they play videos in the classroom once every month and once per trimester respectively, whereas 38% and 21% in VC2 do so. As for English teachers there is a variety of answers, 'once a month' (3) being the most answered, followed by 'depending from the group' (2), 'once every week' (1) and 'once a year' (1). This may show the balance of using ICT and traditional instruction, as the overuse of ICT was also pointed out by some as a negative factor. Nevertheless, data shows that teachers have incorporated new technologies in their regular classroom instruction.

From a multiple choice question, 72% of VET teachers declare using original version videos. 21% use subtitled videos and 32% dubbed into Spanish, which shows that not only teachers of English play original version videos (with or without subtitles), but there is a high percentage of VET teachers that use professional videos regardless of the language. According to a recent survey done by the European Union 'subtitling helps to improve the mastery of foreign languages [and] can raise awareness and provide motivation for language learning' (Commission, 2011, p.26).

On the other hand, 57% of English teachers prefer playing original videos in the classroom, and 42% combine both original and adapted videos in English. English teachers in VC1 mostly play their videos with or without subtitles depending on the students' level regardless of the VET level, whereas 40% and 50% of English teachers in VC2 prefer playing videos with English subtitles for Intermediate and Advanced VET respectively. None of the English teachers play videos with Spanish subtitles, the reason for this is that students tend to read Spanish to understand and disconnect from the English being spoken. However, data shows that they tend to adapt video difficulty to their students' levels and needs.

The type of videos VET teachers mostly show (graph 12) are documentaries (48%), conversations on the professional context (32%) and among others added (34%),

technical videos and videos provided by machine/tools manufacturers. As it is obvious and data shows English teachers use a wider variety of video types quite equally due to the nature of language teaching.



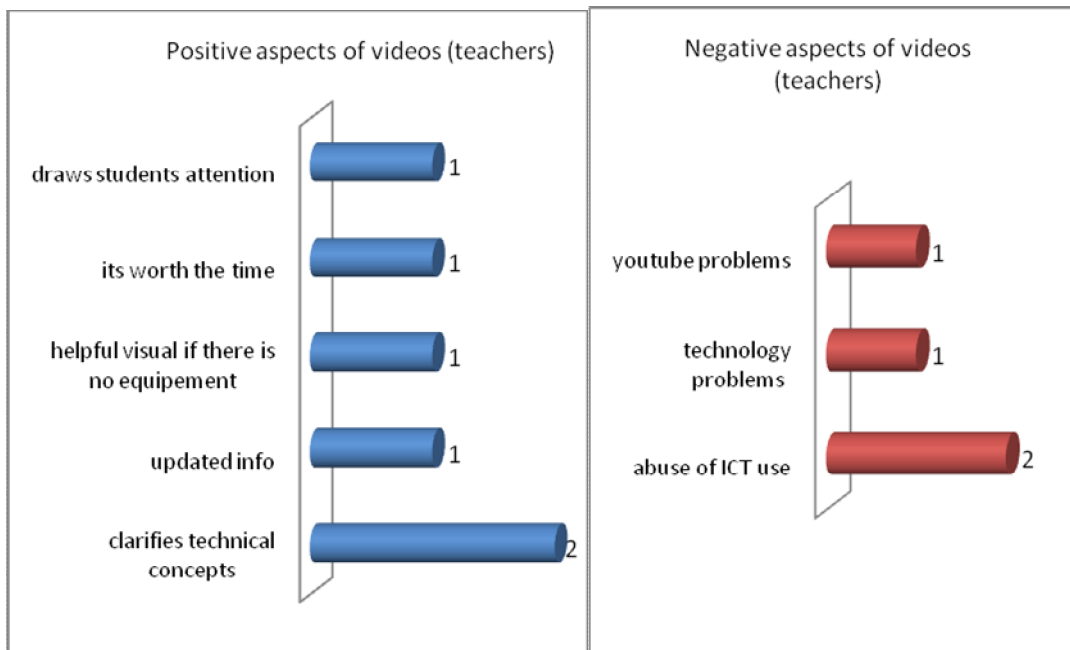
(Graph 12)

However, it is remarkable that 71% of English teachers for VET not only use films and musical videos, but also conversations on the professional context, which is basically our study's phase 1 of introducing and modelling through a video. It is important that English teachers adapt their classes to their students' needs regardless of their little knowledge of some VET sectors. Besides, the data in the following section shows that VET teachers also use new technologies to teach technical subjects.

It is also noticeable that 84% and 86% of VET teachers and English teachers for VET respectively extract most of their videos from 'YouTube' and 35% and 83% use DVDs, which shows a big contrast in VET teachers.

Moreover, the internet wins again as the majority of VET teachers and English teachers use the headset projector to project webpages (81% and 100% respectively). A high percentage also shows exercises (72% and 71% respectively) as well photographs (49% and 29%) and PowerPoints were also mentioned by 44% and 43% respectively.

This all shows that nowadays not only does the Internet play an important part in education, but also images and images in motion do. Just like the saying 'one picture is worth a thousand words', teaching can be aided by videos to a great extent.



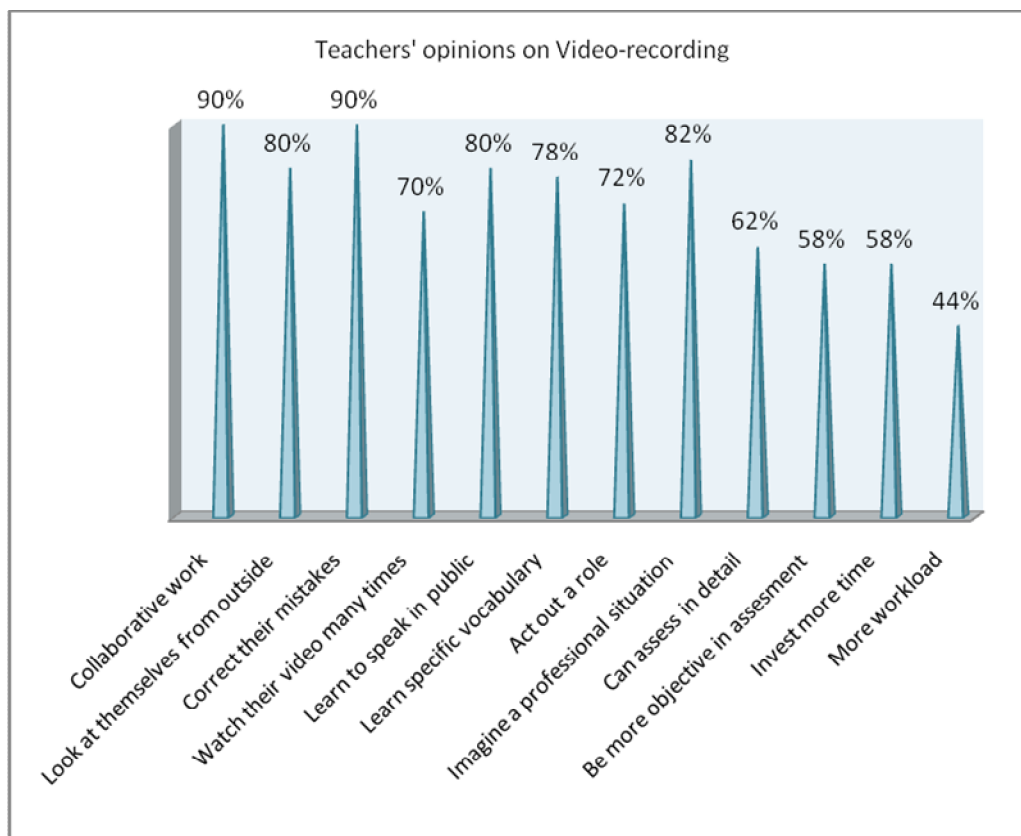
(Graph 13)

Adding to this, 95% of VET teachers claim that visualizing videos in the classroom is highly motivational and 67% of them don't think they consume so much time out of the classroom. On the other hand, despite the positive motivational factor, half of VET teachers accepted videos are not necessary for instruction, as contents can also be taught in the traditional way. The other half answered neutrally. In the same way, all English teachers for VET believe watching videos has a motivational component and that it helps develop the listening and speaking skills. Among other positive aspects of videos (graph 13), teachers emphasised that they clarify technical concepts, whereas the negative aspect that stands out is that an overuse of new technologies is also not good.

4.6.2. Video-recordings for VET

Almost half of all teachers (43%) have had at some point their students recording videos in their subject of instruction, which we could consider a quite high percentage given the barriers mentioned in our study and the work load on the students' and teachers' side.

Most videos recorded for VET (65%) dealt with different practical exercises related to the different professional sectors (assembling automatism and mockups, procedures of laboratory and KNOW, the use of WMM, how to work in public relations and business presentations). Other videos recorded in order of frequency were a Video Curriculum Vitae, videos showing what students do in class for training purposes, video tutorials and a video for the ‘Prevenart’ contest (Prevention of Professional Risks).



(Graph 14)

On the other hand, teachers were asked on the benefits and negative points of using video-recording in VET. Most noticeable answers are gathered in graph 14, from which we could highlight that most agree that some benefits of video-recording are ‘CL’, that students can ‘look at themselves from the outside’, ‘can watch their videos many times’ and can therefore ‘correct their mistakes’ more easily, which was also analysed and stated in our study with the students.

Also, towards the students’ professional development, the majority of teachers believe students can ‘act out a role’ and ‘imagine a professional situation’ better through

videos. All these answers are in accordance with students answers, as they also believed that CL helped them, made it more motivational, as well as videos let them correct their own mistakes towards accuracy and autonomy. The majority of students also stated that to imagine a real situation it was important to remember specific vocabulary or expressions, which in turn students recalled best through the use of props and settings used in the videos.

What is more, 66% of teachers declared that 'sometimes' the book or manual reflects real professional situations, whereas 16% doesn't use any book and 8% believes the book 'never' reflects real professional situations. This is one of the barriers we may encounter 'sometimes', especially depending on the professional sector. As we have mentioned in our study, some sectors may not have manuals, or they may not reflect the situations that our students may encounter in the future. Therefore, it is in our hands to make use of other sources like the internet and new technologies to adapt to the real needs students have.

Finally, teachers were asked about the recording of the Video Curriculum Vitae (which 2 teachers had previously mentioned having recorded). Surprisingly enough, 90% of all teachers in VC1 and VC2 believe that it is very positive students have a Video Curriculum Vitae. The most frequent opinion (21%) was that recording it is a good way of practicing and training the real job interview. Other answers in order of frequency were that the Digital or Video CV shows aspects that the written CV can't show (10%), we need to adapt to the changes in our society (10%), students learn to speak in public, can correct mistakes through visualizing their videos several times and can apply to jobs in the distance (7%), as well as they can show better their abilities and personality without being under pressure (7%) among other answers.

4.6.3. Spoken Assessment

For language teachers it may seem that speaking exams are only used for assessing the speaking skill in a specific language. However, we shouldn't forget that other disciplines also assess through the speaking (even if in Spanish) with purposes other than language learning. Although a low percentage, 28% of VET teachers from a diversity of sectors state they also assess through speaking. 60% of them use oral presentations, followed by interviews and professional conversations (17%), as well as others like theoretical or practical oral exam (7%) and oral answers about a video (7%). Also one teacher stated he/she used oral speaking exams with language as well as professional purposes, as the professional subject was taught in L2. This is the main aim of the Spanish Ministry of Education, that VET teachers teach their subjects in L2, which is most of the times not possible as they are required a B2 level of English. Thus, English teachers with no background knowledge on the professional sector try to do their best to cover students' professional needs, and merge language and professional sector, just like we are doing in our study through the use of video-simulations.

On the other hand, all English teachers mostly assess students through speaking exams in pairs (100%), followed by individual presentations and oral activities in the classroom (71%). This is mainly due to the lack of time and the big number of students, so it can be easier to assess them in the classroom.

Moreover, 47% and 71% of VET teachers and English teachers respectively prefer assessing them in detail, which as we analysed previously, matches the students' preference with having detailed feedback in order to excel. The rest though, prefers to set a general mark for their presentation performance. Among the VET teachers providing with detailed assessment most of them take into consideration the contents, fluency, quality of presentation and individual performance, whereas English teachers

pay attention to language competences like vocabulary, grammar, fluency and pronunciation apart from content.

Regarding what assessment a student may value more for his/her improvement, although 60% of all teachers believe the teacher assessment maybe the most relevant, there is great disparity of opinions, which shows no clear answer. In addition, all English teachers (100%) take into account the teacher evaluation for marks and only 2 take into account auto-evaluation (14%) and peer evaluation (14%). However, 62% of VET teachers use teacher evaluation, while 24% use peer evaluation and 14% auto-evaluation. This shows that VET teachers are a lot more open than English teachers to types of evaluation other than the traditional.

4.6.4. Role-plays and Video-Simulations

Another characteristic of video-recording is in connection with performing and acting out. Just like in films actors act out a role, in videos students act out their role in a professional real situation and can more easily imagine the situation and recall the vocabulary associated to it, as it has previously been analysed through students' answers.

67% (2) of English teachers in VC2 worked before on play performances in the English classroom. Both mentioned they obtained extremely positive results and one of them explained that students invented their own play and previously wrote their own script, and then performed it in the classroom, which was fun and very motivational for their students. They were also subsequently assessed on their performance for their final English mark.

What is more, the act of simulating a real professional simulation is also very much in trend in VET Education nowadays. As mentioned previously, simulations in VET can not only cut costs in machinery and others but are also less risky for students, who can learn from their mistakes without running any risk. Thus, 58% of VET teachers in VC2 use or have used simulations for VET in class. Table 17 reflects the different simulators used by teachers in VC2 followingly:

(Table 17)

VET SIMULATORS USED BY VET TEACHERS (VC2)	
Food Industry + Chemistry	Simulator of local ministry of education
Mechanical Manufacturing	Flow 3D Cast
	FANUC
	Automation Studio
Electricity and Electronics	Virtual Boy
	Electronic CAD
	ITS
	PLC
	DAC
	Scadas
	Robots
S7200-300	

4.6.5. Videos in Distance Learning VET

From our sample of VET teachers, only 25% of them have ever taught a distance learning course. The reason for this is obvious, as there is a low percentage of distance learning courses compared to the common face to face educational offer. 82% of them state they use the visualization of videos for their distance learning courses, however, 88% of them claim they don't use videos more often in distance learning than in face to face, which confirms that they like using them in any educational form.

As for video-recording, only 38% of them remark that their students recorded videos (from the types mentioned previously), which still is not too low a percentage. This shows though, that according to teachers there doesn't seem to be so much

difference between either visualizing or recording videos in distance learning and face to face learning. Thus, teachers seem to use videos to the same extent in both educational forms, even if we could however think that new technologies can fill the space and time gaps in distance education.

Regarding English teachers, only 2 (29%) in VC2 had previously taught English for distance learning VET. Both used video-visualisations to let students enhance their speaking skills and they assessed the speaking skill through a final exam in pairs one, and through an in-class final individual exam the other.

Ultimately, teachers were asked if they would use the recording of videos if the study confirmed students' positive attitudes and results towards this methodology. 86% of all teachers conceded they would do so, which shows teachers' willingness to adapt to society changes and students' new educational needs.

5. Conclusions

We mainly intended to investigate with our study to what extent video-simulation can be beneficial for students and their development of the Speaking Skills with professional purposes in the ESP classroom. A lot of studies using a diversity of new technologies have recently been carried out, but very few about their implementation in the ESP classroom.

Consequently we will expose the different conclusions that have been extracted from the present study:

1. English is the Lingua Franca and is therefore considered extremely important by VET students for their professional future. Not only this, but the training the Speaking Skill in English is also essential for their future employability and professional field.

2. Video-simulations for Vocational Purposes help students gain confidence in the learning of the Speaking Skill and move away from self-awareness. Even though not a huge step is perceived in SLA, students are aware of and gain confidence in their learning process and improvement, as the majority of VET students believed they did better from one set of videos to the other.
3. The recording of videos build-up a positive attitude towards SLA and the Speaking Skill through its motivational component with which both students and teachers in VET agree. It has been observed, though, that students that worked collaboratively (VC1) expressed to a greater extent that they had had fun and that recording videos was highly motivational for them.
4. As the Vocabulary Competence is especially relevant for ESP, the majority of students agreed that through the recording of videos, acting out of role-plays and the use of realia and props they could recall more easily the specific vocabulary and expressions needed, as they could imagine better the real situation. Most students also claimed that the learning to manage in the professional situations role-played could help them in their future careers.
5. The Speaking Skill also entangles speakers' coherent interaction and even more in ESP. Thus, role-play performance, just like drama and video-recording, aids students interact with each other and act out real communicative situations in a specific professional setting.
6. Most students wrote a previous script of their role-play even though they hadn't been prompted (VC2), which shows the necessity students have of a written linguistic aid to develop their Speaking Skill. However, students mustn't read to the

detriment of the Speaking Skill which must be spontaneous and fluent. Therefore, a clearer rubric and further teacher reminding is necessary.

7. Peer-assessment helps develop critical thinking and tolerance towards peers and their opinions, as well as language learning awareness. It has also been observed that peer-assessment is also motivational, as students try to outdo themselves due to the fact that their videos will later be seen by their peers. Moreover, peer-assessment and CL develop autonomous learning especially in teenagers, who acquire support from group work to enhance personal development.
8. Teachers can also assess students' performances in detail, owing to the possibility of visualising the video several times and pinning down the volatile character of the Speaking Skill. Most students have also highlighted teacher detailed-assessment as extremely positive for their SLA and learning of the Speaking Skill.
9. What most students have emphasised that stands out from video-simulations is the potentiality of self-assessment, which involves autonomy acquisition in their learning process. Through the repetition of video-recording before handing-in the final version, students also refine their performances through self-error correction. Face to face students in VC1 stated having recorded their videos many more times than distance learning students in VC2, which may have to do with peer-assessment pressure and critical eye. Nonetheless, distance learning students in VC2 also stressed the opportunity of self-correcting their errors.
10. Video-simulations are possible within the barriers of space, time and number of students, especially if used as homework. Besides, homework provides students with the necessary space to assimilate and recall the necessary vocabulary and

specific expressions, which in turn helps move them to the students' long-term memory.

11. The recording of videos is a type of Speaking activity that can easily adapt to all language levels, as can for instance be seen in the highly heterogeneous group of VC2 students. Through the videos students can work and learn at their own pace, and improve their level of oral skills at whatever point it is.
12. Video-simulations also adapt to all learning styles and students' multiple intelligences. It is the perfect combination of Gardner's 7 different learning styles: visual-spatial, bodily-kinaesthetic, musical, intrapersonal, linguistic and logical mathematical.
13. Video-recording activities not only contribute to acquiring the Digital Competence but are also feasible within the ICT barriers of lack of expertise and technological means. The diversity of technological devices to record videos, together with the emerging digital natives, makes it very easy to carry out this kind of speaking activities.
14. Some differences in the implementation of video-simulations in face to face and distance learning have been observed. Whereas face to face students found really motivational the recording of videos through CL, distance learning students didn't record their videos with peers, but with family or friends. However, video-simulations were the only way for distance learning students to practice and get trained for their final Speaking exam. Even if fluency was enhanced in all students, as distance learning students had less opportunities of communication in the TL due to their impossibility of attending class, fluency acquisition and self-confidence were the main focus for them.

15. Many VET teachers comprise the visualisation of a wide variety of videos (especially technical) in their instruction and the majority consider their use is highly positive and motivational, as long as there is no abuse to the detriment of other contents. Moreover, some VET teachers also assess their students through oral activities like presentations, interviews and video-recordings. What is more, more than half of VET teachers in VC2 use or have used Video Simulations, in order for students to learn real professional situations first hand.

6. Limitations to the Study

In our investigation, we have studied the implementation of video-simulations with a sample of 62 students from two different Vocational colleges. As previously mentioned in the section devoted to the methodology of our study, the number of our sample sees itself limited by a law which restricts the number of Vocational Courses offered. The reason for this is the intention to avoid overloading the professional sectors and aims to control the labour market in this way.

Thus, the quantitative methodology used will be limited taking into account these constraints, which implies further study with other groups should be carried out in order to be able to make correlations.

7. Further Future Research

Further research on Video-Simulations for VET would be desirable due to the previously mentioned limitation of students in VET. In addition, our investigation has basically been based on students' perceptions in ESP and SLA. Therefore, it would be significant to conduct further research on the evolution of students' videos through the circular system of 4 phases, by empirically proving their actual improvement in the Speaking Skill.

On the other hand, taking into account that both students and teachers' consider the recording of a Video Curriculum Vitae noteworthy for future employability, it would also be interesting to investigate on it.

Another possible analysis which is also proposed by Solaz, E. (2013) is the non-correspondence between the CEFRL and LOE. In the same way Bachillerato (High School) students are asked to learn patterns that do not belong to the A2 level but up to the B2 level, advanced VET students are too, as this Vocational Level equals the level of High School.

Finally, further research on VET Simulations' use by VET teachers would also be extremely notable. As some simulators, like the one provided by the Ministry of Education (López, 2010), offer the possibility of working with them in several languages, investigating the implementation of the same technical contents in both VET classes (in L1) and English for VET (in TL) could be really significant for the teaching of ESP.

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7. Appendix

7.1. Abbreviations

CA	Contrastive Analysis
CALL	Computer Assisted Learning
CEFRL	Common European Framework of Reference for Languages
CF	Corrective Feedback
CLIL	Content and Language Integrated Learning
CLL	Collaborative Language Learning
EA	Error Analysis
EAP	English for Academic Purposes
EFL	English as a Foreign Language
EGP	English for General Purposes
EPP	English for Professional Purposes
ESL	English as a Second Language
ESP	English for Specific Purposes
EST	English for Science and Technology
EU	European Union
EVP	English for Vocational Purposes
GCSE	General Certificate of Secondary Education
GTM	Grammar-Translation Method
ICT	Information and Communication Technology
IL	Inter Language
IPQP	Initial Professional Qualification Programme
IVET	Initial Vocational and Educational Training
SL	Second Language
SLA	Second Language Acquisition
TESOL	Teaching English to Students of Other Languages
TL	Target Language
VC1	Vocational College 1
VC2	Vocational College 2
VET	Vocational and Educational Training
VLS	Vocabulary Learning Strategy

7.2. Questionnaire for face to face students in VC1

You can view the published form here:

<https://docs.google.com/spreadsheets/viewform?formkey=dFNmWGIMYXpMVXNGZXVwTW5XV1hWaHc6MA#gid=0>

CUESTIONARIO: DESTREZA ORAL A TRAVÉS DE VÍDEOS (STUDENTS VC1)

Por favor, rellena el siguiente cuestionario con la mayor sinceridad posible. Todos aquellos con evaluación continua en inglés debéis rellenar este cuestionario, tanto si habéis grabado vídeos como si no. Es totalmente anónimo y es simplemente para estadísticas y un estudio que estoy realizando.

1. Indica tu edad

2. ¿Trabajas?

- Sí
 No

3. ¿Es importante aprender a hablar cuando se aprende una lengua?

- Sí
 No

4. ¿Es importante ser un buen comunicador en tu sector profesional?

- Sí
 No

5. ¿Es importante hablar inglés para tu sector profesional?

- Sí
 No

6. ¿Por qué?

7. (Pregunta para 1°C0) A través de los orales he aprendido a hablar en inglés a...

	Mucho	Un poco	Nada
Saludar de modo formal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentarse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citarse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Una comida de negocios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concertar una cita	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dar opiniones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vender/comprar un producto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ofrecer/pedir información	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describir un producto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resolver un problema/ queja con un cliente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estrategias de venta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reservar en un hotel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. (Pregunta para 1°C1) A través de los orales he aprendido a hablar en inglés a...

	Mucho	Un poco	Nada
Saludar de modo formal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentarse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citarse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concertar una cita	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dar opiniones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vender/comprar un producto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ofrecer/pedir información	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describir un producto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resolver un problema/ queja con un cliente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estrategias de venta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video Curriculum Vitae	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. (Pregunta para 1°GA). A través de los orales he aprendido a hablar en inglés a...

	Mucho	Un poco	Nada
Saludar de modo formal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentarse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hablar de la empresa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conversacion telefónica: pasar una llamada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conversacion telefónica: tomar un mensaje	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conversacion telefónica: número erróneo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El Tiempo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. ¿Podrían pasarte estas situaciones si trabajas en tu sector profesional?

- Sí
- No

9. ¿Cómo aprendes mejor 'vocabulario' y 'expresiones' en inglés?

- Memorizando listas
- Utilizándolas en una situación real
- Ambas
- Otro:

10. ¿Cómo crees que aprendes mejor a hablar inglés para situaciones reales de tu ámbito profesional?

	Muy de acuerdo	De acuerdo	Indiferente	En desacuerdo	Muy en desacuerdo
Haciendo sólo actividades escritas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haciendo actividades orales en clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haciendo un vídeo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leyendo diálogos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprendiendo gramática	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprendiendo expresiones según el contexto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haciendo exámenes orales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizando un traductor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haciendo intercambios con nativos en España	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. ¿Has utilizado algunos de estos elementos al grabar tus videos?

	Sí	No	Aún no he grabado ninguno
Utilizar Objetos (ej. maleta para el comerciante)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizar Vestimenta (ej. traje de chaqueta)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visitar Lugares Reales (ej. grabarlo en una oficina)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. ¿Crees que es importante imaginarse la situación para recordar vocabulario y expresiones para el oral?

- Sí
- No

13. ¿Crees que estos elementos pueden hacer tus videos más reales?

	Muy de acuerdo	De acuerdo	Indiferente	En desacuerdo	Muy en desacuerdo
Representar diálogos como un actor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grabar diálogos en video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Representar diálogos en clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizar Objetos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizar Vestimenta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visitar Lugares Reales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. ¿Cuántas veces has grabado cada video hasta que te ha gustado?

- 1 vez
- de 2 a 3 veces
- más de 3 veces
- Aún no he grabado ninguno

15. ¿Lo has pasado bien realizando los videos?

- Sí
- No
- Aún no he grabado ninguno

16. ¿Has tenido algún problema?

17. ¿Has escrito un diálogo antes de hacer el video?

- Sí
- No
- Aún no he grabado ninguno

18. ¿Has leído durante el video?

- Sí
- No
- Aún no he grabado ninguno

19. ¿Has sido espontáneo durante el video e intentado que pareciera real?

- Sí
- No
- Aún no he grabado ninguno

20. ¿Cómo has grabado tus vídeos?

- Mailvu
- Móvil
- Cámara de vídeo
- Cámara digital
- Aún no he grabado ninguno
- Otros

20A. Justifica si has elegido otros:

21. Has hecho tu vídeo...

- Sólo/a
- Pareja
- Trío

22. Si lo has hecho con otras personas ¿Te ha sido más fácil que sólo/a?

- Sí
- No

23. En un examen oral, no puedes borrar lo que has dicho. ¿Es una ventaja que el profesor te evalúe con un vídeo?

- Sí
- No

24. ¿Te ha gustado ver los vídeos de tus compañeros?

- Sí
- No

25. ¿Has aprendido algo de sus vídeos?

- Sí
- No

26. ¿Habías hecho alguna vez un examen oral?

- Sí
- No

27. ¿Te ha gustado la experiencia?

- Sí
- No

28. ¿Por qué?

29. ¿Crees que lo has hecho mejor en la 3ª evaluación que en la 2ª?

- Sí
- No

30. ¿Crees que puedes hacerlo mejor en el próximo video?

- Sí
- No

31. El profesor también puede ver tu video varias veces y aconsejarte qué debes mejorar mejor que en un examen oral ¿Crees que esto es bueno?

- Sí
- No

32. ¿Cómo prefieres que tu video se evalúe?

- Saber sólo la nota global
- Saber la nota de cada parte
- Idea general de cómo lo has hecho
- Saber detalles de cómo lo has hecho cada parte

33. ¿Habías hecho alguna vez un examen oral?

- Sí
- No

34. ¿Habías hecho alguna vez un video en inglés?

- Sí
- No

35. ¿Te ha gustado la experiencia?

- Sí
- No
- Aún no he grabado ninguno

36. ¿Aprender a hablar en situaciones profesionales comerciales te ayudará en el futuro?

- Sí
- No

37. ¿Crees que hacer videos puede ayudarte a aprobar los exámenes de nivel de la Escuela Oficial de Idiomas?

- Sí
 No

38. Escribe otras cosas positivas o negativas que consideres de la grabación de videos para mejorar tu oral:

39. En este curso has aprendido a realizar tu Curriculum escrito en inglés ¿Crees que es importante tenerlo?

- Sí
 No

40. ¿Por qué?

41. Los Video Curriculum están actualmente de moda para tener más oportunidades de mostrarnos cómo somos sin los nervios de una entrevista y planificar nuestra presentación ¿Crees que puede ser positivo tenerlo para buscar trabajo en el futuro?

- Sí
 No

42. ¿Por qué?

¡Ya has acabado! ¡Muchísimas gracias por tu colaboración!

Enviar

Nunca envíes contraseñas a través de Formularios de Google.

7.2. Questionnaire for distance learning students in VC2

You can view the published form here:

<https://docs.google.com/spreadsheets/viewform?formkey=dHdtd05vZkp4ak9iSnN6NXd6dE5Ec>

[Hc6MO#gid=0](#)

CUESTIONARIO: DESTREZA ORAL A TRAVÉS DE VÍDEOS (STUDENTS VC2)

Por favor, rellena el siguiente cuestionario con la mayor sinceridad posible.

Todos aquellos con evaluación continua en inglés debéis rellenar este cuestionario, tanto si habéis grabado vídeos como si no. Es totalmente anónimo y es simplemente para estadísticas y un estudio que estoy realizando.

*Obligatorio

1. Indica tu franja de edad *

- 18-27
- 28-37
- 38-47
- +47

2. ¿Trabajas? *

- Sí
- No

2A. ¿Cuántos años has estudiado inglés? *

- Nunca
- De 1 a 5 años
- Más de 5 años

2B. ¿Hace cuántos años estudiaste inglés? *

- Nunca
- Hace 1 a 5 años
- Hace más de 5 años

3. ¿Es importante aprender a hablar cuando se aprende una lengua? *

- Sí
- No

4. ¿Es importante ser un buen comunicador en el sector de Prevención de Riesgos? *

- Sí
- No

5. ¿Es importante hablar inglés para el sector de Prevención de Riesgos? *

- Sí
- No

6. ¿Por qué? *

7. A través de los orales he aprendido a hablar en inglés a... *

	Muy de acuerdo	De acuerdo	Indiferente	En desacuerdo	Muy en desacuerdo
Dar y recibir datos básicos de uno mismo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hablar del trabajo y rutinas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cambiar una cita con una empresa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedir en un restaurante	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coger un taxi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprar un billete de tren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprar en una tienda	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hablar de lo que te gusta y lo que no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hablar de las tiendas que hay en una ciudad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dar y pedir direcciones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. ¿Podrían pasarte estas situaciones si trabajas en el sector de Prevención de Riesgos? *

- Sí
- No

9. ¿Cómo aprendes mejor 'vocabulario' y 'expresiones' en inglés? *

- Memorizando listas
- Utilizándolas en una situación real
- Otros

9A. Justifica si has elegido otros:

10. ¿Cómo crees que aprendes mejor a hablar inglés para situaciones reales y de Prevención de Riesgos? *

	Muy de acuerdo	De acuerdo	Indiferente	En desacuerdo	Muy en desacuerdo
Haciendo sólo actividades escritas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haciendo actividades orales en clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haciendo un vídeo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leyendo diálogos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprendiendo gramática	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprendiendo expresiones según el contexto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haciendo exámenes orales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizando un traductor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haciendo intercambios con nativos en España	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Otros:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10A. Justifica si has elegido otros:

11. ¿Has utilizado algunos de estos elementos al grabar tus videos? *

	Sí	No	Aún no he grabado ninguno
Utilizar Objetos (ej. copas para el restaurante)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizar Vestimenta (ej. una pajarita para el camarero)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visitar Lugares Reales (ej. grabarlo en un restaurante real)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. ¿Crees que es importante imaginarse la situación para recordar vocabulario y expresiones para el oral? *

- Sí
- No

13. ¿Crees que estos elementos pueden hacer tus videos más reales? *

	Muy de acuerdo	De acuerdo	Indiferente	En desacuerdo	Muy en desacuerdo
Utilizar Objetos (ej: copas para el restaurante)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizar Vestimenta (ej. una pajarita para el camarero)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visitar Lugares Reales (ej. grabarlo en un restaurante real)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Representar diálogos como un actor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grabar diálogos en video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Representar diálogos en clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Otros	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13A. Justifica si has elegido otros:

13B. ¿Cómo trabajas la asignatura de inglés? *

- En casa
- En clase
- En clase y en casa

13C. ¿Cómo has hecho los orales? *

- En casa con videos
- En clase
- En clase y en casa

13D. ¿Porqué? *

14. Si has grabado videos ¿Cuántas veces has grabado cada video hasta que te ha gustado? *

- 1 vez
- de 2 a 3 veces
- más de 3 veces
- Aún no he grabado ninguno

15. ¿Lo has pasado bien realizando los videos? *

- Sí
- No
- Aún no he grabado ninguno

16. ¿Has tenido algún problema? *

17. ¿Has escrito un diálogo antes de hacer el video? *

- Sí
- No
- Aún no he grabado ninguno

18. ¿Has leído durante el video? *

- Sí
- No
- Aún no he grabado ninguno

19. ¿Has sido espontáneo durante el video e intentado que pareciera real? *

- Sí
- No
- Aún no he grabado ninguno

20. ¿Cómo has grabado tus videos? *

- Mailvu
- Móvil
- Cámara de video
- Cámara digital
- Aún no he grabado ninguno
- Otros

20A. Justifica si has elegido otros:

21. Has hecho tu vídeo... *

- Sólo/a
- Con un compañero de clase
- Con un amigo o familiar
- Aún no he grabado ninguno
- Otros

21A. Justifica si has elegido otros:

22. Si lo has hecho con otras personas ¿Te ha sido más fácil que sólo/a?

- Sí
- No

23. Califica la siguientes afirmaciones *

	Muy de acuerdo	De acuerdo	Indiferente	En desacuerdo	Muy en desacuerdo
Realizar vídeos/orales durante el trimestre me ha ayudado para el examen oral final	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Con los vídeos/orales he ganado confianza para hablar en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Al empezar el curso estaba nervioso/a en los orales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Al acabar el trimestre ya no estaba tan nervioso/a en los orales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los orales estudiados me ayudarán para viajar o trabajar en un futuro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practicar con una cámara me pone menos nervioso que a un examinador	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grabar vídeos en casa me lleva menos tiempo que ir a clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No puedo ir a clase por mi horario de trabajo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prefiero ir a clase y hablar con mis compañeros	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No quiero grabar vídeos porque no sé cómo hacerlo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yo y la tecnología no nos llevamos bien	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. ¿Qué has aprendido más con los orales? *

	Muy de acuerdo	De acuerdo	Indiferente	En desacuerdo	Muy en desacuerdo
Pronunciación	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulario	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expresiones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gramática	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A preguntar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A responder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A interactuar en un contexto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fluidez	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autocorregirme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Otros	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. ¿Habías hecho alguna vez un examen oral? *

- Sí
- No

26. ¿Te ha gustado la experiencia? *

- Sí
- No

26A. ¿Por qué? *

27. ¿Habías hecho alguna vez un video en inglés? *

- Sí
- No

28. ¿Te ha gustado la experiencia? *

- Sí
- No
- Aún no he grabado ninguno

28A. Justifica si has elegido otros:

29. ¿Crees que es una ventaja poder verte en un video y poder corregir tus errores tú mismo? *

- Sí
 No
 Aún no he grabado ninguno

30. ¿Con qué nota valorarías la grabación de videos como método de practicar el oral en un curso de inglés a distancia? *

1 2 3 4 5

Inadecuado Adecuado

37. ¿Considerarías grabar videos en la segunda y/o tercera evaluación? *

- He grabado videos en la 1ª eval y seguiré haciéndolo en la 2ª y 3ª
 He grabado videos en la 1ª eval pero no lo haré en la 2ª y 3ª
 No he grabado videos en la 1ª eval pero quiero probarlo en la 2ª y 3ª
 No he grabado videos ni lo haré

37. Explica tu respuesta anterior: *

38. ¿Crees que hacer videos puede ayudarte a aprobar los exámenes de nivel de la Escuela Oficial de Idiomas? *

- Sí
 No

39. Escribe otras cosas positivas o negativas que consideres de la grabación de videos para mejorar tu oral: *

¡Ya has acabado! ¡Muchísimas gracias por tu colaboración!

Enviar

Nunca envíes contraseñas a través de Formularios de Google.

7.3. Questionnaire for VET teachers in VC1

You can view the published form here:

<https://docs.google.com/forms/d/1BbrS7H78PwWS4VyVmtfR5JvcKYfYhguTeCKzz-9rerY/viewform>

Cuestionario: enseñanza a través de vídeos otros dept VC1

Este cuestionario es anónimo. Por favor, responde con la mayor sinceridad posible.

***Obligatorio**

1. Indica tu franja de edad *

2. Indica tu departamento *

3. ¿Con qué frecuencia utilizas vídeos en el aula? *

- En todas las clases
- Una vez al mes
- Una vez por trimestre
- Una vez al año
- Nunca
- Otro:

4. ¿Qué tipo de vídeos utilizas? *

- Vídeos originales
- Vídeos subtitrados
- Vídeos doblados
- Ninguno

5. ¿Qué tipo de vídeos sueles reproducir? *

- Películas
- Series
- Documentales
- Videoclips musicales
- Vídeo del libro de texto
- Conversaciones del contexto profesional
- Otro:

6. ¿De qué recursos suele extraer los vídeos? *

- Editorial del libro de texto
- DVDs
- Youtube
- Otro:

7. ¿Utilizas el proyector para proyectar otros materiales? *

- Páginas web
- Ejercicios
- Fotos
- Otro:

8. Crees que la utilización de vídeos en la clase... *

	Sí	No	NS/NC
Es motivador	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consume demasiado tiempo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No es necesaria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Otros puntos positivos y negativos:

10. ¿Realizas algún examen oral? *

▼

11. Si lo has realizado, explica brevemente los contenidos y tipo de examen:

12. ¿Has realizado alguna vez algún vídeo con tus alumnos? *

▼

13. Si lo has realizado, explica de qué tipo:

14. ¿Qué puntos positivos crees que tiene que los alumnos graben videos? *

	Sí	No	NS/NC
Trabajar en equipo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verse desde fuera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grabarse varias veces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rectificar sus errores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visualizar su video varias veces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pasarlo bien	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprender a hablar para un público	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprender vocabulario específico	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpretan mejor un rol en clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Se imaginan mejor la situación profesional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. ¿Qué puntos negativos crees que tiene grabar videos para los alumnos? *

	Sí	No	NS/NC
Sólo uno del grupo hace el trabajo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requiere mucho tiempo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requiere tener cámara	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requiere saber nuevas tecnologías	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No aprenden a hablar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No aprenden vocabulario específico	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tienden a leer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpretan mejor un rol en clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No se imaginan la situación profesional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Va contra su privacidad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. ¿Qué puntos positivos crees que tiene para el profesor? *

	Sí	No	NS/NC
Visualizar el vídeo varias veces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Puede evaluar de forma más detallada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pasarlo bien viendo vídeos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ser más objetivo en la evaluación	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. ¿Qué puntos negativos crees que tiene para el profesor? *

	Sí	No	NS/NC
Invertir más tiempo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tener más trabajo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es más aburrido que en clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Se puede evaluar la escena (vestimenta...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Si has hecho algún examen oral o de exposición en clase, ha sido...

- Examen oral individual
- Examen oral en parejas
- Exposición oral individual en clase
- Exposición oral en grupo en clase
- Actividades orales en clase
- Otro:

19. ¿Cómo lo evalúas? *

- Nota general
- Nota por partes (detallada)
- Ninguna

20. Si lo haces por partes, ¿qué partes tienes en cuenta y qué valor les das?

21. ¿Qué evaluación utilizas? *

- Evaluación del profesor
- Autoevaluación del alumnado
- Evaluación de los compañeros
- Ninguna
- Otro:

22. Imagina que eres un alumno ¿Qué evaluación crees que es más importante para tu aprendizaje oral como alumno? *

Evaluación del profesor

1 2 3 4 5 6 7 8 9 10

Más importante para el alumno



Menos importante para el alumno

Autoevaluación del alumno *

1 2 3 4 5 6 7 8 9 10

Más importante para el alumno



Menos importante para el alumno

Evaluación de los compañeros *

1 2 3 4 5 6 7 8 9 10

Más importante para el alumno



Menos importante para el alumno

23. ¿Crees que se adecuan las situaciones del libro de texto a la realidad profesional futura del alumno? *

24. Los Video Currículum están actualmente de moda para tener más oportunidades de mostrarnos cómo somos sin los nervios de una entrevista y planificar nuestra presentación ¿Crees que puede ser positivo para los alumnos tenerlo para buscar trabajo en el futuro? *

25. ¿Por qué? *

26. Si el estudio indicara que los alumnos están contentos con su aprendizaje oral y la grabación de los videos ¿considerarías utilizar esta metodología? *

27. ¿Por qué? *

28. Añade si quieres cualquier otra información relevante respecto a los orales y la realización de vídeos
¡Muchas gracias por tu tiempo!

7.4. Questionnaire for VET teachers in VC2

You can view the published form here:

<https://docs.google.com/forms/d/1o4biF69at9NnvQNsI37SfmLecoI0Hce3Uqq0ACakE0U/viewform>

Cuestionario: enseñanza a través de vídeos otros dept CV2

Este cuestionario es anónimo. Por favor, responde con la mayor sinceridad posible.
***Obligatorio**

1. Indica tu departamento *

▼

2. Indica tu franja de edad *

▼

3. ¿Con qué frecuencia utilizas vídeos en el aula? *

- En todas las clases
- Una vez al mes
- Una vez por trimestre
- Una vez al año
- Nunca
- Otro:

4. ¿Qué tipo de videos utilizas? *

- Vídeos originales
- Vídeos subtitrados
- Vídeos doblados
- Ninguno

5. ¿Qué tipo de videos sueles reproducir? *

- Películas
- Series
- Documentales
- Videoclips musicales
- Vídeo del libro de texto
- Conversaciones del contexto profesional
- Otro:

6. ¿De qué recursos suele extraer los videos? *

- Editorial del libro de texto
- DVDs
- Youtube
- Otro:

7. ¿Utilizas el proyector para proyectar otros materiales? *

- Páginas web
- Ejercicios
- Fotos
- Otro:

8. Crees que la utilización de videos en la clase... *

	Sí	No	NS/NC
Es motivador	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consume demasiado tiempo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No es necesaria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Otros puntos positivos y negativos:

10. ¿Realizas algún examen oral? *

11. Si lo has realizado, explica brevemente los contenidos y tipo de examen:

12. ¿Has realizado alguna vez algún vídeo con tus alumnos? *

13. Si lo has realizado, explica de qué tipo:

13A. ¿Has utilizado algún simulador que emule una realidad profesional para FP? *

13B. ¿Cual? ¿Qué herramientas/materiales has utilizado?

13C. Responde a esta pregunta sólo si has impartido algún curso semipresencial: *

	Sí	No	NS/NC
He utilizado vídeos online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizo más vídeos en semi que en presencial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mis alumnos han grabado algún vídeo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He utilizado algún simulador	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He realizado algún examen oral	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. ¿Qué puntos positivos crees que tiene que los alumnos graben videos? *

	Sí	No	NS/NC
Trabajar en equipo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verse desde fuera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grabarse varias veces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rectificar sus errores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visualizar su video varias veces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pasarlo bien	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprender a hablar para un público	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprender vocabulario específico	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpretan mejor un rol en clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Se imaginan mejor la situación profesional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. ¿Qué puntos negativos crees que tiene grabar videos para los alumnos? *

	Sí	No	NS/NC
Sólo uno del grupo hace el trabajo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requiere mucho tiempo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requiere tener cámara	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requiere saber nuevas tecnologías	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No aprenden a hablar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No aprenden vocabulario específico	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tienden a leer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpretan mejor un rol en clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No se imaginan la situación profesional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Va contra su privacidad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. ¿Qué puntos positivos crees que tiene para el profesor? *

	Sí	No	NS/NC
Visualizar el video varias veces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Puede evaluar de forma más detallada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pasarlo bien viendo vídeos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ser más objetivo en la evaluación	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. ¿Qué puntos negativos crees que tiene para el profesor? *

	Sí	No	NS/NC
Invertir más tiempo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tener más trabajo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es más aburrido que en clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Se puede evaluar la escena (vestimenta...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Si has hecho algún examen oral o de exposición en clase, ha sido...

- Examen oral individual
- Examen oral en parejas
- Exposición oral individual en clase
- Exposición oral en grupo en clase
- Actividades orales en clase
- Otro:

19. ¿Cómo lo evaluas? *

- Nota general
- Nota por partes (detallada)
- Ninguna

20. Si lo haces por partes, ¿qué partes tienes en cuenta y qué valor les das?

21. ¿Qué evaluación utilizas? *

- Evaluación del profesor
- Autoevaluación del alumnado
- Evaluación de los compañeros
- Ninguna
- Otro:

22. Imagina que eres un alumno ¿Qué evaluación crees que es más importante para tu aprendizaje oral como alumno? *

Evaluación del profesor

1 2 3 4 5 6 7 8 9 10

Más importante para el alumno Menos importante para el alumno

Autoevaluación del alumno *

1 2 3 4 5 6 7 8 9 10

Más importante para el alumno

Menos importante para el alumno

Evaluación de los compañeros *

1 2 3 4 5 6 7 8 9 10

Más importante para el alumno

Menos importante para el alumno

23. ¿Crees que se adecuan las situaciones del libro de texto a la realidad profesional futura del alumno? *

24. Los Video Currículum están actualmente de moda para tener más oportunidades de mostrarnos cómo somos sin los nervios de una entrevista y planificar nuestra presentación ¿Crees que puede ser positivo para los alumnos tenerlo para buscar trabajo en el futuro? *

25. ¿Por qué? *

26. Si el estudio indicara que los alumnos están contentos con su aprendizaje oral y la grabación de los videos ¿considerarías utilizar esta metodología? *

27. ¿Por qué? *

28. Añade si quieres cualquier otra información relevante respecto a los orales y la realización de videos

¡Muchas gracias por tu tiempo!

Nunca envíes contraseñas a través de Formularios de Google.

7.5. Questionnaire for English teachers for VET in VC1

You can view the published form here:

https://docs.google.com/forms/d/1nXg6z8UJL_0ZGxGNy0twVowy6DnbESjBeVSVwjSO8Jw/viewform

Cuestionario: enseñanza de destreza oral a través de vídeos (VC1 English Dept.)

Este cuestionario es anónimo. Por favor, responde con la mayor sinceridad posible.
***Obligatorio**

Indica tu franja de edad *

1. ¿Con qué frecuencia utilizas vídeos en el aula? *

En todas las clases

Una vez al mes

Una vez por trimestre

Una vez al año

Nunca

Otro:

2. ¿Qué tipo de vídeos utilizas? *

Vídeos originales

Vídeos adaptados

Ambos

Ninguno

3. ¿Cómo reproduces normalmente los vídeos para ciclos medios (A1-2)? *

Con subtítulos en español

Con subtítulos en inglés

Sin subtítulos

Depende del grupo

4. ¿Cómo reproduces normalmente los vídeos para ciclos superiores (A2-B1)? *

Con subtítulos en español

Con subtítulos en inglés

Sin subtítulos

Depende del grupo

5. ¿Qué tipo de vídeos sueles reproducir? *

Películas

Series

Documentales

Videoclips musicales

Vídeo del libro de texto

Conversaciones del contexto profesional

Otro:

6. ¿De qué recursos suele extraer los videos? *

Editorial del libro de texto

DVDs

Youtube

Otro:

7. ¿Utilizas el proyector para proyectar otros materiales? *

Páginas web

Ejercicios

Fotos

Otro:

8. Crees que la utilización de videos en la clase... *

	Sí	No	NS/NC
Es motivador	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es bueno para la destreza auditiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es bueno para la destreza oral	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consume demasiado tiempo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No es necesaria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Otros puntos negativos y positivos:

9. ¿Qué tipo de orales trabajas y evalúas? *

Monólogos

Diálogos

Ambos

Ninguno

Otro:

10. ¿Cómo trabajas la destreza oral en clase? *

Actividades orales en clase

Actividades orales fuera de la clase (especifica abajo)

Otro:

11. ¿Has realizado alguna vez algún vídeo con tus alumnos? *

12. Si lo has realizado, explica de qué tipo:

13. ¿Qué puntos positivos crees que tiene que los alumnos graben vídeos en inglés? *

	Sí	No	NS/NC
Trabajar en equipo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ver sus errores desde fuera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grabarse varias veces para mejorar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rectificar sus errores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visualizar su vídeo varias veces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprender a hablar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprender vocabulario específico	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprender gramática	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actuar mejor un rol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Imaginar mejor una situación profesional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. ¿Qué puntos negativos crees que tiene grabar vídeos para los alumnos? *

	Sí	No	NS/NC
Sólo uno del grupo hace el trabajo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requiere mucho tiempo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requiere tener cámara	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requiere saber nuevas tecnologías	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No aprenden a hablar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No aprenden vocabulario específico	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No aprenden gramática	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tienden a leer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actúan mejor un rol en clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No se imaginan la situación profesional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Va contra su privacidad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. ¿Qué puntos positivos crees que tiene para el profesor? *

	Sí	No	NS/NC
Visualizar el vídeo varias veces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Puede evaluar de forma más detallada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pasarlo bien viendo vídeos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ser más objetivo en la evaluación	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. ¿Qué puntos negativos crees que tiene para el profesor? *

	Sí	No	NS/NC
Invertir más tiempo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tener más trabajo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es más aburrido que en clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Se puede evaluar la escena (vestimenta...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Añade otros puntos positivos o negativos que consideres que no se hayan mencionado:

18. ¿Cómo evalúas la destreza oral? *

- Examen oral individual
- Examen oral en parejas
- Exposición oral individual en clase
- Exposición oral en grupo en clase
- Actividades orales en clase
- Ninguna
- Otro:

19. ¿Cómo estableces la nota de la destreza oral? *

- Nota general
- Nota por partes (detallada)
- Ninguna

20. Si lo haces por partes, ¿qué partes tienes en cuenta y qué valor les das?

21. ¿Qué evaluación utilizas para el oral? *

- Evaluación del profesor
- Autoevaluación del alumnado
- Evaluación de los compañeros
- Ninguna
- Otro:

22. Imagina que eres un alumno ¿Qué evaluación crees que es más importante para tu aprendizaje oral como alumno? *

Evaluación del profesor

1 2 3 4 5 6 7 8 9 10

Más importante para el alumno

Menos importante para el alumno

Autoevaluación del alumno *

1 2 3 4 5 6 7 8 9 10

Más importante para el alumno

Menos importante para el alumno

Evaluación de los compañeros *

1 2 3 4 5 6 7 8 9 10

Más importante para el alumno

Menos importante para el alumno

23. ¿Crees que se adecuan las situaciones orales del libro de texto a la realidad profesional futura del alumno? *

24. Los Video Currículum están actualmente de moda para tener más oportunidades de mostrarnos cómo somos sin los nervios de una entrevista y planificar nuestra presentación ¿Crees que puede ser positivo para los alumnos tenerlo para buscar trabajo en el futuro? *

25. ¿Por qué? *

26. Si el estudio indicara que los alumnos están contentos con su aprendizaje oral y la grabación de los vídeos ¿considerarías utilizar esta metodología? *

27. ¿Por qué? *

28. Añade si quieres cualquier otra información relevante respecto a los orales y la realización de vídeos

¡Muchas gracias por tu tiempo!

Enviar

Nunca envíes contraseñas a través de Formularios de Google.

7.6. Questionnaire for English teachers for VET in VC2

You can view the published form here:

https://docs.google.com/forms/d/1wls_ey91dZ_7dnkw5h1CIDwnfcT8K8KPt_3FriY6U_s/viewform

Questionario: enseñanza de destreza oral a través de vídeos (VC2 English Dept.)

Este cuestionario es anónimo. Por favor, responde con la mayor sinceridad posible.

*Obligatorio

Indica tu franja de edad *

1. ¿Con qué frecuencia utilizas vídeos en el aula? *

- En todas las clases
- Una vez al mes
- Una vez por trimestre
- Una vez al año
- Nunca
- Otro:

2. ¿Qué tipo de vídeos utilizas? *

- Vídeos originales
- Vídeos adaptados
- Ambos
- Ninguno

3. ¿Cómo reproduces normalmente los vídeos para ciclos medios (A1-2)? *

- Con subtítulos en español
- Con subtítulos en inglés
- Sin subtítulos
- Depende del grupo

4. ¿Cómo reproduces normalmente los vídeos para ciclos superiores (A2-B1)? *

- Con subtítulos en español
- Con subtítulos en inglés
- Sin subtítulos
- Depende del grupo

5. ¿Qué tipo de vídeos sueles reproducir? *

- Películas
- Series
- Documentales
- Videoclips musicales
- Vídeo del libro de texto
- Conversaciones del contexto profesional
- Otro:

6. ¿De qué recursos suele extraer los vídeos? *

- Editorial del libro de texto
- DVDs
- Youtube
- Otro:

7. ¿Utilizas el proyector para proyectar otros materiales? *

- Páginas web
- Ejercicios
- Fotos
- Otro:

8. Crees que la utilización de vídeos en la clase... *

	Sí	No	NS/NC
Es motivador	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es bueno para la destreza auditiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es bueno para la destreza oral	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consume demasiado tiempo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No es necesaria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Otros puntos negativos y positivos:

9. ¿Qué tipo de orales trabajas y evalúas? *

- Monólogos
- Diálogos
- Ambos
- Ninguno
- Otro:

10. ¿Cómo trabajas la destreza oral en clase? *

- Actividades orales en clase
- Actividades orales fuera de la clase (especifica abajo)
- Otro:

11. ¿Has realizado alguna vez algún video con tus alumnos? *

12. Si lo has realizado, explica de qué tipo:

13. ¿Qué puntos positivos crees que tiene que los alumnos graben videos en inglés? *

	Sí	No	NS/NC
Trabajar en equipo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ver sus errores desde fuera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grabarse varias veces para mejorar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rectificar sus errores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visualizar su video varias veces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aprender a hablar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Imaginar mejor una situación profesional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. ¿Qué puntos negativos crees que tiene grabar videos para los alumnos? *

	Sí	No	NS/NC
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Tienden a leer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actúan mejor un rol en clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No se imaginan la situación profesional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Va contra su privacidad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. ¿Qué puntos negativos crees que tiene para el profesor? *

	Sí	No	NS/NC
Visualizar el video varias veces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Puede evaluar de forma más detallada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pasarlo bien viendo videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ser más objetivo en la evaluación	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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- Otro:

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1 2 3 4 5 6 7 8 9 10

Más importante para el alumno



Menos importante para el alumno

Autoevaluación del alumno *

1 2 3 4 5 6 7 8 9 10

Más importante para el alumno



Menos importante para el alumno

Evaluación de los compañeros *

1 2 3 4 5 6 7 8 9 10

Más importante para el alumno



Menos importante para el alumno

23. ¿Crees que se adecuan las situaciones orales del libro de texto a la realidad profesional futura del alumno? *

24. ¿Has trabajado alguna vez una obra de teatro en clase? *

25. Si has respondido Sí. Explica la experiencia y sus aspectos positivos:

26. ¿Has impartido clases en algún grupo semipresencial alguna vez? *

27. ¿Cómo has trabajado la destreza oral durante el curso semipresencial? *

- En las tutorías
- Con vídeos
- Con deberes
- Los alumnos son autónomos y la trabajan por su cuenta
- Nunca he impartido un curso semipresencial

28. ¿Has evaluado la destreza oral? *

29. ¿Cómo la has evaluado? *

- En las tutorías
- Con un examen final individual
- Con un examen final en parejas
- No evalué el oral en cursos semipresenciales
- Nunca he impartido un curso semipresencial
- Otro:

18. Los Video Curriculum están actualmente de moda para tener más oportunidades de mostrarnos cómo somos sin los nervios de una entrevista y planificar nuestra presentación ¿Crees que puede ser positivo para los alumnos tenerlo para buscar trabajo en el futuro? *

19. ¿Por qué? *

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Añade si quieres cualquier otra información relevante respecto a los orales y la realización de vídeos

¡Muchas gracias por tu tiempo!

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