Developing a Video-Based Self-Assessment Model for Speaking Skills of High School English Language Learners.

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Abstract: This study explores the development and implementation of a video-based self-assessment model designed to enhance speaking skills among high school English language learners (ELLs), with a particular focus on the context of Uzbekistan. The model integrates video recording technology to allow students to review their oral performances, identify strengths and weaknesses, and set personal improvement goals. Drawing on principles of self-regulated learning and formative assessment, the research involved 120 high school students from grades 9-11 in Tashkent, Uzbekistan. Participants engaged in structured speaking tasks, recorded their performances, and used a self-assessment rubric to evaluate aspects such as pronunciation, fluency, vocabulary, and non-verbal communication. Pre- and post-intervention assessments revealed significant improvements in speaking proficiency, self-efficacy, and motivation. The findings indicate that video-based self-assessment not only boosts linguistic competence but also fosters learner autonomy, addressing common challenges in English language education in non-native contexts. This model offers practical implications for educators seeking innovative, technology-integrated approaches to speaking skill development.

Keywords: Video-based self-assessment, speaking skills, English language learners, high school education, self-regulated learning, learner autonomy, Uzbekistan English teaching, formative assessment, oral proficiency, technology in language education.

Introduction

In the era of globalization, proficiency in English speaking skills is essential for high school students, particularly in non-English-speaking countries like Uzbekistan,

where English serves as a gateway to international opportunities in education, business, and culture. However, traditional classroom methods often fall short in providing individualized feedback and opportunities for self-reflection, leading to persistent issues such as speaking anxiety, limited fluency, and inadequate pronunciation [1]. Video-based self-assessment emerges as a promising tool, allowing learners to visually and aurally review their performances, which promotes metacognitive awareness and targeted improvement [2].

The concept of self-assessment in language learning dates back to theories of self-regulated learning, where learners actively monitor and evaluate their progress [3]. In speaking skills, video recording provides a multisensory feedback mechanism that surpasses traditional peer or teacher evaluations by enabling repeated viewings and objective analysis [4]. Previous studies have demonstrated its efficacy in university settings, but applications in high school contexts, especially in Central Asia, remain underexplored [5]. This paper addresses this gap by developing a tailored model for Uzbek high school ELLs, incorporating local educational policies and cultural considerations.

English language teaching in Uzbekistan has evolved significantly since the 2012 presidential decree emphasizing foreign language proficiency, leading to curriculum reforms and increased resource allocation [6]. Despite these advancements, challenges persist, including large class sizes, limited exposure to native speakers, and a focus on rote learning over communicative competence [7]. Video-based self-assessment can mitigate these by empowering students to take ownership of their learning process.

Relevance of Work

The relevance of this work lies in its alignment with Uzbekistan's national education priorities, which aim to enhance English proficiency among youth to support economic and social development [8]. In high schools, speaking skills are often underrepresented in assessments, which prioritize grammar and reading, resulting in graduates ill-equipped for real-world communication [9]. This model addresses this imbalance by integrating technology accessible via smartphones, making it feasible in resource-constrained environments.

Globally, self-assessment tools have been shown to reduce speaking anxiety and improve performance, as learners gain insights into their non-verbal cues and linguistic

errors [10]. In the Uzbek context, where self-efficacy plays a crucial role in language acquisition, incorporating video reviews can boost confidence, particularly among shy or low-proficiency students [11]. Furthermore, this approach supports the shift toward competence-based education, emphasizing self-evaluation as a metacognitive strategy [12].

The work is also relevant for teacher training, as it provides a framework for incorporating self-assessment into curricula, aligning with recommendations for formative evaluation in English instruction [13]. By fostering learner autonomy, it reduces teacher workload while enhancing student engagement, a critical factor in large classrooms typical of Uzbek high schools [14].

Purpose

The primary purpose of this research is to develop, implement, and evaluate a video-based self-assessment model specifically for improving speaking skills in high school ELLs in Uzbekistan. Secondary objectives include assessing the model's impact on self-efficacy, motivation, and overall oral proficiency; identifying cultural and contextual adaptations needed for effective integration; and providing evidence-based recommendations for educators and policymakers.

Materials and Methods of Research

This mixed-methods study was conducted over a 12-week period in two public high schools in Tashkent, Uzbekistan, involving 120 students (aged 15-17) from grades 9-11, all native Uzbek speakers learning English as a foreign language. Participants were divided into an experimental group (n=60) using the video-based model and a control group (n=60) receiving traditional teacher-led feedback.

Materials:

- Smartphones or school-provided devices for video recording.
- A self-assessment rubric adapted from the Common European Framework of Reference for Languages (CEFR), covering pronunciation, fluency, vocabulary, grammar, and non-verbal elements (e.g., eye contact, body language) [15].
- Pre- and post-tests: Oral Proficiency Interview (OPI) simulations scored on a 5-point scale.

- Questionnaires: Self-efficacy scale (adapted from Bandura, 1997) and attitude surveys [16].
- Focus group interviews for qualitative data.

Methods:

1. **Model Development:** Based on Kolb's experiential learning cycle, the model includes: (a) Task performance (e.g., role-plays, debates); (b) Video recording (3-5 minutes); (c) Self-review and rubric completion; (d) Goal-setting and practice plans; (e) Peer sharing [17].

2. **Implementation:** Weekly sessions where experimental group students recorded tasks, reviewed videos individually, and completed self-assessments. Teachers provided minimal guidance to emphasize autonomy [18].

3. **Data Analysis:** Quantitative data analyzed using paired t-tests for pre-post differences and ANOVA for group comparisons. Qualitative data thematically coded using NVivo, focusing on themes like awareness and confidence [19].

Ethical considerations included informed consent, anonymity, and data security.

Results and Discussion

Quantitative results showed significant improvements in the experimental group: Mean OPI scores increased from 2.8 to 4.1 ($p<0.001$), compared to 2.9 to 3.4 in the control group. Self-efficacy scores rose by 28% in the experimental group, correlating strongly with speaking gains ($r=0.72$) [20]. Attitude surveys indicated 92% of participants found video reviews helpful for identifying weaknesses, such as pronunciation errors and filler words, without increasing anxiety [21].

Qualitative findings revealed themes of heightened awareness: Students noted improvements in eye contact (47%) and fluency (35%), echoing prior research [22]. In discussions, participants appreciated the model's autonomy, stating it reduced dependence on teachers and boosted motivation through self-set goals [23]. Challenges included initial tech discomfort and cultural reluctance to self-critique, addressed through orientation sessions [24].

These results align with studies on video self-assessment in EFL contexts, confirming its role in fostering reflective learning [25]. In Uzbekistan, integrating self-study elements enhances relevance, as governmental policies promote independent

learning [26]. Limitations include sample size and short duration; future research could explore long-term effects.

Conclusion

The video-based self-assessment model proves effective for developing speaking skills in high school ELLs, offering a scalable, student-centered approach adaptable to Uzbekistan's educational landscape. By enhancing self-efficacy and autonomy, it addresses key barriers in English teaching, paving the way for more communicative and confident learners. Educators are encouraged to adopt this model, with training on technology integration and rubric use. Policymakers should support device access and curriculum inclusion to maximize impact.

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