

ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL

Facultad de Ciencias Sociales y Humanísticas



**“IMPACT OF THE USE OF SELECTED YOUTUBE VIDEOS TO
ENHANCE THE SPEAKING PERFORMANCE ON A2 EFL
LEARNERS OF AN ECUADORIAN PUBLIC HIGH SCHOOL”**

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Previa la obtención del Título de:

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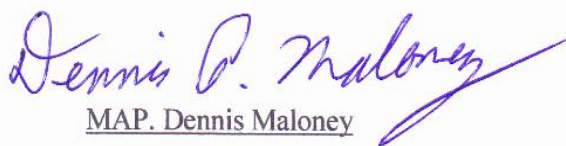
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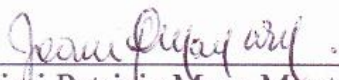
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ABSTRACT

The present research study aims to evaluate the impact of the use of selected YouTube videos for enhancing learners' speaking performance in English foreign learners (EFL) of A2 level at an Ecuadorian public high school. Normally, by the time Ecuadorian public high school students end their senior year, they are not yet able to effectively communicate in English. Consequently, the requirements established in the curriculum by the Ecuadorian Ministry of Education regarding English teaching as a foreign language are not being successfully accomplished. It is believed that scaffolding speaking lessons with the aid of audio visual materials may bring about effective results regarding communicative performance. Subsequently, quantitative and qualitative instruments will gather data for its coding and analysis. In addition, results suggest that selected YouTube videos bring positive results if classes are elaborated with before, during and after video communicative tasks. Last but not least, implications indicate that classroom environment may affect students' performance.

Key words: *selected YouTube videos, speaking performance, Ecuadorian high school students, EFL learners*

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CHAPTER 1

1.1 INTRODUCTION

The present study addresses an educational issue regarding English teaching in an Ecuadorian public high school for adult learners. The researchers believe certain public high schools, particularly the night ones, do not have enough resources. In addition, their teachers do not have sufficient training to help their students to achieve a B1 (intermediate) English level as required by the official public high school curriculum (Ministero de Educación del Ecuador, 2016).

The Ecuadorian Educational law requires that students acquire a B1 level according to the Common European Framework Reference of Languages (CEFR) before they graduate. In our researchers' experience one of the problems that adult students have when trying to achieve this goal is the use of conversational English. To facilitate the use of conversational English in this group, we study the impact of selected YouTube videos on speaking performance in EFL A2 learners of an Ecuadorian public high school.

As English teachers we have worked a little over a decade. Due to our teaching experience we have noticed that most public night high schools in Ecuador lack of English teaching resources, effective teaching training, and professional development opportunities. As a result of these issues, students are not able to obtain an English B1 CEFR level at the end of their senior year in high school as expected by the Ecuadorian national curriculum specifications (Ministerio de Educación, 2012).

The Ecuadorian Learning Teacher Standards are based on the document developed by the Teachers of English to Speaker of other languages (TESOL) along with the K-12 ESL teacher standards (2009) which is used in countries such as Paraguay, Albania, and the United States (Ministerio de Educación, 2017).

Since Ecuador is a multicultural country, educators have to adapt their teaching depending on the origin, culture, and social background of the learners. In addition, teachers ought to use technological and other classroom resources to enable learners develop language skills for communication. According to the English learning standards, Ecuadorian high school students will be able to attain a B1 CEFR level at the end of 3rd senior high school year. The English Language Learning standards take into account communicative language components and skills in their program: listening, speaking,

writing, and reading. The B1 curriculum projection for EFL Ecuadorian learners has been implemented since the year 2012; nevertheless, this educational law will not be enforced until the school year 2016-2017 in the highlands and Amazon region, and the school year 2017-2018 in the Coastal and Galapagos region (Ministerio de Educación, 2012).

In the past lots of students at public schools had been struggling in their learning not just in the English field, but in other fields too. Due to educational drawbacks, the Ecuadorian government of the 21st century implemented an Educational reform to help students attain desired learning goals. One of the goals in the English field is to help Ecuadorian students to have access to higher education at prestigious universities around the globe. Nevertheless, most of those universities require a B2 English level in order for students to meet the demands of the language of instruction. Ecuadorian learners at public schools have not yet met those demands (British Council, 2015).

In 2012, for the first time in Ecuadorian history, English public school teachers were evaluated on their level of English proficiency. The results were astonishing, only 0.93% of teachers (38 teachers) scored a B2 level. These results clearly tell us that if most teachers could not obtain a B2 level, neither would their students attain a B2 nor a B1 level. The Ecuadorian government has signed an agreement with ETS to help their teachers improve their English proficiency level. In addition, teachers had been sent abroad to improve both their English proficiency and their teaching methods and approaches. Since then, there has been a gradual change; however, there are still some public schools in which little effort is made to improve English teaching (Ureña, 2014).

In our study, we intend to incorporate 6 selected YouTube videos with the purpose of enhancing the students' English speaking performance. In addition, we wish to help senior high school adult students to use English for communicative purposes. One of the issues in our study is participants' lack of time to be present in all classes. Some of these students are not able to comply with the demands of their teachers because they either have to work or stay home to look after their loved ones. Some of these adults are parents and others are the breadwinners. According to their English teacher, this issue has long been neglected by the authorities of the school. In short, we will apply our treatment regardless of the circumstances of our participants' personal lives.

Adult learners are faced with many struggles to learn a foreign language. One struggle is neuroplasticity. Adult learners do not grasp information as quickly as children do; nevertheless, adults have developed other skills such as metacognitive awareness; they

can relate new information to prior learning experiences. Adults have a busy agenda. For instance, they have family issues to take care of, social meetings to attend, etc. These matters can affect their performance as they occupy their attention. It is important for adult teachers to come prepared to class to minimize time gaps so that students do not think on their problems. Teachers must create engaging activities in which no one is left out. Last but not least, adults are accustomed to higher expectations; when adult students score low, it is essential to provide feedback to bridge gaps. If feedback is not provided, adults may become reluctant learners (Mac Donnchaidh, 2015) .

1.2 AIMS AND RATIONALE

Based on our experience as educators, most adult learners in public night high schools struggle to learn English as a Foreign Language (EFL) due to a lack of time, classroom resources and effective teacher training. As educational researchers, we have decided to make an intervention at a public night high school to help 3rd Bach (Senior) students improve their English speaking performance. We believe that the use of selected YouTube videos in English Speaking lessons will produce a positive impact on high school adult learners. Our intervention consists of implementing selected YouTube videos in English speaking lessons. Therefore, the aim of our study is to evaluate the impact of selected YouTube videos for enhancing A2 EFL learners' English speaking performance at an Ecuadorian public night high school.

1.3 RESEARCH QUESTIONS

This study intends to answer the following research questions:

Research question:

Does the use of selected YouTube videos positively impact speaking performance of A2 EFL learners in an Ecuadorian public high school?

Sub-research questions:

1. Is there any a difference between the results of pre-test and post-test after the use of selected YouTube videos in the class?
2. What are EFL students' attitudes towards the use of the selected YouTube videos to enhance their speaking performance?

1.3.1 OVERVIEW OF THE INQUIRY

The following chapters explain the process of the research prior, during and after the intervention with the learners. Chapter 1 introduces the topic of our study and our research questions. Chapter 2 addresses the context of the study and its participants; in this case,

they are adult learners of a public high school in Ecuador. Chapter 3 deals with the review of the literature regarding essential aspects of selected YouTube videos on speaking skills in EFL classes. Chapter 4 explains which methods are appropriate for the gathering of data and the selection of the sample for the study. Chapter 5 presents the results of our research. Chapter 6 presents the discussion of the results and the answers to our research questions. Finally, Chapter 7 gives a summary of the results and limitations of the study.

CHAPTER 2

2.1 CONTEXT OF THE STUDY

The present study took place at an Ecuadorian public night high school. All of the students were adults (18 to 35 years of age). The official curriculum for Ecuadorian High schools requires that students learn English to be able to graduate. This study was conducted with the permission of the principal of the institution (See Appendix K). We also informed the students of their right to participate and explained the right they had to withdraw without any repercussions (See Appendix J). 30 out of 40 students decided to participate in the study. We explained that their participation will not influence their grades. The school principal was interested in learning about the outcomes that this research may bring to the school.

2.1.1 The Institution, Students, and Teacher

At the beginning of our study we wanted to find out whether the institution had a laboratory with computers and a projector to facilitate our intervention. Consequently, we asked the school principal if there was an English laboratory for the students. The school principal informed us that it was unavailable for the night high school learners since the person who is in charge leaves earlier. She also explained that there was not internet access in the school due to low budget. Furthermore, we noticed that some of the electricity outlets did not work and that the whiteboard was deteriorated.

The poor classroom condition issue is not just present in certain public high schools in the coast of Ecuador but also in the highlands. In a previous studied carried out at 5 public high schools in Quito and Cumbaya, researchers found that there are several factors that affect the English teaching-learning process such as teacher's English level, classroom size, classroom resources, teaching methods and techniques, no lesson planning, damaged furniture, etc. According to the students of this study these issues affected their motivation to learn English (Leon Loza, 2013).

The institution we selected is subjected to the "Bachillerato General Unificado" (BGU) curriculum. According to the BGU curriculum public high schools ought to have 3 hours of English teaching a week (4 periods of 40 minutes) in 3rd Bach (Senior) school year. Article 31st of the "Ley Orgánica de Educación (LOEI) explains that educational institutions may increase English classroom periods depending on the learners' needs (Ministerio de Educación, 2016).

In our investigation, we found out that there were only 35-minute English classes four times a week. The director of the school gave priority to other subjects due to learners' immediate needs. Equally important, English teachers were allowed to make their own English curriculum with the aid of the students' textbook and other English teaching resources. The English teacher in our research study facilitated us her curriculum.

In the public night high school we selected, students have not taken the TOEFL or any other standardized test to measure their English proficiency of the language. On the other hand, from July 28th to August 17th 2012 about 5000 public school English teachers took the TOEFL (Andes, 2012). Since 2012 English teachers at our research institution have not taken any test to measure their English proficiency.

In Ecuadorian public high schools, speaking is one of the skills to be developed in the classrooms (Ministerio de Educación, 2012). The process of the study revealed that students of the third baccalaureate are supposed to get a B1 level in English according to the Common European Framework Reference of Languages (CEFR) once they graduate. CEFR clearly explains that there are several aspects students develop at a B1 level. In terms of Speaking B1 learners are able to communicate with confidence on familiar topics and non-routine matters such as work, travel, family, current events, etc. In addition, B1 learners can exchange and check information with less routine situations and explain why things happen. Last but not least, B1 learners can follow speech in everyday conversation; although sometimes will have to ask for clarification of words and phrases (Council of Europe, 2011).

It is imperative to mention that these students learn English four times a week around 35 minutes each session. Therefore, it is very difficult for a teacher to practice the four language skills (listening, speaking, reading, and writing) in the classroom. Since these adult learners study at night and do not receive full sessions, which are defined 40 minute class.

2.2 THE NEED FOR THIS PROJECT

The few hours devoted to English learning (4 sessions per week), the lack of teacher training at the selected public night high school, and insufficient teaching resources affect the development of language skills, especially the speaking skill. Speaking is essential for communication inside and outside the class with non-native and native English speakers since it provides opportunities for future studies and work. Unfortunately, some students are exposed to learn grammar and vocabulary out of context. There are

some many rules presented in EFL teaching; there is not too much focus in communication. In short, all of these factors may affect students desire to learn a language (Souriyavongsa, Rany, Zainol & Mei , 2013).

In our experience, as public and private school educators, we have determined that it is difficult for most public high schools in Ecuador to have access to videos from editorial companies due to costs. It is true that nowadays certain public schools of the 21st century have available resources such as computer labs, internet access, and other educational resources. Nevertheless, there are not enough 21st century schools in most cities in Ecuador. Those schools ought to suffer the consequences of lacking educational resources that in some way or another affect the students' performance. In addition, school teachers have to request parents school materials such as board markers and sheets of paper because schools do not have the resources to provide materials to their teachers. Due to the former we have selected videos that are pertinent and appropriate for the students' age and level. It is fundamental to identify the impact of selected YouTube videos in English lessons to improve the speaking performance of the learners.

2.4. CONCLUSION

We hope the study will be helpful to the stakeholders and will support the theory that digital tools, such as YouTube videos, enhance students' speaking skills. The study attempts to identify if digital tools such as YouTube videos improve Speaking. It is our aim to benefit teachers by giving them an additional tool to use in their classrooms.

The next chapter provides the conceptual framework for the present action research study. In addition, it provides a summary of previous research studies on the relationship between the use of selected YouTube Videos in the classroom and the development of speaking skills.

CHAPTER 3

3.1 LITERATURE REVIEW

Here we will review the literature related to the conceptual frameworks of action research in adult education and also address the literature related to the use of audio-visual materials, specifically online videos to teach EFL speaking skills. We will explore the importance of the speaking skill, language acquisition, and the application of selected YouTube Videos in English classes. Finally, several studies on the use of videos for speaking will be discussed.

3.2 BACKGROUND

Since the purpose of our study is to aid adult learners at a public entity we have decided to implement action research in our study because it is the most practical solution. Action Research is a participatory process which brings theory into practice. The whole purpose of action research is to solve educational issues to aid individuals and communities. Action research is distinct research which focuses on elaborating a treatment based on the social and cultural context the participants are involved in. In addition, action research does not focus so much on what experts say regarding an educational issue but rather which tools, methods, and approaches will facilitate educators solve that issue according to the students' context. Equally important, educators will promote collaborative learning which means both teachers and students will contribute in the teaching-learning process. Lastly, the goal of action research is to improve social practice (Brydon-Miller, Greenwood & Maguire, 2003).

Action research types sustain the relationship between the participants and the researchers in terms of control and power. In technical action research, it is the idea the source of power. The idea resides on the facilitators who control the project. Teachers are consumers and supporters of innovation. In practical action research, the facilitators are co-designers of innovation which means that power is shared within groups of participants, but the emphasis is in each individual. Last but not least, action research views teachers as designers of innovation. Research resides in the whole group and not with the participant or the facilitator (Mamlok-Naaman & Eilks, 2011). In our research study we have decided to focus on Action research since we want to find out the positive effect of our treatment in the whole group we selected rather than each individual.

3.3 THE IMPORTANCE OF ENGLISH IN ECUADORIAN SECONDARY EDUCATION

English is the 4th most spoken native language and the first most spoken language when it comes to areas such as international affairs, global trade, technology, higher education, etc. Therefore, to expand our horizons and to bridge gaps with other nations, it is fundamental to learn it. Last but not least, knowing English gives people opportunity to different job markets depending on the area one is most acquainted with (Inlingua, 2017).

3.3.1 English importance in Ecuadorian High Schools

The Ministry of Education says that the main objective of English of Education is that high school graduates ought to attain a B1 in order to continue their studies at their universities. Within English language competence one of the requirements for public university applicants is to obtain a B1 level according to the CEFR. The “Perfil del Bachiller Ecuatoriano” (Ecuadorian High school graduate profile) handbook states that high school graduates ought to obtain a B1 level in English according to CEFR to enter public universities (Ministerio de Educación del Ecuador, 2016). At this level students should be able to communicate in English real life contexts, and thus, be more capable of solving communication problems regarding work, school, and other matters. Thus, the Ecuadorian EFL curriculum has two purposes: create global citizens and access to global information resources (Ministerio de Educación del Ecuador, 2016).

3.3.2 CEFR B1 English Global and skills scale description

What does it mean to have a B1 English level? What skills does an individual obtain once he/she reaches that level? The CEFR B1 English Global scale description is as follows: Learner can understand main ideas of familiar topics such as travel, free time activities, school, work, etc. The learner can also interact while traveling, produce meaningful texts, describe desires and experiences and events, and give simple reasons to opinions and plans.

In CEFR B1 English skills scale description there are 3 major aspects to take into account while assessing English language skills. Those aspects are: Reception, Interaction, and Production.

The English receptive skills are listening and reading. B1 learners will be capable of:

Listening: Understand the main points of speech on familiar topics such as leisure, travel, school, work, etc. through radio, TV, or any personal conversation.

Reading: Understand texts with frequent every day and job-related vocabulary, descriptions of events, personal emails or letters, and feelings.

The English interactive skills are speaking and writing. B1 learners will be capable of:

Speaking: Engage in conversations that deal with travelling, personal interests, family, hobbies, daily activities, etc.

Writing: Write emails, texts, letters describing experiences and impressions.

The English production skills are: speaking and writing. B1 learners will be capable of:

Speaking: Learners can connect sentences to talk about dreams, hopes, experiences, ambitions, etc. Also, learners can narrate plot of stories from movies or books.

Writing: Write texts on familiar topics of personal interest.

(Life Long Learning Programm, 2011).

3.3.3 Characteristics of Adult learners

Teaching adults is not like teaching children. Adults question the information they receive through comparisons and contrasts. They do that due by referring to their prior knowledge. Prior knowledge is past learning input and experiences stored in our brains. On the other hand, children do not have as much experience to draw on. They do not have a solid foundation of concepts as the adults do. Therefore, they do not usually question their input, but rather assimilate it (Post, 2010).

Some of the major characteristics adult learners have within the learning process are prior knowledge, differences in processes of learning, active involvement in the learning process and the need to belong to a group. Prior knowledge deals with addressing previous experiences in formulating learning activities as well as resources during learning events. Processes in learning copes with the way each adult brings to the learning situation his or her own learning style. Active involvement deals with monitoring learners as they share their information in a particular class. Affiliation needs of learners addresses collaborative contribution between participants and instructors to learn from each other. Also, instructors should allow learners to elaborate their own learning goals; thus creating a more democratic process of learning (Caffarella & Barnett, 1994).

Adult learners are different from traditional high school students. Many adult students have responsibilities and situations such as family, work, child care and support, transportation, etc. that may interfere with learning; in short, life is complex due to family, jobs and personal choices. Furthermore, some biological changes may influence with how

fast an adult learns. According to studies, memory decreases while aging; therefore, the older the student is, the harder it is to process information (Merriam & Caffarella, 1999).

3.3.4 English Language Skills

Within most languages there are four basic macro skills to develop which are listening, speaking, reading, and writing. Listening and reading are receptive skills while speaking and writing are productive skills. To master English language skills, one has to immerse in the language (language learning portal, 2016).

Language skills are the means for communication. Within English Language Teaching (ELT) skills are not to be developed independently, but rather in integration. Listening and reading are receptive skills while speaking and writing are productive skills. The whole purpose of ELT is not just to help learners acquire language knowledge, but also acquire the ability to make oneself understood in real life settings (Klimova, 2014).

3.3.4.1 English Speaking Skill

One of the major concerns on language learners is communication. Speaking is the most important skill for communication; nevertheless most language educators have focused on introducing language input such as grammar and vocabulary; meanwhile, communicative activities seemed to be forgotten. It is fundamental that language learners receive language input lessons combined with communicative output activities (Bahrani & Soltani, 2012).

Language input normally comes from teacher's talk, reading passages and audio tracks. Educators focus on how information is presented by utilizing tools that facilitate comprehension such as handouts, power point presentations, video segments, etc. Subsequently, comprehensible input is crucial to help students produce comprehensible output. In addition to comprehensible input, educators ought to employ strategies for developing speaking skills such as modeling, role-plays, drills, oral presentations, etc. (Bahrani & Soltani, 2012).

Communicative output language strategies enhance speaking. For example, one strategy that can help students who listen a lot but speak less is minimal responses. Presenting a stock of minimal responses provide a guide to learners who speak little because they do not necessarily have to plan a response, but rather select one from a vocabulary stock. Another strategy for developing communicative output is presenting scripts. Teachers provide several scripts on topics like greetings, apologies, invitations, compliments, etc. Once these materials are provided, students ought to familiarize with

their content such as common phrases and expressions and so forth. Then, students will be asked to produce their dialogues by adapting them to their situations; and thus creativity is manifested. Last but not least, another crucial speaking strategy is clarification. At times, students will not be able to understand their teachers or their peers. Nevertheless, teachers can provide students a list of clarification phrases that will allow students to use their native language in case of misunderstanding in either a speaking activity or while receiving instructions (Bahrani & Soltani, 2012).

3.4 ADULT LEARNING

In the field of learning it is fundamental to make a difference between andragogy and pedagogy. Knowles (1980) explained that andragogy is the art of helping adults learn; on the other hand, pedagogy is the art that aids children learn best. In addition, Knowles mentioned that there are some key assumptions regarding adult learning which are:

Adults are ready to learn

Adults prior definitions are different to the ones of a child

Adults have their own strategies to learn

Adults have a store of experiences that act as learning resources

As cited by (Jarvis , 1987).

An important aspect that answers the question of how people learn something best is quality education. Improving teaching facilitates excellent students' learning. This concept implies changing the conception of theories and focusing more in putting theories into practice. Last but not least, improving teaching cannot be best suited to students unless educators identify the ways their students learn. Learning about students' learning is crucial in adapting classes to the learners' needs. In short, one cannot become an outstanding teacher unless he or she is constantly learning (Ramsden, 2003).

3.4.1 Andragogy of Adult Learning

To understand the andragogy of adult learning, first we must define learning. Learning is the construction of meaning through experience. In addition, learning is subjective rather than objective. Andragogy falls into implicit principles of learning. Within Andragogy knowledge is actively constructive by the student and not passively obtained by the environment; furthermore, learning is an interactive process of interpretation, transformation, and integration of one's experiential world (Pratt, 1993).

Adult learners can be classified as young adults and old adults. What is the difference between these two types of learners? The only difference is the rate speed of

learning. The younger the student is, the faster he or she learns. Both young adults and old adults up to age seventy can learn important concepts but at different paces. Some of the traits that adults have while learning are: independent self-concepts to direct their learning, reservoir of life experiences, problem-center skills and intrinsic motivation (Merriam, 2001).

In EFL adults are often infantilized due to their limited knowledge of English. Individuals start learning a language from the very beginning like children learn in the early stage of their lives. Little research has been done on Adult EFL learning, but the truth of the matter is that the principles of Andragogy such as adults' self-awareness, adults' reservoir of knowledge, adults inner motivation etc. can be applied to their learning regardless of their English level, age, sex, race or cultural background (Jung, 2013).

3.4.2 How do adults learn best based on our experience?

One essential paradigm in adult learning is career transition education. Most adults want to learn things related to their jobs or their occupations. Instructors ought to assist adult learners through career transitions to discover the competencies needed for their targeted career fields.

Learning styles in EFL students vary due to several factors such as length of time studying English, length of time in an English speaking country, age, cultural backgrounds, sex, etc. Educational research has recognized a number of factors that deal with the ways student learn. These factors are physiological, affective, and cognitive which are stable indicators of how students react to the learning environment. For instance, Chinese students perceive the world differently from Ecuadorian students; thus they exhibit unique learning styles traits. Therefore, to elaborate an EFL curriculum one must cover a wide range of materials and activities suited to learners cultural or social backgrounds (Reid, 1987).

3.5 USE OF VIDEOS IN EDUCATION

Videos have become an important tool in education. Videos mesh well with ideas about situated learning. Situated learning provides real-life examples to explain theoretical concepts in context. In addition, videos are motivating as they draw students' attention, and thus, distractions are minimized. In short, enthusiasm for videos remains high and video application in education is still on the rise (Brophy, 2003).

Videos permit students to get an insight of real life experiences. For instance, in a history class videos can provide the actual settings in which particularly events took place,

thus facilitating students the retention of content. Also, in the field of science videos can show the hunting behavior of a wild animal without having teachers to risks the students' lives by transporting them to wild habitats. These and other examples of videos give students a notion of real life situations (Merkt, Weigand, Heier & Schwan, 2011).

Although videos can motivate students to learn, they also have their constraints. Backer (1970) explained that if teachers used videos passively, students would not get a lot from them. On the other hand, if teachers used videos to tackle highlighted lesson points, then the videos would be meaningful for the students (Brophy, 2003). Similarly, the learning tasks that students perform with videos need to be an essential part of learning outcomes. Simply presenting an encouraging video will not lead into in-depth learning. Teaching with videos ought to be assessed using good learning processes. The value of the videos depends on whether teachers use them in real life learning situations (Karpinnen, 2005).

Videos are commonly utilized materials in the flipped classroom. Students receive video lectures and other learning materials prior to class to get acquainted with the content of a lesson. In class, students actively engage with the lesson as they provide comments based on the previous knowledge they obtained from the videos and other learning materials. Thus, classes are student-centered and not teacher-centered because everyone contributes in the lesson. Teachers become facilitators of knowledge rather than the students' main source of knowledge. In short, videos and other materials studied prior to class help turn passive learners into active learners (Long, Logan & Waugh, 2016).

Videos permit students to catch up with lessons. Sometimes, students cannot understand instruction all at once. Teachers must follow a curriculum. Therefore, they cannot go back to prior lessons. Videos can aid students to review prior or upcoming concepts to bridge gaps. If a student does not understand a lesson or part of a lesson, videos can facilitate learning. A student can rewind or fast forward a video as many times as necessary. Once the student understands the concept, he or she can move onto the next step. The role of the teacher is to provide video materials that will enable students to study independently and at their own pace to meet learning goals (Khan, 2011).

3.5.1 Previous studies on English language learning through videos

What are the practical implications of using videos in the EFL classroom? Videos provide a set of features that help learners convey meaning. Those features can be facial expressions, body language, signs, etc. In addition, videos provide stimuli to the learners

such as the context of a lesson. This context generates predictions, speculation and activates previous knowledge on part of the learners. Equally important, videos can help language learners understand stress patterns such as pitch, stress, and intonation. This facilitates the use of authentic language in communication since it allows learners to have speech models for them to communicate well. Last but not least, videos can help students process information as it clarifies the meaning of written and auditory text (Canning-Wilson, 2000).

In a previous study made in Taiwan, learners found YouTube videos to be interesting, helpful, and somewhat motivating to learn English in class. However, some students stated that it was a bit difficult to find the right videos to study on their own and thus, develop autonomous learning. Perhaps, teachers could aid students by providing them with keywords and tools on how to research relevant information on YouTube to enhance their English performance (Kelsen, 2009).

In Iran, a study reveals that the use of videos in the form of cartoons can have a positive effect on EFL learners and that audio-visual materials are stimuli that encourage learners to participate in class. Why are videos a vital source of stimuli? It is because videos are authentic materials which contain meaningful language (Subathra, 2012). In this study, 50 learners participated and took the Cambridge Key English Test as a pre-test and post- test. The intervention was administered to an experimental group of 25 and a control of 25. Nevertheless, the experimental group was the only one that received the treatment which was the class with cartoons. The control group received the same class, but without the audio-visual material. For the pre-test, there were no inconveniences, but later ten students dropped the study; thus giving an overall sample of 40. Based on the results of the post-test, it is concluded that audio-visual materials can contribute to the improvement of speaking, as long as they are used appropriately and pertinently about the topic, the needs of students, and the objectives of the class (Behaminfar & Tamjid, 2015).

It is important to understand that video materials help develop language skills and that by developing one skill; another skill may also be affected. In a previous study made at a university in Taiwan, 41 students were selected as the major participants. The whole purpose of the study was to use videos to develop their listening skills. This study consisted of 22 periods of 1 hour each; 2 periods for the pre-test and 2 for the post-test and the rest of the periods for the intervention. According to the results, the achievement level of the post-test was greater than the pre-test with a significance level of 0.05 (Woottipong,

2014). Within the same study, there was an aspect that stated that video materials also enhance in some way speaking abilities because listening and speaking skills are two interconnected skills, which means if one develops so does the other one. Similarly, in another previous study carried out in a university in China, the researcher concluded that if the listening score of the participant is high, the speaking score will be good in general and vice versa (Zhang, 2009).

In a prior study carried out in the USA 20 non-native intermediate level students were selected as main participants to find out whether video with subtitles improves production of a language. According to the findings students who observed subtitled videos perform much better in a class by developing their English fluency and also the accuracy of a language as long as they are structured with pre and post task activities (Arslanyilmaz & Pedersen, 2010).

In an action research for a thesis project in Indonesia, the use of YouTube videos for teaching purposes facilitated English Speaking performance in several aspects such as fluency, vocabulary, and grammar. Students were able to learn more new words to use them later in structured grammatical examples at ease. In the pre-test to measure speaking overall performance, students obtained 37.225; whereas, in the post-test, the students obtained 73.0. Thus, we can tell that YouTube videos do enhance English speaking performance. Some of the techniques that were employed were a pause and played, and one of the utilized methods was drillings. These methods and techniques improved the students speaking skill and attention in class (Surakarta, 2011).

At another prior study taken place at Taibah University in Alula, interviews and surveys were employed to measure the effectiveness of using YouTube videos in the English language classroom. The results indicate that the use of YouTube videos improves not only in comprehension of topics, but also enables elicitation either orally or in a written way on the part of the students (Almurashi, 2016).

The qualitative findings of an investigation at a university in Turkey regarding “Using videos vs. audio for teaching vocabulary” reveal that videos can have a great impact on developing speaking and communicative skills. Some of the students’ comments are the following:

- “It helps me imitate the conversations by myself at home because seeing the real characters talking helped me to gain self-confidence.”

- “I started using the phrases in the videos while talking with my native teachers at school.”
- “It helps me learn better because when I see real people talking, I learn better.”

As cited by (Bal-Gezegin, 2014).

In a case study carried out at a community college in Saudi Arabia, a survey was conducted to determine the learners' impression on the English Literature classes. The results indicated that most of the students found the English literature classes boring because of the complexity of the subject. The lecturing methods did not seem to bring an appreciation for the students. Also, the problem was not only for the students but also for the teachers since they could not convey the content of the literature lessons in an understandable way. Due to this issue, some researchers decided to conduct a case study to determine whether YouTube videos would improve the teaching methods of the literature classes.

Consequently, ten students were selected for the case study. The instruments that were chosen in this study were survey questions, pre-test and post-test, and pre and posted interview to discover the students' preferences towards the use of technology, particularly YouTube. Subsequently, a video about the adventures of Huckleberry Finn was displayed. The class was given with the aid of the video, and then, a post-test was administered. Based on the results of the tests, students were able to understand the events of the novel and comprehended all question in the post-test. The Wilcoxon test which was the one employed for the pre & post- test clearly displayed that, $Z = -2.83$, $p < .05$. The mean of the rank for the pre- test was 14.100; whereas, the mean of the ranks in favor for the post-test was 9.200. Thus, we can see that YouTube worked well as supplementary material to the understating of literature content (Khalid & Muhammad, 2012).

In a case study conducted in Saudi-Arabia at a university, educators employed technology assisted language learning (TALL) tools such as motivational visual prompts, web-based interactivity through Skype, Facebook and YouTube to enhance performance in vocabulary, grammar, listening, and speaking skills. 100 Saudi Arabian students were the participants of the study divided into two groups: an experimental group and control group. Surveys were given to the participants to determine how important TALL tools are in language acquisition, and how TALL tools help them improve their language skills. The results suggested that the use of online materials did help students enhance their listening and speaking skills. In the surveys, learners explained that the online materials facilitated

exposure to native language in real-life context. Also, students stated that online materials permitted them to listen to native language discourse and how native speakers moved their lips to articulate those sounds. Subsequently, the students of the experimental group were able to produce language by imitating the native speakers. On the contrary, the control group did not know exactly how to produce language in conversations as natives do. Thus, we can see how beneficial audio-visual online materials are in language teaching (Ahmad, 2016).

3.5.2 Use of videos in English Speaking

There are many ways by which videos can enhance English speaking performance. One of those ways is through the use of movie segments. Movies are materials that provide authentic language. If teachers want to aid their students enhance their speaking performance through the use of films, they have to prepare pre-viewing, viewing and post viewing activities. In addition to that, teachers ought to divide the selected film into segments to avoid time constraints. In the previewing activities, teachers can introduce vocabulary that will enable students to comprehend the film better; not only that, teachers can also show images of certain segments to have the students predict what the video will be about. In some viewing activity students will be able to work in listening activities as they select answers about questions of the film. Lastly, in the post viewing activity students are asked to discuss questions about the plot lines of each segment they watch. To sum it all up, output cannot be manifest among learners unless activities to process information are provided by the instructor (Ishihara & Chi , 2004).

Another way to improve speaking skills is through the use of video blogs. In a study carried out in Taiwan with adult learners of English for Specific Purposes (ESP) course named English Public Speaking. The purpose of this investigation was to improve the English speech of the learners by recording themselves and uploading videos on a blog. The results suggested that students did improve their speech as they saw their own videos. When they uploaded their videos, they received feedback from their teacher and peers. The purpose of feedback was to aid learners polish speaking skills and also to get rid of speech jitters. Once feedback was given, students were free to edit their videos or upload new ones. In addition, students had the chance to look at their peer videos and make comments on them. Results suggested that video blogging did help students improve their speech due to feedback and peer video models.

In a research project developed at a university in Cuenca, adult students were asked to participate in an action research. The purpose of the study was to implement videos in their syllabus and thus improving teachers' lesson units. The videos were selected according to the lesson units in their curriculum. Researchers elaborated video activities in which students had to respond to questions provided in forms of worksheets. Results suggested that participants were motivated to ask and answer questions in class due to the aid that the video materials provided. Also, students interacted in conversation and discussions. Students suggested that videos with English subtitles helped them to better comprehend the information of the videos. Although, at times student worked with non-subtitled videos, worksheets and researcher's instruction facilitated participants understanding of the tasks (Cordova, 2014).

3.6 CONCLUSION

To summarize, English for communicative purposes can be achieved if appropriate tools, methods and approaches are implemented in the EFL classroom. Since the most essential language skill for communication is speaking, EFL learners can boost their speaking skills if lessons provide the students opportunities to make use the language. In addition, Selected YouTube videos if used appropriately provide a foundation for students to build language. It is important to take into account the students' age and level before selecting audio visual materials in speaking lessons. And finally, previous studies have showed the positive outcomes of audio visual materials in EFL classes.

CHAPTER 4

4.1 RESEARCH METHODOLOGY

In our study, we as researchers have decided to employ action research. Action research is a process by which research practitioners and participants work together with the purpose of solving an issue. In action research, research practitioners put theory into practice. In addition, investigators work towards practical outcomes through the creations of new forms of understanding with the purpose of aiding a particular community. Equally important, action research is considered significant since it does not only lead to practical knowledge but also to the creation of new knowledge (Reason & Bradbury, 2007).

It is imperative to mention that in our study we are working with adults. To understand adult learning (andragogy), it is fundamental to have a notion of children's learning (pedagogy). In pedagogy, the teacher is accountable and responsible for the learning decisions such as what is to be learned, how new concepts will be learned, when new concepts will be learned and so forth. On the other hand, andragogy copes with mutuality and reciprocity between teacher and students. Both teacher and students contribute with learning experience, feedback and assessment (Caruth, 2013).

The videos selected for our intervention are based on the level of the participants. Below we give you a full description of each vision:

1. The name of the video is "What is your name?" "Where are you from?" The purpose of the video lesson is to acquaint learners with the vocabulary related to countries and places (Marzio, 2011).
2. The author of this video is Mark Kulek. This author uploads ESL English on YouTube to help people learn English. The purpose of the video is to enable learners elaborate yes/no questions with the auxiliaries do, does, and did. We did not show the entire video because our purpose was to enable students to formulate present tense questions with the auxiliaries do and does (Kulek, Daily Routines, 2016).
3. The topic of the video is information questions in the present tense with the auxiliaries do and does. The video also focused on vocabulary about occupations and verbs related to sports (Kulek, What do they do?, 2015).

4. The ESL Company Side by Side made this video. The purpose of this video is to help students use the auxiliary “Can” when we talk about occupations and abilities (Side by side, 2012).
5. The source of this video englishwithsoundlight.com. The purpose of this video is to introduce simple present tense through context. The video featured routines and habits of various people. Written questions appeared on the video to facilitate learners’ comprehension (Shea, 2010)
6. The last video is called the Family Tree. The purpose of this video is to enable students to identify common family names in a family tree. In the family tree, each family member spoke. The video also presented present tense verb “be” sentences about family members’ vocabulary (Real English Conversation, 2015).

4.2 RESEARCH PARADIGM

Ontologically speaking, the following research study intends to demonstrate the relationship between the use of selected YouTube videos and English speaking performance. Oral production is believed to be one the most crucial aspects to develop while learning a foreign language. English language use is fundamental for communicative purposes either in an academic or in a non-academic environment. Equally important, it is essential to know the amount of time that learners use the foreign language on a daily basis (Robertson, 1983). Moreover, it is difficult to expose EFL learners to a real native speaking environment. Nevertheless, through the aid of videos, EFL learners may be able to get enough real language input to produce the target language. Videos provide significant context to learners because they offer visual cues, body language, and oral production which permit comprehension (Shrosbree, 2008).

Epistemologically speaking, the paradigm of this research study is constructivist because it will allow us to build knowledge from prior experiences. Students will relate prior knowledge to the new language input they get. In the case of this study, the students will be able to improve their speaking skills starting from one point to another. Research studies have demonstrated that epistemological principles are interrelated with cognitive variables such as teaching and learning approaches, comprehension, and motivation for learning (Chan, 2003).

4.3 DEFINITION AND RATIONALE

The present Law of Intercultural Education (LOEI/ Ley Orgánica de Educación Intercultural) wants all Ecuadorian public and private high Schools to improve the English

level of their students. Students need to acquire the capacities that the present world demands. Teachers ought to encourage students to continue learning English for the purpose of developing learners' comprehension of other cultures and personal, social, and intellectual skills. For this reason, it is ideal that the learners that are in the "Tercero de Bachillerato" (last year of high school) with an A2 level achieve level B1 by the end of the High School courses. At the end of their high school studies students are graded according to CEFR. To graduate according to the curriculum they ought to demonstrate a B1 level. The Ecuadorian curriculum requests the use of the five skills such as Listening, Speaking, Reading, and Writing at an intermediate level. Furthermore, speaking is the language skill which is compulsory to learn since it is the ability that will allow EFL learners to communicate with others in any context.

4.4 METHODOLOGICAL STANCES

The role of the researchers of this investigation is of interveners. Thirty students and the interveners will be part of the study by playing the role of both teachers and researchers. Also, we as researchers will apply selected YouTube videos with the purpose of enhancing English speaking performance. The researchers' role will be to analyze data before, during and after the treatment. Furthermore, the participants' role is to react to the speaking classes made by the researchers, the same way they would react to the classes they have with their English teacher. Equally important, the nature of this research design is action research with a group of students at a public night high school.

4.5 RESEARCH TRADITIONS

For our study, we intend to apply action research. Action research is an interactive approach which puts theory into practice (Baskerville & Wood-Harper, 1996). We want to familiarize our participants with using YouTube videos to improve speaking. Semantics and linguistic information are best delivered by providing some context which can be in the form of words or also a combination of words and images; audiovisual materials can depict real life characters (Bañados, 2006).

Our axiological position of the study is absolutist. We believe that audiovisual materials (in this case "selected YouTube videos") can produce an impact on students to enable them to improve their English speaking skills. This issue is our truth, and it is the students' job to discover it. Harmon (1984) explains that there is a principle that applies to everyone which derives from common necessities and reasoning. As cited by (McDonald, 2010).

Based on our experience as English teachers, some Ecuadorian public high schools do not have the resources to provide an adequate learning environment. Also, social class, in one way or another may influence learning. Normally, students whose parents have the ability to pay for children's tuition have the option of enrolling their children in prestigious schools. Some schools in Ecuador, particularly the ones located in marginal areas, lack the resources to enable educators to teach quality lessons. We live in the 21st century; therefore, it is essential to adapt learning to the era of the new learners. Because of all these reasons, we as researchers have decided to make an intervention to allow learners and public-school stakeholders to get acquainted with audio-visual learning. In this case, our focus has concentrated on the use of selected YouTube videos to enhance English speaking performance.

4.6 ACTION RESEARCH

Because we want to intervene in our study for the purpose of improving a language skill, we concluded that action research would be more suitable for our investigation. Action research permits an interaction between the researchers and the participants to make the study more effective. This in practice will in turn facilitate the professional development of the teachers (Yuan & Lee, 2014).

A fundamental aspect of action research is action and research. Action research focuses on a problem within the scope of teaching, learning, curriculum and educational management. Once the issue is identified, a solution is first suggested to the stakeholders of an educational entity, and then, if approval is given, immediate intervention is administered to a selected group of participants. Action research seeks to bridge the gap between the reality and the ideal regarding specific aspects of education such as classroom management, appropriate materials, teaching areas, and so forth. (Burns, 2005).

4.7 ASCERTAINING THE VALIDITY AND RELIABILITY OF THE STUDY

To ensure reliability and validity, we employed instruments that have already been piloted. For example, the pre-test and post-test of our study are the one called Key English Test (KET). (See Appendix I) KET has already been piloted by Cambridge University Press. The observation formats and the surveys we used in our study were piloted with students of another course within the same institution.

4.7.1 Ethical considerations

We explained the students that our intervention would not affect their academic scores. We also explained that it would have a positive effect on their speaking

performance in the English language. We asked them voluntarily to sign an informed consent form (ICF) that the Escuela Superior Politecnica del Litoral (ESPOL) created in the MATEFL thesis handbook (See Appendix J). We translated the ICF to Spanish to avoid misunderstanding. It is important to mention that all the participants we selected were adult high school students; therefore, it was not necessary to obtain their parents' permission.

4.8 METHOD

4.8.1 Definition and Characteristics

Since our study is based on a constructivist foundation, we have designed our research through a mix-method approach. Data will be collected quantitatively and qualitatively. The language teaching enterprise has a variety of research methods that facilitate useful knowledge to the stakeholders of an educational entity. Most of these research methods develop from constructivist and positivist paradigms (Riazi & Candlin, 2014).

4.8.2 Methods of data collection

For our research, we will administer quantitative and qualitative data collection instruments. The pre-test and the post-test will measure data quantitatively; whereas, the Likert-scale questionnaire and the observation format will measure data qualitatively. The data collection instruments for our investigation will be used in the following way:

Questionnaire: An anonymous questionnaire with a close-ended Likert-Scale will be provided to all participants of the experimental group (30 students) every session (35 minutes each session) (See appendix A). The categories on the Likert-scale are very, somewhat, a little, and not at all. These categories will facilitate participants to choose how interesting, useful, helpful, pertinent, appropriate and comprehensible the selected YouTube videos are. The Likert scale questionnaire is in Spanish (L1) to avoid confusion on the part of the learners. Wang, Hong & Hsu (2006) explained that close-ended rating scale questionnaires permit to capture intended information by wording each question; these keywords appropriately represent the subjects of questions. As cited by (Gabrys, Howlett & Jain, 2006).

Observation Formats: In the observation formats, there are six criteria and the number of students who may or may not fall into these criteria. The criteria are students repeat what they hear, students ask their teacher questions, students answer questions in Spanish (L1), students work with their peers (in dialogues, role-plays, and drills), students

provide short responses in L2, students provide long responses in L2. (See appendix B). This observation helps researchers record every instance of the target behavior which is English oral production. Structured observation is a systematical data gathering technique which allows researchers to record behavior through categorization (variables and indicators) (Bryman, 2008)

Pre-Test and Post-Test: The tests will be administered by the researchers of the study based on the guidelines of the KET (Key English Test) (See Appendix I) Cambridge test and also the unit content established by the school curriculum. This test will be the main instrument to measure the students speaking performance (pre-test and post-test). The pre-test will be given to 15 students from another course to ensure test reliability. Pre-test and post- test is one of the most effective research designs because it provides scientific control over threats to internal validity. Also, it facilitates the analysis of variables through the Paired T Test statistical method (Huck & McLean, 1975).

Once all the data is gathered, it is coded to find patterns of behaviors. Coding is defined as the interpretation of information and question responses through data categorization for the whole purpose of its analysis (Kerlinger , 1970).

4.8.3 Selection and handling of data

Six selected YouTube Speaking Lessons will be given to the class. Also, six speaking tasks related to the selected YouTube videos are given to the class. Each speaking lesson will be given twice a week for three weeks. Each speaking lesson lasts 35 minutes. During the six lessons students will work on several tasks such as predicting, genre guessing, giving opinions, vocabulary building, and asking and answering questions to the teacher and to each other. Some of the lessons will be video recorded to facilitate understanding of the observation format.

4.8.4 Participants

The participants of our study are adult high school students from a public night high school in the coastal region of Ecuador. These students attend classes during the evening.

4.8.5 Selection of the Sampling

In our study, we have decided to employ convenience sampling because it was better for us to select an intact group that will be more appropriate for our intervention. The course we selected was a night course in a public high school in Guayaquil. We selected that specific course because the students started classes at night time, and since neither of us had time during the day, thus the course became the right one for us. Also, the

course had a significant population size of 42 of which 30 students decided to become our sample. Last but not least, this high school does not have technological equipment; and this allowed us to implement a class that would be new to them, in this case, speaking lessons with the aid of selected YouTube videos. Convenience Sampling falls into the category of non-probability sampling because it allows researchers to select a group that meets certain criteria such as geographical distance, time availability, willingness to volunteer, and so forth. (Dörnyei, 2007).

4.8.6 Background of the participants

Most of these participants come from marginal areas of Guayaquil. Also, the great majority of these students have to work to support their families; this is the reason why they study in the evening. Among these students, we have mothers, fathers, and young adults. Since these students come from low social classes, it is difficult for them to afford top of the range English courses at private entities.

4.9 CONCLUSION

To sum it all up, data collection instruments are necessary tools that facilitate researchers coding and interpretation of meaningful gathered information. The following chapter will present the results of this investigation that were gathered by the already mentioned instruments.

CHAPTER 5

5.1 PRESENTATION OF RESULTS

In this chapter, we present the results from the questionnaires of students' attitude about the six videos we presented. We also describe the results of the study by using graphs and tables. The figures will show the results of the questionnaire in percentages. In addition, a table with the results in numbers accompanied the graph. There are seven tables describing the results numerically and forty-two bar graphs describing the results graphically that identify the results obtained in the questionnaire that was filled out by the students at the end of each class. Every graph represents each question.

We also added a numerical and graphical figure of the results of the Pre-test and Post-test. The table 8 shows the number of the students (30) with their corresponding score of the Pre-test and Post-test. In addition, this section provides the results of the scores in the tests through a Box Plot, the Pre-test was administered before the six classes and the Post-test, which is the same evaluation, was administered at the end.

Furthermore, we display 6 line graphs that provide the results in numbers of the observation formats, which were filled out by us with the support of the recorded classes.

5.2 RESULTS FROM THE QUESTIONNAIRES

The participants received six different classes with the help of six different selected YouTube videos chosen by the researchers.

Researchers asked them to complete a questionnaire at the end of each class. This questionnaire assembled different questions related to some aspects of the video. These questions were written in Spanish to avoid misunderstandings.

1. Was the video interesting?
2. Was the video useful?
3. Did the video have daily life phrases?
4. Was the video related to the topic of the class?
5. Did the video help me to understand the class?
6. Was the time of the video appropriate?
7. Was the vocabulary comprehensible?

Class # 1 What is your name? Where are you from?

This video shows an interviewer walking on the street and asking a few questions to the pedestrians. The questions were: What's your name? Can you spell it? And Where are you from? The students' opinions were as follows.

For the lesson plan see Appendix C

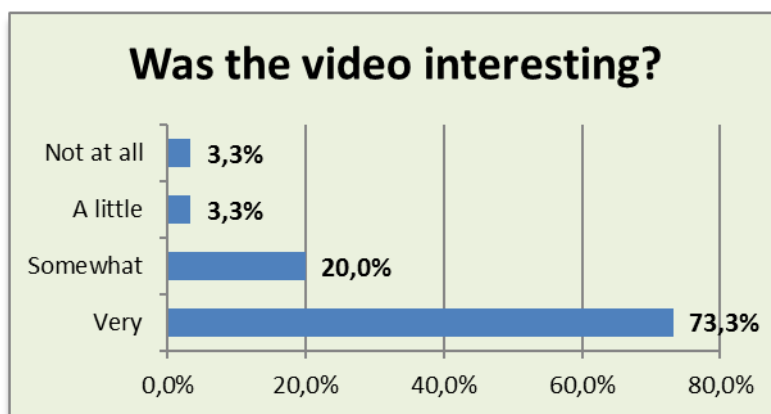
Table 5. 1 Questionnaire summary – Class 1

Ítem	STATEMENTS	Very	Somewhat	A little	Not at all	Total
1	Was the video interesting?	22	6	1	1	30
2	Was the video useful?	17	9	3	1	30
3	Did the video have daily life phrases?	20	7	2	1	30
4	Was the video related to the topic?	22	7	0	1	30
5	Did the video help me to understand the class?	18	10	2	0	30
6	Was the time of the video appropriate?	18	10	2	0	30
7	Was the vocabulary comprehensible?	20	8	2	0	30

(Marzio, 2011)

This table shows the questionnaires' results of the first class in numbers. In this first class all the participants showed up. The following charts show the results of each question in percentages.

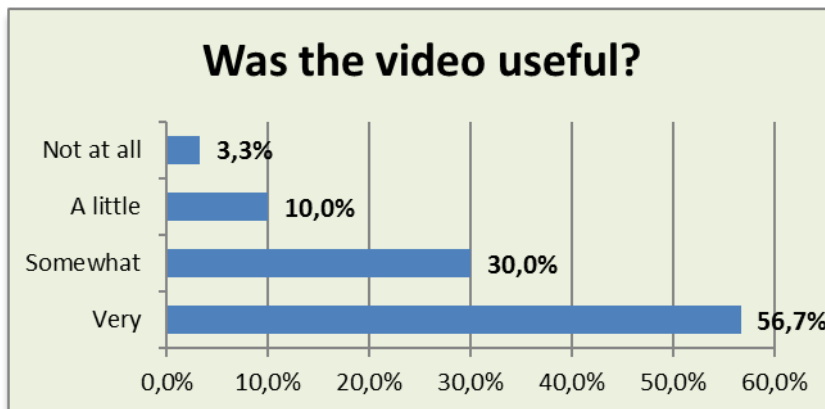
Figure 5. 1 Question 1



According to what the students answered in the surveys. The results showed that 73.3% (number of students) think that the video was very interesting. The 20% expressed that the video was somewhat interesting. The 3.3% thought that the video was a little

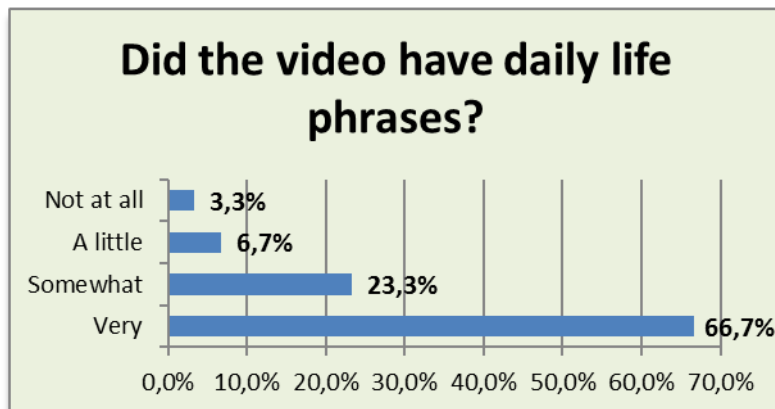
interesting and the rest 3.3% of the participants said that the video was not at all interesting.

Figure 5.2 Question 2

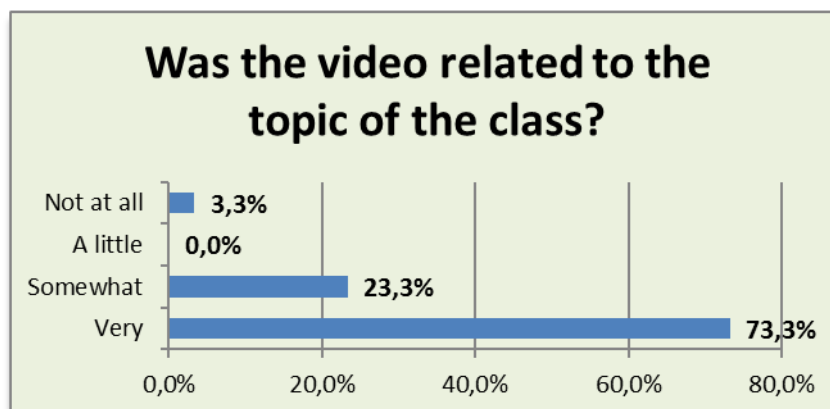


In the second question, 56.7% think that the video was very useful. The 30% expressed that the video was somewhat useful. The 10% thought it was not at all useful.

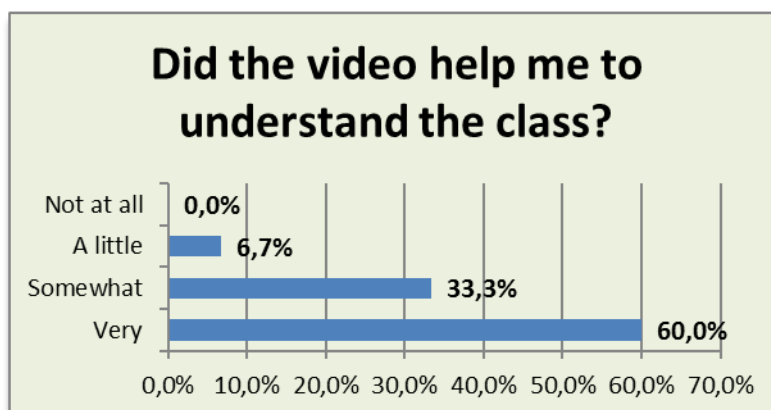
Figure 5.3 Question 3



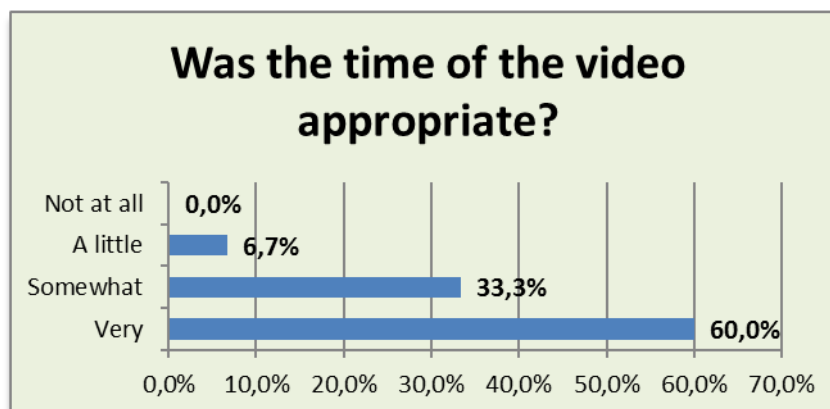
In the third question, 66.7% think that the video had many daily life phrases. The 23.3% expressed that the video had some daily life phrases. The 6.7% think that the video had a few daily life phrases the 3.3% of the participants say that the video was not at all useful.

Figure 5.4 Question 4

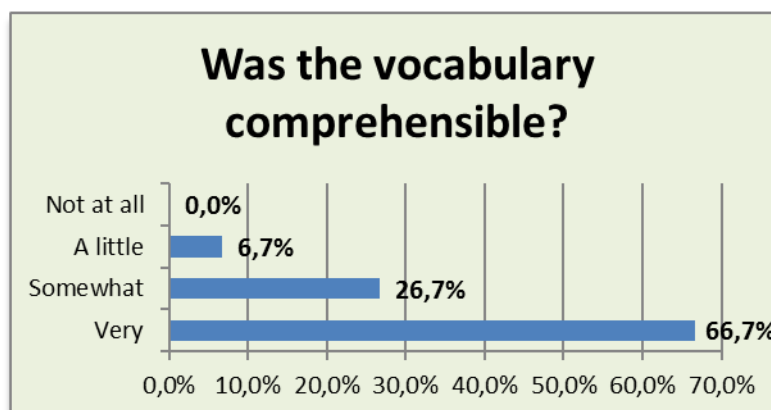
In the fourth question, 73.3 % think that the video was much related to the topic. The 23.3% expressed that the video had some relation to the topic. The 0.0 % thought that the video had a little relationship with the topic. The 3.3% of the participants say that the video was not at all related to the topic.

Figure 5.5 Question 5

In the fifth question, 60% of the students answered that the video helped them a lot to understand the class. 33.3% said that the video helped them somewhat to understand the class, and the 6.7% said that the video helped them a little to understand the class.

Figure 5.6 Question 6

In the sixth question about the time of the video, the 60% of the participants said that the time of the video was very appropriate, the 33.3% said that the time was somewhat appropriate. Moreover, the 6.7% expressed that the time was not very appropriate.

Figure 5.7 Question 7

In the seventh question, the 66.7% of the participants said that the vocabulary was very comprehensible. The 26.7% expressed that the vocabulary was somewhat comprehensible. On the other hand, the 6.7% said that the vocabulary was a little comprehensible.

Class # 2 Do, Does, Did / Daily routines

In this video, there are some people doing different activities. Later, a voice asks different questions such as Do you work? Do you study? And the same video provides the answers. For the lesson plan see Appendix D.

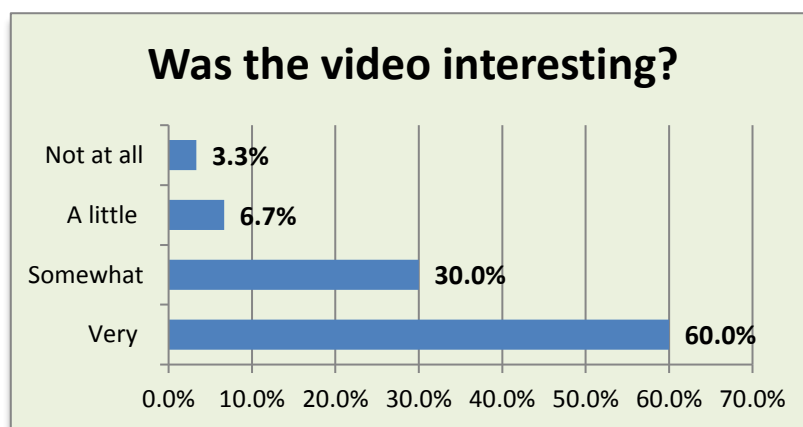
Table 5.2 Questionnaire summary – Class 2

Item	STATEMENTS	Very	Somewhat	Little	Not at all	Total
1	Was the video interesting?	18	9	2	1	30
2	Was the video useful?	18	8	3	1	30
3	Did the video have daily life phases?	16	9	4	1	30
4	Was the video related to the topic?	19	5	3	3	30
5	Did the video help me to understand the class?	15	12	2	1	30
6	Was the time of the video appropriate?	15	9	3	3	30
7	Was the vocabulary comprehensible?	14	12	2	2	30

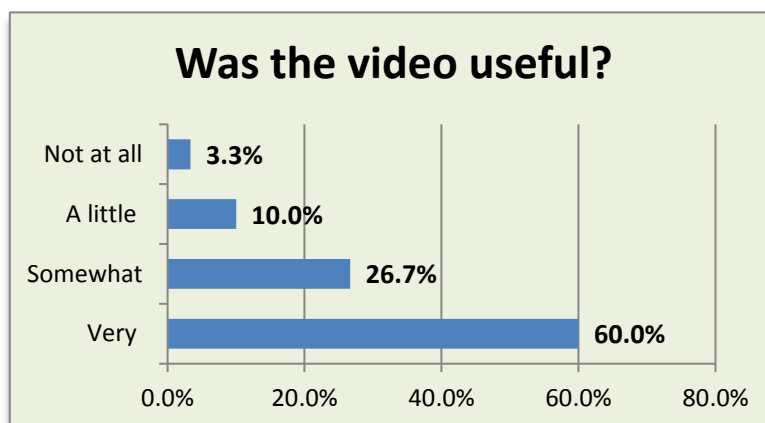
(Kulek, Daily Routines, 2016)

The second video presented shows several occupations; also it shows Yes/No questions or information questions related to occupations. For example, Do you Work? What do you do? I am a mechanic.

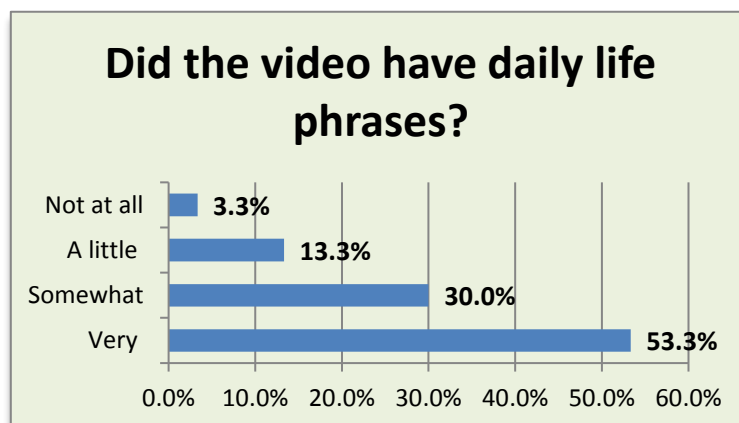
Figure 5.8 Question 1



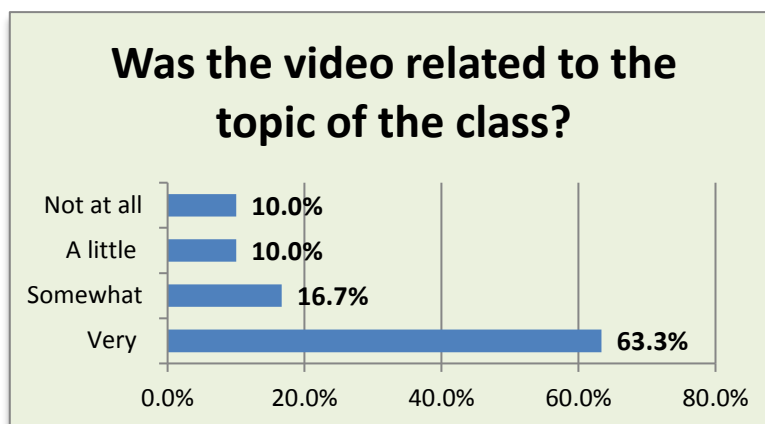
According to what the students answered in the questionnaires. The results showed that 60% think that the video was very interesting. The 30% expressed that the video was somewhat interesting. The 6.7% thought that the video was a little interesting and the rest 3.3% of the participants say that the video was not at all interesting.

Figure 5.9 Question 2

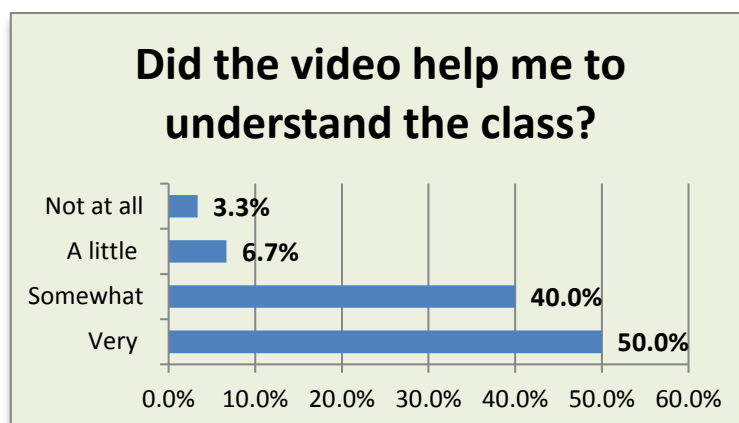
In the second question, 60% think that the video was very useful. The 26.7% expressed that the video was somewhat useful. The 10% thought that the video was a little useful and the 3.3% of the participants say that the video was not at all useful.

Figure 5.10 Question 3

In the third question, 53.3 % think that the video had many daily life phrases. The 30% expressed that the video had some daily life phrases. The 13.3 % think that the video had a few daily life phrases- Finally, the 3.3% of the participants say that the video was not at all useful.

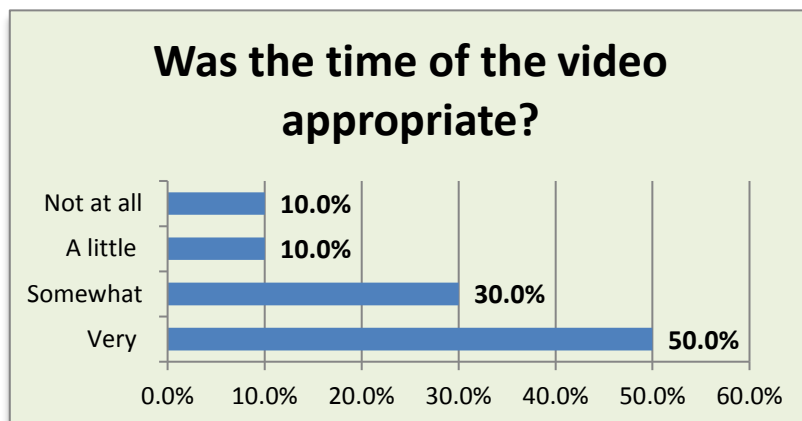
Figure 5.11 Question 4

In the fourth question, 63.3 % think that the video was much related to the topic. The 16.7% expressed that the video had some relation to the topic. The 10 % think that the video had a little relationship with the topic. The 10% of the participants say that the video was not at all related to the topic.

Figure 5.12 Question 5

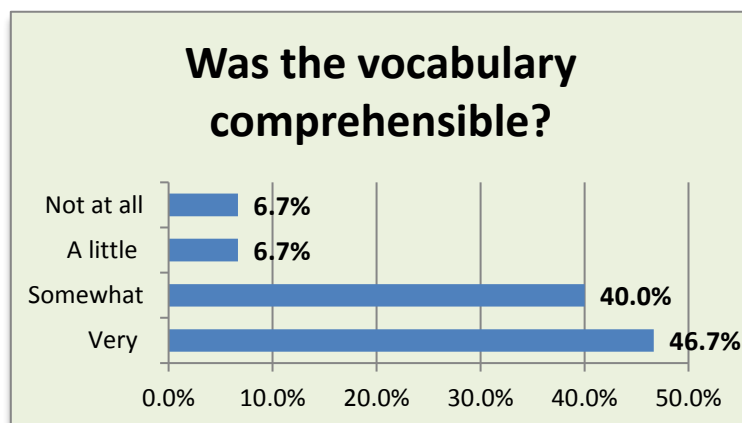
In the fifth question, 50% of the students answered that the video helped them a lot to understand the class. 40% said that the video helped them somewhat to understand the class, and the 6.7% said that the video helped them a little to understand the class. Finally, the 3.3 of the participants thought that the video did not help to understand the class.

Figure 5.13 Question 6



In the sixth question about the time of the video, the 50% of the participants said that the time of the video was very appropriate, the 30% said that the time was somewhat appropriate. Moreover, the 10% expressed that the time was not very appropriate. Finally, the 10% thought that the time of the video was not adequate.

Figure 5.14 Question 7



In the seventh question, the 46.7% of the participants said that the vocabulary was very understandable. The 40% expressed that the vocabulary was somewhat comprehensible. On the other hand, the 6.7% said that the vocabulary was a little comprehensible.

Class # 3 What do you do?

This video shows a high school teenager that starts to ask questions such as “What do they do?” What does he eat? While some students do different activities. The video provides a few seconds for the audience to answer the questions and after that, it provides the correct answers. For the lesson plan, see Appendix E.

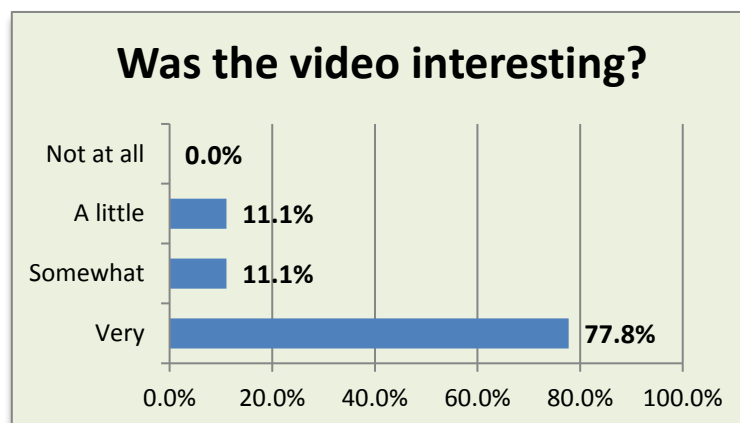
Table 5.3 Questionnaire Summary – class 3

Ítem	STATEMENTS	Very	Somewhat	A little	Not at all	Total
1	Was the video interesting?	21	3	3	0	27
2	Was the video useful?	19	4	3	1	27
3	Did the video have daily life phrases?	15	8	4	0	27
4	Was the video related to the topic?	15	10	2	0	27
5	Did the video help me understand the class?	19	5	3	0	27
6	Was the time of the video appropriate?	20	7	0	0	27
7	Was the vocabulary comprehensible?	21	3	1	2	27

(Kulek, What do they do?, 2015)

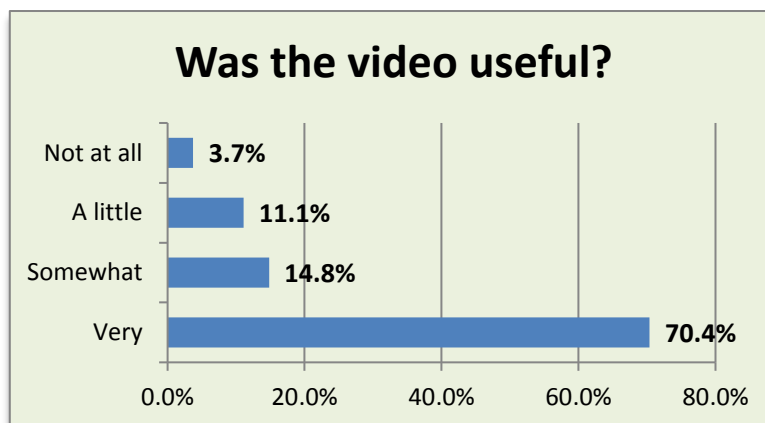
In this class, 27 students out of 30 showed up that day. This video shows different activities such as play football, listen to music, or brush your teeth. In addition, the video shows the question What do you do? And the video provides a few seconds for the students to answer the question orally.

Figure 5.15 Question 1



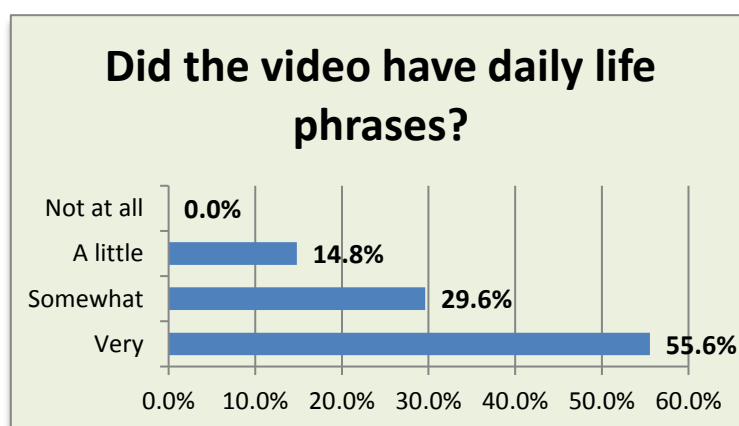
According to what the students answered in the questionnaire, the results showed that 77.8% think that the video was very interesting. The 11.1% expressed that the video was somewhat interesting. The 11.1% thought that the video was a little interesting.

Figure 5. 16 Question 2

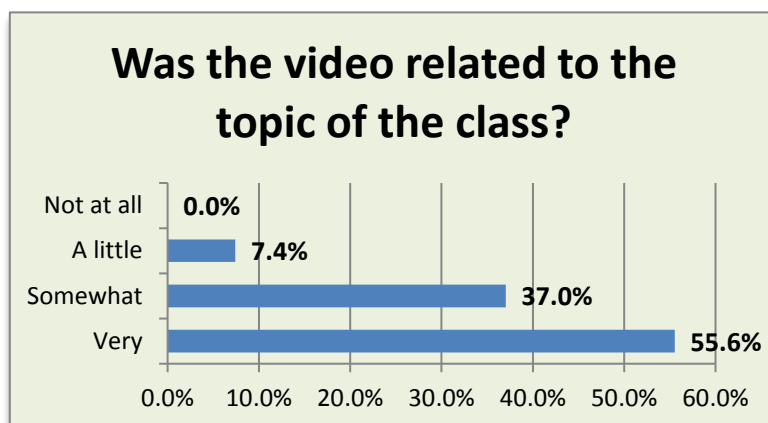


In the second question, 70.4% thought that the video was very useful. The 14.8% expressed that the video is somewhat useful. The 11.1% thought that the video was a little useful and the 3.7% of the participants say that the video was not at all useful.

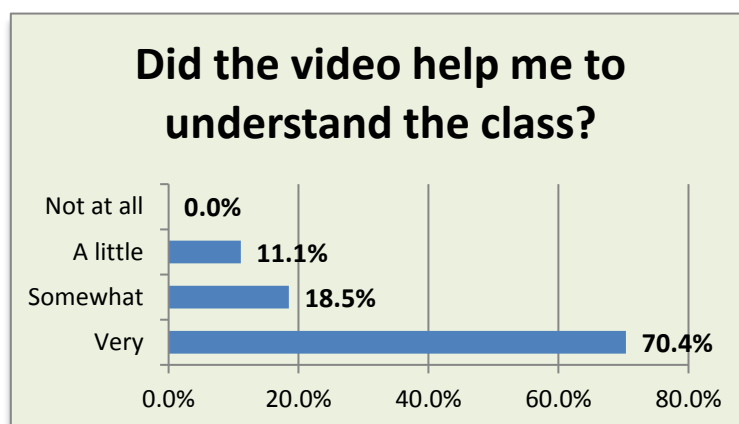
Figure 5. 17 Question 3



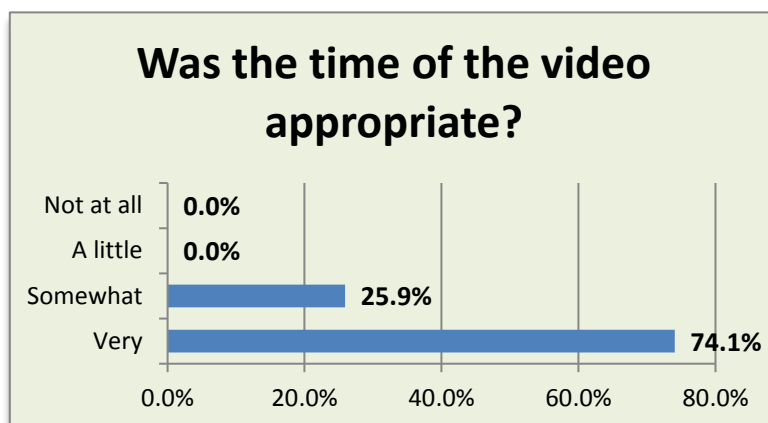
In the third question, 55.6 % think that the video had many daily life phrases. The 29.6% expressed that the video had some daily life phrases. The 14.8 % thought that the video had a few daily life phrases.

Figure 5. 18 Question 4

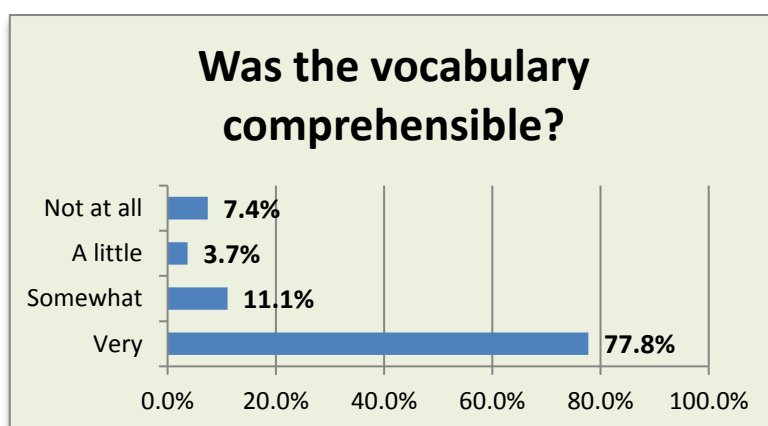
In the fourth question, 55.6 % think that the video is much related to the topic. The 37% expressed that the video had some relation to the topic. The 7.4 % thought that the video had a little relationship with the topic.

Figure 5. 19 Question 5

In the fifth question, 70.4% of the students answered that the video helped them a lot to understand the class. 18.5% said that the video helped them somewhat to understand the class, and the 11% said that the video helped them a little to understand the class.

Figure 5. 20 Question 6

In the sixth question about the time of the video, the 74.1% of the participants said that the time of the video was very appropriate and the 25.9% said that the time was somewhat appropriate.

Figure 5. 21 Question 7

In the seventh question, the 77.8% of the participants said that the vocabulary was very comprehensible. The 11.1% expressed that the vocabulary was somewhat comprehensible. On the other hand, the 3.7% said that the vocabulary was a little comprehensible. Finally, the 7.4% of the participants said that the vocabulary was not comprehensible enough.

Class # 4 Expressing abilities and Occupations (Can vs. Can't)

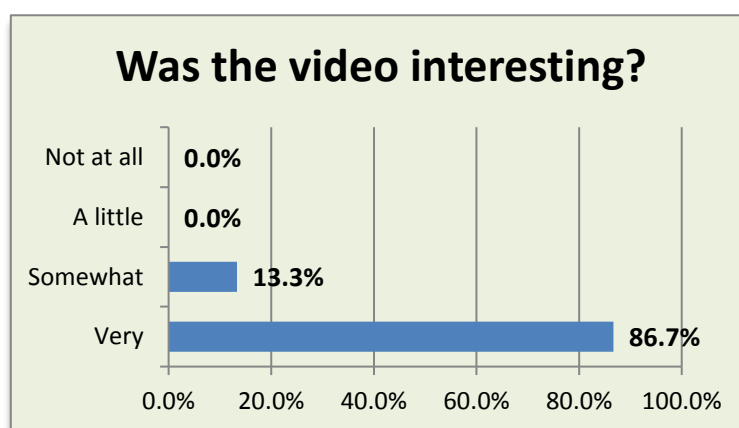
This video showed a conversation between a man and a woman. The woman interviews the man to know what abilities he has. Some of the questions are “Can you drive a car?” and the answers are Yes, I can or No, I cannot. For the lesson plan, see Appendix F.

Table 5.4 Questionnaire Summary – Class 4

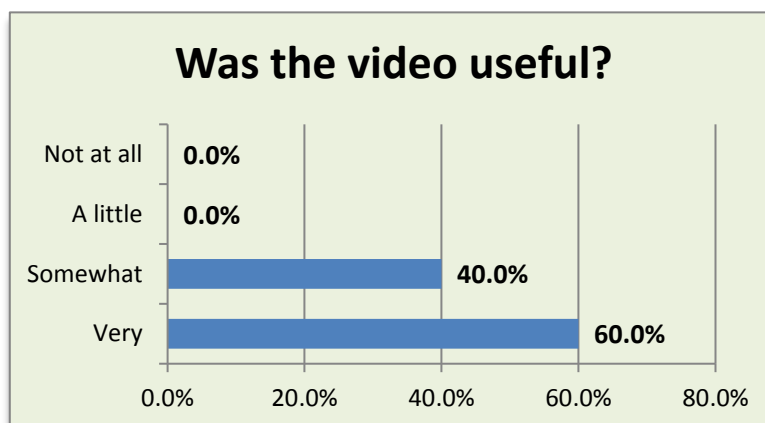
Ítem	STATEMENTS	Very	Somewhat	A little	Not at all	Total surveyed
1	Was the video interesting?	26	4	0	0	30
2	Was the video useful?	18	12	0	0	30
3	Did the video have daily life phrases?	19	7	4	0	30
4	Was the video related to the topic?	19	7	4	0	30
5	Did the video help me to understand the class?	16	12	1	1	30
6	Was the time of the video appropriate?	16	13	1	0	30
7	Was the vocabulary comprehensible?	16	11	3	0	30

(Side by side, 2012)

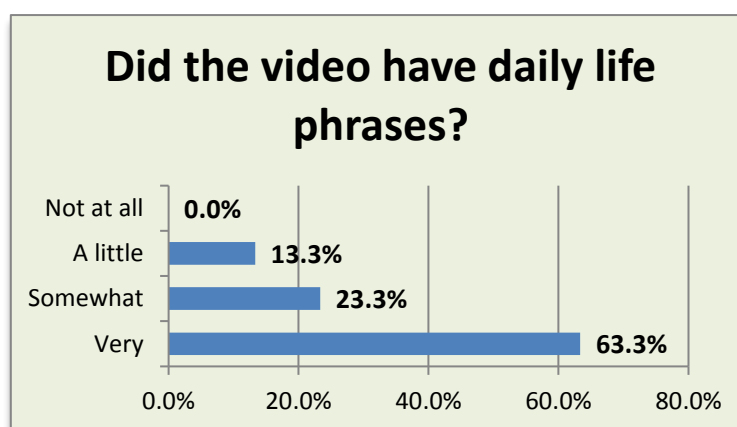
Figure 5.22 Question 1



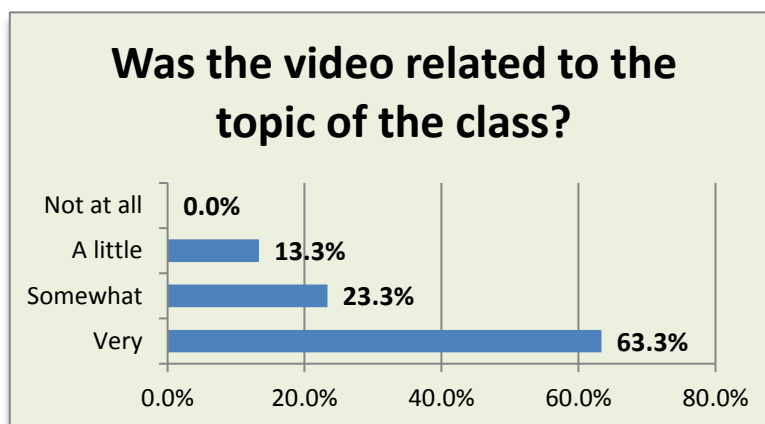
According to what the students answered in the questionnaire. The results showed that 86.7% think that the video was very interesting. The 13.3% expressed that the video was somewhat interesting.

Figure 5. 23 Question 2

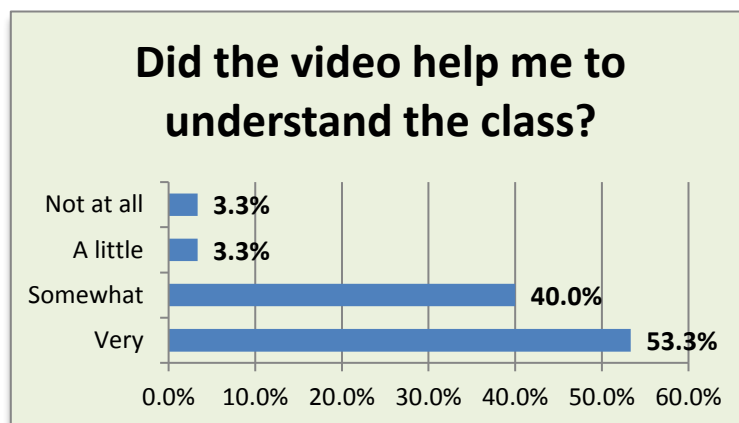
In the second question, 60% think that the video is very useful. The 40% expressed that the video was somewhat useful.

Figure 5. 24 Question 3

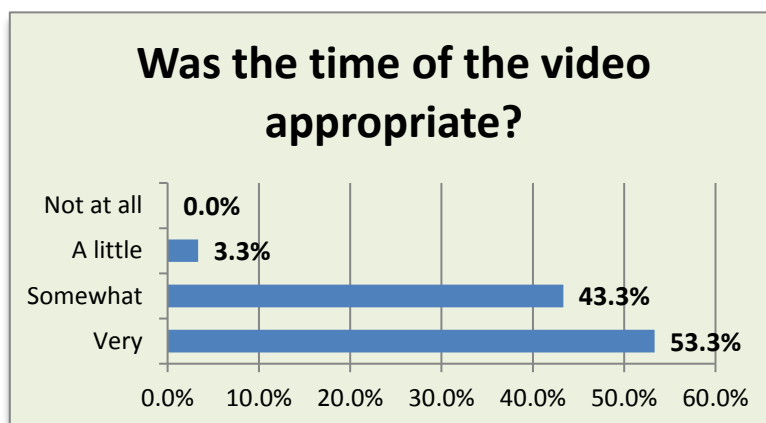
In the third question, 63.3 % think that the video had many daily life phrases. The 23.3% expressed that the video had some daily life phrases. The 13.3 % thought that the video had a few daily life phrases.

Figure 5.25 Question 4

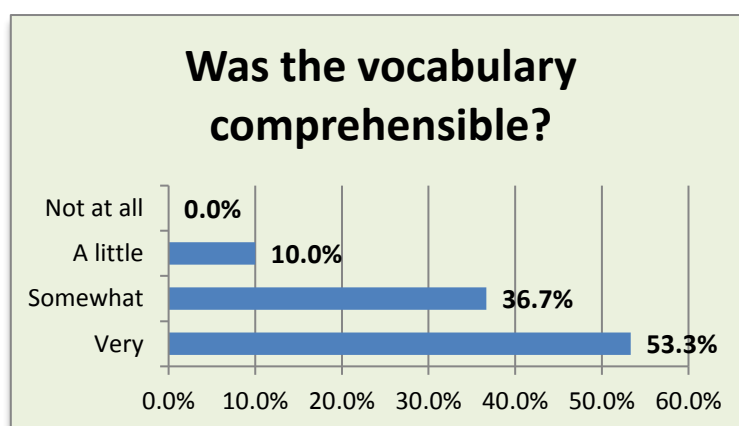
In the fourth question, 63.3 % think that the video was much related to the topic. The 23.3% expressed that the video had some relation to the topic. The 13.3 % thought that the video had a little relationship with the topic. The 0.0 % of the participants say that the video was not related at all to the topic.

Figure 5.26 Question 5

In the fifth question, 53.3% of the students answered that the video helped them a lot to understand the class. 40% said that the video helped them somewhat to understand the class. The 3.3% said that the video helped them a little to understand the class. The rest 3.3% thinks that the video did not help them to understand the class at all.

Figure 5. 27 Question 6

In the sixth question about the time of the video, the 53.3% of the participants said that the time of the video was very appropriate, the 43.3% said that the time was somewhat appropriate. Finally, the 3.3% expressed that the time was a little appropriate.

Figure 5. 28 Question 7

In the seventh question, the 53.3% of the participants said that the vocabulary was very comprehensible. The 36.7% expressed that the vocabulary was somewhat comprehensible. On the other hand, the 10% said that the vocabulary was a little comprehensible.

Class # 5 Simple Present Tense Part 1

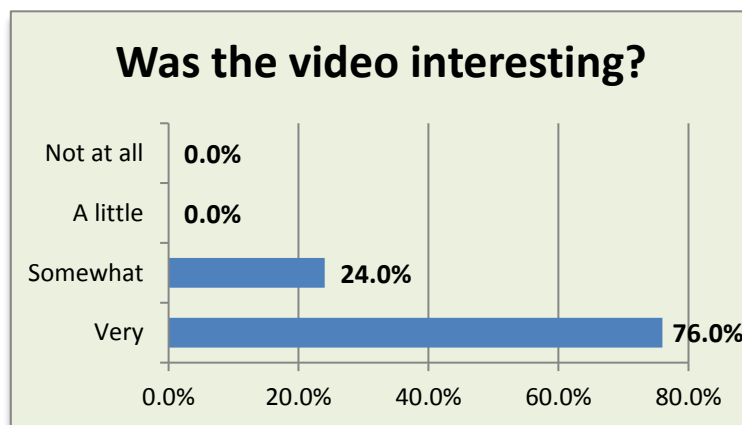
This video presents many people doing different activities and one teenager starts to ask about some activities with information questions with Where, what, who, and why. Her friend answers these questions. For the lesson plan, see Appendix G.

Table 5.5 Questionnaire Summary – Class 5

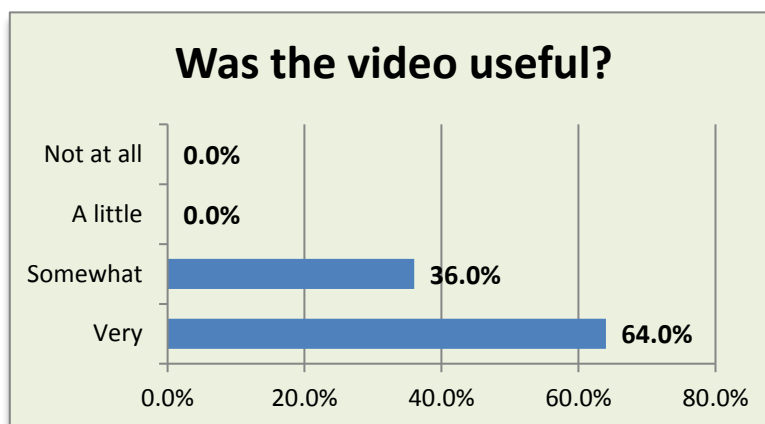
Ítem	STATEMENTS	Very	Somewhat	Little	Not at all	Total
1	Was the video interesting?	19	6	0	0	25
2	Was the video useful?	16	9	0	0	25
3	Did the video have daily life phrases?	19	5	0	1	25
4	Was the video related to the topic?	22	3	0	0	25
5	Did the video help me to understand the class?	14	10	0	1	25
6	Was the time appropriate?	14	8	0	3	25
7	Was the vocabulary comprehensible?	15	8	0	2	25

(Shea, 2010)

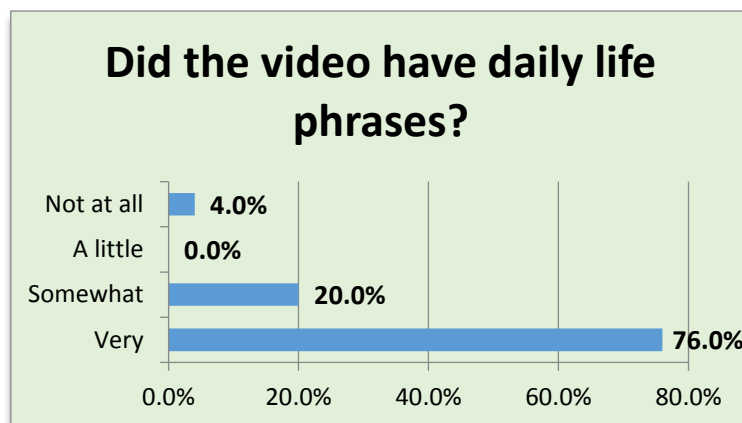
Figure 5.29 Question 1



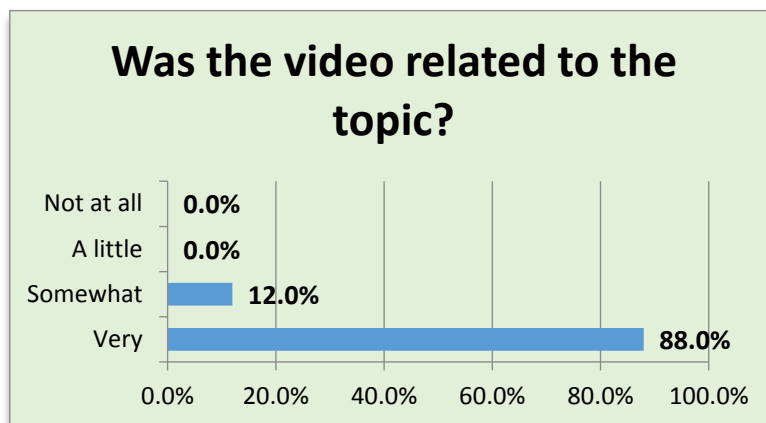
According to what the students answered in the questionnaire. The results showed that 76% think that the video was very interesting. The 24% expressed that the video was somewhat interesting.

Figure 5.30 Question 2

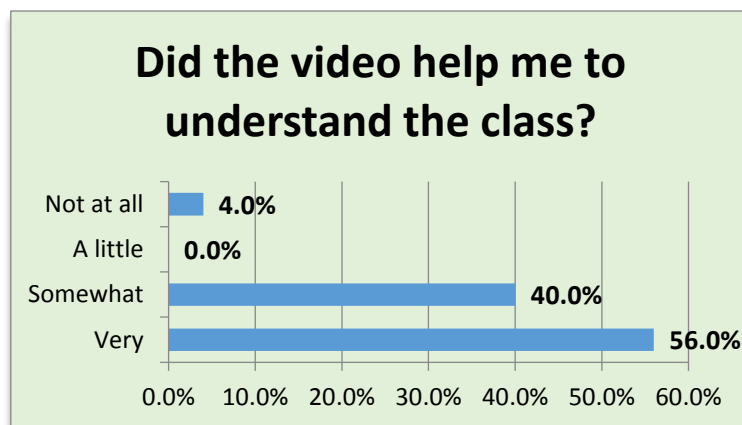
In the second question, 64% think that the video was very useful. The 36% expressed that the video was somewhat useful.

Figure 5.31 Question 3

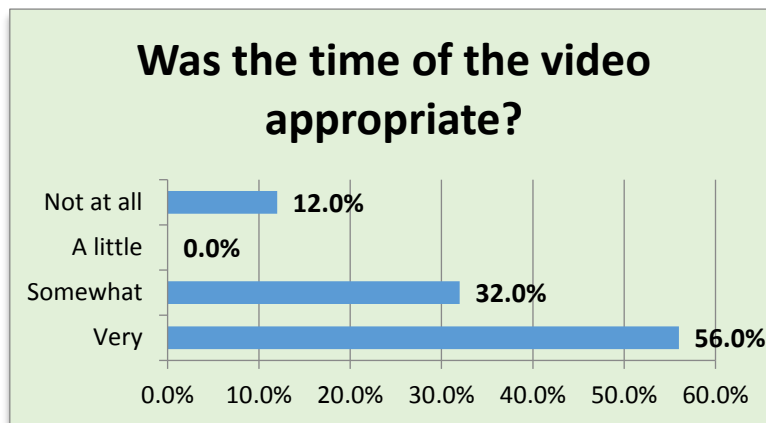
In the third question, 76 % think that the video had many daily life phrases. The 20% expressed that the video had some daily life phrases. Finally, the 4 % of the participants say that the video was not at all useful.

Figure 5.32 Question 4

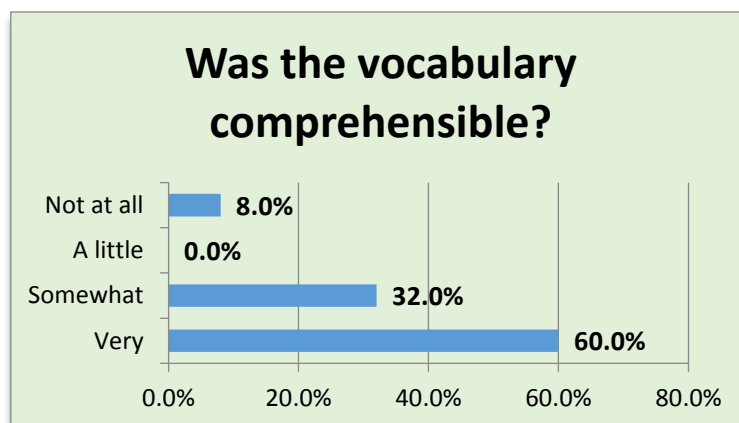
In the fourth question, 88 % think that the video is much related to the topic. The 12% expressed that the video had some relation to the topic.

Figure 5.33 Question 5

In the fifth question, 56% of the students answered that the video helped them a lot to understand the class. 40% said that the video helped them somewhat to understand the class. Finally, the 4% of the participants did not help to understand the class at all.

Figure 5. 34 Question 6

In the sixth question about the time of the video, the 56% of the participants said that the time of the video was very appropriate, the 32% said that the time was somewhat appropriate. Finally, the 10% thought that the time of the video was not at all adequate.

Figure 5. 35 Question 7

In the seventh question, the 60 % of the participants said that the vocabulary was very understandable. The 32 % expressed that the vocabulary was somewhat comprehensible. On the other hand, the 8 % said that the vocabulary was not at all comprehensible.

Class # 6 Family members

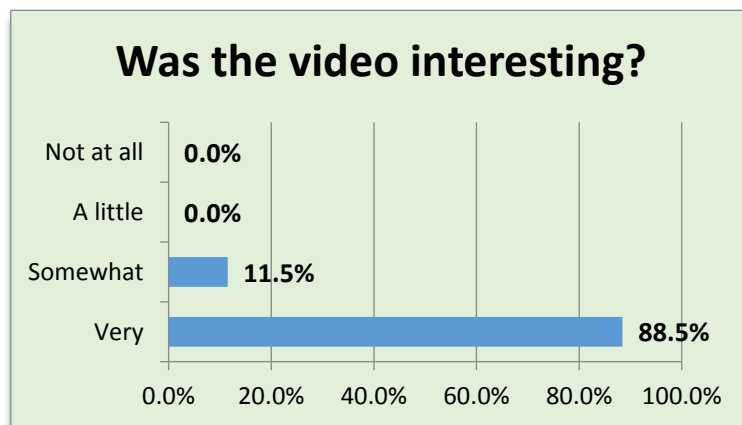
This video shows a family tree with all the members of the family. Then, all the members of the family introduce themselves. For the lesson plan, see appendix H.

Table 5. 6 Questionnaire Summary – Class 6

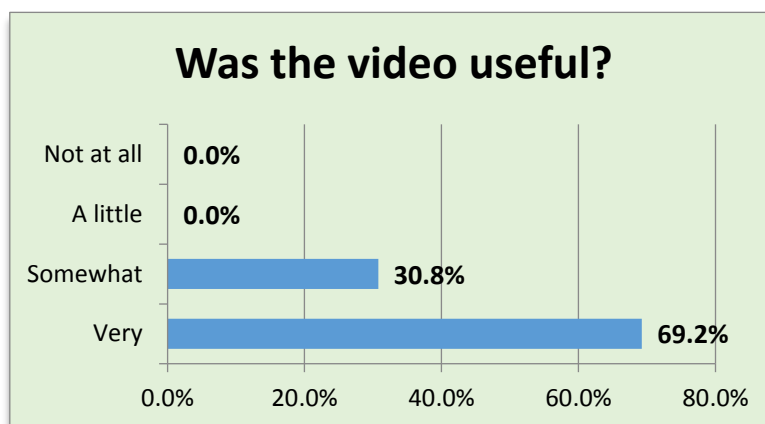
Ítem	STATEMENTS	Very	Somewhat	A little	Not at all	Total
1	Was the video interesting?	23	3	0	0	26
2	Was the video useful?	18	8	0	0	26
3	Did the video have daily life phrases?	18	6	2	0	26
4	Was the video related to the topic of the class?	17	7	2	0	26
5	Did the video help me to understand the class?	17	7	2	0	26
6	Was the time of the video appropriate?	18	5	2	1	26
7	Was the vocabulary comprehensible?	17	7	2	0	26

(Real English Conversation, 2015)

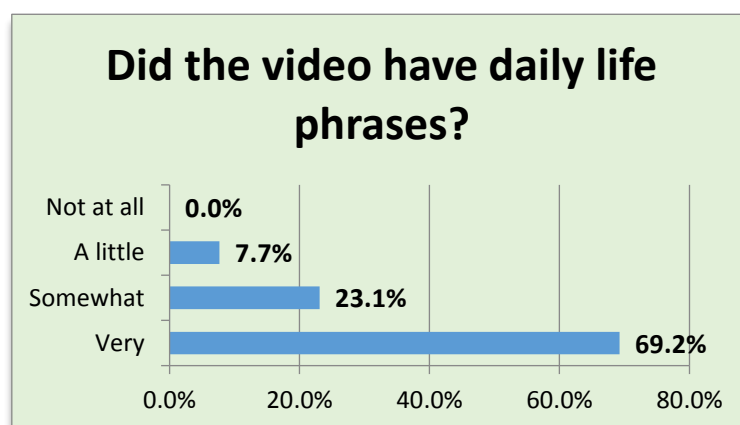
Figure5. 36 Question 1



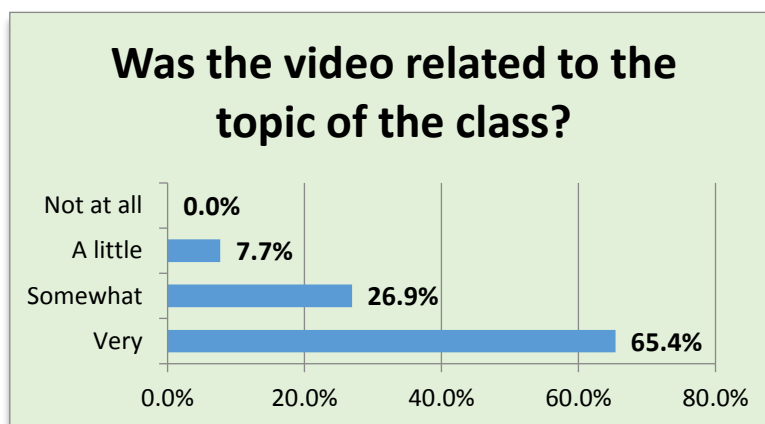
The first question of the sixth class, the results showed that 88.5% thought that the video was very interesting. The 11.5 % expressed that the video was somewhat interesting.

Figure 5. 37 Question 2

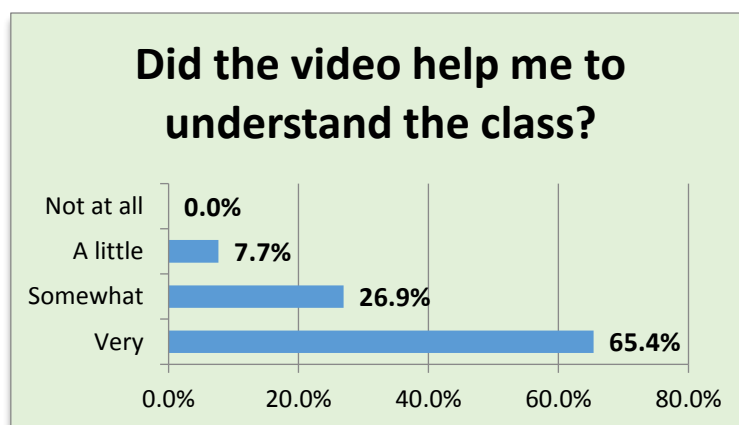
In the second question, 69.2% think that the video was very useful. The 30.8% expressed that the video was somewhat useful.

Figure 5. 38 Question 3

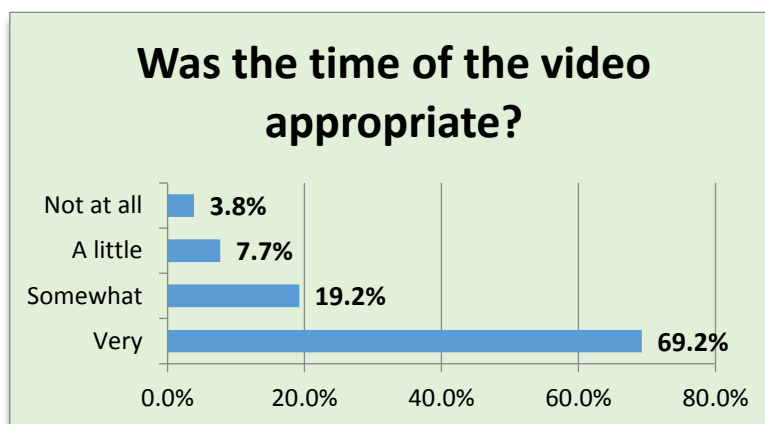
In the third question, 69.2 % think that the video had many daily life phrases. The 23.1% expressed that the video had some daily life phrases. Finally, the 7.7 % thought that the video had a few daily life phrases.

Figure 5. 39 Question 4

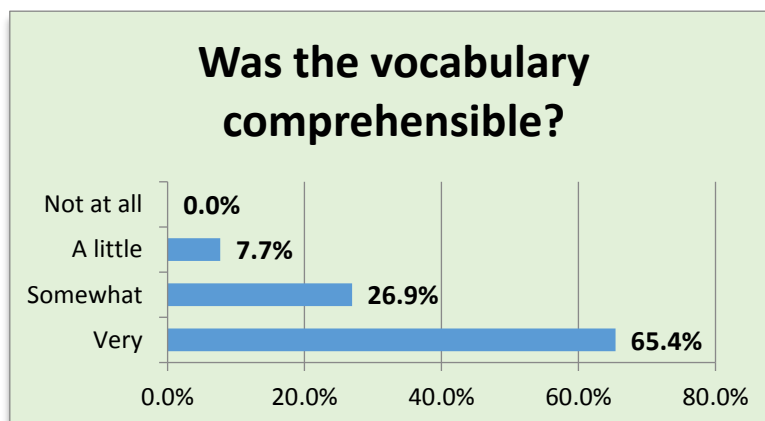
In the fourth question, 65.4 % think that the video was much related to the topic. The 26.9% expressed that the video had some relation to the topic. Finally, the 7.7 % thought that the video had a little relationship with the topic.

Figure 5. 40 Question 5

In the fifth question, 65.4 % of the students answered that the video helped them a lot to understand the class. 26.4% said that the video helped them somewhat to understand the class, and the 7.7% said that the video helped them a little to understand the class.

Figure 5. 41 Question 6

In the sixth question about the time of the video, the 69.2 % of the participants said that the time of the video was very appropriate, the 19.2% said that the time was somewhat appropriate. Moreover, the 7.7% expressed that the time was not very appropriate. Finally, the 3.8% thought that the time of the video was not adequate.

Figure 5. 42 Question 7

In the seventh question, the 65.4% of the participants said that the vocabulary was very comprehensible. The 26.9 % expressed that the vocabulary was somewhat comprehensible. On the other hand, the 7.7% said that the vocabulary was a little comprehensible.

5.2.1 Comments

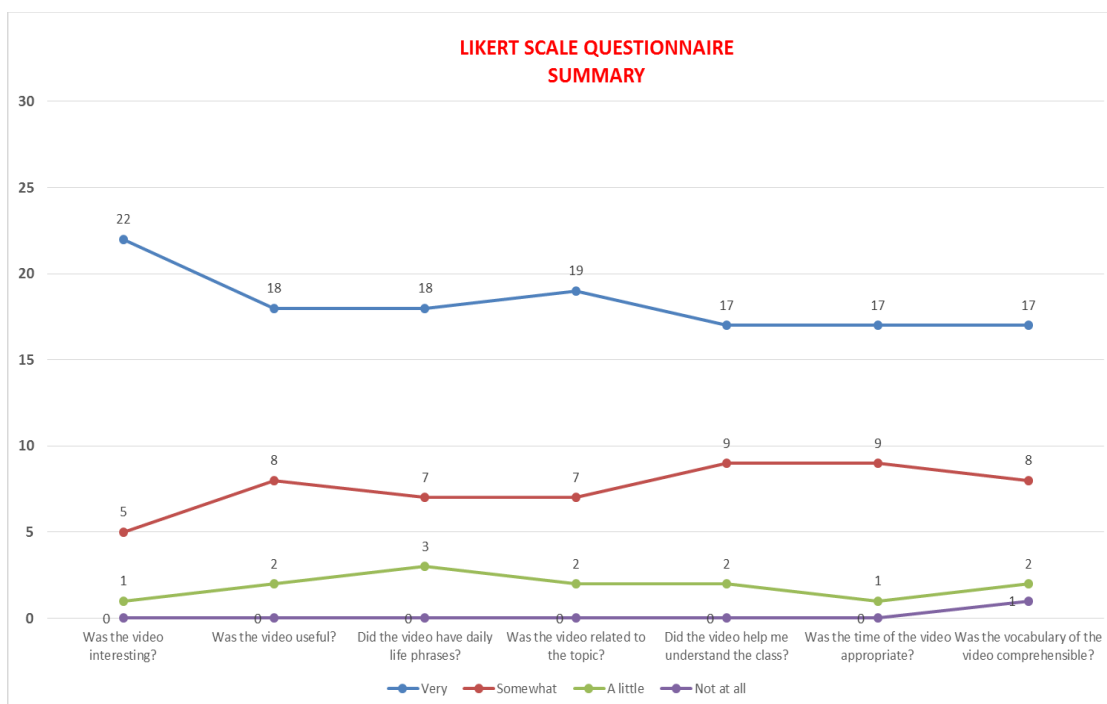
To sum up this first method, we can say that the use of selected YouTube videos to enhance speaking skills had a good acceptance. Thirty students participated in this research and the majority found the use of videos significant. However, some videos received higher scores because the topic or content was more familiar to the students. Also the results demonstrated a gradual improvement from the first class to the last one.

When the students were asked some questions after each intervention, the answers were as follows.

Table 5. 7 Average of number of students in the questionnaires

Questions	Very	Somewhat	A little	Not at all
Was the video interesting?	22	5	1	0
Was the video useful?	18	8	2	0
Did the video have daily life phrases?	18	7	3	0
Was the video related to the topic?	19	7	2	0
Did the video help me understand the class?	17	9	2	0
Was the time of the video appropriate?	17	9	1	0
Was the vocabulary of the video comprehensible?	17	8	2	1

Figure 5. 43 Likert-Scale Questionnaire – Summary



5.3 RESULTS FROM PRE-TEST AND POST-TEST

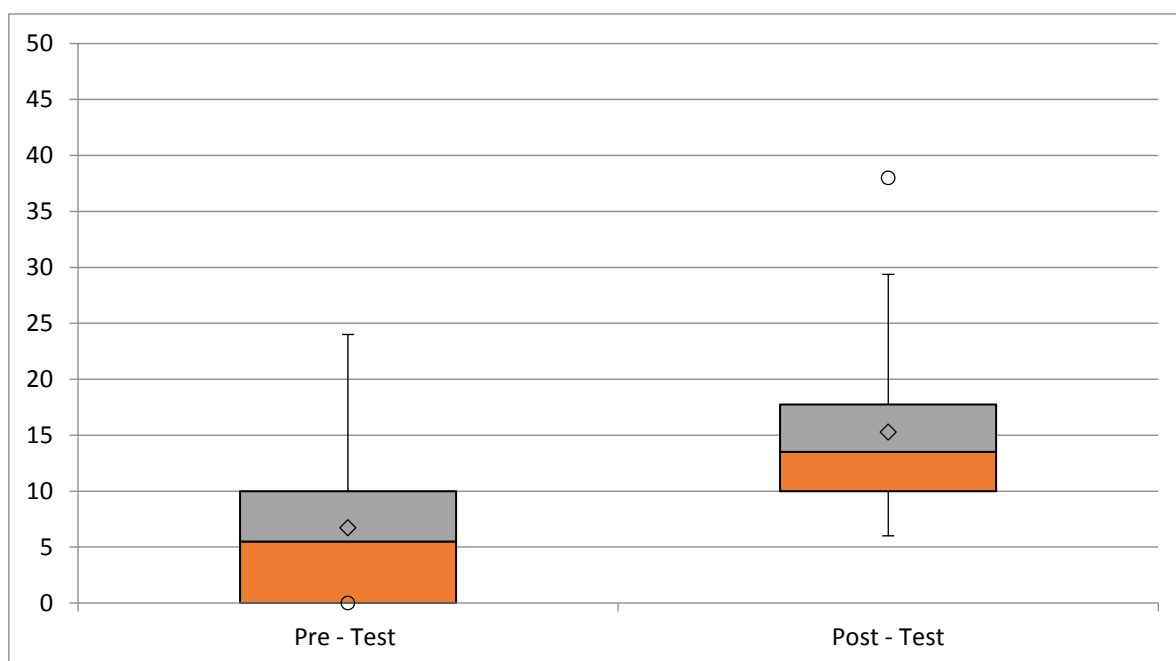
Before starting the action research with the six classes, students were evaluated with a pre-test. It was a speaking evaluation that contained three parts: pronunciation, vocabulary, and interactive communication. The test was administered to 2 students at a time and it took between 8 to 10 minutes for each group of students. The pre-test allowed us to identify the level of spoken English of the participants before the intervention.

At the end of the six classes, a post-test was administered to the participants to verify if their level of spoken English improved or not. The test had a maximum grade of 50 points. Figure 1 shows a box graph summary of the results.

Table 5. 8 Pre-test & Post-test (Students' scores)

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Pre-test	14	5	0	10	10	10	0	0	0	0	0	0	6	24	0	0	6	5	4	6	16	14	9	7	4	4	21	13	9	5
Post-test	17	8	12	12	19	13	23	14	7	10	10	9	9	26	6	12	17	17	10	14	28	23	17	38	11	14	22	18	12	10

Figure 5. 44 Box Plot



In the Pre-test, the lower limit coincides with the first quartile, since there were many students with score 0. The median which is the same as second quartile or the 50% of the sample is 5.5. In addition, the third quartile corresponds to the score of 10.

Furthermore, the minimum value of the score was 0 and the maximum value of the scores was 24.

In the Post-test, the lower limit is now 6, it does not coincide with the first quartile which is 10 since the students obtained higher scores. On the other hand, the median which corresponds to the second quartile is 13.5. The third quartile is 17.75. In the post-test, the lower limit was 6 the same as the minimum value. The higher limit was 29.38; even though the maximum value was 38, which is considered an atypical value.

5.3.1 Comments

After having administered the Pre-test and Post-test, we realized that the speaking skills of the students improved. Before the six classes, most of students got 0 as a score in the pre-test while the maximum score was 24; on the other hand, in the post-test the minimum score was 6 while the maximum score was 38.

Given that the P score is 0.0001 (less than 0.05) and the T-value is 4.87 with 57.52 degree of freedom, the null hypothesis is rejected and the alternative hypothesis is accepted. In other words, the two variables (Pre-test and Post-test) are dependent or correlated. To sum up, the use of selected YouTube videos was significant to improve the speaking skills of the students and this conclusion is expressed in the comparison of the scores in the Pre-test and Post-test.

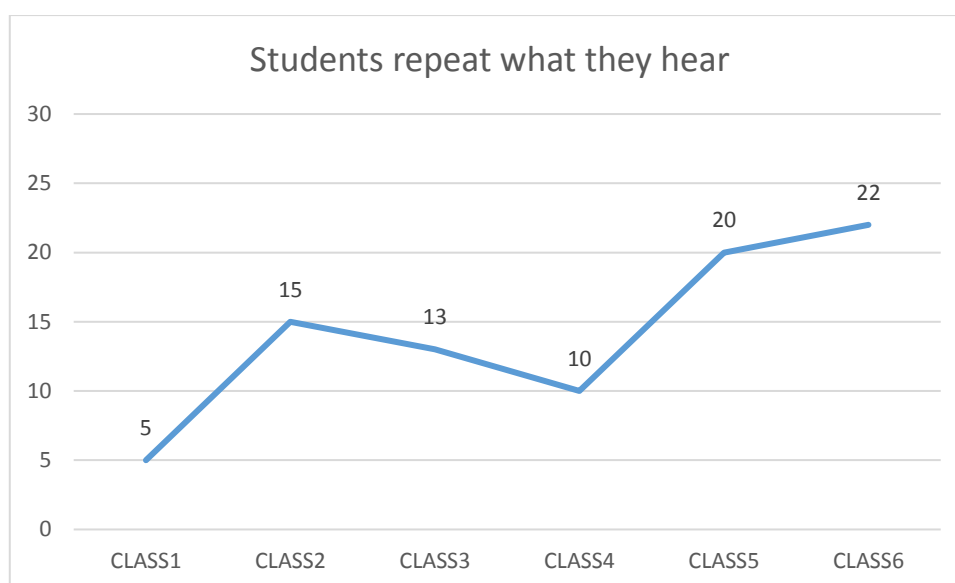
$$\mu_2 > \mu_1$$

TEST	NUMBER	MEAN	STANDARD DEVIATION
PRE-TEST	30	6.73	6.47
POST-TEST	30	15.26	7.09

5.4 RESULTS FROM THE OBSERVATION FORMAT

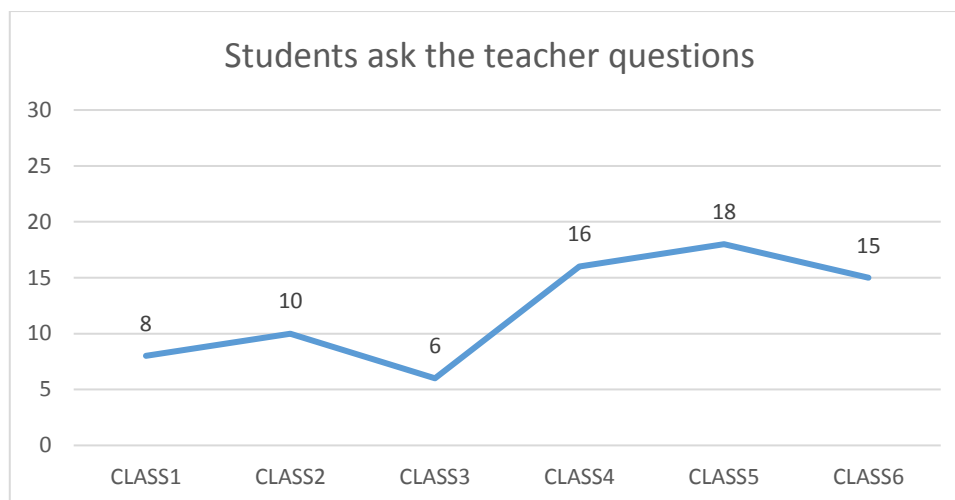
The third part of our research was the observation format that was filled out after each class with the help of the recorded video of the classes. This observation format was created to identify some characteristics that students showed during the classes (see Appendix B). Consisting of six categories (1) Students repeat what they hear, (2) Students ask the teacher questions, (3) Students answer questions in Spanish, (4) Students work with peers, (5) Students provide short responses, and (6) Students provide long responses.

Figure 5.45 Statement 1



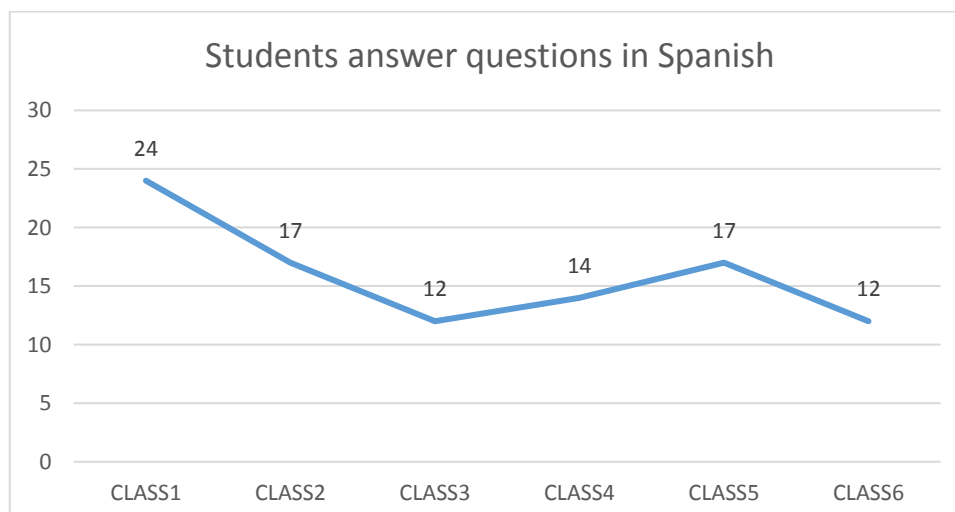
This first chart reveals that in the first class, five students repeat what they hear. In the second class, fifteen students repeat what they hear. In the third class, thirteen students repeat what they hear. The class four presents that ten students repeat what they hear. The fifth class shows that twenty students repeat what they hear. Finally, in the sixth class, twenty-two students repeat what they hear.

As the figure shows, in every class there is a slow increase in the participation of the students from one class to the next. We think that in class 3 and 4, the content was not sufficiently familiar to them and that could be a reason why fewer students participated.

Figure 5. 46 Statement 2

This second chart shows that in the first class, eight students asked the teacher questions. In the second class, ten students ask the teacher questions. In the third class, six students ask the teacher questions. The class four presents that sixteen students ask the teacher questions. The fifth class shows that eighteen students ask the teacher questions. Finally, in the sixth class, fifteen students ask the teacher questions.

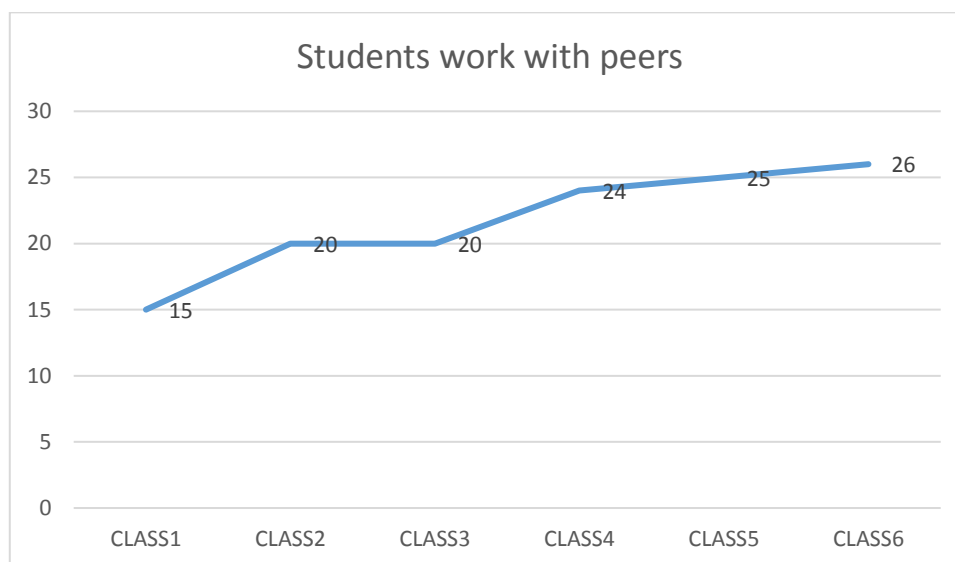
In this figure, we can observe that as the classes were developed, the number of students who asked questions to the teacher increased. Nevertheless, the variation of the results in the third class may have happened due to the unfamiliarity of the content in the videos.

Figure 5. 47 Statement 3

This third chart (Figure 5. 47) presents twenty-four students answer questions in Spanish. In the second class, seventeen students answer questions in Spanish. In the third class, twelve students answer questions in Spanish. The class four shows that fourteen students answer questions in Spanish. In the fifth class seventeen students answer the teacher in Spanish. Finally, in the sixth class twelve students answer questions in Spanish. The number of students who answered the questions in English went up and the number of students who answered the questions in Spanish went down.

At the start of classes, the presence of Spanish was notable when students answered the teacher's questions. They were not familiar with the use of videos in the classroom. When the students answered the teacher, they allowed us to see if they understood the questions in English; however, this fact gave us the idea that they understood the questions. Gradually this situation changed as they practiced more and felt more comfortable when answering in English.

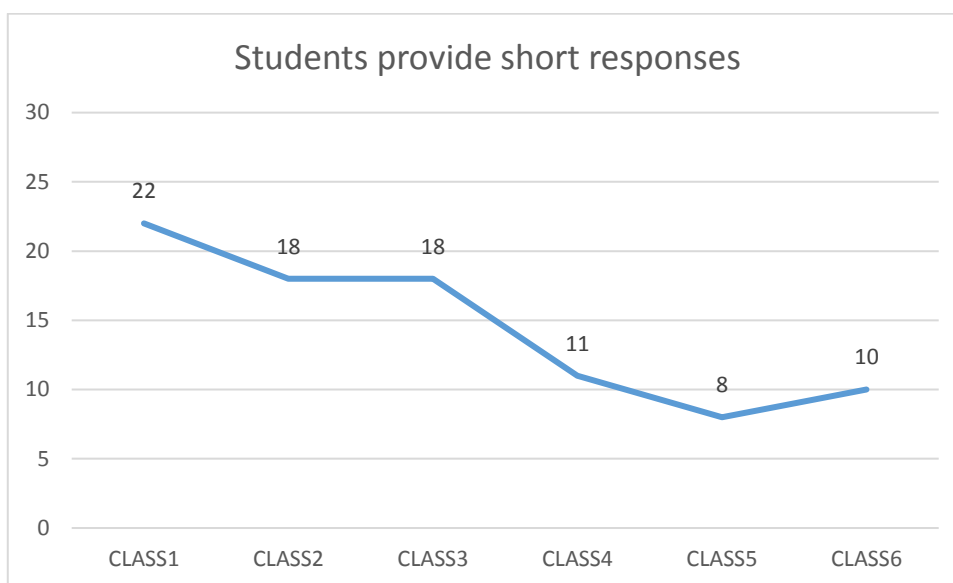
Figure 5. 48 Statement 4



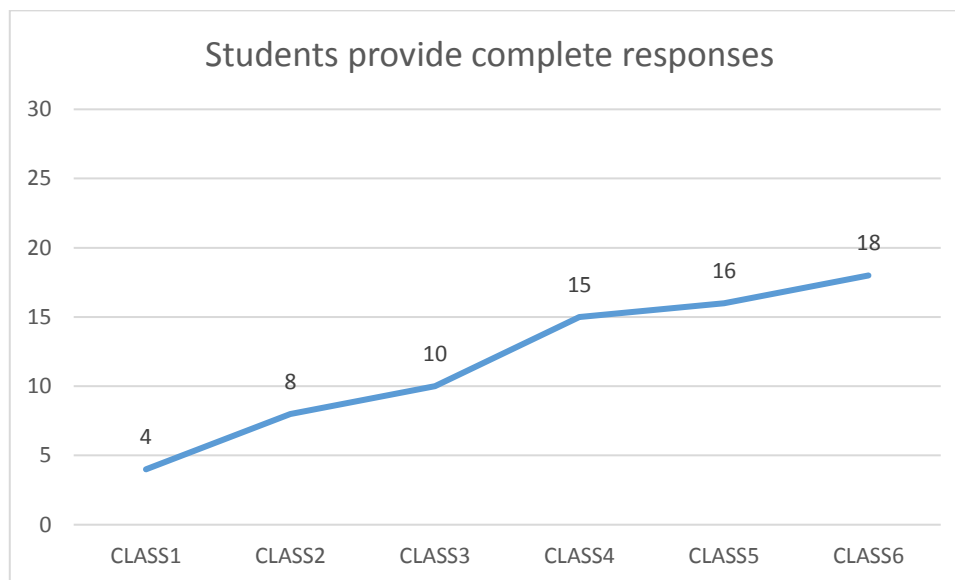
This chart shows that fifteen students worked with peers in the first class. In the second and third class, twenty students worked with peers. Twenty-four students work with peers in the fourth class. The class five presents that twenty-six students worked with peers. Finally, twenty-eight students worked with their peers in the last class.

This figure shows how worked collaborately as the intervention went on. In every class, the students learned to cooperate each other. This was due to the type of questions that the researchers provided and that they were allowed to question each other or asked each other for answers.

Figure 5. 49 Statement 5



This fifth chart determines that twenty-two students provided short answers in the first class. In the second and third class, eighteen students provided short answers. In the fourth session, eleven students provided short answers. Eight students provided short answers in the fifth class. Finally, ten students provided short answers in the last class.

Figure 5.50 Statement 6

This sixth and last chart indicates that four students provided complete answers in the first class. In the second class, eight students provided complete answers. In the third session, ten students provided complete answers. Fifteen students provided complete answers in the fourth class. In the fifth class, sixteen students provided complete answers. In the last class, eighteen students provided complete answers.

5.4.1 Comments

It was normal to see how the students reacted to questions made by the teacher. Some of them answered in their first language; on the contrary, others provided short responses such as Yes, No, or a single word. The difficulty or facility of the video was also a determiner to encourage the students to answer some questions. We could observe that the students felt comfortable providing more details in their answers. By the end of the intervention, very few students were answering in Spanish and the majority were giving answers in English. The last two figures show how the students improved their speaking skills significantly from the beginning to the end of the interventions.

CHAPTER 6

6.1 DISCUSSION

In the previous chapter, we presented data gathered by the pre-test and the post-test, the Likert-Scale questionnaires and the observation format. Based on the results of the pre-test we determined that most of our participants could not even reach the A1 level according to the Common European Framework of Languages. For that reason, we had to design the Speaking classes according to their level. When we administered the post-test, we noticed a significant change. We believe that the post-test results changed because when we implemented the selected YouTube video lessons, we considered the overall learners' needs rather than each particular individual. Thus, when we gave the lessons, there were some topics that most students were not familiar with, and other topics in which few students have already learned well. The areas in which the students showed the most improvement were vocabulary, fluency, and pronunciation and interactive communication.

On the Likert-scale questionnaire, about 65% (19) of the participants found the selected YouTube videos very significant for their classes, 27% (8) of the participants somewhat significant, 6% (2) a little significant, and around 2% (1) not at all significant. These results clearly show that YouTube videos, in some way or another, facilitate language learning.

The observation formats allowed us to record students' activities during the classes with the YouTube speaking lessons. We noticed how the majority of students demonstrated that they were able to understand our video speaking lessons. Some of the students even repeated what we showed them without our telling them to do so. Few students asked questions, and almost half of the students were distracted while we were giving the lessons. During the first classes, some students got distracted and others paid attention because the use of videos in the classroom was new. In the following classes, most students concentrated more when we showed the videos. Equally important, students engaged more in the classes when they relate some of the videos to their daily activities.

To sum it all up, the data collection instruments permitted us to corroborate our assumptions regarding English Speaking skills among public high school students. We determined their level was quite low. Nevertheless, the audiovisual material we used in our English class did help students to improve their English-speaking skills.

Below we will attend to use the data above to answer our research questions. The discussion section intends to answer the already mentioned research questions which are:

Research question:

How does the use of selected YouTube videos impact speaking performance of A2 EFL learners in an Ecuadorian public high school?

Sub-research questions:

1. Does the use of selected YouTube videos improve the speaking performance of the A2 EFL learners at a Public High School?
Yes, the majority of the students showed improvement.
2. Is there any difference between the results of the pre-test and the post-test after the use of selected YouTube videos in the class?
Yes, the results were statistically significant.
3. What are EFL students' attitudes towards the use of the selected YouTube videos to enhance their speaking performance?
Overall the students' attitudes were positive.

6.2 RESEARCH QUESTIONS DISCUSSION

6.2.1 YouTube videos impact on students

Throughout most of the lessons, we noticed how students reacted to the speaking lessons. Some of the learners repeated the words they heard, others took notes, a few students asked questions, and others did not pay attention at all. The worksheets we provided facilitated our lessons by eliciting answers about the video we presented. After the participants had worked on the worksheets, we explained on the board how to form simple questions and how to respond to them. Finally, we gave students instructions to work on role-plays, dialogues, and drills according to the lessons we provided. Although we asked them to practice without looking too much at their worksheets, many of them did not follow our instructions. We assume that because of their level, they needed some visual aids to form the questions because it was just a bit difficult for many of them to retain the information we showed in the video. We came to the conclusion that videos for beginners do help students improve their speaking skills especially in aspects such as vocabulary, fluency, and pronunciation. Formation of questions and vocabulary retention was reinforced by explanation on the board and worksheets.

6.2.2 Likert-Scale Questionnaire

According to the results of our Likert-scale questionnaire, we have determined that selected YouTube videos do enhance English speaking performance and other aspects related to language learning. They showed a fair change regarding usage, pertinence, and appropriateness. By looking at the patterns, we can say that about 64.83% of the students found selected YouTube videos very useful, helpful, appropriate and meaningful for their classes.

Based on the results of the Likert scale questionnaire, it is fundamental to highlight that the students found some videos a little bit more interesting than others since some of the content of the videos was familiar for them. Therefore, the more familiar the topics were, the more significant students found the videos in the lessons.

6.2.3 Pre-Test and Post-Test difference prior and after the intervention

The pre-and post-test were essential tools to measure students speaking performance before and after the intervention. We were astonished when we asked the students' simple questions such as "What is your name? Where are you from? Where do you live? What do you do for work?" Most students were able to respond the first question, but the great majority could not respond the other questions we asked. According to the Ecuadorian Educational Law, 3rd Bach students should be able to respond these types of questions, but the reality was a different story. Therefore, we decided to adapt our lessons to their English level for our intervention.

Before the test, the whole group scored 202 out of 1500 points. After the intervention, the entire group scored 458 out of 1500 points. Based on the evidence we gathered, we noticed that most of the students who obtained low scores in the pre-test improved their speaking regarding vocabulary, pronunciation, interactive communication and fluency in the post-test. On the other hand, the students who obtained just above the beginner level scored just about a little bit better in the post-test. This intervention makes sense because we adapted the lessons based on the whole group needs; and as mentioned before, we had to start with these students from the very beginning since their English-speaking level was quite low. The few students who scored a bit above the beginner level had to observe classes that they were already familiar.

The pre-test and the post-test became the most essential tool in our intervention since it gave a clear picture of the students speaking performance. Before the test some

students were nervous. Although we explained them that the score would not affect their school performance, the level of anxiety was manifested. At times, we have to give the instructions in Spanish because most students did not understand what we told them to do. In the post-test, the students' level of anxiety was minimized. The students were now more acquainted with the format of the exam, and also their speaking performance improved due to the selected YouTube video speaking lesson we implemented.

6.2.4 Students' attitudes towards selected YouTube videos (observation formats)

In the first class 5 students repeated what they heard, 8 students asked the teacher questions, 24 students answered questions in Spanish, 15 students worked with peers, 22 students provided short responses in English, and 4 students provided long responses in English. Whereas, in the last class, 22 students repeated what they heard, 15 students asked the teacher questions, 12 students answered questions in Spanish, 26 students worked with peers, 10 students provided short responses in English, and 18 students provided long responses in English. Based on the above scores we can say that the students' attitude towards the use of selected YouTube videos significantly improved throughout the six lessons.

One of the major aspects regarding students' attitudes towards the use of selected YouTube videos is classroom engagement. Participating in activities can lead to desired goals if there is persistence on the part of the teacher and the learners (Quaye, 2015). Some of the indicators highlighted in the observation formats were:

- Students repeat what they hear
- Students ask questions to the teacher
- Students answers questions made by the teacher
- Students work with peers
- Students provide short responses
- Students provide complete responses

At the beginning stage, most students were reluctant to produce, but at the last stage, most students got engaged. We believe that one of the factors for classroom engagement is rapport. Rapport means that educators have to build a connection with the students, and once this connection is accomplished, students will feel more confident to interact. Rapport is a key aspect of learning; a comfortable classroom environment enables

students to acquire knowledge better (Nguyen, 2008). Similarly, a good teacher-learner relationship encourages participation on the part of the students and motivation on both parts (Lave & Wenger, 1991). Last but not least, building rapport takes time; this is the reason why students in the first classes repeated fewer words in English than in the last two classes.

A somewhat similar pattern is seen when students ask the teacher questions. In the first class only a few students asked questions; subsequently, in the following classes students asked more questions. Asking questions creates a friendly environment in which learners are motivated to fully understand a specific topic and criticize their performance (Barnes David, 1997).

Answering questions in class may vary depending on what is being presented. As mentioned earlier in the first, second and fourth class few students answered questions; in the third class, only some students answered questions; whereas, in the last two classes most students answered questions. As we were teaching the lessons, we noticed how some students said that in certain classes they had not learned that lesson yet. In other classes, some students said that they had already learned that lesson with their actual teacher. Hence, we can say that the more acquainted students are with topics, the more likely they are to respond to questions. Students' background knowledge is determinant on how well students can answer oriented questions; equally important, responses to questions help teachers identify students' comprehension of a lesson (Raphael & Pearson, 1985).

It is important to mention that although some students answered our questions, the answers we got were in Spanish. There were few students who answered our questions in English in the first classes. Equally important, most of the answers we got were short and simple.

Working with peers is an important indicator in our intervention. In our first class we did not ask the participants to work with their classmates because we wanted our students to get familiar with using English expressions for basic level such as what is your name? Where are you from? and names of countries; however, they asked questions to each other to clarify understanding. In the following classes, we asked the participants to work in pairs to role-play conversations. We explained to them the importance of acting and sounding natural to make the role-play as real as possible, and thus, more meaningful for learning. In the second and third classes, some students worked with their peers. Towards the end of the third class, we asked the students to elaborate a simple dialogue by

providing them a model. It seems like most students were getting ready for an exam or quiz for the upcoming class, and just a few ones who studied for that quiz or exam asked us to come and observe their dialogue.

In the first two classes, few students responded our questions with short responses, and in the following classes, some students responded our questions with long responses. On the other hand, no students gave examples or responded to questions with complete sentences; in the third and the fourth classes, few students responded questions with complete responses, in the fifth class some students provided complete responses, in the last class most of the students provided long sentences as we asked them. Although these sentences were long, they were not complex they were quite simple. For instance, questions such as “What is your name? Where are you from? Where do you live? What can you do?” were answered in complete sentences in some of the lessons. The level of the students was still for beginners; therefore, we could not yet challenge them with more complex questions.

Some of the areas that the students improved in English speaking proficiency were pronunciation, fluency, interactive communication. In addition, we noticed how students increased their vocabulary as they were asking and answering questions to each other. In the classes we implemented drills, short dialogues, and role-plays to enable learners process their input and turn it into output. At the beginning of our intervention some of the students were reluctant to collaborate; nevertheless, once they notice some other students working, they decided to work as well. It is essential to highlight that in the classes that some students understood the lessons, but they produced in Spanish. Other students repeated what they heard, and very few students, particularly, the older ones did participate; nevertheless, their level of production was yet limited.

6.3 CONCLUSION

In conclusion, selected YouTube videos does help students enhance their English speaking skills if appropriate scaffolding tasks are delivered. Most students’ attention was drawn as the videos were shown. Students utilized some of the words from the videos as they worked on speaking tasks. Results of the post-test clearly explained that the intervention was significant for the student. Moreover, the areas of speaking that students improved were pronunciation, fluency and interactive communication. Last but not least, students’ attitudes towards selected YouTube videos were overall positive.

CHAPTER 7

7.1 GENERAL CONCLUSION

Notwithstanding, the use selected YouTube videos in Ecuadorian EFL classes allowed us to identify fundamental aspects that need to be taken into account for the elaboration of English communicatively lessons. Some of the underlying aspects were the following:

(1) Selected YouTube videos provided meaningful context for students to understand the lessons better. As the context was provided learners could relate similar experiences to theirs, and thus, they were able to produce spoken information in a more meaningful way. (2) Most of the videos presented in our intervention drew the students' attentions facilitating them to stay focus throughout the lessons. (3) Selected videos cannot make bring about great results unless appropriate pre, during and post activities are considered in the lessons. These activities permit to scaffold learning so that students process information well. (4) In speaking activities such as role-plays, drillings, dialogues, ask and answer questions, videos become a model for students to follow. (5) Some of the aspects that students improved in our intervention were pronunciation, fluency, interactive communication and vocabulary. (6) Selected videos helped reinforced concepts that students learned in previous classes. (7) Selected videos facilitated peer work and peer feedback as students were asked to work with their peers. Students followed models from the videos and the teachers (researchers). (8) Environment can affect students' performance. Noise, classroom size, air conditioning, weather, etc. are factors that become distractors while lessons are given. Therefore, it is fundamental educators prepare a back-up plan in advance. (9) All things considered, selected YouTube video lessons significantly improved the overall English speaking performance of the students.

7.2 LIMITATIONS OF THE STUDY

In our investigation, there were some limitations that affected our intervention. Firstly, the students' classroom was not equipped neither with a TV nor with a projector. This is the reason why we have to bring our own equipment to carry out our lessons. Secondly, the school did not have an English laboratory with computers and internet access. It is because of that that we had to download the videos from our homes. Thirdly, noise distracted the students. The classroom door was always open because there was not air conditioning. Students could hear the noise coming out from other classrooms. Fourthly, the weather affected continuity. At times when we came to teach, the school principal had already sent the students due to heavy rain. As a result of that, we had to come the following day and sometimes the following week, thus affecting the continuity of our classes. Finally, time became our worst enemy. Students were supposed to have 40-minute lesson classes; nevertheless, the reality was a different story. We were only given 35-minute lesson classes because the schedule was rearranged to permit their learners to have more hour classes with main subjects such as Mathematics, Chemistry, Physics, Social Studies, and more others.

Absences also affected our study because in some lessons some students were present. Some of them did not attend classes because of work and family reasons. Very few students did not show because they just wanted to enjoy themselves doing what they like. We believe that these students were the ones who improved little in their English speaking performance in contrast with the students who stayed in all the classes.

Tiredness is another limitation to consider. Some of the students who studied at night told us that they had to work in the mornings and afternoon to provide for their needs and the needs of their family members. They also said that they felt tired and we think that is a reason why these students could not fully be concentrated on the class we gave.

To conclude, the above factors limited some of our participants to fully engage in our classes which benefited most of the learners.

7.3 FUTURE DIRECTIONS AND FURTHER AREAS FOR RESEARCH

To all those who want to investigate and expand their knowledge in EFL speaking performance we suggest reviewing the following topics. Classroom engagement, classroom environment, audio visual resources, and rapport. Classroom engagement will benefit researchers by helping them to identify the students who do not want to collaborate in class even when they attend to classes. Classroom environment will aid teachers to

create a class in way distractions are minimized to fully connect the students with the class. Audio visual resources will facilitate educators to provide context to the class and also to boost motivation. Finally, rapport knowledge will benefit teachers to establish a better relation to students so that they feel welcomed and helpful in the classes. It does not only improve relations but also cooperative and collaborative learning.

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APPENDICES

APPENDIX A

Cuestionario para conocer el impacto del Uso de videos seleccionados de YouTube para mejorar la producción oral en el idioma Inglés.

Marque con una X el grado de importancia de las siguientes declaraciones relacionado al uso de video de YouTube para mejorar la parte comunicativa en el Idioma Inglés

PREGUNTAS	MUY/CHO	ALGO	POCO	NADA
	3	2	1	0
¿Fue el video interesante?				
¿Fue el video útil?				
¿Tuvo el video frases de la vida diaria?				
¿Fue el video relacionado con el tema de la clase?				
¿Me ayudo el video a entender la clase?				
¿Fue el tiempo del video apropiado?				
¿Fue el vocabulario comprensible?				
Total categoría				
Número de estudiantes				

Clase N° _____

Fecha: _____

APPENDIX B

Classroom Observation Form

Instructor: _____ **Course:** _____

Demonstrative Class: _____ **Date/time:** _____

The observer will use one observation format for each class.

CRITERIA	Number of students who participate	COMMENTS
Students repeat what they hear		
Students ask the teacher questions		
Students answer questions made by the teacher		
Students work with peers.		
Students provide short sentences		
Students provide complete sentences		

APPENDIX C

CLASS LESSON PLAN OVERVIEW

Prepared by: Nefi Galán and jeimi Maya

Date: January 16 th , 2017	Course: 3 rd Bach
Time frame: 8-8:35	Topic: Alphabet letters & What's your name? and Where are you from?

Lesson Plan 1

Objectives:

1. Acquaint learners with the vocabulary related to countries and places
2. Identify and Recognize vowel and consonant sounds of the alphabet
3. Develop verbal competence through word spelling
4. Ask and answer the questions "What's your name? And where are you from?"

Materials:

- Projector
- Video
- Board
- Worksheet
- Board markers

Key Vocabulary:

What's your name? Where are you from? Alphabet

CLASS LESSON PLAN PROCEDURE

HOUR	STEPS & STAGES	DURATION	PROCEDURE	MATERIALS	ADDITIONAL NOTES
1ST	Warm up & Lead in	5 minutes	Teachers explore prior knowledge as they ask students questions. The questions are: What's your name, Where are you from? , How do you spell your name?		What do you know?
1ST	Introduction	10 minutes	One teachers writes down the Alphabet on the board. The other teacher says the sound of each consonant and vowel out loud. The teachers who says the words out loud asks students to say the words as well.	White Board	Scaffold
1st	Presentation	10 minutes	Ss watch the video of a reporter asking people questions about their names, and where they come from. Teachers ask Ss to pay a lot of attention how that is done	Video	Reinforcement
1st	Practice & Production	10 minutes	Ss receive a worksheet with the questions What's your name? Where are you from? How do you spell your name? Teachers show the model and then Ss are asked to work with their peers.	Worksheet	Production

APPENDIX D**CLASS LESSON PLAN OVERVIEW****Prepared by:** Nefi Galán and jeimi Maya

Date: January 18 th , 2017	Course: 3 rd Bach
Time frame: 9pm - 9:35pm	Topic: Do-Does & Did

Lesson Plan 2**Objectives:**

1. Identify the form and usage of Yes/No simple present and simple question with do, does and did.
2. Elaborate questions with do, does and did based on the prompts provided
3. Respond to yes/no questions

Materials:

- Projector
- Video
- Board
- Images with prompts in sheets
- Board markers

Key Vocabulary:*Bee, dress, baby, work, coffee, want, room, rescue*

CLASS LESSON PLAN PROCEDURE

HOUR	STEPS & STAGES	DURATION	PROCEDURE	MATERIALS	ADDITIONAL NOTES
1 ST	Warm up & Lead in	5 minutes	Teachers show a video with yes/no simple present and simple past questions. Questions such as Do you like this dress? Does he work hard? Did they get rescued? In the video students are also asked questions. Ss respond to questions based on what they watched and learned	Video	Classroom Engagement
1 ST	Introduction and Presentation	10 minutes	On the board, one teacher makes a formula for yes/no questions in both simple present and simple past. Once the formula is presented. One teacher formulates the question, the other teacher responds. Ts provide a few examples. Ss watch and learn	White Board	Scaffold
1 st	Practice	10 minutes	T asks some Ss to come up to the board. Ss elaborate questions by following the formula. They write the question on the board. Next, Ss are asked to ask the teachers they wrote. Ts respond with enthusiasm.	Board	Reinforcement
1 st	Extra Practice & Production	10 minutes	Ss receive a sheet with images and prompts to elaborate questions. Ts explain how to elaborate the questions based on the images and the prompts. Ss then practice. One S ask the other respond, then they change roles. Ts monitor and give feedback if necessary.	Sheet with images and prompts	Production

APPENDIX E**CLASS LESSON PLAN OVERVIEW****Prepared by:** Nefi Galán and jeimi Maya

Date: January 28 th	Course: 3 rd Bach
Time frame: 9pm - 9:35pm	Topic: Sports occupations and Information Questions with What.

Lesson Plan 3**Objectives:**

1. Identify the names of sports occupations through questions and images
2. Elaborate Sports- occupation information questions by following a formula and a model
3. Develop verbal competence by asking and answering questions about occupations.

Materials:

- Projector
- Video
- Board
- worksheets
- Board markers

Key vocabulary words: *tennis player, swimmer, body builder, golfer, skate boarder*

CLASS LESSON PLAN PROCEDURE

HOUR	STEPS & STAGES	DURATION	PROCEDURE	MATERIALS	ADDITIONAL NOTES
1 ST	Lead in & Introduction	5 minutes	T plays a video in which a person asks what does he/she do regarding sports occupations. In the video the images are shown. The T plays part of the video again and ask some of the Ss to respond.	Video	Engage
1 ST	Presentation	10 minutes	Ts ask Ss yes/no questions with do and does to review what was previously learned. Then, one teacher writes a yes/no question on the board. For instance, Does he play soccer? Then the other teacher transforms that question into an information question as in What does he do? The other teacher responds he plays soccer. The explanation is given both orally and in the board.	White Board	Scaffold and Review
1 st	Practice	10 minutes	Ss receive a worksheet. In the worksheet there are images. There are a few examples: What does he do? The image. And Then the answer He swims. Ss work together in pairs. They figure out questions and answer based on the images the questions with no answers and the answers with no questions. Teachers monitor and give feedback if necessary.	Worksheet	Reinforcement
1 st	Production	10 minutes	Ss are grouped in pairs. T tells student to ask the question what do you do? Students ask and answer that question to the partner who he or she is working with. Then one student from a pair is asked to talk to another pair by asking what he or she does. Ts explain this exercise through a model example. As students produce teachers give feedback.		Oral Production

APPENDIX F**CLASS LESSON PLAN OVERVIEW****Prepared by:** Nefi Galán and jeimi Maya

Date: February 1 st	Course: 3 rd Bach
Time frame: 9pm - 9:35pm	Topic: Abilities and Occupations

Lesson Plan 4**Objectives:**

1. Identify the usage and form of can in sentences about abilities
2. Talk and write about our occupations to express abilities
3. Develop verbal competence through a role-play activity

Materials:

- Projector
- Video
- Board
- worksheets
- Board markers

Key vocabulary words: *abilities, occupations, dance, sing, act, drive, speak a foreign language*

CLASS LESSON PLAN PROCEDURE

HOUR	STEPS & STAGES	DURATION	PROCEDURE	MATERIALS	ADDITIONAL NOTES
1 ST	Lead in	5 minutes	One T writes down a list of action verbs in the board. For example, jump, run, drive, fly, dance, etc. The other teacher asks him a question. For example, Can you jump? T one who is asked respond Yes I can and pantomimes the action. Then another question is asked, Can you dance salsa? No, I can't. The teacher dances horribly to confirm his response. All the verbs are pantomimed, and then Ss are asked the same questions. The purpose of this activity is to acquaint students with the modal auxiliary can.	Board	Body Language is used in this task
1 ST	Presentation and Production	10 minutes	Ts play the video of Can for abilities and occupations. In the video, people are asked what they can and cannot do based on acting. T one of the teachers writes on the board some of the questions that appear on the video. Ss are to respond to these questions. Feedback is given if necessary.	Video	Scaffold
1 st	Extra Practice	10 minutes	Ss receive a worksheet in which they have a model to role-play a conversation about abilities. Ts explain how the role-play is done by acting themselves. With the cues and models Ss elaborate their own. The exercise is done at their desk. One T motivors one group another teacher monitors the other.	Worksheet	Oral Production
1 st	Vocabulary Building	10 minutes	To reinforce what they had learned even more. A list of vocabulary work given to the Ss with images of occupations and with simple questions with can. In addition affirmative and negative statements. Students work in a complete the gap exercise	Worksheet	Reinforcement

APPENDIX G

CLASS LESSON PLAN OVERVIEW

Prepared by: Nefi Galán and jeimi Maya

Date: February 3rd	Course: 3 rd Bach
Time frame: 9pm - 9:35pm	Topic: Routines & Habits in simple information questions and answers

Lesson Plan 5

Objectives:

1. Introduce simple present tense through context
2. Elaborate simple present tense question to ask about routines and habits
3. Respond to Information questions regarding routines and habits

Materials:

- Projector
- Video
- Board
- Slips of paper with images
- Board markers

Key vocabulary words: *wash the clothes, do the laundry, eat lunch, run at the park, go to class*

CLASS LESSON PLAN PROCEDURE

HOUR	STEPS & STAGES	DURATION	PROCEDURE	MATERIALS	ADDITIONAL NOTES
1 ST	Lead in and Presentation	10 minutes	Ss watch a video of people doing some activities such as going to school, eating lunch, driving to school, doing the laundry, etc. T pauses video every once in a while to check Ss understanding. T asks questions and students respond.	Video	Classroom Engagement
1 ST	Presentation and Production	15 minutes	Ss are given slips of paper with a question from the video which is What does he/she do every day, morning, afternoon, etc. The question has the image. All Ss are asked to come up to the board. Ss ask the questions, image prompt will allow the other student to respond correctly, a model is given beforehand. All students will have to be standing. The students with the slips will walk around the class to ask the questions to their peers. Feedback will be given if needed	Slips of paper with questions and images	Scaffold and Production
1 st	Extra Practice	10 minutes	Teachers write on the board what do you do in the morning, afternoon, evening, on the weekend. The other teacher responds. S are asked to the same with the person who is next to them. They exchange roles. Both students get to practice asking and answering questions.	Whiteboard	Oral Production

APPENDIX H CLASS LESSON PLAN OVERVIEW

Prepared by: Nefi Galán and jeimi Maya

Date: February 10 th	Course: 3 rd Bach
Time frame: 9pm - 9:35pm	Topic: Family Tree

Lesson Plan 6

Objectives:

1. Identify the name of Family terms through a family tree
2. Recognize the use of possessive nouns while describing our family
3. Talk about our immediate and our extended family

Materials:

- Projector
- Video
- Board
- worksheets
- Board markers

Key vocabulary words: *Family tree, mother, father, brother, sister, uncle, aunt, cousin, grandparents.*

CLASS LESSON PLAN PROCEDURE

HOUR	STEPS & STAGES	DURATION	PROCEDURE	MATERIALS	ADDITIONAL NOTES
1 ST	Warm up	5 minutes	. Ss are asked what their parents' and siblings names are. Also Ts show how that is done. The purpose of this activity is to explore prior knowledge		What do you know about family vocabulary?
1 ST	Presentation and Production	10 minutes	Ss watch a video of a family tree. In the video, the members of the family get to introduce a few of their members. The images are of real people. So is the audio. Then students are asked "What's your father's name? What's your mother's name?" and so on.	Video	Scaffold
1 st	Extra Practice	20 minutes	Ss receive a worksheet of a family tree. In the family tree worksheet. Students will have to fill in the spaces with their relatives' information. Then Ss will be asked to describe their family tree. Teachers will give feedback as the Ss work on the task	Worksheet	Oral and Written Production

APPENDIX I

Cambridge English

Assessing Speaking Performance – Level A2

Examiners and speaking assessment in the Cambridge English: Key exam

Speaking tests are conducted by trained examiners. The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs) who are in turn responsible to a Professional Support Leader (PSL), who is the professional representative of Cambridge English Language Assessment for the Speaking tests in a given country or region.

All of the examiners (PSLs, TLs and SEs) must prove each year, through a certification process, that they are competent to assess. In addition, they are regularly monitored during live testing sessions.

Although candidates take the test in pairs or groups of three, throughout the test they are assessed on their individual performance and not in relation to each other. They are awarded marks by two examiners: an assessor and an *Interlocutor*.

The *Interlocutor* awards a mark for the performance as a whole, using the Global Achievement scale.

The assessor awards marks for three individual criteria:

- Grammar and Vocabulary
- Pronunciation
- Interactive Communication.

How can I use the Assessment Scales?

Examiners use the A2 Level Assessment Scales to decide which marks to give candidates taking the *Cambridge English: Key Speaking* test. Using the scales yourself during classroom speaking practice tasks will help you to:

- analyse your students' strengths and weaknesses when they do *Cambridge English: Key Speaking* tasks
- form an impression of how ready your students are to take the Speaking test.

The Assessment Scales

The *Cambridge English: Key Assessment Scales* are divided into six bands from 0 to 5, with 0 being the lowest and 5 the highest. Descriptors for each criterion are provided for bands 1, 3 and 5 and indicate what a candidate is expected to demonstrate at each band. Cambridge English Key is at Level A2 of the Common European Framework of Reference (CEFR), and the descriptors for band 3 and above generally indicate performance of at least A2 level.

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Cambridge English

Assessing Speaking Performance – Level A2

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shows features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shows features of Bands 1 and 5.</i>		
1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

As you look through the scales, it may help to highlight words which make one band different from another.

For example, under Grammar and Vocabulary, the basic focus of the first bulleted descriptor at Band 3 is the same as at Band 1; the control of grammatical forms. However, at Band 3 'sufficient' replaces 'only limited' – *Shows a sufficient control*, and the range of expected forms has been extended from a few to simple grammatical forms in general. In Band 5, the focus on control has changed to include 'a good degree of control' – *Shows a good degree of control of simple grammatical forms*.

Don't worry if a lot of the terms used in the scales are new to you – in the Handbook for Teachers you will find a Glossary of Terms for Speaking.

All three analytical criteria are assessed across the whole test. In Part 1 the candidates interact with the Interlocutor and in Part 2 they talk to each other, using prompt cards to ask and answer questions.

How can I use the Assessment Scales with students?

You could:

1. Refer to the scales as you observe students carrying out a *Cambridge English: Key* speaking task.
2. Note down examples of performance in terms of the listed criteria.
3. Give students feedback on their strengths and weaknesses.
4. Think about whether your students are ready for the exam and how they could improve.

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Cambridge English

Assessing Speaking Performance – Level A2

However, it can be difficult for a teacher to manage a speaking practice task (i.e. be the interlocutor), make notes of what the students say and refer to the Assessment Scales, all at the same time. The following activities are designed to help you get started.

On the Cambridge English TV YouTube channel there is video recording of two candidates called Luis and Gustavo taking the *Cambridge English: Key Speaking* test.

You can click on these links to watch each part of the test.

https://www.youtube.com/watch?v=7D8_X5PzUpQ

The four activities use this recording to practise using the Assessment Scales.

Activity 1

1. Make a copy of the blank Grammar and Vocabulary table on page 4. You will see that statements from the Assessment Scales have been turned into questions.
2. Watch the *Cambridge English: Key Speaking* test video part 1 (to about 4 minutes 30).
3. Note down examples of what Gustavo does well and not so well for each of the questions in the Comments box on the assessment sheet.
4. Compare the notes you have made with a completed example on page 7.

Activity 2:

1. Make a copy of the blank Pronunciation table on page 5.
2. Watch the *Cambridge English: Key Speaking* test video part 2 (from about 4 minutes 30).
3. Note down examples of what Luis does well and not so well for each of the questions in the Comments box on the assessment sheet.
4. Compare the notes you have made with a completed example on page 8.

Activity 3:

1. Make a copy of the blank Interactive Communication table on page 6.
2. Watch the *Cambridge English: Key Speaking* test video.
3. Note down examples of what both Gustavo and Luis do well and not so well for each of the questions in the Comments box on the assessment sheet.
4. Compare the notes you have made with a completed example on pages 9 and 10.

Remember:

- In a real *Cambridge English: Key Speaking* test the marks awarded reflect a candidate's performance across the whole exam and not just in one or two parts of it. As you become more familiar with the assessment criteria and gain more experience in analysing your students, you will find it easier to focus on all of the criteria during classroom practice tasks.
- Being able to refer to the Assessment Scales will help you to analyse your students' strengths and weaknesses and to estimate whether they are ready for the Speaking test. However, it won't necessarily give you an accurate prediction of the marks that your students will achieve in a real test, as the candidate may be affected by other factors such as nervousness.

Cambridge English

Assessing Speaking Performance – Level A2

Cambridge English: Key (LEVEL A2) SPEAKING GRAMMAR & VOCABULARY	
Name of student	
Does the speaker use simple grammatical forms with sufficient control?	
Good	Not so good
Does the speaker use simple grammatical forms with a good degree of control?	
Good	Not so good
Does the speaker use appropriate vocabulary to talk about everyday situations?	
Good	Not so good
Comments	

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Cambridge English

Assessing Speaking Performance – Level A2

Cambridge English: Key (LEVEL A2) SPEAKING PRONUNCIATION	
Name of student	
Are the utterances mostly clear? Can the speaker be mostly understood?	
Good	Not so good
Does the speaker show limited control of intonation?	
Good	Not so good
Does the speaker show limited control of word and sentence stress?	
Good	Not so good
Are individual sounds mostly clear?	
Good	Not so good
Comments	

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Cambridge English

Assessing Speaking Performance – Level A2


Cambridge English: Key (LEVEL A2) SPEAKING INTERACTIVE COMMUNICATION	
Name of student	
Can the speaker maintain simple exchanges with the interlocutor (Part 1)?	
Good	Not so good
Does the speaker react appropriately to what the interlocutor or other candidate says?	
Good	Not so good
Does the speaker need any prompting or support?	
Good	Not so good
Comments	

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English Unlimited Placement test

Oral test question banks

Introductory questions
What's your name? How do you spell your surname?
Where are you from?
Did you learn English at school? For how many years?

1 Starter		 A1
	Question	Goals (with coursebook unit)
1	What do you do? Do you work or are you a student?	Say where you work (2)
2	Tell me about your family.	Talk about families (2)
3	What do you do in your free time? (Do you play football or any sports?)	Say how you spend your time (4)
4	What do you do every day? What time do you get up / start work?	Talk about your daily routine (6)
5	Tell me about the town where you live.	Talk about a place you know (7)

2 Elementary



	Question	Goals (with coursebook unit)
6	Tell me about something you can do well. (Can you swim? Can you cook?)	Say what you can do (1)
7	How often do you usually see your friends? (What do you do together?)	Say what you do in your free time (3)
8	Where do you live? Tell me about your home.	Talk about homes (5)
9	What are you going to do at the weekend?	Talk about hopes and plans (14)
10	Have you been to an English-speaking country? Tell me about your visit. (OR Tell me about an interesting place you have been to.)	Talk about trips and past events (4) Talk about experiences (13)

APPENDIX J

FORMULARIO DE CONSENTIMIENTO

Título de Tesis: Impacto del uso de videos seleccionados de YouTube para mejorar la producción oral en el idioma Inglés para estudiantes no nativos con nivel A2 en un colegio público del Ecuador

Información del Participante:

Por favor indique su posición, marque todo lo que aplica

- Administrador del Programa
- Estudiante/ Participante
- Docente/ Profesor
- Padres de participante menores a los 18 años de edad
- Otro, (por favor explique)

Yo _____, he sido invitado a participar en este proyecto de investigación, el cual se me ha explicado todo detalle del mismo por los investigadores Jeimi Maya y Nefi Galán. Esta investigación se lleva a cabo para poder crear conocimiento en cuanto al impacto que tiene los videos seleccionados de YouTube para mejorar la producción oral en el idioma Inglés en un colegio público del Ecuador.

Propósito del Proyecto de investigación

El propósito de esta investigación es evaluar el impacto del uso de videos seleccionados de YouTube para mejorar la producción oral el idioma inglés para estudiantes no nativos con nivel A2 en un colegio público ecuatoriano.

Descripción de los métodos investigativos

Los métodos y técnicas para este estudio investigativo serán cuantitativos. Se pedirá a los participantes que llenen cuestionarios y participaran en clases demostrativas que serán observadas por los investigadores. También se administrará una evaluación de entrada y otra se salida para determinar el desenvolvimiento oral antes y después de las clases anteriormente mencionadas.

BENEFICIOS DE LOS PARTICIPANTES

Los participantes se beneficiaran de este estudio ya que se implementara el uso de medio informático, en este caso el uso de videos seleccionados de YouTube.

RIESGOS Y MOLESTIAS

La única molestia o riesgo predecible para el participante es el tiempo para completar el cuestionario y los exámenes

CONFIDENCIALIDAD

Entiendo que cualquier información mía en cuanto al resultado de la participación en este proyecto será confidencial así como legalmente posible. En cualquier publicación que resulte de esta investigación no se incluirá ni el nombre del participante ni cualquier otra información por el cual pueda ser identificado.

PARTICIPACIÓN VOLUNTARIA

La participación en este estudio es voluntaria. Entiendo y soy libre de retirarme mi consentimiento para participar en este estudio o cualquier actividad específica en cualquier momento. Entiendo que no será afectado ni mi estatus laboral o académico si decido no participar en el estudio. Se ha dado la oportunidad de hacer preguntas en cuanto al proyecto de estudio y he recibido respuestas concernientes aspectos que no pude entender.

La información que proveo en este estudio será anónima. Al firmar este consentimiento informado, significa que entiendo los términos asociados con el estudio. Yo voluntariamente consiento participar en este estudio.

Firma del participante
Shaw, 2009

Fecha

APPENDIX K



UNIDAD EDUCATIVA FISCAL "PATRIA ECUATORIANA"
 "Nacimos de una esperanza, ahora somos forjadores"
 TELÉFONOS: 2462030 – 2462031-2472287
 Dirección: LA 40 av y PORTETE
 Correo: cfmpatriaecuadoriana@hotmail.com



Guayaquil, 14 DE DICIEMBRE de 2016

SEÑORES COORDINADORES DE PROYECTOS DE TESIS DE GRADO DE LA ESCUELA SUPERIOR
 POLITÉCNICA DEL LITORAL
 PRESENTE

DE MIS CONSIDERACIONES:

La suscrita Rectora de la Unidad Educativa "Patria Ecuatoriana" se dirige a ustedes para notificarles la aprobación de la aplicación del proyecto de Tesis de grado titulado Impact of selected youtube videos on speaking performance in A2 EFL learners of a Ecuadorian public High School"(Impacto de videos seleccionados de Youtube para el desenvolvimiento de la producción oral en los estudiantes de inglés como idioma extranjero con niveles A2 perteneciente aun colegio fiscal ecuatoriano) de los egresados de la Escuela Superior Politécnica del Litoral Lic. Jeimi Maya con C.I 0921349759 y Lic. Nefi Manuel Galán Cherrez con C.I 0702344995, se lo aplicará con estudiantes de 3º de Bachillerato de la Unidad Educativa "Patria Ecuatoriana"

Atentamente

Mag. IVONNE MARCELA PARRA MARTÍNEZ
 RECTORA DE LA UNIDAD EDUCATIVA "PATRIA ECUATORIANA"



